


COURT FILE NUMBER	2301-09854
COURT	Court of King's Bench of Alberta
JUDICIAL CENTRE	Calgary
APPLICANTS	Jonah Pickle, Paul Viminiz and Frances Widdowson
RESPONDENT	The University of Lethbridge and the Governors of the University of Lethbridge
DOCUMENT	<u>Affidavit</u>
ADDRESS FOR SERVICE AND CONTACT INFORMATION OF PARTY FILING THIS DOCUMENT	Glenn Blackett Law 



**AFFIDAVIT OF PAUL VIMINITZ
Sworn on July 27, 2023**

I, Paul Viminiz, of Lethbridge Alberta, SWEAR AND SAY THAT:

1. I have personal knowledge of the facts herein except where stated to be based on information and belief, in which case I verily believe the same to be true.

A. BACKGROUND

2. I hold a Bachelor of Arts in Philosophy (honours) from the University of Regina, a Master of Arts in philosophy from Dalhousie University, and a Doctorate in Philosophy from the University of Alberta
3. Since 1997 I have been a professor of Philosophy at the University of Lethbridge (“**UofL**”).
4. My areas of competence include meta-ethics and the metaphysics of persons, epistemology, metaphysics, logic, the philosophy of science, mind, language, religion, law, ethics and applied ethics (communications ethics, business ethics, and environmental), and social and political philosophy. My areas of specialization are political philosophy, philosophy of religion, the philosophy of war, and game theory.
5. Like Frances Widdowson (“**Widdowson**”), my interests now include the area of academic freedom. I have written on this topic on my blog paulosophicalvimplications.org.
6. I have read and agree with Widdowson’s affidavit sworn in this action on July 26, 2023, (“**Widdowson’s Affidavit**”) where she explains woke-ism’s use of tactics known as “cancel culture” (see paragraph 19.c.). I agree with Widdowson’s Affidavit where she explains that

woke-ism is antithetical to free speech, open inquiry and dissent and, therefore, destructive to the truth-seeking function of universities.

7. I gave a public talk on the Chicago Principles (which are at Exhibit “C” to the Widdowson Affidavit) in Grand Prairie on February, 13, 2020, and participated in a debate with Karl Laderoute on January 10, 2020: "Be it resolved that the U of L adopt and rigorously enforce the Chicago Principles."
8. I am on the Executive Board of the Society for Academic Freedom and Scholarship (“SAFS”).
9. This action relates to the woke cancellation of Widdowson, me and interested students, faculty and members of the public by the UofL.

B. THE EVENT

10. Given my academic interests, in November 2022 I invited Widdowson to speak to students, faculty and members of the public at the UofL on the topic of “How Woke-ism Threatens Academic Freedom” which was to be hosted at the UofL, Anderson Hall, on February 1, 2023 at 4:30 p.m. (the “Event”).
11. The format of the Event was to include 40 minutes for Widdowson to speak, followed by a 40-minute question and answer session for any interested attendee. The Event was free and was open to anyone, including faculty, staff, students and the general public. I expected approximately 30 people to attend.
12. I booked space for the event by requesting that our department’s administrative assistant, Bev Garnett, email the Registrar’s Office to request the space. Attached hereto and marked as **Exhibit “Q”** to this my affidavit is an expurgated copy of an email chain (to remove references to an unrelated booking) between Ms. Garnett and the Registrar’s Office which, I am advised by Ms. Garnett, she sent and received with respect to the booking.
13. The UofL confirmed the booking by return email sent to Ms. Garnett. Attached hereto and marked as **Exhibit “A”** to this my affidavit is a copy of a confirming email I am advised by Ms. Garnett she received from the Registrar’s Office with respect to the booking.
14. The Event and the conduct of UofL’s faculty, administration, students and guests was or may have been governed by several applicable UofL policies, copies of which were provided to me by Ashley Sexton, legal assistant to my solicitor Glenn Blackett, who advises me she obtained them from UofL’s website, including:
 - a. “Use of University Premises for Non-Academic Purposes” policy, a copy of which is attached hereto and marked as **Exhibit “B”** to this my affidavit;
 - b. “Impartiality and University Facility Utilization Policy,” a copy of which is attached hereto and marked as **Exhibit “C”** to this my affidavit;
 - c. “Managing Unacceptable Behaviour by External Users of University Facilities” policy, a copy of which is attached hereto and marked as **Exhibit “D”** to this my affidavit;
 - d. “Space Management and Allocation Policy,” a copy of which is attached hereto and marked as **Exhibit “E”** to this my affidavit;
 - e. “Asset Management Policy,” a copy of which is attached hereto and marked as **Exhibit “F”** to this my affidavit;

- f. "University of Lethbridge Principles of Student Citizenship," a copy of which is attached hereto and marked as **Exhibit "G"** to this my affidavit;
 - g. "Code of Conduct – Employees," a copy of which is attached hereto and marked as **Exhibit "H"** to this my affidavit; and
 - h. "University of Lethbridge Statement on Free Expression," a copy of which is attached hereto and marked as **Exhibit "I"** to this my affidavit.
15. I also invited Widdowson to speak to my students enrolled in my Philosophy 2002, Belief, Truth and Paradox class on the issue of whether universities should foster respect for indigenous "ways of knowing." Widdowson gave those lectures on January 31 and February 2, 2023 (the "**Lectures**"). The Lectures were well received by my students who all had an opportunity to question Widdowson on her material. Widdowson answered those questions.
16. I agree with Widdowson's Affidavit where she describes the woke cancel culture impacting the Event (see paragraphs 21 to 33). I was originally copied on the emails referred to in Widdowson's Affidavit at paragraphs 29 and 30.
17. Prior to and following the UofL's cancellation of the Event I received several emails and messages from students, faculty and others supporting the Event and opposing the cancellation, whether or not they supported what they believed to be Widdowson's position.
18. The Event would have provided me and my students and other guests an opportunity to speak, listen and engage in a question-and-answer session, all of which was for the purposes of:
- a. engaging in democratic discourse;
 - b. seeking and promulgating the truth; and
 - c. engaging in a discourse I find personally self-fulfilling.

C. THE CANCELLATION

19. On January 30, 2023, the UofL cancelled the Event. At no time between the booking and the cancellation did the UofL administration request further information from me or provide me any notice of the proposed cancellation and provide me any opportunity to make submissions. I found-out about the cancellation when I got an email from UofL's Provost, Erasmus Okine on January 30, 2023, a copy of which is attached hereto and marked as **Exhibit "J"** to this my affidavit.
20. Despite the cancellation Widdowson elected to attend the UofL on February 1, 2023, to speak in the UofL's Atrium.
21. On February 1, 2023, I attended Widdowson's attempts to give her lecture in the Atrium and agree with the description she gives of the attempt in her affidavit (see paragraph 41).
22. I also heard Widdowson's Zoom lecture in the evening of February 1, 2023. A Zoom lecture is inferior to a live lecture because there is much less interaction between the lecturer and the audience in a Zoom lecture. It's more difficult for the lecturer to understand and respond to the perspectives and interests in the room and more difficult to have a free-flowing question and answer session.

23. The UofL's motto is *Fiat Lux* ("Let There be Light") and throughout its website and communications it emphasizes it provides a liberal education. For example, in its Strategic Plan it states:

Our motto, Fiat Lux ("Let There be Light"), and our founding principle of liberal education, continue to define and inspire us. We are committed to being the comprehensive academic and research university in Alberta that empowers individuals with broader knowledge that prepares them to think critically and creatively, communicate clearly, solve complex problems, and contribute fully to society.

24. Attached hereto and marked as **Exhibit "K"** to this my affidavit is a copy of that Strategic Plan, a copy of which was provided to me by Ms. Sexton who advises me she obtained it from UofL's website.

25. Both the Lectures and the Event (as planned and as ultimately executed) were excellent examples of the liberal education UofL says it offers, as described, for example, in UofL's:

a. Strategic Plan, where it makes the following "commitment to society":

We encourage and protect free inquiry and expression, and model collegial and civil debate, dissent, and controversy to critically explore and resolve issues. We share with our communities our research, scholarship, creative activities, facilities, resources, and initiatives, involving our communities wherever possible ...

and where it promises to:

facilitat[e] student intellectual growth and personal excellence in an atmosphere of engagement within and beyond the classroom.

b. 2019-2020 Annual Report, which sets as an institutional goal:

Integrate and promote the U of L's commitment to and delivery of its founding Liberal Education principles and philosophy to enrich students' development as creative explorers and innovative thinkers

c. 2022-2023 and 2023-2024 Undergraduate Calendar and Course Catalogues which declares the following fundamental principles:

Our Commitment to Society ... We encourage and protect free inquiry and expression, and model collegial and civil debate, dissent and controversy to critically explore and resolve issues

Our Commitment To Creativity, Inquiry, And Discovery

We believe in academic freedom. Research and acquiring knowledge are inherent societal goods and ends in themselves.

We encourage and support research, scholarship, critical inquiry and creative performance, in all areas in which we teach, and in areas of special relevance locally, nationally and globally.

...

Our Commitment To Students

We offer students a liberal education, the best preparation for their future, which provides a wide base of knowledge and promotes academic skills that students can apply broadly.

...

and describes liberal education as follows:

The University of Lethbridge Liberal Education model encompasses four main aspects or pillars:

1. Breadth of knowledge across disciplines. Students are exposed to multiple ways of looking at and studying the world beyond their own disciplinary boundaries.

...

3. Critical thinking and problem solving skills. Students develop skills to identify arguments, evaluate evidence and reasoning, produce informed decisions, and communicate and defend those decisions.

and which in turn describes “critical thinking” as including analytical, logical and evidence-based reasoning, preparing and defending arguments, formulating good questions, and learning agility.

26. Attached hereto and marked as:

- a. **Exhibit “L”** to this my affidavit is a copy of the 2019-2020 Annual Report
- b. **Exhibit “M”** to this my affidavit is a copy of select pages from the 2022-2023 Undergraduate Calendar and Course Catalogue; and
- c. **Exhibit “N”** to this my affidavit is a copy of select pages from the 2023-2024 Undergraduate Calendar and Course Catalogues.

copies of which were provided to me by Ms. Sexton who advises me she obtained them from UofL’s website.

27. So far as I am aware the UofL has not disciplined, censured, criticized or otherwise dealt with any of the conduct described in Widdowson’s Affidavit at paragraphs 25 to 34, either under policies or otherwise.

28. While it is, of course, impossible to know for sure, I believe a consequence of the cancellation is that free speech on UofL’s campus is even more chilled than it already was. People will be less likely to invite controversial speakers, the UofL will be less likely to allow it, controversial speakers will be less likely to come, and students, faculty and members of the public will be less likely to attend.

29. Attached hereto and marked as:

- a. **Exhibit “O”** to this my affidavit is a copy of the University of Lethbridge Academic Staff Collective Agreement effective July 1, 2020, which Ms. Sexton advises me she obtained from the UofL website; and
- b. **Exhibit “P”** to this my affidavit is a copy of the UofL’s Comprehensive Institutional Plan 2019/20 – 2021/22, which I obtained from the UofL website.

30. I make this application for a declaration that my rights under the *Canadian Charter of Rights and Freedoms* have been violated and for no improper purpose.

SWORN BEFORE ME AT)

LETHBRIDGE, Alberta,)

this 27 day of July, 2023)

)

A Commission for Oaths in and for
the Province of Alberta

Barrister & Solicitor
SHAWN LECLERC
* Notary Public *



Paul Vimitz

From: Registrar's Office, Room Booking [REDACTED]
Sent: January 11, 2023 11:51 AM
To: Garnett, Bev [REDACTED]
Subject: Booking Approved: Guest Speaker (Prof. Viminitz) - AH175

Hello,
The following request was approved:
Room(s): AH175
Event: Guest Speaker (Prof. Viminitz)
Start Date: 2023-02-01
End Date: 2023-02-01

Start Time: 4:30 PM

End Time: 6:00 PM

Note:

Curriculum & Scheduling
Student Enrolment & Registrar Services (SEARS)
University of Lethbridge
[REDACTED]

This is Exhibit " A " referred to
in the Affidavit of

Paul Viminitz

Sworn before me this 27 day
of July, 2023

Shawn Leclerc
A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

Please note, ad hoc bookings in general classroom space for future terms are tentative as timetable changes continue occurring until the first week of classes. To ensure classes are timetabled in the spaces they need, we may contact you to reschedule your meeting location(s) and/or time(s). We cannot guarantee another room will be available at the originally requested time.



This is Exhibit " **B** " referred to
in the Affidavit of

Paul Viminitz

Sworn before me this 27 day

of July 2023

Shawn Leclerc
A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

Policies and Procedures
FACILITIES MANAGEMENT

Use of University Premises for Non-Academic Purposes

1. Purpose

- 1.1. The purpose of this policy is to outline the terms and conditions for the use of University Premises for Non-Academic Purposes.
- 1.2. This policy is intended to ensure that University Premises are used efficiently and responsibly, in ways consistent with the University's values and priorities, and in a manner that does not interfere with the University's academic and research activities and its service functions.

2. Scope and Application

- 2.1. This policy applies to the use of University Premises for Non-Academic Purposes. It applies to University and non-University groups and individuals.
- 2.2. Any provision of any University policy, procedure or guideline that is inconsistent with this policy is superseded and replaced by the provisions herein. Subject to any written contractual arrangements to the contrary, the University shall not be bound by any ongoing or previous arrangement with respect to any items covered by this policy.
- 2.3. Certain University facilities are further regulated by specific booking regulations and conditions for use; these facilities include:
 - Art Gallery, Theatres, Recital Hall;
 - Ascent Climbing Centre, Max Bell Regional Aquatic Centre, Community Sports Stadium;
 - Fitness centre, indoor track, gyms, multipurpose fitness rooms;
 - Markin Hall Trading Room;
 - areas within the Students' Union Building that are independently managed by the University of Lethbridge Students' Union.

This policy is intended to supplement, and will not supersede, the specific booking regulations and conditions for use for those University facilities.

3. **Definitions.** In this policy:

3.1. **Non-Academic Purpose** means a purpose other than:

- an established University academic purpose (such as teaching/instruction, credit or non-credit courses listed in the current University of Lethbridge academic calendars and related research activities); or
- established faculty and staff activities that are part of usual University business (such as University committee meetings, faculty and staff work and research activities).

Non-Academic Purposes includes:

- conferences, conventions, guest lectures/presentations and non-course related seminars;
- demonstrations/public gatherings of people on University Premises to express sentiment by explicit means (such as picketing, carrying signs, parading or shouting), usually in favour of or in opposition to some action or opinion.

3.2. **Prohibited Conduct** means any of the following:

- conduct prohibited by law;
- the use of force or violence, actual or threatened;
- conduct that threatens or interferes with the maintenance or operation of the University, including its academic programs, research activities and service functions;
- conduct that results in damage or defacement of University Premises;
- inciting, aiding, or encouraging others to engage in Prohibited Conduct.

3.3. **Student Group** means any of the following:

- the University of Lethbridge Graduate Students' Association (ULGSA);
- the University of Lethbridge Students' Union (ULSU);
- a ratified undergraduate student club as defined in the ULSU Club Handbook;
- a sport, recreation or academic student club, recognized as such by the University of Lethbridge.

3.4. **University Premises** means interior and exterior spaces, buildings and grounds located at the University's Lethbridge campus, and includes athletic and recreational fields owned, leased or operated by the University of Lethbridge.

4. **General Provisions**

4.1. The University has the right and responsibility to manage and control the use of and access to University Premises in order to:

- ensure a safe and secure environment;
- protect and maintain the property of the University; and
- protect the reputation of the University.

- 4.2. In exercising its rights and responsibilities noted in section 4.1 above, the University may from time to time designate the areas within its Premises that are made available for Non-Academic Purpose use under this policy.
- 4.3. As an institution of higher learning the University recognizes academic freedom and permits lawful assemblies and free speech, subject to the limits set out herein.
- 4.4. The use of University Premises with regard to religious, political, social or commercial groups, parties, organizations, bodies of opinions or interests must further comply with the University's [Impartiality and University Facility Utilization Policy](#).
- 4.5. University Premises may not be available for use during times that the University determines would conflict, or substantially interfere, with regularly scheduled classes or with the business operations of the University or the requirements of University departments/programs.
- 4.6. Use of University Premises for Non-Academic Purposes will not be approved if it will or is reasonably likely to be Prohibited Conduct.
- 4.7. Normally the priority ranking for the use of University Premises is categorized as:
- **First.** University Events – activities hosted or sponsored by the University that are central to its academic or research activities or its service functions.
 - **Second.** Internal Events –
 - (i) activities sponsored by University faculty and/or staff that are within their approved scope;
 - (ii) activities sponsored by Student Groups that are within their approved scope.

Approved scope for University faculty and/or staff means related to that person's function and/or employment duties. *Approved scope* for Student Groups means related to the Student Group's business/mission. Activities that are outside their approved scope are deemed to be External Events under this Policy.
 - **Third.** External Events –
 - (i) activities sponsored by non-University groups or individuals;
 - (ii) activities sponsored by University faculty and/or staff or by Student Groups outside their approved scope;
 - (iii) activities sponsored by University faculty and/or staff or by Student Groups that take place in conjunction (formally or informally, advertised or unadvertised) with non-University groups or individuals.

The University will make the determination as to whether an activity is an External Event under subsection (iii) by considering the nature/type of the activity and similar events, and extent of publicity.

- 4.8. External Events will be assessed rental fees and service and equipment charges, if any, for the use of University Premises under this policy. University and Internal Events may be assessed charges but not rental fees. Rental fees and service and equipment charges will be assessed at the time of scheduling. In addition, costs may also be payable as set out in section 6.12 herein.

5. Scheduling and Approval

- 5.1 The use of University Premises for Non-Academic Purposes is subject to both advance scheduling and any requisite prior approval(s) being obtained as set out herein.

Advance Scheduling:

- 5.2 All groups and individuals seeking to use University Premises for Non-Academic Purposes must complete and submit the scheduling request to Campus Space Booking Unit in writing at least 14 calendar days in advance of the proposed date for the activity.
- 5.3 Requests pertaining to External Events may require substantially more time for consideration and, as such, sponsors of External Events are advised to submit the scheduling request form to Campus Space Booking Unit as far in advance as possible.

Prior Approvals:

- 5.4 In addition to advance scheduling, the use of University Premises for Non-Academic Purposes may also be subject to the approval of other University departments (including Campus Safety, Facilities, Ancillary Services, or any other University department as appropriate) and the provision of a risk/hazard assessment.
- 5.5 A risk/hazard assessment pursuant to section 5.4 must be in a form satisfactory to the University and contain sufficient detail to enable the University to determine the conditions, if any, upon which approval for the activity will be granted.
- 5.6 The submission of a scheduling request to Campus Space Booking Unit does not mean that the request has been approved. No approval will be provided until the group or individual submitting the request has, to the reasonable satisfaction of the University:
- accepted any stipulated terms and conditions for use;
 - satisfied the requirements of any University departmental approvals, and the conditions (if any) arising from the risk/hazard assessment; and
 - for sponsors of External Events, accepted the terms and conditions specified by the University booking/rental contract.

Other Matters:

- 5.7 All scheduling requests for the ULSU and for undergraduate student ratified clubs shall be made by and be in the name of the ULSU.
- 5.8 All scheduling requests for the ULGSA and ULGSA committees shall be made by and be in the name of the ULGSA.
- 5.9 The duration, number or frequency of scheduling requests for each group or individual may be limited to ensure reasonable access for all seeking to use University Premises.
- 5.10 Groups or individuals that cancel less than 72 hours in advance of the activity may be subject to fees and charges, and limitations or restrictions on future use of University Premises.
- 5.11 The University recognizes that demonstrations/public gatherings may arise on campus. The University reserves its right to direct, limit or terminate these gatherings or activities if in the opinion of the University such gatherings or activities are unlawful.

6. Requirements for Use:

General:

- 6.1 The University is entitled to cancel future scheduling privileges of University and non-University groups and individuals who do not comply with this policy and/or with the terms and conditions of usage, or who do not provide full and accurate information in the scheduling request. Such non-compliance may also result in penalties under University policy, academic student calendar provisions, collective agreements/employment handbooks or manuals, and/or provincial and federal laws.
- 6.2 Use of University Premises for Non-Academic Purposes must, at all times, be in compliance with applicable municipal by-laws, provincial and federal laws, and University policies, procedures, rules and regulations.
- 6.3 Groups or individuals using or on University Premises shall not engage in Prohibited Conduct.
- 6.4 Approval to use University Premises under this policy does not include use of or access to adjacent areas.
- 6.5 Groups or individuals are responsible for exercising due care to ensure the safety of persons and property at the activity, and shall cooperate and comply with University efforts to ensure such safety.
- 6.6 The group or individual submitting the scheduling request is responsible for payment of any rental fees, service or equipment charges, and other costs applicable to the activity (such as those set out in section 6.12) as assessed by the University. The University will not schedule use of University Premises under this policy to groups or individuals that have outstanding payment balances to the University.

- 6.7 The group or individual in whose name the scheduling request is submitted is responsible for the conduct of persons on University Premises for the activity in question.

Food and Beverages:

- 6.8 All activities requiring food and/or beverage (alcoholic and non-alcoholic) services must comply with the University's [Provision of Food & Alcohol Services Policy](#). Activities involving food and/or beverage service where the University's food service provider or a distributor has exclusive rights must also comply with such exclusivity requirements.
- 6.9 Catering services through the University's list of approved caterers may be used where catered food service is permitted. Caterers must provide proof of insurance, satisfactory to the University, and a temporary alcohol license if serving alcohol.

Banners and Signage:

- 6.10 The use of banners or signage must comply with the University's [Signage & Advertising on University Premises Policy](#)

Security Personnel Presence:

- 6.11 The University may require the presence of University of Lethbridge security personnel as a condition of holding certain activities on campus. The decision to require the presence of University security personnel and the determination of the number of personnel will be made on a case-by-case basis solely by the University based on the University's judgment of the number of people likely to be in attendance, the type of activity, and the University's experience with similar activities by the same and/or different individuals or groups.
- 6.12 Costs for such University security personnel will be charged to the group or individual submitting the scheduling request, and are payable **in advance** of the activity as a condition of use. Failure to remit payment in advance will result in cancellation of the scheduling request and forfeiture of the use of University Premises.



This is Exhibit " C " referred to in the Affidavit of

Paul Viminitz

Sworn before me this 27 day of July, 2023

Signature of Shawn Leclerc

SHAWN LECLERC Barrister & Solicitor

Policies and Procedures FACILITIES

Impartiality and University Facility Utilization Policy

1. Guiding Principle

The basic principle from which the following specific guidelines emerge is that the University should be a place where ideas are generated and circulated with the greatest possible freedom. It follows from this premise that the University must maintain the strictest impartiality with regard to any and all religious, political, social, or commercial groups, parties, organizations, bodies of opinion, or interests. If the University favours or is believed to favour any such groups, then it cannot adequately perform its function of encouraging the free exchange of ideas or opinions.

John B. Macdonald, a former president of the University of British Columbia, summarizes this view as follows:

"The purpose of the university is to formulate ideas, to test them, to criticize them, to accept them, to reject them. The university by definition cannot become the curator of any particular viewpoint, or the defender of a faith, the guardian of an ideology."

2. Illustrative Guidelines

With this guiding principle in mind, the following are illustrative guidelines:

2.1 Religious Use

- i. The University cannot be seen to favour any religious orientation.
ii. No continuing instruction on religion should be given or offered on campus except in the fulfillment of duties and responsibilities as defined within the University of Lethbridge Faculty Handbook.
iii. Adequate facilities exist in the community for any student who desires knowledge in religious matters, and since the University cannot provide facilities for all religious groups, it should not provide it for any.

Table with 4 columns: AUTHORITY, RESPONSIBILITY, EFFECTIVE DATE, RELATED POLICES. Row 1: Board of Governors, President, Updated June 13, 2013, University Facilities – Use & Rental

2.2 Political Use

- i. The University cannot be seen to favour any political party.
- ii. If facilities are provided on campus for public forums or debates on political issues, it is expected that all registered political parties/candidates be invited by the event organizer and allowed to express their views.
- iii. Adequate facilities exist in the community for political organizations; therefore, the University will not make its facilities available to such organizations, other than those organizations recognized as formal University bodies (e.g. Students' Union ratified clubs).
- iv. When facilities are used for ceremonial functions, Federal, Provincial, and Municipal government representatives may be invited to speak as per appropriate provincial or federal protocols.
- v. The University may use its facilities for meetings with elected and non-elected members of government, or candidates, to further the interests of the institution.

2.3 Guest Speakers

- i. In order to fulfill the University's mandate and strategic plan, guest speakers may be invited and accommodated on campus. However, to ensure impartiality guest speakers should not come to the campus on a frequent, repeated basis. This provision is hard to define, and could ideally be left to the sense of propriety of those concerned, but the appearance of any speaker or number of speakers representing the same organization, etc. more than three times in any one semester would contravene the spirit of this guideline.



**MANAGING UNACCEPTABLE BEHAVIOUR BY EXTERNAL USERS OF
UNIVERSITY FACILITIES**

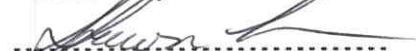
- 1. **Policy**
- 2. **Objectives**
- 3. **Responsibilities**

This is Exhibit " **D** " referred to
in the Affidavit of

Paul Vimitz

Sworn before me this 27 day

of July 2023


A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

AUTHORITY:	RESPONSIBILITY:	EFFECTIVE DATE:
Board of Governors	Vice-President (Finance & Admin.)	June 13, 2013; Editorial Revisions Dec. 21, 2021

1. POLICY

This policy provides a process to deal with unacceptable behaviour of external users and to protect University property, services, academic and administrative staff, students, and other users from such behaviour when it occurs.

External users are those individuals who are not academic or administrative staff, students, or persons functioning in a volunteer capacity on behalf of the University of Lethbridge.

Internal users are those individuals who are academic or administrative staff, students, or persons functioning in a volunteer capacity on behalf of the University. Unacceptable behaviour by internal users will be dealt with through their respective employment contracts or in the case of students, policies and procedures related to student discipline.

Unacceptable behaviour includes, but is not necessarily limited to, acts that:

- disturb the peace and tranquility of authorized users
- endanger the safety and security of others
- cause damage to private or public property
- impair the delivery of services on University buildings or lands
- have the potential to expose the University to liability or prosecution
- violate any University of Lethbridge policy applicable to external users.

Such behaviour includes vandalism or other criminal offences that may also require University Campus Safety to solicit the assistance of the Lethbridge Regional Police Services.

2. OBJECTIVES

The University buildings and lands are accessible to members of the general public and the University encourages its use by external community users.

There may be occasions, however, when it is necessary to prohibit or remove users who abuse the privileges of using University facilities and lands.

Section 18(1) of the *Post-Secondary Learning Act* empowers the Board to make regulations respecting the management and control of University buildings and lands.

3. RESPONSIBILITIES

- 3.1 University Managers, Deans, or Executive Directors who have responsibility for the management of University programs, University lands or, facilities shall undertake the following responsibilities:
- i. develop facility/program specific regulations and methods to communicate these to users;
 - ii. provide prior notice to users of all applicable regulations through readily visible and appropriate means;
 - iii. ensure that staff who deal with users on a regular basis prioritise personal safety in dealing with external users and are aware of and practice good public relations in problem situations;
 - iv. temporarily suspend or limit access to users who exhibit unacceptable behaviour for up to seven (7) days;
 - v. maintain a record of any actions taken with respect to this policy;
 - vi. promptly notify Campus Safety of all incidents of unacceptable behaviour by external users

3.2 Campus Safety responsibilities :

- i. inform Risk and Safety Services as well as any other department deemed appropriate;
- ii. assist responsible departments to maintain regulations as set out in their operational procedures;
- iii. ensure staff respond to any complaints of unacceptable behaviour and act accordingly;
- iv. communicate to or make personal contact with any external user who is exhibiting unacceptable behaviour prior to taking any measures;
- v. maintain documentation on all instances in relation to unacceptable behavior;
- vi. recommend progressive enforcement of this policy for instances of continued or excessive violations or unacceptable behaviour;
- vii. provide liaison with the Lethbridge Regional Police Services when the police are contacted regarding an incident involving unacceptable behaviour;
- viii. develop and maintain a file on any situation that results or has the potential to result in any type of legal action, and advise senior administration and Risk and Safety Services;
- ix. temporarily suspend or limit access for up to seven (7) days for users who exhibit unacceptable behaviour; and
- x. inform the Vice-President (Finance & Administration) and other appropriate senior administration of any instance in which an individual has been criminally charged for incidents relating to

acts committed or alleged to have been committed on or in University facilities

3.3 The Vice-President (Finance & Administration) responsibilities:

- i. approve any operational procedures relevant to this policy;
- ii. decide in a situation of continued and serious unacceptable behaviour if suspension, limitation, or termination of privileges for longer than seven (7) days is to commence;
- iii. inform the office of the President of any instance in which an individual has been criminally charged in relation to an incident in or on University facilities or lands;
- iv. liaise with the University's legal counsel on matters related to enforcement of this policy; and
- v. accept and review any appeals that are made by the recipient of a suspension of privileges. The decision of the Vice-President (Finance & Administration) on such appeal will be final and binding.
- vi.vi.



This is Exhibit " E " referred to in the Affidavit of

Paul Viminiz

Sworn before me this 27 day of July, 2023

A Commissioner for Oaths in and for Alberta

SHAWN LECLERC Barrister & Solicitor

Policies and Procedures FACILITIES

SPACE MANAGEMENT AND ALLOCATION POLICY

Purpose

The purpose of this policy is to:

- a) Define University space;
b) Maximize efficiency with respect to use of space; and,
c) Outline responsibilities relating to the management and allocation of space at the University.

Definitions

In this policy, the following definitions apply:

- a) "Allocation" means the assignment of space to specific academic or administrative units.
b) "Opportunity space" means space that has been vacated or new space that has not been assigned to a specific academic or administrative unit.
c) "Space" means any portion of the lands, buildings and rooms that are owned, leased or operated by the University.
d) "University" means the University of Lethbridge.

Policy Statement

- 1. All Space is subject to assignment and reassignment by the Vice-President (Finance & Administration) (or delegate) to meet with overall needs and best interest of the University. Space may be assigned and/or allocated for a definite or indefinite period of time to specific academic or administrative units.
1.1 The University and the units have the responsibility to keep all spaces in good order in terms of maintenance, services, and cleaning.
1.2 The University will provide, as much as it is feasible, the appropriate

Table with 3 columns: AUTHORITY, RESPONSIBILITY, EFFECTIVE DATE. Row 1: Board of Governors, Vice-President (Finance & Administration), March 14, 2013

amount and type of space for approved University activities.

1.3 Space allocated to a unit will not be reassigned from that unit without consultation of the unit. Units may voluntarily trade or give up their allocated space, subject to approval by the Vice-President (Finance & Administration).

1.4 Space is a scarce resource that must be allocated in accordance with the priorities and plans of the University rather than solely in response to the constituent needs of an individual unit.

2. Standards used in assessing space needs

2.1 The Council of Ontario Universities (COU) space standards will be used as a guide to assess space needs. Any reallocation, renovation, or provision of new building space shall be guided by the COU space standards as closely as possible.

3. Effective use of space

3.1 Space allocated to a unit is to be utilized efficiently and effectively.

3.2 To avoid unnecessary duplication or underutilization of this scarce resource, space should be shared as much as practical. This principle should apply to meeting rooms, classrooms, laboratories, shops, common areas and other functional areas where sharing would be realistic and reasonable.

3.3 The University will not generally provide more than one office to any faculty or staff member. The University may provide office or research space to Professors Emeriti or outside agencies provided they and their work are directly associated with the academic or administrative mandate of the University and space is available for this purpose.

4. Opportunity Space

4.1 Opportunity space is available for assignment through the space allocation process (Appendix I) in accordance with University strategic priorities.

1. Space Allocation Process

- a. Facilities will collect requirements, determine needs, assess competing interests, build consensus where possible, and produce a recommendation on the allocation of space in the space allocation process.
- b. Recommendations on space allocation will be provided to the Vice-President (Finance & Administration), who will make final decisions on space allocation in consultation with the Provost & Vice-President (Academic).
- c. When a unit/department wishes to voluntarily trade or give up their allocated space, Facilities will act as a broker to assist faculties and departments to achieve beneficial space solutions.
- d. When a unit/department wishes to request additional space, it must establish that emerging space needs cannot be met from within its current space allocation. Requests for additional space will be considered only after it has been determined that they cannot reasonably be met within the existing space allocated to the unit/department. Such a determination will be reached following an assessment of guidelines as described by the Council of Ontario Universities (COU) space standards, usage of current space, and the ability of current space to meet functional need. Not all requests for additional space will be able to be accommodated.

2. Analysis and Assessment of Space Allocation

- a. The Facilities, Campus Planning and Architecture Department will periodically assess how space is allocated to specific units and report this information to the Vice-President (Finance & Administration) (or delegate).
- b. Facilities will provide resources to carry out assessment work. Space Allocation Studies will be used as a management and planning tool for assessing space use efficiency.
- c. Facilities will maintain a master inventory of space allocations at the University. Individual units must inform the Facilities, Campus Planning & Architecture Department of any changes in use in advance of the proposed changes taking place.




This is Exhibit " F " referred to
in the Affidavit of

Paul Yiminitz

Sworn before me this 27 day

of July 2023


A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

Policies and Procedures

FINANCIAL MANAGEMENT

Asset Management Policy

1. PURPOSE & SCOPE

- 1.1 The University of Lethbridge ("University") has a fiduciary responsibility as a publicly funded institution to ensure that Assets purchased are managed responsibly and are subject to appropriate safeguarding controls.
- 1.2 The intent and benefits of the Asset Management Policy and related Procedures are to:
 - i. Define roles and responsibilities for the acquisition, recording, safeguarding, measurement, reporting, Amortization, and disposal of University Assets.
 - ii. Ensure compliance with applicable legislation, accounting standards and the reporting requirements of government and granting agencies.
 - iii. Support planning and forecasting for Asset maintenance and replacement decisions.
 - iv. Minimize loss.
 - v. Inform insurance coverage decisions and maintain detailed Asset listings required in the event of a loss.
- 1.3 All Assets acquired by the University, regardless of the ultimate source of funding, are covered by this Policy, unless specifically indicated otherwise by granting agency regulations or within contract terms and conditions. If it is unclear which Asset Management Policy or Procedure applies, contact Financial Services.
- 1.4 Assets are categorized as Capital Assets, Other Assets recorded in the Financial Records and Information System (FRIS) Assets or Expendable Equipment for the purpose of this Policy.
- 1.5 Subject to applicable legislation, this Policy will not be interpreted or applied so as to limit or amend the provisions contained in any collective agreement or employment manual entered into between the University and its employees.
- 1.6 Personally owned equipment, décor and personal belongings are excluded from this Policy. These items are not covered by University insurance policies. Owners of the property should contact their own insurer to determine the appropriate coverage.

2. DEFINITIONS

- 2.1 **“Amortization”** is the process of expensing the cost of a Capital Asset each year over its Useful life for financial statement purposes. Accumulated Amortization is the total of all Amortization recorded for an Asset.
- 2.2 **“Assets”** are University owned land, buildings and equipment with a useful life extending beyond one year, used to provide goods and services.
- i. **“Capital Assets”** are recorded in the FRIS and include:
 - Capital property: any value of land, buildings, building improvements, leaseholds, and network systems (roads, utility systems).
 - Capital equipment and furnishings: with a cost of \$5,000 or greater. Capital equipment may be moveable or may be attached to a permanent structure provided it can be removed from the permanent structure and remain useful.
 - Software: with a cost of \$10,000 or greater.
 - Vehicles: with a cost of \$5,000 or greater.
 - Library and Curriculum Laboratory collections: of any value, where ownership of the material is retained by the University.
 - Capital leases: of any value. The determination of whether a lease is an operating or Capital lease will be assessed by Financial Services.
 - ii. **“Other FRIS Assets”** are specific types of Expendable equipment that are recorded in FRIS by Financial Services similar to Capital Assets due to specific tracking needs, including:
 - Computers – Computers are desktops or laptops of any value that run a full version computer operating system such as Windows, Mac OS or Linux.
 - Research Assets – equipment purchased for research purposes with a value of \$2,500 or greater.
 - Professional Supplement Assets - equipment purchased with professional supplement funds. These Assets are subject to the Professional Supplement Policy and are tracked separately by Financial Services.
 - iii. **“Expendable equipment”** is equipment that may have a Useful life extending beyond one year but the cost is below the Capital Asset thresholds described above and they are not included in Other FRIS Assets.
- 2.3 **“Asset retirement activities”** include all activities related to an Asset retirement obligation. These may include, but are not limited to:
- (i) decommissioning or dismantling a tangible Capital Asset that was acquired, constructed or developed;
 - (ii) remediation of contamination of a tangible Capital Asset created by its normal use;
 - (iii) post-retirement activities such as monitoring; and
 - (iv) constructing other tangible Capital Assets to perform post-retirement activities.
- 2.4 An **“Asset retirement obligation”** is a legal obligation associated with the retirement of a tangible Capital Asset.

- 2.5 **“Barcodes”** are unique identifiers affixed to an Asset which can be scanned for easy identification and reference to accounting records. Barcodes facilitate efficient Asset tracking and deter theft. Information assigned to a barcoded Asset can be used for insurance and warranty purposes.
- 2.6 **“Betterments”** are an additional cost of \$5,000 or greater incurred to upgrade an existing Asset that is added to a Capital Asset’s value and amortized over the life of the Asset. Betterments enhance the service potential, improve the physical output or service capacity, reduce future operating costs, extend the Useful life of the Capital Asset or improve the quality of the output.
- 2.7 **“Equipment Coordinator”** is the individual assigned the responsibility for coordinating Asset Re-inventory processes and the maintenance of Expendable equipment lists as required by the Unit/Principal Investigator (PI).
- 2.8 **“Re-inventory”** is the process of confirming all Assets are recorded, all recorded Assets are located, and all records are accurate. This includes identifying Capital Assets which have declined in value or condition.
- 2.9 **“Responsible Person”** is the individual who has custody of an Asset, is responsible for its Stewardship and who can be contacted for information about the Asset. For Assets purchased using research funds the Principal Investigator will be assigned as the Responsible Person.
- 2.10 **“Stewardship”** is actively managing Assets: planning purchases, tracking, safeguarding, regularly confirming records are accurate, ensuring proper utilization, maintaining, and requesting disposal. Safeguarding ensures the care, custody and control of Assets to prevent theft, loss, or misuse.
- 2.11 **“Systems”** consist of a number of components that are integral to build one working unit or Asset, such as a video conferencing system. Individual components may be below the Capital Asset threshold, but the combined cost of components determines if a Capital threshold is met. For tracking purposes only, Barcodes can be assigned to individual components. Replacement of components is assessed as either a Betterment or maintenance and repairs.
- 2.12 **“Unit/PI”** is a term used in this Policy to represent: Faculty or School, academic department or unit, operational department or unit, research unit headed by a Principal Investigator or other group that has shared responsibility for the purchasing and maintenance of Assets or equipment.
- 2.13 **“Useful life”** is the estimated period over which a Capital Asset is expected to be used in University operations.

3. RESPONSIBILITIES

- 3.1 Financial Services is responsible for:
 - i. developing policies and procedures for the effective and efficient Stewardship of Assets, accounting standards, and the financial reporting requirements of government and granting agencies
 - ii. acting as a resource, providing guidance and training to the institution
 - iii. reviewing account coding for Capital, Other FRIS Assets and Expendable equipment
 - iv. recording all Capital and Other FRIS Assets

- v. recording Amortization of Capital Assets
- vi. reviewing and recording initial and subsequent measurement of Asset retirement obligation on an annual basis, where the costs are available directly or indirectly through adjustment for inflationary pressures
- vii. reconciling the Capital and Other FRIS Asset subledger to the general ledger (GL)
- viii. creating monthly and ad hoc reports of Capital and Other FRIS Assets
- ix. initiating and coordinating the Capital and Other FRIS Asset Re-inventory process
- x. assisting Units/PIs with conducting a Re-inventory of their Expendable equipment
- xi. compiling all Asset information for financial statement and insurance reporting purposes
- xii. updating Capital and Other FRIS Asset records for reported changes from Equipment & Furnishings Declaration (“Declaration”) forms such as Asset transfers between Units/PIs and Assets being declared surplus
- xiii. collecting surplus Assets and redistributing them on campus, recycling, selling or disposing of the Assets

3.2 Deans/Executive Directors/Department Heads/PIs are accountable for:

- i. the acquisition, ongoing effective and efficient Stewardship of Assets, and ensuring accuracy of Capital Assets records, Other FRIS Assets and Expendable equipment records, in accordance with related Asset management procedures.
- ii. assigning Equipment Coordinator(s) to implement this Policy and related Procedures and ensure the responsibility for maintaining Asset lists is shared (segregation of duties), so no one person has the ability to initiate purchases and bypass the use of a Declaration form or otherwise falsify the Asset list for personal gain.

3.3 Equipment Coordinator – employee assigned to:

- i. organize the completion of Expendable equipment lists and Re-inventory processes for their assigned Unit/PI
- ii. guide their Unit and ensure Declaration forms are completed and submitted to Financial Services to maintain accuracy of Capital Asset records
- iii. Assist Financial Services to organize an appropriate time/access and a representative of the Unit/PI to accompany them to complete the Capital and Other FRIS Asset Re-inventory

3.4 Campus Safety staff are responsible for:

- i. Developing policies and procedures for legislative compliance with respect to equipment containing regulated materials in scope of the Procurement of Goods and Services Policy, including, but not limited to alcohol, biosafety equipment, chemicals, controlled substances, radioactive material and other.

3.5 Facilities staff are responsible for:

- i. Monitoring and remediation activities related to legislative or contractual obligations arising from mandatory retirement or remediation related to operation of University facilities.

3.6 Employees are responsible for:

- i. the Stewardship of University Assets
- ii. informing the Equipment Coordinator when purchases occur, or changes are reported to Financial Services on a Declaration form such as, disposal requests or transfers of Assets under the responsibility of the Department.
- iii. Informing Facilities, Campus Safety and Financial Services that the equipment acquired, disposed or transferred contains regulated or hazardous substances, requiring special handling and disposition by way of [Requisition and Equipment Installation Request \(Equipment Installation Request Form \(ulethbridge.ca\)\)](#), including the type of substance.

4. POLICY

- 4.1 University funding may only be used for the purchase of Assets if the Assets are required for University purposes.
- 4.2 All Assets acquired by funds administered through the University, such as operating, Capital, special purpose and research funds, remain the property of the University, unless otherwise specified by the funding source, until disposed of by Materials Management.
- 4.3 Units/PIs, in consultation with Financial Services, determine which Expendable equipment will be tracked, considering insurance coverage, Asset characteristics and planning or reporting needs.
- 4.4 Barcodes are assigned and affixed to all Capital Assets and Other FRIS Assets. If a Barcode cannot be affixed, such as for a building or software, a certificate Barcode number is assigned by Financial Services.
- 4.5 The cost of a Capital Asset is amortized monthly using the straight-line method over the estimated Useful life according to Capital Asset categories and Amortization rates for financial statement purposes. (Appendix A).
- 4.6 The University's FRIS listings for Capital Assets and Other FRIS Assets, plus Units/PIs' Expendable equipment lists, are the official records used for insurance purposes, and determining pertinent information for Re-inventory purposes such as Asset locations and Responsible Person.
- 4.7 Assets no longer utilized by Units/PIs are reported to Materials Management on a Declaration form. Computers and other data storage devices require the removal of data and site license software following Information Technology Services (ITS) protocols, to be completed by ITS or as designated by ITS.
- 4.8 Materials Management is the only Unit with the authority to dispose of University Assets.

5. NON-COMPLIANCE

- 5.1 The University expects full compliance with this Policy and related Procedures, including all requirements for tracking and reporting. Failure to do so may constitute grounds for disciplinary action in accordance with the applicable provisions contained in any collective agreement or applicable employee agreements, contracts, regulations, legislation or University Policy.
- 5.2 Significant deficiencies or history of deficiencies are reported to the Associate Vice President Finance and the Dean/Executive Director/Head of Department/PI for further action.

6. EXCEPTIONS

- 6.1 In atypical circumstances, the Executive Director, Financial Services may approve exceptions to this Policy.

APPENDIX A – Amortization Rates

Asset Category	Estimated Useful Lives
Buildings, land and leasehold improvements	
Land improvements	10-25 years
Buildings – exterior	50 years
Buildings – interior	20 years
Building improvements	15 years
Leasehold improvements	Lease term
Equipment	
Furnishings and equipment	5-10 years
Computer equipment	3-5 years
Electrical equipment	20 years
Software	3-5 years
Vehicles	8 years
Other	
Library materials	10 years

*The Amortization method and estimate of the **Useful life** of the remaining unamortized portion of a tangible Capital Asset should be reviewed on a regular basis and revised when the appropriateness of a change can be clearly demonstrated.*

APPENDIX B Asset Management Procedures (attachment)

APPENDIX C Equipment Register Template (attachment)

APPENDIX B - Asset Management Procedures

The Associate Vice President, Finance has the authority to approve changes to these Asset Management Procedures.

1. PURPOSE

To ensure those responsible for acquiring, recording, safeguarding, tracking or maintaining Capital Assets, other Financial Records and Information System (FRIS) Assets and Expendable equipment for the University of Lethbridge (“University”) understand their role and the procedures required to implement the Asset Management Policy. Asset tracking is required for every Unit/PI to assist with lifecycle forecasting, maintenance and repair planning, legislation and accounting standard compliance, responding to granting agencies or other audit requests, insurance coverage and claim reporting, identifying theft, purchasing history for warranty claims, reducing replacement costs, and identifying Assets assigned to terminating employees.

2. DEFINITIONS – See Asset Management Policy

3. ASSET MANAGEMENT PLANNING

3.1 Capital and Other FRIS Assets:

- i. Responsibility shared between Financial Services and the Unit/PI:
 - Units/Pis will code Capital Assets in the appropriate 8000 series Capital property/equipment account numbers when procured or purchased, and Other FRIS Assets in the appropriate 6000 series Expendable equipment account numbers. They will report changes in Responsible Person, location and request transfers and disposals on Equipment & Furnishings Declaration (“Declaration”) forms.
- ii. Financial Services will train and support Units/Pis to implement these Procedures, review account coding in the 8000 series Capital property/equipment and Other FRIS Assets recorded in the 6000 series Expendable equipment, inquire and make corrections as needed. Financial Services will input required Assets into the FRIS sub ledger, reconcile to the general ledger and record all changes reported by Units/Pis. Financial Services will provide Asset listing reports of all FRIS Assets, organize and initiate the Re-inventory of these Assets and compile the data for financial statement and insurance reporting. These Assets are jointly Re-inventoried with Financial Services as the lead, assisted by Financial Officers, Responsible Person.

3.2 Expendable Equipment:

- i. All Units/Pis are responsible for tracking the following Expendable equipment:
 - Hand-held data storage devices such as cell phones, iPads and tablets
 - Items that are loaned out
 - Items located off campus
 - Office equipment such as desks and other furnishings **that exceed** the Unit’s standard office furnishing list, ergonomic equipment and furnishings

- ii. Units/PIs, in consultation with Financial Services, will consider their operations and the Expendable equipment they possess to determine which have characteristics that warrant being tracked. Such characteristics may include Assets that are kept off campus, those in public areas, those with a high risk of theft, items they would need to replace or include in an insurance claim in the event of a loss, and the Stewardship expectations of funding agencies. Expendable equipment includes research equipment less than \$2,500.
- 3.3 The Equipment Coordinators will track Expendable equipment, including the acquisition date, Barcode if applicable, description, make, model, serial number, cost, funding source, location and Responsible Person. It is imperative Units/PIs determine adequate steps to report purchases, transfers or disposals to the Equipment Coordinator or the lists will become outdated quickly.
- 3.4 Financial Services will provide the following resources and assistance for Expendable Equipment:
 - i. Implementation: Facilitate the entire implementation - provide existing Expendable equipment records to Units/PIs, facilitate the process to determine what Expendable equipment the Units/PIs will track, partner with Units/PIs to complete the initial Re-inventory, provide Barcodes for Units/PIs to manage and compare the Unit's/PI's process to the requirements to identify gaps and recommend solutions.
 - ii. Ongoing: Provide training and support as requested to implement these Procedures, review account coding and make corrections as needed, annually review Expendable equipment lists and have discussions with Units/PIs to verify compliance, assist with annual Re-inventory if requested, facilitate transfers and disposals and compile all University records for insurance reporting purposes.
- 3.5 Units/PIs are encouraged to Barcode Expendable equipment they track to enable efficiencies in the Re-inventory process for scanning capabilities, to deter theft, and to easily identify tracked Assets. Barcodes can be requested from Financial Services and should be placed on the Asset in an easily visible location.
- 3.6 Tracking office equipment – to reduce redundant tracking, Units can identify what a 'standard office' is for an area and simply list the number of 'standard offices' they have. This will reduce the number of items to track individually on Expendable equipment lists by limiting it to only those Assets that are outside the standard. For example, a Unit may record they have 10 standard offices, plus 4 extra monitors and 3 extra filing cabinets in addition to their standard.

4. ACQUISITION AND RECORDING

- 4.1 Refer to the Procurement of Goods and Services Policy for acceptable methods for purchasing Assets.
- 4.2 When completing a requisition for Assets, provide clear descriptions of the Assets being purchased. Enter the appropriate quantity being purchased; do not enter a quantity of 1 for a purchase of multiple Assets. List each different type of Asset on a separate line.
- 4.3 The description provided on a requisition becomes the Asset description in the University's FRIS, and the main Asset detail on reports used to verify and inventory the Assets. To make it easier to search for Assets, descriptions should be consistent and begin with the common name for the Asset (e.g. Server – PowerEdge R730).
- 4.4 Asset Management Policy Acquisition and Recording Table

Asset Description	Cost	FRIS Account Code	Capital Assets & Other FRIS Assets Centrally tracked by Financial Services in FRIS	Expendable Equipment Tracked at the Unit's/PI's discretion
Capital Assets				
Capital Property: Land, buildings, building improvements, leaseholds, and network systems (roads, utilities).	Any value	8010 - 8060	Yes	-
Capital equipment and furnishings	≥ \$5,000	8071 – 8088 8090 – 8091	Yes	-
Software	≥ \$10,000	8089	Yes	-
Library and Curriculum Lab Collections	Any value	8092 or 8093	Yes, as an Asset pool	Yes
Other FRIS Assets				
Computers	<\$5,000	6116	Yes	-
Research equipment	≥\$2,500 - <\$5,000	6119	Yes	-
Professional supplement	Any value	6XXX	Yes	-
Expendable Equipment				
Expendable equipment mandatory tracking: - Data storage devices - Office equipment exceeding standard office such as extra cabinets*, ergonomic Assets* - Items loaned out - Items stored off campus	<\$5,000	6112 6115	-	Mandatory See 3.2
Other Expendable equipment	<\$5,000	6118	-	Yes
Research equipment	<\$2,500	6118	-	Yes
Software	<\$10,000	6111	-	Yes
Other				
Software maintenance, computer subscriptions, service agreements for a specified period of time	Any value	6191	-	-
Equipment maintenance, additional warranties other than at the time of Asset purchase	Any value	6192	-	-

* Units/PIs must coordinate with Facilities or Materials Management to purchase these items.

- 4.5 Record acquisitions in the appropriate FRIS account code. Note that account codes are different for Capital Assets versus Other FRIS Assets and Expendable equipment. Choosing the right account code is important to reduce unnecessary investigations and corrections. Refer to the Account Code Dictionary and contact the Accounting Assistant (Fixed Assets) for advice if unsure.
- 4.6 Cost of a Capital Asset includes freight, installation costs, customs charges, Goods and Services Tax (GST) net of rebates, warranty, and other direct costs required to set up the Asset for its intended use. Training costs are not Capitalized. The cost does not include annual maintenance costs unless it cannot be separated from the acquisition cost. Annual maintenance and additional warranties purchased are expensed to the appropriate 6xxx account. If a purchase discount offered as an in-kind contribution reduces the cost paid for a Capital Asset below the normal educational price, the Capital Asset will be recorded at its full value before the discount. This includes Canada Foundation for Innovation (CFI) discounts and significant non-CFI discounts. It does not include educational discounts or discounts normally offered, such as volume or early payment discounts.
- 4.7 Report donated Assets to Financial Services, which will be recorded at fair market value.
- 4.8 Internally developed software will not be Capitalized as there are no appropriate means to determine the costs directly attributable to the development.
- 4.9 Capital Assets will be considered in use at the time of delivery. The Responsible Person will notify Financial Services which Capital Assets are not in use yet (e.g. construction or installation delay) and subsequently when the Capital Asset is put into use, at which time Amortization will begin.
- 4.10 Barcodes are assigned and affixed to all Capital and Other FRIS Assets through the following steps. Units/Pis are encouraged to assign Barcodes to Expendable equipment they actively manage.
- i. Capital and Other FRIS Assets purchased through Requisition: Materials Management will assign a Barcode(s) based on descriptions provided on the requisition, and complete the Asset information form (manufacturer, model, serial number and location). When purchasing a number of components that will create one system, the system will be considered the Asset which is Barcoded and listed on Asset reports. If Materials Management is unable to Barcode the Asset at the time of delivery, an Asset Document will be provided to the Unit/PI to affix the Barcode(s), complete the missing information and return the form to Shipping/Receiving.
 - ii. Capital and Other FRIS Assets identified through Financial Services transaction review: Financial Services will contact the Unit/PI to make arrangements to Barcode the Asset and complete the Asset Information Form.
 - iii. Computers purchased through Requisition: Materials Management delivers all IT supported computers to Information Technology Services (ITS) for Barcoding and initial set up. Computers purchased for Faculty/School or Department use must be purchased through a Requisition. For computers not supported by IT see 4.10.i. above.
 - iv. Computers purchased personally and submitted for employee reimbursement: The request for employee reimbursement must be submitted before the computer can receive a Barcode. For professional supplement purchases you will be contacted to bring the computer to Financial Services in Anderson Hall to have a Barcode affixed. The Barcode verifies the computer is owned by the University and is required for ITS to provide software, set up or service.

- v. Expendable equipment – Purchasers must identify if the Asset is one that must be tracked as per the Unit/PI or Financial Services requirements. Assets that are being tracked require you to provide the Asset information to your Equipment Coordinator, who will provide or affix a Barcode if needed. Ensure the Barcode is easily and clearly visible on the Asset for efficient Re-inventory. Do not Barcode or report Assets that are not being tracked.

5. DISPOSAL/TRADE-IN

- 5.1 Unit/PI completes a Declaration form once it is determined an Asset is not working or is no longer needed for their Unit/PI's operation or to report if the Asset has been transferred to another Unit/PI and Responsible Person. Submit completed, signed forms to Materials Management who will arrange for the Assets to be picked up.
- 5.2 Materials Management is the only Unit authorized to sell, dispose, recycle or donate Assets. Units/PIs can recommend an action or communicate which Units/PIs may find the equipment useful. Materials Management will inquire if the Assets can be used on campus first before selling.
- 5.3 For Assets purchased using restricted research funds and tracked in the FRIS, Materials Management will obtain approval from the Research Accountant to ensure the terms and conditions of the granting agency are met.
- 5.4 The Responsible Person is required to obtain confirmation from Campus Safety – Safety Services, which must be attached to a Declaration form, to dispose of laboratory equipment that may contain hazardous chemicals, radioactive materials, biological agents and toxins, etc. to ensure there is no safety risk.
- 5.5 Ensure the Barcode is easily and clearly visible on the Asset(s) for proper recording of the disposal.
- 5.6 Revenue from sales of Assets:
 - i. For Assets tracked in the FRIS showing purchase with restricted research funds, revenue is allocated according to the terms and conditions of the granting agency.
 - ii. For Assets tracked in the FRIS and not purchased using life cycle funds, revenue is allocated to the responsible Unit.
 - iii. For Assets tracked in the FRIS showing purchase using life cycle funds or where not tracked in the FRIS, revenue is allocated centrally to support future purchases.
- 5.7 At the discretion of the Units/PIs involved, responsibility for Assets can be transferred from one Unit/PI to another for no charge on a Declaration form or as an internal sale recorded on an internal requisition. Include the Barcode in the description if applicable. The Asset records are updated with the new Responsible Person, location and other details as required from the form submitted.
- 5.8 A Declaration form is also used to report an Asset that is traded-in. Include the Purchase Order number if applicable, and return the completed, signed form to Materials Management.
- 5.9 Declaration forms are completed by the responsible and authorized parties, plus signed by the Equipment Coordinator as a work flow measure so they are apprised of changes to report on the Unit's/PI's Expendable equipment listings.

6. LOST OR STOLEN ASSETS

Report Assets which have been lost or stolen to:

- a. Local authorities where the loss occurred and be sure to obtain a copy of your statement of loss along with any corresponding police case or file number.
- b. Your Equipment Coordinator, the Dean, Executive Director or Head of your Department along with a completed Declaration form to Materials Management.
- c. Campus Safety: 403-329-2549 or security.ops@uleth.ca.
- d. In the case of a loss or theft of computers and other portable storage devices these should also be reported to:
 - i. Information Technology Services, and
 - ii. Privacy Office to determine if sensitive data has been lost.

7. MAINTAINING ACCURACY OF ASSET RECORDS

- 7.1 All Expendable equipment lists maintained by Units/Pis must be shared with Financial Services annually, and when requested for audit, insurance and reporting purposes.
- 7.2 Complete a Declaration form to notify Financial Services of updates to Capital and Other FRIS Asset information such as transfer to another Unit/PI, a new location on or off University premises, or a change in Responsible Person.
- 7.3 Those responsible for the custody of Assets must report to their Equipment Coordinator any additions, or changes reported to Financial Services on a Declaration form such as disposals, transfers or other changes to Expendable equipment being managed by the Unit/PI to ensure accurate records. Failure to comply with this step or perform a compensating procedure (such as identifying Assets at invoice/requisition approval stage or through account analysis), will result in the Expendable equipment list becoming outdated, unreliable and non-compliant. Success requires custodians to be diligent and chose the proper account coding so purchases are flagged for Equipment Coordinators, and complete/submit Declaration forms in a timely manner so changes are brought to the Equipment Coordinator’s attention.
- 7.4 The Equipment Coordinator will notify Financial Services of Capital Assets which have declined in value due to reduced usefulness, obsolescence, damage, deterioration, removal from service, etc. Financial Services will determine if it is necessary to write down the Asset’s value.
- 7.5 A Declaration Form must be completed to report any Capital Asset, Other FRIS Asset or Expendable equipment that is taken off campus (exception is computer laptops).

8. ANNUAL RE-INVENTORY

Financial Services	Unit/PI - Equipment Coordinator
Capital and Other FRIS Assets: <ul style="list-style-type: none"> • Provide report of Capital and Other FRIS Assets to Unit/PI on an annual basis. • Update Asset records in the FRIS and provide updated report to Units/Pis within 10 business days of receiving record updates. • Conduct a physical Re-inventory with the Unit/PI every third year. • Compile Asset data for insurance purposes. • Provide assistance to Units/Pis as requested • Test the effectiveness of Asset management practices and controls. 	Capital and Other FRIS Assets: <ul style="list-style-type: none"> • Annually conduct Re-inventory, confirm all Asset details recorded on the Capital and Other FRIS Asset report, and note any Capital and Other FRIS Assets missing from the report. • Report results of Re-inventory to Financial Services • Notify Financial Services of Assets no longer in use or that have significantly declined in value. • Prepare and submit Declaration forms as required. • Conduct a physical Re-inventory with Financial Services every third year.
Expendable equipment: <ul style="list-style-type: none"> • Compile Asset data for insurance reporting purposes. 	Expendable equipment: <ul style="list-style-type: none"> • Provide up-to-date Asset inventory list to Financial Services annually or as requested.

9. EMPLOYEES LEAVING THE UNIVERSITY

- 9.1 Upon request or notification of termination, Financial Services will provide a report of Capital and Other FRIS Assets where the terminating employee was reported as the Responsible Person, to:
 - i. the employee
 - ii. the Dean, Executive Director, or Head of the Department
 - iii. other members of the Department as determined by the Department
- 9.2 Unit/PI reviews their Expendable equipment list to identify Assets assigned to the departing employee.
- 9.3 The Unit/PI verifies that all Assets (Capital, Other FRIS and Expendable equipment) assigned to the employee are located and retained by the University prior to the employee leaving.
- 9.4 The Unit/PI will update their Expendable equipment list, changing the Responsible Person, location and any other fields as required.
- 9.5 The Unit/PI will provide Financial Services with changes to their Capital and Other FRIS Asset records such as Responsible Person and location on a Declaration form, which will be used to update the FRIS.
- 9.6 Assets cannot be sold or gifted to an employee who is leaving their employment at the University and must be returned to the Unit/PI prior to the departure of the employee. Assets purchased with Professional Supplement funds are an exception, as they can be purchased by a terminating employee for net book value in accordance with the Professional Supplement Policy. Assets purchased using a combination of Professional Supplement and other funds cannot be purchased by an employee at termination and must be returned to the Unit/PI.
- 9.7 The Vice-President (Finance and Administration) has authority to approve exceptions to section 9.6.
- 9.8 Researchers who are leaving the University must have approval prior to transferring any equipment purchased with research funds to another institution. A Declaration form signed by the researcher is required, along with approval from the Dean/Vice-President and the Manager, Research Accounting to ensure compliance with the terms and conditions of the granting agency.

APPENDIX C Equipment Register Template

Example Equipment Register Year: []
 Department: []
 Equipment Coordinator: []

Asset Details					
Barcode	Description	Manufacturer	Serial Number	Make	Model

Purchase Details							
Date Acquired	PO Number	Vendor	Invoice/Doc. Number	Funding Source	Lifecycle?	Est. YR to Replace	Cost

Department Details	
Responsible Person	Location

Asset Management				
Date of Last Inventory	Condition	Disposal/ Transfer Date	Declaration Number	Comments

University of Lethbridge Principles of Student Citizenship

This is Exhibit " G " referred to
in the Affidavit of

Paul Vimitz

Sworn before me this 27 day
of July 2023


A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

A. Preamble

Definition

Student means any person, including a faculty or staff member, who is:

- a) Registered or enrolled in one or more credit and non-credit courses and programs at The University of Lethbridge for the current or a future term; or
- b) Registered or enrolled in any University-sponsored program.

Purpose & Scope

These Principles of Student Citizenship define The University of Lethbridge's expectations for the behaviour for its students. It does not define academic and non-academic offences, disciplinary procedures and actions, or appeals and complaints procedures; these are defined in the U of L Calendar.

Application

The Principles of Student Citizenship apply to all students at The University of Lethbridge. They outline the behaviour that The University of Lethbridge expects of its students while they are on University premises, on professional practice assignment, on paid and volunteer placements, or off-campus for academic or University purposes.

Philosophy Behind the Principles

The educational environment at The University of Lethbridge encourages intellectual exchange, creativity, originality, and discovery. It also emphasizes free inquiry and expression, diversity, equality, and equal opportunity for participation. The Principles of Student Citizenship are designed to support and protect this educational environment by defining students' responsibilities as members of the academic community. These principles operate within the framework provided by the institution's *Statement of Philosophy, Vision, Mission, and Fundamental Principles*.

The University of Lethbridge has a tradition of academic integrity and personal civility. The Principles of Student Citizenship aim to promote and continue this tradition.

B. Fundamental Principles of Student Citizenship

1. Students honour the following basic values of academic integrity:
 - a) *Honesty* in learning, teaching, research, and service.
 - b) *Respect* of a wide range of thoughts, opinions and ideas; of colleagues, instructors, and administration; and of the work of others.
 - c) *Responsibility* for upholding the integrity of scholarship and research.
2. Students conduct themselves in a manner consistent with the Fundamental Principles of The University of Lethbridge.

3. Students respect the rights of every student and faculty member to attain their educational goals fairly.
4. Students respect the health, safety, and welfare of every member of The University of Lethbridge community.
5. Students respect and uphold the rights and freedoms of all members of The University of Lethbridge community, in accord with the principles articulated in the Canadian Charter of Rights and Freedoms.
6. Students treat with consideration the buildings, grounds, facilities, and equipment of The University of Lethbridge.
7. Students strive to maintain collegial relationships with fellow students, peers, faculty, staff, and administration.
8. Students abide by the policies, regulations, rules, and procedures of The University of Lethbridge and its academic and administrative units.
9. Students abide by reasonable oral or written instructions given by University of Lethbridge personnel in the implementation of their duties to ensure compliance with institutional policies, regulations, rules, and procedures.
10. All students accept the responsibility to abide by The University of Lethbridge Principles of Student Citizenship.

C. Implementation of the Principles

1. The Principles of Student Citizenship came into effect when approved by the General Faculties Council.
2. The Associate Vice President (Student Services) is responsible for establishing processes to monitor the effectiveness of the Principles of Student Citizenship in influencing student behaviour.

D. Amendment of the Principles

1. Proposed changes to the Principles of Student Citizenship can be forwarded by students, faculty, staff, or senior administrators of The University of Lethbridge to the Executive Committee of the General Faculties Council.
2. The Executive Committee of the General Faculties Council sends proposed changes to the Associate Vice President (Student Services) and the General Assembly of the Students Union, which provides its feedback to the Associate Vice President (Student Services).
3. The Associate Vice President (Student Services) considers all student feedback on the proposed changes and forwards recommendations to the Executive Committee of the General Faculties Council. On behalf of the General Faculties Council, the Executive Committee may approve minor editorial changes.
4. Proposals for substantive changes to the Principles of Student Citizenship must be published in the *Meliorist* and on The University of Lethbridge website at least 10 days before they are considered for approval by the General Faculties Council.
5. The proposed changes come into effect immediately upon approval by the General Faculties Council.

CODE OF CONDUCT - EMPLOYEES

PREAMBLE

This Code of Conduct ("Code") reflects a commitment to the University of Lethbridge's values and provides a framework to guide ethical conduct in a way that upholds our integrity and reputation. The University is committed to providing a living, learning and working environment that is free of threats to personal safety and is supportive of productivity, academic achievement, and the dignity, self-esteem and fair treatment of all members of its community.

All Employees of the University are expected to behave in a way that aligns with this Code. While this Code does not cover every specific scenario, it is the spirit and intent behind this Code which should guide each person's conduct. To demonstrate a commitment to transparency and accountability, this Code is available to the public on the University's website.

This Code of Conduct has the following sections:

Section 1 – Definitions

Section 2 – Obligations of Employees

Section 3 – Additional obligations of the President (Senior Official and Chief Executive Officer)

Section 4 – Notice Period

1. DEFINITIONS

The following definitions apply to this Code of Conduct.

- 1.1. **"Board"** means the Board of Governors.
- 1.2. **"Chair"** means the Chair of the Board of Governors.
- 1.3. **"Chief Executive Officer"** means the President & Vice-Chancellor pursuant to the provisions of the *Conflict of Interest Act* of Alberta.
- 1.4. **"Conflict of Interest"** means whenever an individual's private interests interfere or conflict in any way (or even appear to interfere or conflict) with the interests of the University of Lethbridge.
- 1.5. **"Employee"** means any individual who works under a contract of employment with the University and specifically including Senior Administrators.
- 1.6. **"Ethics Commissioner"** means the Officer of the Alberta Legislature appointed to this role.
- 1.7. **"Governors"** means the members of the Board of Governors, including the Chair.
- 1.8. **"President"** means the position of President & Vice-Chancellor.
- 1.9. **"Proprietary information"** means any information that is not generally known to the public, which may have commercial or competitive value. Examples of proprietary information are intellectual property, operating and marketing plans and employee information.
- 1.10. **"Senior Administrators"** (for the purposes of this policy) means the President, Vice-Presidents,

This is Exhibit " H " referred to
in the Affidavit of

Paul Viminiz

Sworn before me this, 27 day
of July, 2023


A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

Associate/Assistant Vice-Presidents, Vice-Provosts and Deans/University Librarian and General Counsel.

- 1.11. **“Senior Officials”** means the Chair and the President pursuant to the provisions of the *Conflict of Interest Act of Alberta*.
- 1.12. **“Supervisor”** means an employee’s manager of their department/unit, or in the case of an academic employee their Dean/University Librarian.
- 1.13. **“University”** means the University of Lethbridge.

2. OBLIGATIONS OF EMPLOYEES

2.1. PRINCIPLES AND SCOPE

- a) While it is expected that all members of the University community respect and maintain the highest standards of professional and ethical conduct this Code applies to all Employees of the University.
- b) For certainty, it is confirmed that the President is also subject to the additional requirements of Section 3 of this Code, applicable to Senior Officials and Chief Executive Officer.
- c) In exercising their powers and discharging their duties, Employees shall put forth honest efforts and shall act honestly, impartially, and in good faith with a view to the best interests of the University and exercise the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
- d) The reputation of the University for honesty and integrity among its stakeholders is key to its success.
- e) In conducting University business, Employees must respect and comply with all University policies as well as the relevant laws and regulations of Alberta and Canada and other jurisdictions in which the University conducts business.
- f) Subject to applicable legislation, this Code will not be interpreted or applied to limit or amend the provisions contained in any collective agreement or employment manual entered into between the University and its Employees.
- g) On becoming aware of a conflict between the provisions of this Code and any collective agreement or employment manual as contemplated by Section 2.1.f) the University shall notify the Ethics Commissioner of such conflict.

2.2. CONFLICT OF INTEREST

- a) Employees have an obligation to carry out their duties and responsibilities in the best interest of the University and are to arrange external interests and activities, including concurrent employment or appointment to other offices, so as not to interfere or detract from the fulfilment of their University employment commitments.
- b) Employees must in all regards conduct their duties and responsibilities with impartiality, and shall not knowingly influence University business, administrative, academic, research, or other decisions in ways that give improper advantage to the Employee or the Employee's business or any individual with whom the Employee has a familial, personal

or business relationship.

- c) Employees will refrain from acting in self-interest or furthering their private interests by virtue of their position or through the carrying out of their duties.
- d) Employees will refrain from making personal investments that could be reasonably expected to create a substantial conflict of interest.
- e) An actual or potential conflict of interest arises when an Employee is placed in a situation in which their personal or financial interests or the interests of their immediate family, or persons with whom the Employee has a personal or business relationship, conflict or appear to conflict with their responsibilities to the University as provided for in any collective agreement or employment manual entered into between the University and its various categories of Employees.
- f) An actual or potential conflict of commitment arises when the external activities or commitments of an Employee are so substantial such that they interfere with or are so demanding of the Employee's time and attention as to interfere with their responsibilities to the University.

2.3. CONFIDENTIALITY

- a) Employees must maintain the confidentiality of confidential information entrusted to them by the University or its stakeholders, except when disclosure is authorized or required by laws, regulations or legal proceedings.
- b) Whenever feasible, Employees should consult with their Supervisor if they believe they have a legal obligation to disclose confidential information.
- c) Employees are required to annually complete and sign a "Confidentiality Agreement" and file the same with the University.

2.4. PROTECTION AND PROPER USE OF UNIVERSITY ASSETS

- a) Theft, carelessness and waste have a direct impact on the University. If an Employee becomes aware of any suspected incidents of fraud or theft it should be immediately reported for investigation.
- b) University resources may only be used for University purposes and never for illegal or unethical purposes.
- c) Employees have an obligation to protect University assets, including proprietary information and must follow safeguards and policies to ensure the assets are protected. Employees have the obligation to preserve proprietary information during their employment and at any time thereafter.
- d) Employees are prohibited from:
 - i. taking for themselves personally opportunities that properly belong to the University or are discovered using the University's property, information or position;
 - ii. using the University's property, information or position for personal gain; and
 - iii. using the University's property, information or position to compete with the University.

2.5. FAIR DEALING

- a) Employees must deal fairly with the University's stakeholders. Employees must not take unfair advantage of anyone through illegal conduct, manipulation, concealment, abuse of privileged information, misrepresentation of material facts or any other unfair-dealing practice.
- b) Employees shall not solicit, accept or agree to accept any benefit for having exercised their official powers or performance of their duties in favour of another.

2.6. USE OF E-MAIL AND INTERNET SERVICES

- a) By signing on to the University's electronic systems, Employees acknowledge that they have read, understood and abide by the University's Acceptable Use of Computing, Information and Technology Resources Policy. Employees are urged to use good judgment and restrict use of the University's electronic systems for legitimate University business.

2.7. REPORTING OF ANY ILLEGAL OR UNETHICAL BEHAVIOUR

- a) A complaint under this Code may not proceed to investigation under this Code if:
 - i The matter may be effectively resolved through an alternative, informal process with the agreement of all parties involved;
 - ii The matter is more appropriately dealt with through another established University policy or provisions contained in any collective agreement or employment manual entered into between the University and its Employees; or
 - iii The matter is determined to be trivial, frivolous, vexatious or an abuse of process in which case the person filing the complaint may be subject to discipline.
- b) Employees must conduct the business and affairs of the University in a lawful and ethical manner. This Code cannot, and is not intended to, address all situations. In some circumstances, Employees may need to rely on judgment and consultation with Human Resources and/or their Supervisor in determining an appropriate course of action.
- c) The Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of a complaint about the Associate Vice-President (Human Resources)) is responsible for managing concerns and complaints concerning potential breaches of the Code. They may have a delegated process for responding to and managing concerns, but they are responsible for ensuring procedural fairness.
- d) Employees are encouraged to report in writing a potential breach of this Code to the Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of the Associate Vice-President (Human Resources)). When reporting a potential breach in good faith and with reasonable grounds, Employees are protected from retaliation for such reporting.
- e) Once a potential breach has been reported, the Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of a complaint

about the Associate Vice-President (Human Resources)) will respond to and manage the potential breach promptly.

- f) The Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of a complaint about the Associate Vice-President (Human Resources)) will review the circumstances and details of the potential breach and investigate. The Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of a complaint about the Associate Vice-President (Human Resources)) may investigate the breach themselves or appoint a person or persons to investigate.
- g) The Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of a complaint about the Associate Vice-President (Human Resources)) shall notify the affected Employee of the allegation. Such notification shall occur promptly unless such notification could jeopardize the investigation. The Employee has the right to complete information and the right to respond fully to the potential breach. The identity of the party making the report will not be disclosed unless required by law or in a legal proceeding.
- h) The Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of a complaint about the Associate Vice-President (Human Resources)) shall make a decision and complete a written report, including reasons, in a timely manner which report shall be provided to the Employee.
- i) Employees who do not comply with the behavioral standards identified in this Code and other policies will be subject to appropriate disciplinary action by the University. The decision may range from finding no potential breach to one that reveals suspected criminal conduct.
- j) Resolution and Appeal Process: If the Employee is dissatisfied with the position taken by the Associate Vice-President (Human Resources) the Employee can request in writing that the Vice-President (Finance & Administration) review the decision made by the Associate Vice-President (Human Resources) (or the President in the case of the Vice-President (Finance & Administration) or the Board of Governors in the case of the President).

2.8. ACCEPTANCE OF GIFTS AND HOSPITALITY

- a) For the purposes of this Section 2.8 "Gifts" means all nature of gifts including all tangible gifts, hospitality, event invitations and conference invitations inclusive of travel, admission, hospitality, accommodation and related incidentals.
- b) The restrictions contained in this Section 2.8 do not apply to:
 - i) Gifts received by an Employee on behalf of the University provided such Gifts are immediately surrendered to the University;
 - ii) Gifts received by an Employee from the University.
- c) Employees shall not accept or solicit any Gift or other benefit that could reasonably be seen to influence them in the discharge of their duties as an Employee, or that they know or have reasonable cause to believe is offered with the intent to influence their conduct.

- d) Employees must not accept Gifts or other benefits that are connected directly or indirectly with the performance of their duties as an Employee from any individual or entity, other than:
- i. The normal exchange of Gifts between friends;
 - ii. The nominal exchange of hospitality between persons doing business together;
 - iii. Tokens exchanged as part of protocol (includes plaques or similar recognition awards); or
 - iv. Nominal Gifts presented to persons who are participating in public functions, awards, speeches, lectures, presentations, conferences, workshops or seminars ("Events").
- e) For Employees, other than the Senior Administrators, the value of any Gift permitted by this section shall not be more than \$250 per Gift to a maximum of \$500 per year from a single source; or \$500 per Gift if the Gift is for an Event (where the Event is related to the mandate of the University) to a maximum of \$500 per year from a single source.
- f) For the Senior Administrators the value of any Gift permitted by this section shall not be more than \$250 per Gift to a maximum of \$500 per year from a single source; or \$1,000 per Gift if the Gift is for an Event (where the Event is related to the mandate of the University and the Gift is from a donor or friend of the University) to a maximum of \$2,000 per year from a single source.
- g) For Employees who accept an invitation to speak or participate on a panel at a conference, seminar, workshop or similar event and their speech and/or participation relates to their duties as an Employee or their major academic interests, the total value of any Gift permitted by this section for transportation costs, registration fees, accommodation, meals and related incidentals gifted to them in connection with the event at which they are speaking and/or participating shall not be more than \$8,000 per Gift to a maximum of \$16,000 per year from a single source. The increased limits contained in this Section 2.8.g) shall not apply if the acceptance of any of the foregoing gives rise to an actual or perceived Conflict of Interest.
- h) The restrictions on the value of an Event invitation as set out in this section shall not apply to the attendance at a social event where such social event is sponsored by:
- i a registered charitable foundation;
 - ii the Governor General of Canada;
 - iii a provincial Lieutenant Governor;
 - iv a Canadian federal, provincial, municipal or regional government or any member of that government;
 - v a consul or ambassador of a foreign country; or
 - vi a not-for-profit organization provided such organization is not constituted to serve management, union or professional interests and does not have for-profit enterprises or representatives of for-profit enterprises as a majority of its members.
- i) Notwithstanding any other provision of this section, Employees must not accept cash or cash equivalent Gifts.
- j) For Gifts that don't fall within an approved category as set out above that are given by international students, delegates or hosts and the refusal of such Gifts would be considered inappropriate (in addition to the option to seek an exemption in accordance

with the provisions of this Section 2.8 as set out below), such Gifts may be accepted provided that they are immediately surrendered by the Employee to the University.

- k) In the event Employees are in doubt with respect to the Gift or the propriety of acceptance of an invitation, the advice of their applicable Senior Administrator must be sought.
- l) Employees may request that their applicable Senior Administrator provide advice relating to the Employee's obligations with respect to Gifts without a readily discernible value or Gifts that exceed the limits in this Code. The Senior Administrator may provide the Employee with advice relating to Gifts or an increase in the dollar limits set out in this section. The Senior Administrator must respond in writing and act reasonably and in the best interest of the University and consider whether there is any real or apparent Conflict of Interest in providing such advice and/or increasing such dollar limits. The Employee will be deemed to have complied with this Code of Conduct if they comply with the written advice and/or dollar limits.

2.9. OUTSIDE EMPLOYMENT, SELF-EMPLOYMENT, APPOINTMENTS OR BUSINESSES

- a) The provisions of this section apply to all Employees other than the President who is subject to the provisions of Section 3.4 of this Code.
- b) Employees may participate in outside appointments, businesses, undertakings or employment, including self-employment provided that such activity does not cause an actual or perceived conflict of interest, and:
 - i Does not interfere with the performance of the Employee's duties or availability for work;
 - ii Does not involve the use of University property, equipment, tools, computer, materials, supplies or personnel; or
 - iii Is not performed in such a way as to appear to represent the University.
- c) For the purposes of this section if an Employee receives income through a research grant, the resulting research work shall be deemed to constitute outside employment. If the research grant is administered by the University, the resulting research work shall be deemed to be pre-approved for the purposes of this section. Otherwise, such research work shall be subject to the same reporting and approval requirements as other outside employment.
- d) Prior to accepting any outside appointments, businesses, undertakings or employment, including self-employment, Employees are required to notify their Supervisor in writing. The Supervisor must review the proposed appointment, business, undertaking or employment for real or apparent conflicts of interest. If there is no real or apparent conflict of interest, the Supervisor must approve the appointment, business, undertaking or employment in writing. If there is a real or apparent conflict of interest, the Supervisor must then, in writing, deny the appointment, business, undertaking or employment or allow the activity and put procedures in place to manage the real or apparent conflict of interest.
- e) The requirement for prior notice and approval of an outside appointment for an Employee does not apply to those outside appointments for which the Employee does not receive, and is not entitled to receive, remuneration.

- f) The requirement for prior notice of concurrent employment or paid outside appointment for a Student does not apply and the concurrent employment or paid outside appointment is deemed to be pre-approved if the concurrent employment or paid outside appointment is in the retail, hospitality or service industries.
- g) The requirement for prior notice of concurrent employment or paid outside appointment for an Employee (other than an academic staff member or student) does not apply and the concurrent employment or paid outside appointment is deemed to be pre-approved if the concurrent employment or paid outside appointment requires them to work no more than 20 hours per week and those hours are not scheduled during such Employee's normal working hours at the University.
- h) The requirement for prior notice on concurrent employment or paid appointment for an academic staff member who does not hold a full-time position at the University does not apply and the concurrent employment or paid outside appointment is deemed to be pre-approved if:
 - i their position at the University is unpaid; or
 - ii they teach no more than one (1) course a semester at the University.
- i) If the University is aware at the time an academic staff member is hired and/or appointed to a full-time or part-time position at the University that the academic staff member is being concurrently hired and/or appointed to a position at another organization or currently holds a position and/or appointment at another organization, such other position shall be deemed to be reported and pre-approved.
- j) The exclusions on reporting and deemed pre-approval as set out in Sections 2.9.e)-i) above shall not apply if such concurrent employment or outside appointment gives rise to a perceived or actual Conflict of Interest.

2.10. CONFLICT OF INTEREST DISCLOSURE AND REVIEW PROCESS

- a) For Employees who are subject to the provisions of the University of Lethbridge Faculty Collective Agreement, any activities that comprise External Professional Activities under that Collective Agreement shall be addressed in accordance with the provisions as set out in the Collective Agreement which provisions are set out in Appendix A attached hereto. In the event of a conflict between Appendix A and the wording of the Collective Agreement the provisions of the Collective Agreement shall apply. If there is reasonable cause to believe that a real or apparent current or anticipated conflict of interest may exist, an Employee must formally disclose in writing to the Employee's Supervisor as soon as possible after the Employee becomes aware of it.
- b) The existence of a current or anticipated conflict of interest does not necessarily preclude an Employee's involvement in the situation where the conflict has arisen or may arise. There may be situations where a conflict of interest once declared can be managed so as to enhance rather than undermine an Employee's contributions to the University.
- c) Employee Responsibilities
 - i Employees are responsible for completing and submitting annually the Conflict of Interest and/or Commitment Disclosure form in electronic format to Human Resources and for disclosing all external interests or activities to determine if those

interests and activities have the potential to be in conflict with their duties and responsibilities to the University.

- ii Employees are encouraged to report potential conflicts of interest observed in other University employees to Human Resources or their Supervisor, which will then be investigated.

d) Human Resources Responsibilities

- i Receive the electronic Conflict of Interest and/or Commitment Disclosure Form annually from all Employees.
- ii The Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of the Associate Vice-President (Human Resources)) will review the forms and reports and assess all declared conflicts and breaches, in consultation with the Employee or their Supervisor. Any declared conflict situations may be approved (allowed), approved with conditions, or not approved.
- iii Approved activities are those activities that can be managed in a way that is compliant with legislation and policy, considers, protects and serves the interests, integrity and reputation of the University, and will withstand the test of reasonable and independent scrutiny.
- iv Upon completion of the conflict assessment by the Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of the Associate Vice-President (Human Resources)) and the Employee's Supervisor, the Employee will be contacted. If the Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of the Associate Vice-President (Human Resources)) and the Supervisor determine that an activity is approved, the Employee is free to proceed with the activity upon receiving written notice. If it is determined that an activity is approved with conditions or not approved, the Employee's Supervisor will meet with the Employee to settle conditions and/or reasons for unapproved activities. Each activity whether approved, approved with conditions or not approved, is to be documented in writing and attached to the Disclosure Form in the Employee's personal file. Human Resources will document on going monitoring and managing of approved conflicts.

e) Resolution and Appeal Process

If the Employee is dissatisfied with the position taken by the Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of the Associate Vice-President (Human Resources)) and their Supervisor or an agreement cannot be reached between the Employee, the Associate Vice-President (Human Resources) (or the Vice-President (Finance & Administration) in the case of the Associate Vice-President (Human Resources)) and the Employee's Supervisor, the Provost and Vice-President (Academic) or the Vice-President (Finance and Administration), in consultation with the appropriate Supervisor, will adjudicate the matter. If the Employee's Supervisor is a Vice-President, then the President will adjudicate the matter. If the matter involves the President, then the Chair of the Board of Governors will adjudicate the matter.

3. ADDITIONAL OBLIGATIONS OF THE PRESIDENT AS A SENIOR OFFICIAL AND CHIEF EXECUTIVE OFFICER OFFICIAL

3.1 The President ("Senior Official" and "Chief Executive Officer") is subject to the provisions of Section 3 of the Code. The provisions of Section 3 are in addition to those required of the President in other sections of the Code. In the event of a conflict between this section of the Code and the *Conflicts of Interest Act*, RSA 2000, C-23, the terms of the Act will apply.

3.2 OBLIGATIONS OF THE PRESIDENT AS A SENIOR OFFICIAL:

a) Restrictions on Furthering Private Interests

The President must not take part in a decision in the course of carrying out their office or powers knowing that the decision might further their private interest, the private interests of a minor or adult child of the President, or those of a person directly associated with them (for instance, a spouse or companies they own). "Private interest" does not include interests that are trivial, of general application, affect an individual as a member of a broader class, or concern an individual's remuneration and benefits with the University.

b) Restrictions on Using Influence

The President must not use their office or powers to influence or try to influence a decision to be made by or on behalf of the Crown or a public agency to further their private interest, the interest of a person directly associated with him/her, the interest of their minor child, or to improperly further any other person's interest.

3.3 RESTRICTIONS ON USING INSIDER INFORMATION

a) The President must not use or communicate information, not available to the general public, that they gained in the course of carrying out their office or powers in order to further or try to further their private interest or any other person's private interest.

b) Disclosure of Real and Apparent Conflicts of Interest

The President must appropriately and adequately disclose real and apparent conflicts of interest. What constitutes appropriate and adequate disclosure will vary depending on the circumstances in which the conflict arises.

3.4 OBLIGATIONS OF THE PRESIDENT AS A CHIEF EXECUTIVE OFFICER:

a) Restrictions on Concurrent Employment

The President must not be involved or participate in any outside appointment, business, undertaking or employment, including self-employment, other than that which is subject to the Alberta *Conflicts of Interest Act*, unless they apply for and receive written approval from the Ethics Commissioner to do so and comply with any conditions that the Ethics Commissioner has included in the approval.

4. NOTICE PERIOD

Following approval by the Board of Governors, this Code of Conduct will be published on the University's public website on or before April 30, 2019. This Code of Conduct will come into effect

on July 1, 2019.

Editorial Revisions March 7, 2022; December 17, 2020; January 6, 2020; Approved by the Board of Governors April 17, 2019

APPENDIX A

(For Employees subject to the [University of Lethbridge Faculty Association Academic Staff Collective Agreement](#))

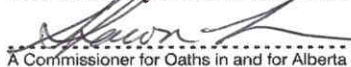
1. External Professional Activities

- 1.1. A Member may engage in external professional activity. External professional activity represents a contribution to the community which can be made by the Member by virtue of their training, advanced study or research, or is of value to maintain or develop their academic competence.
- 1.2. A Member shall notify the Dean/University Librarian of the nature and scope of any such activity of a substantial and continuing nature. The Dean/University Librarian shall ensure that such activity does not interfere with the normal activities of the Member.
- 1.3. A Member shall make appropriate arrangements in advance with the Dean/University Librarian for the use of facilities, equipment, supplies and other services of the University in the conduct of external professional work.
- 1.4. A Member shall obtain the approval of the Dean/University Librarian in advance before accepting remuneration for external professional activities. Such approval shall not unreasonably be withheld.
 - 1.4.1. A Member shall not be required to report to their Dean/University Librarian receipt of remuneration of \$1,000 or less per occurrence for professional activities including, but not limited to, delivery of guest lectures, serving as an external examiner, and conducting programme and manuscript reviews.
 - 1.4.2. A Member shall report to their Dean/University Librarian when the annual total remuneration for the contract year (July 1 to June 30) exceeds \$5,000 for external professional activities.
- 1.5. Before accepting remuneration from a research grant or contract, a Member must meet both of the following conditions:
 - 1.5.1. The Provost & Vice-President (Academic) shall concur with the arrangements,
 - 1.5.2. The supporting agency shall permit the use of funds to pay supplementary remuneration.

This is Exhibit " I " referred to
in the Affidavit of

Paul Viminutz

Sworn before me this, 27 day
of July, 2023


A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

University of Lethbridge **Statement on Free Expression**

The University of Lethbridge mandate affirms its commitment to protect free inquiry and scholarship, facilitate access to scholarly resources, and support artistic expression and the free and open scholarly discussion of issues.

The strategic plan of the University enunciates a mission and vision that provides clarity for "Who We Are":

"Our motto, Fiat Lux ("Let There be Light"), and our founding principle of liberal education, continue to define and inspire us. We are committed to being the comprehensive academic and research university in Alberta that empowers individuals with broader knowledge that prepares them to think critically and creatively, communicate clearly, solve complex problems, and contribute fully to society. We give people more than an education: we give them a life trajectory and the tools to make a difference."

And, "Why We Exist":

"The University of Lethbridge exists to build a better society and inspire the minds of tomorrow. In striving to achieve this, the University is committed to create, discover, disseminate, and apply knowledge through free and critical inquiry and excellence in basic and applied research of regional and global impact."

Building on these established pillars, the University of Lethbridge reaffirms its commitment, and recognizes its obligation, to provide an environment in which freedom of inquiry and freedom of expression are prerequisite requirements in all aspects of its operation; an environment in which mutual respect, tolerance, and civility are the hallmarks of all interactions.

Freedom of speech is inextricably associated with freedom of expression and is afforded the same commitments with bounds determined by the requirements of Canadian Law. Freedom of expression does not protect violence or threats of violence and examples of how it is limited include Criminal Code hate speech laws, hate and discriminatory speech provisions within provincial human rights codes, and anti-defamation laws.

Subject to the limits set by Canadian law, the Board of Governors of the University of Lethbridge commits to the following principles:

- The University of Lethbridge is committed to free and open critical inquiry in all matters. All members of the University community are guaranteed the broadest possible latitude to speak, write, listen, challenge, and learn.
- Members of the University community have the right to criticize and question views expressed on campus but they may not obstruct or interfere with others' freedom of expression.
- Debate or deliberation on campus may not be suppressed because the ideas put forward are thought by some, or even most, to be offensive, unwise, immoral, or mis-guided. It is for individual members of the university community, not the University as an institution, to make

those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas they oppose.

- Mutual respect, tolerance, and civility are valued within the University but do not constitute sufficient justification for closing off the discussion of ideas or shielding students from ideas or opinions, no matter how offensive or disagreeable they may be to some members of the University community, or those outside of the University.
- The University will restrict expression that violates the law, defames an individual, that constitutes a threat or harassment or that unjustifiably invades substantial privacy or confidentiality interests.

To achieve its purpose and mandate the University must operate free from unreasonable interference. Therefore, the University reserves the right to reasonably regulate the use of facilities, time, place, and manner of expression to ensure it does not disrupt the ordinary activity of the University.

This commitment on Free Expression in no way modifies the University's commitment to Academic Freedom and nothing in this commitment is intended to undermine or limit articles within collective agreements or other employment contracts entered into by the University of Lethbridge.

While all members of the University community have the right to free expression, this does not imply that the University endorses opinions and views expressed.

The Board of Governors of the University of Lethbridge affirms this commitment with the understanding that it applies to individuals or organizations making use of University of Lethbridge property or resources, including individuals and organizations external to the University.

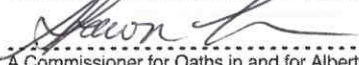
It is the responsibility of event organizers to ensure that invited speakers and participants are made aware of the University's commitment to these principles and University policies and procedures.

Questions regarding the interpretation of this commitment should be directed to the Director, University Secretariat, Governance Office (University Secretariat), Phone: (403) 329-2010, Email policy@uleth.ca.

This is Exhibit " J " referred to
in the Affidavit of

Paul Viminitz

Sworn before me this 27 day
of July, 2023


A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

From: Provost, UofL [REDACTED]
Sent: January 30, 2023 8:25 AM
To: Viminitz, Paul [REDACTED]
Subject: AH175 Booking

Dear Dr. Viminitz,

I write to inform you that Anderson Hall, Room 175 will not be made available for the Frances Widdowson public lecture planned on February 1, 2023 from 4:30-6:00pm. No alternative University of Lethbridge facilities will be provided for this event.

Sincerely,

Erasmus Okine
Provost and Vice-President (Academic)

This is Exhibit " **K** " referred to
in the Affidavit of

Paul Viminiz

Sworn before me this **27** day
of **July**, 20**23**

Shawn Leclerc
A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

University of
Lethbridge



DESTINATION

2022

VISION & STRATEGY

STRATEGIC PLAN 2014-2022

University of Lethbridge Plans and Reports

uleth.ca/planning-and-reporting



WHERE WE ARE GOING

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.



The University of Lethbridge is Alberta's Destination University. Founded in 1967 on traditional Blackfoot land, we are a community that fosters an atmosphere of discovery, a welcoming place where students and faculty have the freedom to think, create, and explore together. People are the essential resource of our institution; they define our university and are our greatest strength.



WHO WE ARE

We are committed to the individual student as a person of ultimate worth*. Our students learn within and beyond the classroom in a research-intensive environment that offers connections with the diverse communities we serve. Students are taught by inspired scholars who integrate research and creativity with teaching.

Our motto, *Fiat Lux* ("Let There be Light"), and our founding principle of liberal education, continue to define and inspire us. We are committed to being the comprehensive academic and research university in Alberta that empowers individuals with broader knowledge that prepares them to think critically and creatively, communicate clearly, solve complex problems, and contribute fully to society. We give people more

than an education: we give them a life trajectory and the tools to make a difference.

High quality is central to all that we do. Our commitment to maintaining high quality undergraduate and graduate academic programs is important to fostering a better society. High quality instruction and teaching are essential to our commitment to quality, as are the vibrant programs of research and creative activity that are a differentiating feature of our institution and a central part of our culture as a Comprehensive Academic and Research Institution. High quality facilities and services support our institution and its students, staff, and academic staff.

The University of Lethbridge was born from the needs and aspirations of our local communities,

and so access to our university is a foundational value. We are committed to providing student access to our high quality academic programs throughout the province, without creating unnecessary financial barriers. Community engagement with our university (and vice-versa) and the community use of our facilities are important to us.

Our liberal education foundation, combined with our student focus and research and creative excellence, enables a distinctive student experience across two campuses in Alberta – Lethbridge and Calgary. The result is engaged citizens, who are intent on understanding relevant issues and on improving our region, our country, and our world.

*at the basis of both our academic objectives and our structure will be a commitment to the individual student as a person and as of ultimate worth." Sam Smith, first President of the University of Lethbridge, Address to Students of Summer Session: The Goals of the University and a Concern for Students as Persons: Mutually Exclusive or Interdependent?, August 1, 1967.

WHY WE EXIST

The University of Lethbridge exists to build a better society and inspire the minds of tomorrow:

- We create, discover, disseminate, and apply knowledge through free and critical inquiry and excellence in basic and applied research of regional and global impact.
- At the undergraduate and graduate levels, we develop creative discoverers and independent learners, who understand their responsibility for critical thinking and scholarship.
- We prepare students for their personal and professional paths.
- We encourage and nurture creative expression.
- We pursue community engagement.
- We value, encourage, and celebrate the talents and efforts of our students, faculty, staff, and alumni.



OUR FUNDAMENTAL PRINCIPLES

Our commitment to society

- We adopt a global perspective and cultivate responsible citizens who contribute to building better societies.
- We encourage and protect free inquiry and expression, and model collegial and civil debate, dissent, and controversy to critically explore and resolve issues.
- We share with our communities our research, scholarship, creative activities, facilities, resources, and initiatives, involving our communities wherever possible. This helps us anticipate and respond to societal needs.
- We promote diversity and gender equity, and ensure equal opportunity for participation.
- We are committed to collaborating with First Nations, Métis, and Inuit peoples and communities to ensure that our partnerships, and ensuing programs, meet the needs of these communities.

Our commitment to creativity, inquiry, and discovery

- We believe in academic freedom.
- Research and acquiring knowledge are inherent societal goods and ends in themselves.
- We encourage and support research, scholarship, critical inquiry, and creative performance, in all areas in which we teach, and in areas of special relevance locally, nationally, and globally.
- We conduct research in many forms, including that with the broadest scope and longest term, and communicate the outcome of these efforts.
- Wherever appropriate we connect our research and scholarship to the needs and aspirations of the communities we serve. We sustain, and provide access to, the scholarly resources and knowledge base needed for research, scholarship, and creative activity.

Our commitment to students

- We offer students a liberal education, the best preparation for their future, which provides a wide base of knowledge and promotes academic skills that students can apply broadly.
- We are student-centred, and help students achieve their full potential by facilitating their intellectual growth and personal excellence in an atmosphere of engagement within and beyond the classroom.
- We are a comprehensive university, offering excellence in undergraduate and graduate university education, and striving for a balance between our focus on teaching and our commitment to research, scholarship, and creative activities.
- We promote effective teaching and learning, applying face-to-face learning, experiential learning, and online and distance learning where those delivery modes make the best sense.
- We strive for inspirational teaching and learning, which takes place in an environment of respect, free from discrimination.
- We expand horizons and develop a global mindset, educating our students to become citizens of a complex society, capable of making important contributions.

Our commitment to responsible action

- We emphasize ethical action and are environmentally, socially, and financially responsible.
- We practice procedural fairness and act in accordance with all applicable codes of professional and ethical practice and conduct.
- We use leading technology effectively, to facilitate and enhance learning and research relationships among students, faculty members, and other university stakeholders.



STRATEGIC DIRECTIONS

STRATEGIC DIRECTION:

Excel as a comprehensive university

We will evolve as a comprehensive university that offers a wide range of undergraduate and graduate programs, advances knowledge through significant research programs, and encourages excellence in teaching, while staying true to our founding ideals of student-centred, liberal education. We will address the issues facing society in the 21st Century and be a centre for critical thought and dialogue, bringing people together to foster

discussion and seek creative solutions. We will develop, promote, engage, and advance internationalization. The Destination Project and the revitalization of University Hall, in addition to their profound impacts on the sciences and other academic pursuits, will be key in these endeavours.



STRATEGIC DIRECTION:

Inspire and support student potential

We are committed to offering students an enriching experience with the rigour of a comprehensive academic and research university. At both undergraduate and graduate levels, we will strive to advance students as knowledge makers and as global citizens with international and intercultural skills and knowledge. All members of the university community can contribute to supporting student success and to creating a student experience that is healthy, safe, and


well-rounded. We will ensure that students remain central and that we find the best ways to embody the idea of the individual student as a person of ultimate worth by immersing them in a personal and engaging learning environment, which strives to move beyond the classroom through experiential learning. Our professional programs will excel in combining depth of knowledge with breadth of practical experience.

STRATEGIC DIRECTION:

Promote access to quality, affordable
post-secondary education



Calgary Campus



Society as a whole benefits from an educated populace. We will find ways to give access to our educational programs for as many qualified individuals as possible and we will ensure the education we provide is of a high quality.

Our two campuses will find ways to improve educational pathways locally, nationally, and internationally, so that obtaining a post-secondary education is as seamless as possible.





STRATEGIC DIRECTION:

Build internal community and enhance relationships with external communities

We will develop an internal community that is diverse, inclusive, and welcoming. We are fully committed to the University of Lethbridge as a pan-Alberta public institution that offers its expertise, facilities, and services for the

benefit of the communities it serves. We will find ways to make further connections with all our communities, locally, nationally, and internationally.

STRATEGIC DIRECTION:

Enhance the sustainability of the University

We commit to taking action on the education, research, policy formation, and information exchange necessary to advance sustainability.

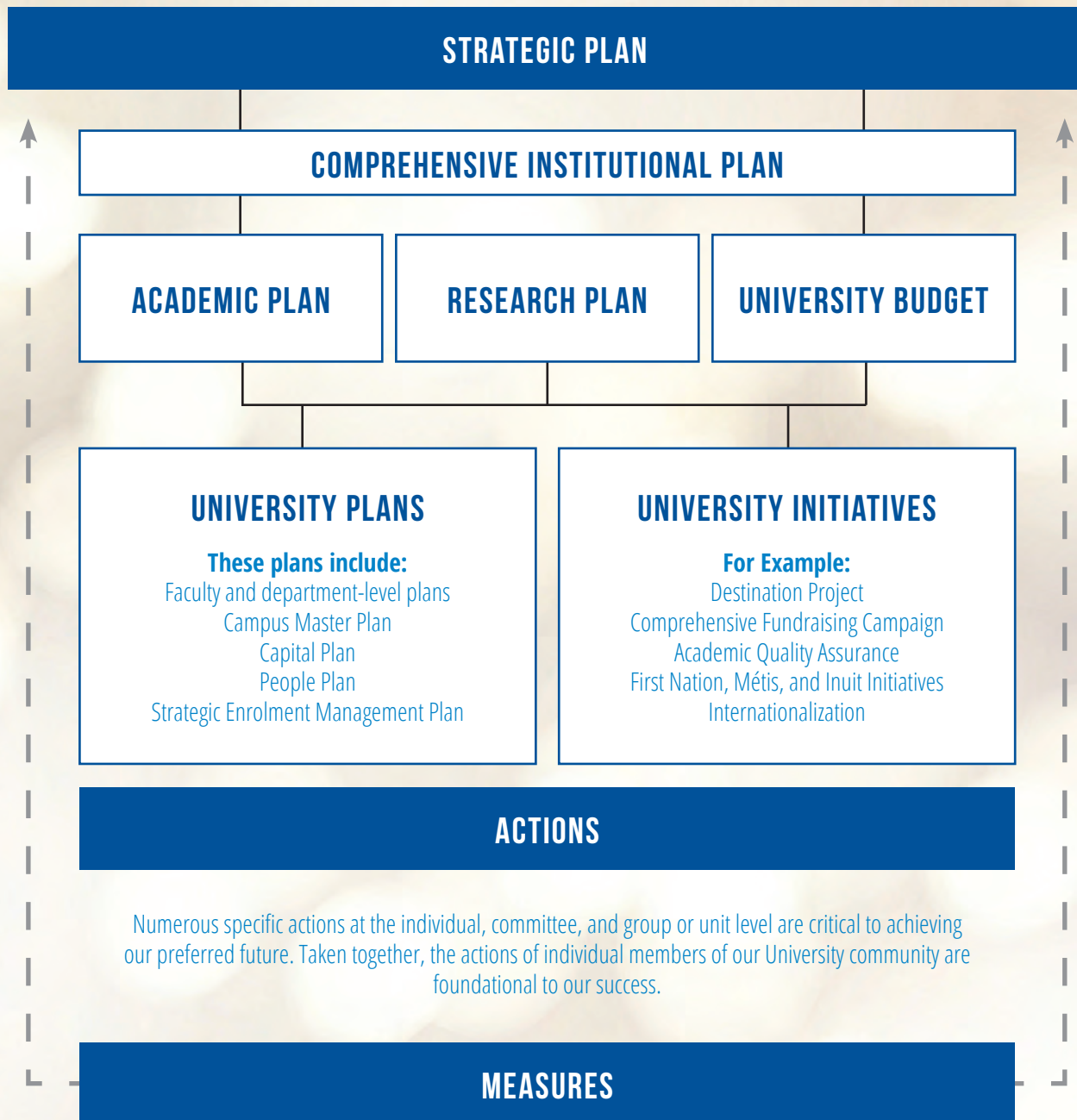
We will incorporate the three facets of sustainability—environmental, economic, and

social responsibility—into all aspects of our institution, and communicate these efforts for the benefit of all.



Connecting to Action

The University of Lethbridge Strategic Plan is a comprehensive framework. The strategic plan will be implemented through the specific goals and outcomes of various plans and initiatives, and through numerous actions at various levels of the University.



Measures

We will be accountable for delivering on the strategic plan by ensuring regular reporting of performance measures. Measures will track progress related to the vision and priorities of the strategic plan. There are also specific actions and related measures in the Academic

and Research Plans, which track progress at a more detailed level. The following measures are reviewed on an annual basis by the Board of Governors:

COMPREHENSIVE UNIVERSITY

- Proportion of graduate student enrolment
- Proportion of faculty with a terminal degree
- Value of research grants received
- Number of research chair positions

STUDENT EXPERIENCE AND ACCESS

- Completion rates
- Satisfaction with quality of education and teaching
- Overall enrolment and composition of the student body
- Opportunities for experiential learning
- Average class size

COMMUNITY

- Total alumni
- Local and provincial economic impact
- Employee satisfaction
- Service learning
- Employment generated

SUSTAINABILITY

- Endowment fund balance
- Campus Alberta grant, university revenue and expenditures
- Social impact
- Environmental initiatives



University of
Lethbridge



DESTINATION
2022

VISION & STRATEGY

University of
Lethbridge



ANNUAL REPORT

2019-2020

This is Exhibit " **L** " referred to
in the Affidavit of

.....**Paul Viminiz**.....

Sworn before me this, **27**..... day
of.....**July**....., 20. **23**

A handwritten signature in cursive script, appearing to read "Shawn Leclerc".

A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor



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Accountability Statement

The University of Lethbridge Annual Report for the year ended March 31, 2020 was prepared under the Board's direction in accordance with the *Fiscal Planning and Transparency Act* and ministerial guidelines established pursuant to the *Post-Secondary Learning Act*. All material economic, environmental, or fiscal implications of which we are aware have been considered in the preparation of this report.

Original Signed By:

Mr. Kurt Schlachter (BSc '00), JD
Chair, Board of Governors
University of Lethbridge

Management's Responsibility for Reporting

University of Lethbridge Management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained, and assets are properly accounted for and safeguarded.

The Annual Report has been developed under the oversight of the University of Lethbridge Board of Governors Audit Committee, as well as approved by the Board of Governors and is prepared in accordance with the *Fiscal Planning and Transparency Act* and the *Post-secondary Learning Act*.

The Auditor General of Alberta, the institution's external auditor appointed under the *Post-secondary Learning Act*, performs an annual independent audit of the financial statements which are prepared in accordance with Canadian public-sector accounting standards.

Original Signed By:

Michael J. Mahon, Ph.D.
President and Vice-Chancellor
University of Lethbridge

Message from the Board Chair

On behalf of the Board of Governors, I am pleased to present the University of Lethbridge's annual report for the Minister of Advanced Education for the year ended March 31, 2020.

This report highlights the University of Lethbridge (U of L)'s current state and achievements over the year. We are pleased that the U of L continues to successfully fulfill its mandate as a Comprehensive Academic and Research University under the authority of the *Post-secondary Learning Act* of Alberta, approved by the Deputy Premier and Minister of Advanced Education and Technology on June 24, 2010.

As articulated in our strategic plan, Destination 2022, the U of L 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 endeavour, experiential opportunities and community engagement. This past year, we have collectively made significant progress across our campuses in Lethbridge and Calgary and continue to fulfill this vision.

In September 2019, the University community welcomed southern Alberta to campus to the official opening of Science Commons – Canada's most advanced facility for science education and research – as part of the Big Bang Grand Opening Weekend. At 38,500 sq. metres, Science Commons is the largest development on the U of L campus since the original construction of University Hall and is made possible thanks to \$260 million in funding from the Alberta Government and Alberta taxpayers. Setting the stage for the next 50 years of scientific discovery and education at the U of L, Science Commons is a facility where science transcends disciplines. Large, flexible lab spaces designed with a shared-space ideology encourage collisions among researchers with diverse backgrounds and approaches. Researchers at all stages of their careers, from post doctoral fellows to doctoral, masters and undergraduate students and from kindergarten to Grade 12 will come together, sparking conversations and igniting discovery. Moreover, Science Commons is a science centre for all of southern Alberta.

This past year, the U of L reached record enrolment with 8,795 students on our campuses in Lethbridge and Calgary. Total graduate enrolment has increased by 4.4% from 613 graduate students in Fall 2018 to 640 graduate students in Fall 2019. The University of Lethbridge continues to be recognized as one of the country's leading research-intensive universities of its type. In 2019, RESEARCH Infosource Inc. ranked uLethbridge as one of the top-three research universities (undergraduate category) in Canada, a position we have maintained for four consecutive years. In the 2020 annual Maclean's University Rankings, the U of L was number one for medical and science grants (primarily undergraduate category) and one of the top five undergraduate universities.

In December 2019, we announced a unique and innovative partnership between the Blackfoot Confederacy, the Mastercard Foundation and the University of Lethbridge that will support and enable Indigenous youth to achieve their goals and become leaders in their communities. This transformational initiative will create new opportunities for Indigenous, primarily Blackfoot, youth to access education, and the needed supports to be successful resulting in employment, economic inclusion and economic development opportunities within their communities

Since launching SHINE: The Campaign for the University of Lethbridge in 2018, the University is more than 90% of the way towards reaching our campaign goals to significantly increase engagement opportunities for alumni and community members and to raise \$100 million to propel the U of L and the entire region forward. As of March 31, 2020, the University has more than 17,000 engaged alumni and has raised more than \$89 million.

And of course, in March, our university came together with great urgency and expediency in the wake of COVID-19 to move our entire course delivery model out of the in-person classroom to an alternative mode. The collective efforts of our faculty and staff to execute this transformation were remarkable and speak to the quality and dedication of our people to do whatever is necessary to give our students the unparalleled academic experience they've come to expect. We continue to plan for fall 2020 and provide our students with a robust, quality educational experience through the utilization of

a hybrid delivery model, including making our full suite of student support services available, while preparing for campus reopening subject to public health guidelines.

We continue to work to identify new programs and majors that serve the community; we undertake high-quality research and support the cornerstones of the Alberta Innovates Model; we aim to provide Alberta learners with various pathways through higher education, whether by location or delivery mode.

Financial constraints continue to be a challenge to the U of L's ability to realize our full potential within Campus Alberta. This has not caused us to retrench, but to reaffirm our values and to reprioritize the U of L's actions and activities. The U of L is confident our planning processes will ensure we deliver on our mandate and meet the demands of our students and the post-secondary system.

We strive to create a more accessible post-secondary system, considering not only what programs we offer, but also ensuring that they are offered in the right place and in the right way. We continue to enhance the targeted programming we offer through our Calgary campus, serving the needs of the working learner. As well, an increasing focus on distance delivery and effective use of emerging technologies allows us to offer in-demand programs to learners where they live and work.

To point out every accomplishment we have had over the past year would be a very long list. In this Annual Report, we hope you get a glimpse of the great things that are happening at the University and a sense of our well-founded pride.

Sincerely,

Original Signed By:

Mr. Kurt Schlachter (BSc '00), JD
Chair, Board of Governors
University of Lethbridge

Public Interest Disclosure (Whistleblower Protection) Act

The University of Lethbridge received no disclosures in 2019-20 under the *Public Interest Disclosure (Whistler Blower Protection) Act*.

Original Signed By:

Michael J. Mahon, Ph.D.
President & Vice-Chancellor University of Lethbridge

Operational Overview

International

During the 2019-20 fiscal year, the University of Lethbridge experienced significant enrolment growth in part due to target investments in recruitment activity from the previous year. Enrolment of international students has increased by 17.2% from 476 students in Fall 2018 to 558 students in Fall 2019. In Fall 2019, international students made up 6.3% of the total enrolment.

Two significant trends relating to international activities impacted university operations from an operations perspective.

First, continued political tensions in China had a notable effect on the way the University recruited international students. The U of L had implemented travel restrictions in January 2019, which impacted recruitment efforts in the country. Further, the U of L made the decision to cease sending domestic recruiters into the country. While the institution has grown graduate student numbers, more students are now being recruited from India and the number of students recruited from China has dropped significantly.

The COVID-19 pandemic had a major effect on international initiatives at the end of the fiscal year. In March 2020, the University advised against international travel. Later in March 2020, the Government of Canada announced that it would be closing its borders in response to managing the pandemic.

National

The Government of Canada's 2019/20 budget included significant investments that coincide with U of L institutional priorities including internationalization, work-integrated learning, graduate education, support for Indigenous students, and relief on Canada Student Loans (for vulnerable borrowers). These investments have the potential to improve access for learners, improve student experiences and improve transitions from university to the work force.

Internationalization: The government announced an investment of \$147.9 million over five years for an International Education Strategy. The strategy is intended to promote Canada as a leading study destination and give more students the international study and work opportunities so highly sought by Canadian employers.

Work Integrated Learning: Budget 2019 announced a commitment to create 40,000 proposed new work placements per year by 2023-24, and to support the creation of an additional 44,000 work-integrated learning opportunities by 2021.

Graduate Education: Budget 2019 budget announced an invested \$114 million over five years, starting in 2019–20, and \$26.5 million per year ongoing in the federal granting councils' Canada Graduate Scholarship program.

Indigenous Student Supports: Budget 2019 increased funding for the Post-Secondary Student Support Program to advance self-determination in education, expanded postsecondary options within the Arctic and northern regions of Canada and invested an additional \$9 million over three years for bursaries and scholarships at Indspire.

Student Loan Relief: The floating rate of interest charged on most federal student loans was reduced and a six-month grace period after graduation was implemented. The initiative was expected to save the average borrower \$2,000.

Provincial

On October 24, 2019, the Alberta government released its first budget since the spring election. The 2019/20 budget addresses the current fiscal year but also had proposed a four-year fiscal framework that outlined the government's plan to eliminate the provincial deficit within its first term in office. The funds available to Advanced Education for base operating grants were reduced overall by 5 per cent for the 2019-20 fiscal year. For the University of Lethbridge, the grant decrease for 2019-2020 was 3.2 per cent - a reduction of \$3.4 million. Additionally, the Infrastructure Maintenance Program (IMP) grant was suspended. This grant was expected to be \$4.2 million. It was also announced that post-secondary schools would be given the ability to increase tuition overall by seven per cent each year for the next three years. Tuition had been frozen since 2014-15. Of course, the impact of COVID-19 has changed the fiscal projections of the government, as well as the University's.

In response to reduced government funding, several actions contributed to achieving a revised balanced 2019-20 budget. Record enrolment provided increased tuition revenue; 19 positions (academic and non-academic) were eliminated; the salary contingency was eliminated; the general contingency was reduced; the Lifecycle Fund was reduced by redirecting funds from its capital replacement reserve; and Ancillary Services increased its contribution to the operating budget. Future budget cuts will require a process of institutional transformation to ensure the institution is able to continue to deliver on its mandate.

On January 20, 2020, the Alberta government announced that a new funding model for post-secondary institutions will be introduced in future years in which a portion of government funding to colleges, universities and polytechnics will be based on institutions achieving key performance measures.

On February 21, 2020 Alberta Advanced Education Minister announced a comprehensive review of post-secondary education aimed at helping “co-create a long-term strategy and vision to deliver better outcomes for students and all Albertans”. The final review report is scheduled for late 2020.

The review will include:

- Comparisons to selected global, national and sub-national post-secondary systems, trends and outcomes
- An assessment of the governance structure of Alberta’s current post-secondary system
- An assessment of how the system is meeting current and future needs to ensure best value for the public's investment
- Development of a vision for the future, including a strategy and roadmap to 2030 that supports lifelong learning for all Albertans

Regional

On September 13, 2019, the U of L officially opened Science Commons. The spectacular facility, which brings together the Departments of Chemistry & Biochemistry, Biological Sciences, Neuroscience, Physics & Astronomy and Psychology, is designed to foster transdisciplinary research by providing exceptional opportunities for collaboration and discovery. While the opening of the new Science Commons on campus is a transformational change for the institution, it also represents a significant landscape shift for southern Alberta. During the building's construction, the number of science students enrolled at the U of L has significantly increased (from 2,167 students in Fall 2018 to 2,354 students in Fall 2019). The facility also creates greater opportunity for the University to build on its relationships with southern Alberta industry, business and community partners.

A unique and innovative partnership between the Blackfoot Confederacy, the University of Lethbridge and the Mastercard Foundation that will support and enable Indigenous youth to achieve their goals and become leaders in their communities was announced December 18, 2019. The Mastercard Foundation is providing a \$15-million investment over five years aimed at improving transitions to post-secondary education and increasing student success, work integrated learning opportunities (co-op placements for example) and entrepreneurship supports. The funding will enable partnerships and programs that lead to employment opportunities for Blackfoot youth, as well as support the Blackfoot Nation in realizing their economic development aspirations.

Critical to achieving these goals is a collaborative approach to determining the supports that will be the most effective for Indigenous students and communities. The Blackfoot Nation and the U of L will work in concert to ensure future investments by the program are structured to meet the unique needs of Blackfoot youth and communities. The Mastercard Foundation funding is a significant investment with the potential to positively impact Indigenous communities and individuals across southern Alberta.

Goals, Priority Initiatives, Expected Outcomes and Performance Measures University of Lethbridge goals from 2019 Comprehensive Institutional Plan

University of Lethbridge goals for 2019/20 to 2021/22

Destination Project, Phase II	Provide students, faculty and the community with a supportive, innovative and safe science and academic building that inspires transdisciplinary research, learning and creativity Revitalize, expand and modernize our teaching, research and creative activity spaces in University Hall to enhance fine arts, humanities and social sciences programming, and to highlight our Indigenous identity, art collection and gallery activity
<i>Adult Learning System Principles:</i>	Accessibility; Quality
Improve access for underrepresented groups	Increase the enrolment and persistence to graduation of Indigenous identified students at both the undergraduate and graduate levels
<i>Adult Learning System Principles:</i>	Accessibility; Affordability; Coordination
Support the Student Experience	Provide opportunities and supports to enable students to access academic programs and services that match their needs and enable them to persist towards graduation
<i>Adult Learning System Principles:</i>	Accessibility; Affordability; Quality
Sexual Violence Support and Education	Create an “only with consent” campus culture, increase awareness about sexual violence and its prevention, and enhance supports and resources
<i>Adult Learning System Principles:</i>	Accessibility
Community Engagement	Continue to provide opportunities for members of various communities to engage and experience the many diverse aspects of University of Lethbridge knowledge acquisition and creative activity
<i>Adult Learning System Principles:</i>	Affordability; Accessibility; Coordination
Integrate Liberal Education Programming	Integrate and promote the U of L’s commitment to and delivery of its founding Liberal Education principles and philosophy to enhance students’ development as creative explorers and innovative thinkers
<i>Adult Learning System Principles:</i>	Quality
Programming	Develop new undergraduate programs and partnerships to meet learner, society and business needs, particularly in southern Alberta Increase opportunities to enable learners to continue their education in southern Alberta through increased and enhanced graduate programs
<i>Adult Learning System Principles:</i>	Quality; Accessibility; Coordination
Quality Assurance	Ensure continuous improvement in all academic programs and units, and in research Centres and Institutes, through a process of internal reflection and constructive, formative criticism by qualified external reviewers
<i>Adult Learning System Principles:</i>	Quality
Research	To fulfill our vision as a comprehensive university by continuing our upward trajectory in research and creative activity inspired by curiosity and imagination, in order to inform our teaching with frontline research, spark the development of sustainable prosperity within Alberta, Canada, and the world, and advance human knowledge.
<i>Adult Learning System Principles:</i>	Quality; Coordination; Accessibility
Internationalization	Develop, promote and advance internationalization to enable students, faculty and staff to be engaged global citizens and to increase the diversity of the campuses
<i>Adult Learning System Principles:</i>	Quality; Accessibility
Increase/Improve Learner Pathways	Provide a range of opportunities and pathways for students to access a degree from the U of L and in support of transfer pathways in the province
<i>Adult Learning System Principles:</i>	Coordination; Accessibility; Affordability

Goals, Priority Initiatives, Expected Outcomes, Performance Measures and Progress

Accessibility

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in Last 12 Months
<p>1. DESTINATION PROJECT, PHASE II</p> <p>G1 Provide students, faculty, staff and the community with a supportive, innovative and safe science and academic building that inspires transdisciplinary and collaborative research, teaching, learning and creativity</p> <p>G2 Revitalize, expand and modernize our teaching, research and creative activity spaces in University Hall to enhance fine arts, humanities and social sciences programming, and to highlight our Indigenous identity, art collection and gallery activity</p>	<p>1. Provide state-of-the-art, safe, teaching and research laboratories to meet the increasing demand for enhanced science programming</p>	<p>1. Increased undergraduate and graduate student seats in science programs</p> <p>2. Access to improved and appropriate learning space and equipment</p> <p>3. Enhanced innovative programming</p>	<p>1. Enrolment increases in science programs (undergraduate and graduate)</p>	<p>In the last 12 months, enrolment has increased in science programs by 8.6% from 2,167 students in Fall 2018 to 2,354 students in Fall 2019. Students are reported as of December 1 of each respective year.</p>
	<p>2. Provide opportunities for transdisciplinary research and teaching</p>	<p>1. Increased impact of science research undertaken at the U of L</p> <p>2. Enhanced learning opportunities and experiences for graduate and undergraduate students</p> <p>3. Enhanced research funding outcomes</p>	<p>1. Increased trans-disciplinary research output</p> <p>2. Increased student enrolment and undergraduate participation in experiential learning via research</p> <p>3. Increased student satisfaction</p>	<p>In September 2019, the University opened Canada's most advanced facility for science education and research, the Science Commons. One of the major design principles in Science Commons is to encourage and foster transdisciplinary research among the sciences. The facility brings together faculty and students from Chemistry & Biochemistry, Biological Sciences, Neuroscience, Physics & Astronomy, and Psychology. By providing exceptional opportunities for collaboration and discovery, the new facility will challenge students and researchers to consider the wider implications of their work, helping define liberal education at the U of L for the 21st century.</p> <p>Participation in Applied Study courses, research-based work-integrated learning experiences increased 20% over the previous year.</p>
	<p>3. Create a space for a student driven innovation hub</p>	<p>1. A large innovation space that will form the central hub of the Agility* program that provides an interface between technology, innovation and applied learning</p>	<p>1. Development of new products, initiatives, start-ups, programs and innovations</p> <p>2. Active participation by a range of students across disciplines</p>	<p>The innovation hub, called the Innovation Zone, was opened on September 3, 2019. The zone hosts an abundance of emerging technologies like small- and large-scale 3D printers, laser cutters, sewing and embroidery machines, drones, and mixed reality. Over 300 individuals across campus received basic safety training required to access the Innovation Zone in its first six months of operation. In total, there were 9 new innovations and 6 new programs hosted in the</p>

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in Last 12 Months
		<i>* Agility is a university wide program that creates and supports innovative learning experiences for students.</i>		Innovation Zone. Unfortunately, the Innovation Zone was closed on March 13, 2020 as part of the University's response to COVID-19.
	4. Enhance access for community programming and engagement	<ol style="list-style-type: none"> 1. Improved and expanded delivery of Kindergarden to Grade 12 science programming 2. Enhanced opportunities for community engagement through summer camps, public lectures, science-on-display, etc. 	<ol style="list-style-type: none"> 1. Increased participation in ASPIRE & Destination Exploration programming 2. Increased visits to campus by members of the community, including from area reserves 	The Outreach Facility in the Science Commons opened in September 2019. This dedicated space opened up possibilities for local schools and Indigenous communities to come to campus for curriculum tied learning and workshops. Other groups offering youth STEM programs also had the opportunity to use the outreach facility to offer programs. Destination Exploration reached over 4,750 participants both on campus and in the community. The Outreach facility closed on March 13, 2020 as part of the University's response to COVID-19.
	5. Provide enhanced faculty office space for increased collaboration and program delivery; and student studying and gathering spaces	<ol style="list-style-type: none"> 1. Increased awareness of fine arts, humanities and social sciences programs 2. Increased awareness of Iikaiskini Gathering Place 3. Increased awareness of the Dr. Margaret (Marmie) Perkins Hess Art Gallery 4. Enhanced transdisciplinary collaborations 	<ol style="list-style-type: none"> 1. Enrolment increases in non-science programs 2. Increase in use of and activity in Iikaiskini Gathering Place and art gallery 	<p>In the last 12 months, enrolment has increased in non-science programs by 0.4% from 6,417 students in Fall 2018 to 6,441 students in Fall 2019. Students are reported as of December 1 of each respective year.</p> <p>Staff in our Indigenous Gathering Place (Iikaiskini) continue to provide a wide range of support to our Indigenous students including Indigenous Student Advising, Elders' Talking Circles and programming that enhances cultural sensitivity and awareness. Staff participate in many orientation and outreach events to promote awareness of services.</p> <p>Exhibition attendance in the University's Hess Art Gallery, Helen Christou Gallery, Receptions, Coutts Centre En Plein Air: 24,280</p> <p>Tour & Classes: 808 [incl: scheduled tours, Fine Arts class visits, VIP tours]</p> <p>Public Programming: 1,813 [incl: Culture Vulture Saturdays, Knitting, Draw Bar, Playday, WordOnStreet]</p> <p>Artist Presentations: 555 [incl: Art Now, artist workshops]</p> <p>TOTAL of all above: 27,456</p>

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in Last 12 Months
				Based on prior years, this count is approximately 1,000 below where it normally would be owing to the COVID-19 abrupt closure: loss of Helen Christou Gallery visitation: 750; loss of exhibition receptions: 140; loss of Public Programming: 100.
<p>2. IMPROVE ACCESS FOR UNDERREPRESENTED GROUPS</p> <p>Increase the enrolment and persistence to graduation of Indigenous identified students at both the undergraduate and graduate levels</p>	<p>1. Enhance promotion of the First Nations Transition program (renamed Indigenous Student Success Cohort) and expand access to components of the program to additional students. (The Indigenous Student Success Cohort (ISSC) is a first-year credit program providing Indigenous students with a more flexible admission route and the supports to succeed at U of L.)</p>	<p>1. Increased enrolment and retention of Indigenous students into degree programs</p> <p>2. Increased enrolment in graduate programs</p>	<p>1. Enrolment and graduation numbers of Indigenous students</p> <p>2. Increase proportion of Indigenous students to 5.5% of total enrolment by 2020</p>	<p>In the last 12 months, enrolment of Indigenous students has increased by 11.6% from 492 students in Fall 2018 to 549 students in Fall 2019. In Fall 2019, Indigenous students made up 6.2% of the total enrolment. Students are reported as of December 1 of each respective year.</p> <p>In the last 12 months, Indigenous graduates have increased by 47.5% from 61 graduates in 2018/2019 to 90 graduates in 2019/2020.</p> <p>ISSC opened to be inclusive of all Indigenous students.</p>

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
	2. Targeted summer programming for Indigenous middle and high school students	1. Build on our existing pool of Indigenous high school students interested in attending PSE	1. Participation and enrolment numbers of Indigenous students	No progress made (ASPIRE) due to COVID-19.
	3. Develop an Indigenization Strategic Plan in consultation with our local Indigenous community	1. Increase in courses with Indigenous history, perspectives, ways of knowing 2. Increased opportunities for students, staff and faculty to learn about Indigenous history and perspectives	1. Completion of an Indigenization Strategic Plan 2. Increased student satisfaction 3. Increased retention of all students	The Indigenization Strategic Plan is near completion. It has been through multiple consultation sessions. The final phase is re-examining all the goals and objectives in light of the priorities that have emerged with the MasterCard Foundation partnership. This will take place in the Summer/early Fall 2020. Indigenous student retention for the Fall 2017 cohort of new students was 78.4% (count = 111) . Indigenous student retention for the Fall 2018 cohort of new students improved to 82.4% (count = 108) . Retention is measured from December 1 of the first year of study to December 1 of the second year of study for new students. Questions related to student satisfaction will be added to the 2021 Canadian University Consortium Survey of Graduating Students.
	4. Expand experiential learning options for undergraduate Indigenous students	1. New community partnerships developed on and off reserve 2. Enhanced community engagement and collaboration with local businesses 3. An increase in the number of Co-op placements, Applied Study and volunteer opportunities for Indigenous students	1. An increased number of Indigenous students completing experiential learning options	Efforts continue for building community partnerships, as well as the development of toolkits for Indigenous employers and employers hiring Indigenous students. We continue to foster relationships on the reserve to maintain funding for Blood Tribe sponsored students to participate in Co-op without losing post-secondary sponsorship. Revising of student materials and resources have been completed to increase Indigenous student engagement in Co-op and Applied Studies. Indigenous student applications to join Co-op are up 150% over the previous year; 6% of new admissions into the Co-op program self-identified as Indigenous. Indigenous student participation in Applied Studies is currently at 4%. New data management tools will allow for tracking of future growth within Applied Studies. Students in the Indigenous Student Success Cohort were hired as research assistants in the Community Based Environmental Monitoring Program. This U of L program is run in partnership with Piikani Nation. Gained valuable work integrated learning experience in Geographic Information Systems and land-based monitoring.

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
3. SUPPORT THE STUDENT EXPERIENCE Provide opportunities and supports to enable students to access academic programs and services that match their needs and enable them to persist towards graduation	1. Enhance and expand a range of Mental Health initiatives, including incorporating Blackfoot concepts related to mental health	1. Greater availability of a range of mental health supports and interventions for students 2. Greater comfort of Indigenous students in accessing mental health services	1. Improved access to supports as measured by student participation in mental health services and programs 2. Increased use of mental health services by Indigenous students	Our Counselling Services department has experienced a 37% increase in student demand for personal counselling appointments over the past five years and a 15% increase in this past year. Through a stepped care approach (and with support from our Post-secondary Student Mental Health Grant), a wide variety of services are offered that span prevention and outreach activities to crisis response. In the Spring 2019 the University undertook the National College Health Assessment (NCHA). It was the first year that we also received a customized report on Indigenous student health in addition to our regular report. A total of 109 (N=109) self-identified Indigenous students completed the survey; 28% of respondents indicated that they utilized the University's counselling service and 87% responded that they would seek mental health services in the future, if needed. We continue to also provide culturally appropriate mental health supports. In the past year we offered regular Elders Talking Circles – many of which focused on topics related to mental health.
	2. Strategically increase student enrolment through student recruitment and retention initiatives	1. Improved match between student applicants and U of L programs. Improved program enrolment rates. 2. Increased conversion rates from offer of admission to registration 3. Improved retention to graduation	1. Increased enrolment 2. Retention rates	In the last 12 months, total enrolment has increased by 2.5% from 8,584 students in Fall 2018 to 8,795 students in Fall 2019. Students are reported as of December 1 of each respective year. Total enrolment has increased by 2.4% from 623 graduate students in Fall 2018 to 638 graduate students in Fall 2019. New high school student retention for the Fall 2017 cohort was 78.9% (count = 1,120) . New high school student retention for the Fall 2018 cohort improved to 79.0% (count = 1,095) . Retention is measured from December 1 of the first year of study to December 1 of the second year of study for new high school students.

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
<p>3. SUPPORT THE STUDENT EXPERIENCE (Continued)</p>	<p>3. Continue to improve academic and non-academic supports for students</p>	<p>1. Improved retention and completion rates; increased help-seeking behaviour, and reduced stress as reported in the National College Health Assessment</p> <p>2. Enhanced supports for Indigenous students</p> <p>3. Enhanced accommodation strategies for students with disabilities</p>	<p>1. Increased student access of support services</p> <p>2. Increased student satisfaction</p> <p>3. Retention rates</p> <p>4. Increased opportunities for Indigenous students to access advising in multiple locations</p> <p>5. Number of culturally relevant support workshops offered</p>	<p>New high school student retention for the Fall 2017 cohort was 78.9% (count = 1,120). New high school student retention for the Fall 2018 cohort improved to 79.0% (count = 1,095). Retention is measured from December 1 of the first year of study to December 1 of the second year of study for new high school students.</p> <p>2019 NCHA survey findings: a. 78% of students indicated that stress negatively impacted their academic performance (in the past year). This was the highest rated factor contributing to academic impairment reported by students; b. 55% rated their awareness of mental health services as high or very high; c. 28% of respondents indicated that they utilized our on-campus mental health supports in the past year; d. In April 2020, we sent out a survey via email to all students who accessed services in the past academic year. Survey data indicate that 90% of those students would access mental health services again and 93% reported that they would recommend the services to others.</p> <p>Elders Talking Circles were offered regularly throughout the year – 114 Indigenous students participated in these culturally relevant support opportunities. Our Indigenous Student Advisor offers appointments at multiple locations across campus in order to facilitate access to services and support.</p> <p>In a survey conducted by the Chinook Primary Care Network (of which the University's Health Centre is a member) with students who accessed our health services, 98% of respondents indicated that they were satisfied with the care they received.</p> <p>607 students were actively accessing services through the Accommodated Learning Centre (ALC). 197 individuals were first-time users. Most accessed support was for accommodated exams. 4,217 exams were written by 486 individuals. Assistive services included 206 pairings with support staff for academic assistance.</p> <p>Creating a culture of welcoming and support provides a safe environment for students who are often struggling with the pressures of academic life and the impact to their disability. In an ALC 2020 survey, 97% of students feel welcome when entering the ALC.</p>

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
3. SUPPORT THE STUDENT EXPERIENCE (Continued)				<p>108 referrals to campus support and community resources. 91% agreed that information and referral services were helpful. Having received services from the ALC, 93% felt more supported by the campus community.</p> <p>136 students received assistance with specialized support grant applications and benefitted from those additional financial resources. Eligible Indigenous students accessed Indigenous Band funding.</p> <p>Subscription, web-based assistive technology ensured that 109 students had reader technology for home devices.</p> <p>Webpage development: updating accessible, resource-rich webpage content that included strategies and guidelines for learning success. 4,712 individual users have accessed 14,346 pages.</p> <p>The ALC continues to partner with stakeholders toward a universally designed, accessible environment and inclusive practices that improve the student experience for all individuals. Close collaboration is invaluable to student success. ALC participated in 74 presentation and information events.</p>
3. SUPPORT THE STUDENT EXPERIENCE (Continued)	<p>4. Continue to enhance students' experience applying for and receiving financial support and increase students' financial literacy.</p> <p>Encourage donor support and stewardship.</p>	<p>1. Improved allocation of funding to students to support their persistence and success</p> <p>2. Increased financial support for Indigenous students</p> <p>3. Improved financial literacy</p> <p>4. Improved donor stewardship and donor/student connections.</p>	<p>1. Increased scholarship applications</p> <p>2. Increased number of Indigenous students receiving scholarships</p> <p>3. Attendance rates at financial literacy events.</p> <p>4. Thank you acknowledgement rates</p> <p>5. Attendance rates at donor events</p>	<p>A 13% increase over the previous year in award applications was realized in 2019-2020, using the new awards platform.</p> <p>16% more Indigenous students received awards/scholarships in 2019-2020 over the previous year.</p> <p>The University established a relationship with a financial institution, whose presence on campus provided financial literacy events and promotion. Attendance rates are unknown.</p> <p>A significant increase in award applications at the graduate level were received in 2019-2020 using the new awards platform compared to the previous year's submission of paper-based applications.</p> <p>Completion of student thank you cards to funders continues to rise each year. Student award recipients attend donor gala to connect with and host donors, resulting in increased attendance.</p>

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
3. SUPPORT THE STUDENT EXPERIENCE (Continued)	5. Provide appropriate housing space for students. For the long term develop plans to meet the goal to provide 20% of Lethbridge campus students with on-campus housing by 2025	1. Improvements to current residences and development of plans to build additional residence space	1. Increased enrolment and retention rates 2. Occupancy rates	Retention for new high school students living in residence for the Fall 2017 cohort was 79.4% (count = 398) , whereas overall new high school student retention for the Fall 2017 cohort was 78.9% (count = 1,120) . Retention for new high school students living in residence for the Fall 2018 cohort improved to 82.1% (count = 485) , whereas overall new high school student retention for the Fall 2018 cohort improved to 79.0% (count = 1,095) . Retention is measured from December 1 of the first year of study to December 1 of the second year of study for new high school students. Due to the constrained financial situation the University and Province is in, no progress has been made to increasing housing infrastructure.
	6. Enhance the range and number of work-integrated learning opportunities for undergraduate and graduate students	1. Increased student interest in and preparedness for experiential learning opportunities 2. Expanded number of available experiential learning options 3. Increased participation in Agility and THRIVE	1. Increase in the number of students completing Co-op, Applied Studies or volunteer experiences	In the 2019-2020 academic year, student applications to join Co-operative Education Programs increased by 77% . Preparatory training has grown by 40% averaging a minimum of 7 hours of training. Opportunities for graduate level co-op placements have grown by 37% , with an increase of 11% in graduate level co-op placements. Discussions to expand co-op offerings at the graduate level are occurring. Participation in Applied Studies in the 2019-2020 academic year has grown by 20%. In the 2018-2019 Academic year, at least 435 graduate-level participants took part in professional development activities delivered by THRIVE partners. The University of Lethbridge participated in a national survey – <i>Canadian Graduate and Professional Student Survey 2019</i> . U of L participants rated the quality of support and training in a variety of professional development areas as positive and higher than the national mean scores (excellent = 5 to poor = 1). Noteworthy areas include (1) advice/workshops on professional ethics (4.13 U of L mean compared to 3.40 national mean), (2) course, workshop or orientation on teaching (3.74 U of L mean compared to 3.32 national mean) and advice/workshops on job preparation and professional practice (3.70 U of L mean compared to 3.18 national mean).

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
				In the 2019-2020 Academic year, Agility worked with over 300 students from across all Faculties and schools. Agility hosted 2 Co-op terms, 1 new media internship, 7 Applied Study students, 1 graduate assistant, and 10 fellowships (9 undergraduate and 1 graduate) for part-time employment supporting innovative projects.
<p>4. SEXUAL VIOLENCE SUPPORT AND EDUCATION</p> <p>Create an “only with consent” campus culture, increase awareness about sexual violence and its prevention, and enhance supports and resources</p>	<p>1. Develop appropriate resources and materials to support community learning and education about the revised policy and procedures.</p>	<p>1. Availability of information related to the policy and procedures that are accessible and inclusive.</p> <p>2. Continual enhancement and promotion of the Sexual Violence & Education website</p>	<p>1. Distribution and promotion of appropriate print and online materials and resources to inform students, faculty and staff about the policy and the procedures</p>	<p>In the 2019-2020 academic year, the sexual violence policy was revised. In order to properly educate the university community on the revisions and key changes within the policy, the Sexual Violence Prevention Educator hosted a number of sexual violence policy town halls.</p> <p>The sexual violence & education website was updated, and a section dedicated to the policy was added. This will make the information more accessible to the university community. This website is also continually updated to ensure that the university community has the most up-to-date information.</p> <p>All of the sexual violence educational handouts were revised and updated to reflect the new policy. A branded image was created with the hopes the university community will recognize these designs and understand that it is related to sexual violence education.</p>
	<p>2. Continue to develop collaborative and comprehensive prevention, training, education, and awareness initiatives and programming to engage a broad scope of campus community members.</p>	<p>1. Further development of partnership opportunities with student groups via the Preventing Sexual Violence Action Committee and the Sexual Violence Support Ambassadors.</p> <p>2. Provision of sexual violence prevention and education to employee and student groups</p>	<p>1. An increase in the number of partnerships established</p> <p>2. Increase in the number of Sexual Violence Support Ambassadors</p> <p>3. Number of educational sessions conducted</p>	<p>In the 2019-2020 academic year, further connections with the residence community were made, and specifically with the Residence Assistants. A number of different events were hosted that focused on consent, messages of violence in media and how to support a disclosure of sexual violence. Strengthening this partnership allowed unique educational opportunities to the residence community to further our culture of consent on campus.</p> <p>17 students signed up to be sexual violence support volunteers. These individuals helped with outreach events that promoted educational opportunities as well as awareness to the support services offered on campus.</p>

Accessibility				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
				<p>Every month from September-February the University hosted a 2.5-hour workshop called Understanding and Responding to Sexual Violence that was available to all members of the university community. Through this monthly training, a total of 78 individuals were trained on the topic of sexual violence and how to appropriately respond to a disclosure of sexual violence.</p> <p>Outside the monthly scheduled trainings, 25 private workshops were hosted for several different student groups, departments and Faculties. Through these private workshops, a total of 815 campus community members were trained on topics such as consent, sexual violence, supporting a disclosure of sexual violence and policy training, or provided with information on supports and services available on campus.</p>
<p>4. SEXUAL VIOLENCE SUPPORT AND EDUCATION</p> <p>Create an “only with consent” campus culture, increase awareness about sexual violence and its prevention, and enhance supports and resources</p>	<p>3. Ensure access to appropriate supports and resources for individuals who have experienced sexual violence</p>	<p>1. Engagement with the campus community via a survey to inform the process of support and recovery on campus.</p> <p>2. Enhanced capacity of campus community to respond to incidents of sexual violence, through increased frequency and access to training opportunities.</p>	<p>1. Completion of a climate survey within the University community to identify barriers to accessing support and resources</p> <p>2. Development of support approaches and education programming in response to survey results</p>	<p>Through the NCHA survey, data was collected to identify barriers to accessing supports and resources, as well as other critical information related to sexual violence support and education.</p> <p>Through the responses collected from the NCHA survey, new workshops and resources were developed based on the needs of the university community.</p>

Affordability

Affordability				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
COMMUNITY ENGAGEMENT Continue to provide opportunities for members of various communities to engage and experience the many diverse aspects of University of Lethbridge knowledge acquisition and creative activity	1. Continue to provide a range of accessible Kindergarden to Grade 12 experiences and programming, on and off campus	1. More capacity for youth to have meaningful University experiences 2. Opportunities available in addition to the sciences and the arts	1. Greater demand for and participation in programs, camps, etc.	<p>Destination Exploration (DE) provides youth with positive, interactive, educational and social learning experiences that promote science, technology and leadership. DE delivers interactive classroom workshops (both in schools and on campus), exciting summer camps, engaging after school clubs, birthday parties and numerous other outreach programs and special events. Programs have been growing since they originated in 2002 and now reach over 4,750 youth each year in Lethbridge and surrounding areas.</p> <p>The Conservatory of Music (located downtown at CASA) had over 2,000 regular, weekly students in their programs last year. These programs included classes for as young as newborns, and up to their advanced academy program. In the 2019 spring and summer, they offered drumming camps and early childhood classes as well. In addition to their regular programming, they organized many school music retreats on campus, music workshops for local teachers and community musicians, and many recreational drumming workshops. They also ran a successful free concert series, now in its 8th year. When COVID shut down their in-person operations, they successfully shifted almost all private lessons online. Between 2017-2020, 530 Conservatory students registered in a U of L course.</p> <p>Horns Sport and Recreation provided youth programming (summer camps, Easter camp and sports plus to 741 attendees), prior to facility closures in March 2020 due to COVID-19.</p>
	2. Continue to provide a broad range of adult oriented programming both on and off campus	1. Greater community engagement with the University	1. Increased or sustained attendance at events, performances, activities	In its sixth season, the Faculty of Arts & Science PUBLIC Professor Series hosted five community talks in 2019/20 with over 1,700 attendees . Drs. Louise Barrett, Matthew Tata, Jackie Rice, Carly Adams and Hillary Rodrigues presented topics within their respective fields of study to engaged community audiences. Unfortunately, due to COVID-19, we had to postpone the last talk of the season with Dr. James MacKenzie. The PUBLIC Professor Series continues to resonate with the community and this year, we were on track for record attendance. On average, we saw 336 people attend each talk, with the highest topping 400 attendees.

Affordability				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
				<p>More than 1,500 families attended the ninth annual Play Day, held on Family Day. Since its inception, more than 10,000 families have attended this free event, enjoying the facilities and engaging in sports, games, science and arts activities.</p> <p>On September 13 and 14, 2019, the University proudly opened Science Commons – the most advanced facility for science education and research in Canada. Over the weekend, approximately 3,000 attendees took part in various elements of the grand opening activities, ranging from the Traditional Blackfoot Ceremony, the Official Grand Opening Ceremony, the Welcome Back BBQ, Community Open House, Big Bang Gala, and the Community Open House. More than 750 individuals toured the facility over the weekend as part of guided tours.</p> <p>Open House 2019 took place in October, welcoming prospective undergraduate and graduate students and their families to campus. The event provided information on academic programs, experiential-learning experiences and campus residence as well as campus tours, a booth fair, and a peek at both a philosophy conference and a research symposium.</p> <p>The Faculty of Fine Arts box office sold 4,260 tickets in 2019-2020 with an additional 8,926 attendees at free events such as Art Now, Music at Noon, recitals and numerous art and new media exhibitions, prior to facility closures in March 2020 due to COVID-19. With the necessary facility closures, an estimated 3,800 attendees potentially missed out on Fine Arts events.</p> <p>Horns Sport and Recreation provides a variety of services for students, employees and community members. Participation rates for 2019/2020 are: Fitness and Personal Training (944), high performance training (503), climbing centre classes (436), adult programs (268), clubs including badminton, ballet, fencing and karate (499), intramurals, including students and community (1,921) and swimming programs (2,943). Although overall attendance is down slightly from the previous year due to March 2020 closures, high performance training has increased from 350 participants in 2018/2019 to 503 participants in 2019/2020.</p>

Affordability				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
	3. Explore the development of Continuing Education programming and the promotion of Open Studies courses	1. Greater community engagement with the University 2. Increased interest with life-long learning	1. Availability of a range of credit and non-credit courses 2. Increased enrolment in Open Studies courses	At the direction of the Provost and Vice-President Academic, a working group has been formed to make recommendations on revenue generating ideas across the institution. This includes initiatives related to continuing and professional education. A report outlining their recommendations is expected by the end of 2020. A Digital Marketing Professional Certificate Program is being offered by the U of L through its Calgary Campus as a 3-year pilot. This 30-hour course leads to certification as a Digital Marketing Professional through the Digital Marketing Institute. The pilot will see 50-75 students complete the course each year. The first cohort (July 2020) is comprised exclusively of U of L employees who work in communications or marketing roles on campus. In the last 12 months, enrolment in Open Studies has decreased by 6.9% from 477 students in Fall 2018 to 444 students in Fall 2019. Students are reported as of December 1 of each respective year.

Quality

Quality				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
<p>1. INTEGRATE LIBERAL EDUCATION PROGRAMMING</p> <p>Integrate and promote the U of L's commitment to and delivery of its founding Liberal Education principles and philosophy to enrich students' development as creative explorers and innovative thinkers</p>	<p>1. Actively promote the integration of Liberal Education throughout the institution</p> <p>Integrate and promote the Blackfoot turtle symbol in School of Liberal Education programming</p>	<p>1. A more integrated and trans-disciplinary approach to Liberal Education throughout Faculties, Schools and Library</p> <p>2. Explicit integration of the principles and four pillars of Liberal Education into all undergraduate courses, into research programs, services and other endeavours.</p> <p>3. Honoring the Blackfoot culture through the integration of the turtle symbol in Liberal Education programming</p>	<p>1. Development of innovative curriculum and research collaborations</p> <p>2. Liberal Education principles and/or pillars in a majority of course syllabi</p> <p>3. A Liberal Education minor for Bachelor of Education students</p> <p>4. Student feedback; faculty feedback</p> <p>5. Increased visibility of the turtle symbol associated with Liberal Education</p>	<p>Four new courses developed; 2 offered in 2019-20, two to pilot in Fall 2020. Regular requests to faculty to include Liberal Education information in course programs.</p> <p>Proposal made to Faculty of Education for a liberal education minor within the Bachelor of Education.</p> <p>Canadian University Survey Consortium survey data on perception of Liberal Education.</p> <p>Artist's rendering of turtle symbol approved by Confederacy in Fall 2019; now on School of Liberal Education website and promotional material.</p>

Quality

Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
	2. Develop integrated retention strategies and initiatives	<ol style="list-style-type: none"> 1. Increased collaborative retention activities 2. Increased student satisfaction, confidence, sense of belonging 3. Improved support for students 4. Increased knowledge and skill sets for the changing labour market 	<ol style="list-style-type: none"> 1. University-wide initiatives to best support student enrolment and engagement 2. Increased enrolment in Liberal Education 1500 First Year Experience course 3. Increased student retention 4. Engaged students leading innovative initiatives 	<p>Mentor program for students on academic probation piloted in Spring 2020. First year experience course offered in Spring 2020. Early Start Experience piloted in Summer 2019; tracking retention of 29 students and expanding Summer 2020 offering.</p> <p>Development of <i>Early Career Success: Social Sciences & Humanities</i> Course to pilot in Fall 2020.</p> <p>In the last 12 months, enrolment in Liberal Education 1500 course has increased by 63% from 46 students in 2018/2019 to 75 students in 2019/2020. Students are reported as of September 1 for Summer term, December 1 for Fall term, and April 1 for Spring term in each respective year.</p> <p>New high school student retention for the Fall 2017 cohort was 78.9% (count = 1,120). New high school student retention for the Fall 2018 cohort improved to 79.0% (count = 1,095). Retention is measured from December 1 of the first year of study to December 1 of the second year of study for new high school students.</p>
	3. Continue to grow the UVolunteer* aspect of Liberal Education <i>*UVolunteer is a collaboration between the U of L and Volunteer Lethbridge to encourage volunteerism among U of L students and to document their volunteer work experiences</i>	<ol style="list-style-type: none"> 1. Increased awareness of volunteerism among students, staff and faculty 2. Increased experiential learning opportunities for students 3. Development of a Student Experiential Transcript 	<ol style="list-style-type: none"> 1. Development of mechanisms for measuring and reporting participation 2. Increased participation in community volunteer opportunities across students, faculty and staff 	<p>Growing student numbers in UVolunteer program.</p> <p>Continued promotion across campus.</p> <p>Liaison for inclusion of UVolunteer community-volunteer hours tracked as one larger segment of the MyExperience transcript.</p>

Quality				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
	4. Develop additional opportunities for students to explore Liberal Education	1. Increased opportunities, support and means for students to develop a strong foundation in Liberal Education 2. Development of Intercultural Communication course 3. Themes in Innovation to be regularized as a Liberal Education course	1. Increased applications and enrolment in a range of programs and courses	Enrolment growth of 39.7% in Liberal Education courses from 2018/2019 year. Course regularized as Liberal Education 3350.
2. PROGRAMMING G1 Develop new undergraduate programs and partnerships to meet learner, society and business needs, particularly in southern Alberta	1. Identify unmet needs for new undergraduate programs in southern Alberta	1. Development or expansion of programs with high demand or potential demand 2. Enhanced exploration of blended learning opportunities for summer students and the Calgary campus	1. Number of new programs with significant enrolment and enhanced University graduation statistics 2. Number of new courses and work-integrated learning opportunities	The Master of Health Services Management and the Graduate Certificate in Health Services Management were introduced in Fall 2019 with 17 students as of December 1, 2019. No progress on the development of new programs for summer students on the Calgary Campus due to COVID-19 and the pivot to remote learning. There are micro-credit opportunities being offered as online courses in both the Faculty of Fine Arts and the Dhillon School of Business. The University is introducing in Fall 2020 the Graduate Certificate in Advanced Clinical Study of Addiction and the Graduate Diploma in Addiction and Mental Health Psychotherapy.
	2. Continue and enhance implementation of an integrated Graduate Enrolment Management model	1. Increase in applications from U of L grads, international, Indigenous and other prospective students 2. Increase in the number of graduate students completing a degree	1. Increase in graduate applications and subsequent enrolment	Graduate applicants have increased 19.7% from the 2018/2019 to the 2019/2020 academic year. Graduate enrolment of those who applied has increased 39.3% from the 2018/2019 to the 2019/2020 academic year.

Quality

Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
G2 Increase opportunities to enable learners to continue their education in southern Alberta through increased and enhanced graduate programs	3. Develop minors in the Agility* program <i>* Agility is a university wide program that creates and supports innovative learning experiences for students.</i>	1. Students across disciplines will develop the knowledge, skills and abilities necessary for the start-up and development of family and small business organizations. 2. Students across disciplines will develop skills and the mindset to transform ideas into products, services or processes.	1. Number of students enrolled in one of the minors, and/or the Agility courses	A minor in Innovation across Disciplines in the School of Liberal Education has been approved and will commence May 1, 2020. Agility's Themes in Innovation course was regularized (Liberal Education 3350) with 40 students (+5 seats from last year).
	4. Expand laddering opportunities for undergraduate and graduate students	1. Increased flexible learning options for students to meet their educational goals 2. Students better prepared to meet labour market demands	1. Number and range of laddering opportunities	Introduced a Health Services Management laddering program from a graduate certificate to a master's degree in Fall 2019. New graduate certificates ladder into the Master of Health Services Management or into the M.Sc. Health Sciences. A new Post-Bachelor Certificate in Advanced Accounting will prepare graduates for the CPA professional education program. Graduate certificates in Epidemiology and Biostatistics, Public Health Program and Policy Planning and Evaluation, and Bioinformatics will provide students with advanced skills in data analysis, policy development and assessment. The Indigenous Student Success Cohort has been expanded to be inclusive of all Indigenous students thereby increasing first year supportive programming for Indigenous students.
3. QUALITY ASSURANCE (QA) Ensure continuous improvement in all academic programs	1. Review all academic programs and units at least once by 2020 (QA to 2020)	1. By 2020, every academic program or unit has had at least one quality assurance review initiated or completed	1. Number of reviews closed (completed) 2. Progress against the QA review schedule	All programs have had at least one quality assurance review completed by June 2019, ahead of schedule. Reviews completed in 2019/20: Prentice Institute (as a pilot); PhD Sciences programs; Bachelor of Management – Human Resources Management and Labour Relations; and Bachelor of Education.

Quality				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
and units, and in Research Centres and Institutes, through a process of internal reflection and constructive, formative criticism by qualified external reviewers				Quality assurance review of the Doctor of Philosophy in (Science) completed.
	2. Quality Assurance Process Review	1. Action plan for process improvement	1. Progress reporting on action plan	Progress on implementing the action plan for the internal process review continues but has slowed due to the elimination of the related employment position. The Quality Assurance work has been reassigned and progress on the action plan will resume.
	3. Initiate reviews of Research Centres and Institutes	1. Pilot review of one research centre or institute underway 2. Assessment of pilot research centre or institute review procedure	1. Completion of pilot review 2. Completion of assessment of pilot review	An Academic Quality Assurance Review of the Prentice Institute was completed October 2019 as a pilot review. The review of a research institute did not work well using the structure and templates of the Academic Quality Assurance process, even with modifications. As a result, the decision was made to move responsibility for Quality Assurance Reviews of Centres and Institutes to the Office of Research Services.

Quality				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
4. RESEARCH To fulfill our vision as a comprehensive university by continuing our upward trajectory in research and creative activity inspired by curiosity and imagination in order to inform our teaching with frontline research, spark the development of sustainable prosperity within Alberta, Canada, and the world, and advance human knowledge.	1. Build connections through networks of expertise that extend across all sectors (public, private, and not-for-profit)	1. Broader research partnerships that facilitate greater engagement with community associations and industrial partners	1. Number of new research partnerships	Established 21 external partnerships; increased partnerships and global linkages Expanded the breadth of our partnerships and global networks by joining the Plant Protein Alliance, the Composites Research Network, and the University of the Arctic. Participated in CALAREO, a consortium of Canadian Universities that have established a memorandum of understanding with the Mexican government. Promoted University expertise through discussions with industry and not-for-profits.
	2. Develop a comprehensive, cross-disciplinary strategy to identify and obtain alternative sources of external funding for research	1. Balanced research portfolio	1. An increase in external research funding from non-governmental sources	Restructured a position within the Office of Research and Innovation Services to focus on partnership development and support for corresponding grant applications. Matched University research expertise with community needs to establish new partnerships and funding streams. Funding from business & industry increased from \$68,152 in 2018/2019 to \$87,053 in 2019/20.
	3. Strengthen our Research Centres and Institutes	1. Demonstrated clusters of research excellence and identified institutional strengths in research and teaching.	1. Establishment of Centre for Agricultural Research and Agri-business Innovation in development 2. Number of Research Centres and Institutes: 17	Updated the policy that governs centres and institutes. The revised policy differentiates between centres and institutes based on criteria that are research-focused, including student engagement, knowledge translation and dissemination, external funding activity, etc. Established an internal funding program to provide Board-approved centres/institutes with operating funds and other research supports. Developed the framework for a new centre – the Collaborative Health Research Institute in Southern Alberta (CHRISA).
	4. Leverage investments in infrastructure to support leading-edge research and enhance training opportunities for students	1. Enhanced capacity to support research excellence	1. Number of graduate students supervised 2. Enhanced graduate capacity and research output	At least 429 graduate students were supervised in Fall 2019. The graduate capacity of research chairs increased by 32.5% in 2018-2019 compared to 2017-2018 (155 compared to 117 graduate students).

Quality				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
	5. Provide strategic matching funding	1. Enhanced and/or established critical mass in key strategic areas	1. Increase in the value of external research grants and contracts External research revenues increased from \$13.6M (2018/19) to \$15.8M (2019/20)	Made available matching funds for federal infrastructure programs, namely Research Tools and Instruments (NSERC) and John R. Evans Leaders Fund (Canada Foundation for Innovation). Provided matching funds for Tri-Agency grants as appropriate and if funding is available.
	6. Facilitate student access to entrepreneurial programs and work-integrated learning opportunities	1. Creation of an innovation ecosystem that will foster collaboration and translation, address applied research questions, and capitalize on the academic strengths of our institution	1. Number and type of Intellectual Property outcomes developed within or supported by the U of L, such as invention disclosures and patents: 8 invention disclosures since 2015. 3 start-ups created since 2015.	Served as an active member in the Regional Innovation Network of Southern Alberta (RINSA), which helps entrepreneurs bring new products or processes to market. Promoted the annual Chinook Entrepreneur Challenge. The challenge is a business plan writing competition designed and targeted to new or existing businesses who have a sustainable and high growth business idea. The challenge is a joint initiative between Regional Innovation Network of Southern Alberta (RINSA) and Community Futures with sponsorship and in-kind support from agencies and businesses throughout southern Alberta, including the University of Lethbridge. Partnered with Alberta Economic Development and Trade to launch GreenSTEM, a pan-Alberta program that provides graduates with a two-year commercialization runway to develop entrepreneurial skills while launching a company to commercialize science-based technology produces with emission reduction potential. Our first cohort is a start-up company that designs and produces protein-based biosensors for a variety of applications, including the biofuel industry and any number of agricultural biotechnology uses.

Quality				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
<p>5. INTERNATIONALIZATION</p> <p>Develop, promote and advance internationalization to enable students, faculty and staff to be engaged global citizens and to increase the diversity of the campuses</p>	<p>1. Implement strategic enrolment management strategies as outlined in the Internationalization Strategic Plan</p>	<p>1. Increase the size and diversity of the international student populations thus enhancing the student learning experience for all U of L students</p> <p>2. Expand enrolment in the English for Academic Purposes (EAP) program</p> <p>3. Enhanced potential to generate revenue through EAP, English as a Second Language (ESL) and recreational programs</p>	<p>1. Increase international student enrolment to 10% of total student population by 2021</p> <p>2. Maintain 85% retention rate for all international students.</p> <p>3. Maintain EAP enrolment of 100 students each Fall and Spring term.</p>	<p>In the last 12 months, enrolment of international students has increased by 17.2% from 476 students in Fall 2018 to 558 students in Fall 2019. In Fall 2019, international students made up 6.3% of the total enrolment. Students are reported as of December 1 of each respective year.</p> <p>International student retention for the Fall 2017 cohort of new students was 80.4% (count = 46). International student retention for the Fall 2018 cohort of new students improved to 82.6% (count = 46). Retention is measured from December 1 of the first year of study to December 1 of the second year of study for new students.</p> <p>Students from 80+ countries are represented on campus.</p> <p>EAP student numbers have remained stagnant over the last 12 months. More recruitment and marketing activities are required to compete in this market.</p> <p>149 EAP program students, 99 Short-term customized program students.</p>
	<p>2. Develop international partnerships and enhance student mobility and experiences</p>	<p>1. Current agreements maintained or enhanced and new collaboration with key partners developed</p> <p>2. More students having an international experience</p> <p>3. Participation in Higher Education World University Rankings</p>	<p>1. Increase number of active international partnerships from 40 to 50.</p> <p>2. Increase number of U of L students enrolled in out-going international exchanges from 80 to 100. Maintain number of incoming students at 100.</p> <p>3. Increase number of students completing short-term study tours from 60 to 75 student</p>	<p>The University of Lethbridge has achieved the target of more than 50 partnerships around the globe in 26 countries. There were major declines in applications for outbound semester abroad - 36 students; slight decline in inbound semester abroad - 87 students; major decline in short-term study abroad programs - 44 students (COVID 19 affected some study abroad students in the Spring 2020 semester including programs being cancelled). As well, some short-term study abroad programs are offered only every other year and were not offered this year.</p> <p>The University of Lethbridge was ranked in The World University Rankings for the first time for 2020 in the 1001+ category.</p>

Quality				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
	3. Encourage and support international research and faculty engagement	1. Increased international co-publications/ collaboration will enhance U of L's reputation internationally.	<p>1. Achieve 75% faculty engagement in using UNIWeb*</p> <p>2. Increase external funding by 10%</p> <p>3. A 20% student participation rate in international or collaborative research</p> <p><i>*UNIWeb is a curriculum vitae (CV) management tool that helps researchers create and maintain a Canadian Common CV, share information about their research, and connect with colleagues and collaborators on topics of interest to them</i></p>	<p>UNIWeb: 377 faculty members (79%) have profiles with 210 (44%) who have actively updated accounts.</p> <p>Research revenues increased by 16% from \$13.6M to \$15.8M</p>
	4. Develop increased opportunities for internationalization at home	<p>1. Improved understanding of different cultures, and the challenges facing international students.</p> <p>2. Enhanced positive cross-cultural communication, relationships, and cooperation</p>	<p>1. Achieve participation in intercultural competency training for 20% of all full-time faculty and staff members.</p> <p>2. Showcase one international event each year to celebrate diversity and</p>	<p>Ongoing discussions within the University to implement competency training and integrate with the University's People Plan.</p> <p>Showcased two major events in 2019/2020 academic year 1) International Education Week 2) International Dinner</p>

Quality				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
		3. Participants will be better prepared to work in international settings.	internationalization at the U of L	

Coordination

Coordination				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
1. INCREASE/IMPROVE LEARNER PATHWAYS Provide a range of opportunities and pathways for students to access a degree from the U of L and in support of transfer pathways in the province	1. Continue and expand Dual Credit opportunities for high school students	1. Greater interest in attending U of L among local high school students 2. Better preparedness for University programming among dual credit students 3. Increased retention results from better prepared students	1. Increase dual credit course offerings and student completions 2. Increased retention from enrolled Dual Credit students 3. Increase in percentage of U of L student body from Lethbridge area	In the 2019-20 academic year, there were 8 offerings of 7 different courses available to high school students throughout southern Alberta. A total of 138 students from multiple schools across six school divisions enrolled in dual credit courses. New this year, an iGEM biochemistry course was taught in the Synbridge lab in the Science Commons. Also new was a health and wellness course offered exclusively to students from the Kainai School Board. The students came to campus each week for the class and a number of enrichment activities. As of Fall 2020, 114 Dual Credit participants have transitioned to the University of Lethbridge for further studies, with 90 participants registered for Fall 2020 as of June 8, 2020. Estimating that 266 participants not currently registered in a dual credit offering are likely to have graduated from high school and been eligible to attend the University of Lethbridge (as they will be at least 18 years of age by December 31, 2020), 43% of the eligible participants have transitioned to the University of Lethbridge for further studies.
	2. Develop additional Dual Admission opportunities with college partners	1. Greater commitment among diploma students to complete a degree at U of L	4. Increase in transfer students and graduation rates	In the last 12 months, enrolment of new transfer students has increased by 8.8% from 759 students in Fall 2018 to 826 students in Fall 2019. Students are reported as of December 1 of each respective year.

Coordination				
Goals	Priorities	Expected Outcomes	Performance Measures	Progress Made in the Last 12 Months
				The current program completion rate for undergraduate students is 71.8% (count = 1,792) ; the rate from the prior year was 71.5% (count = 1,803) . The completion rate is based on the percentage of students who complete their program within three years after the earliest completion year. The percentage excludes new high school students not returning in the year following entry. All Bachelor of Nursing students who complete courses at the U of L are included in the completion rate.
	3. Continue to improve the course transfer process for transfer students	1. Shorter timelines for assessing courses for transfer	1. Increase in transfer students and easier transition into U of L academic programs	In the last 12 months, enrolment of new transfer students has increased by 8.8% from 759 students in Fall 2018 to 826 students in Fall 2019. Students are reported as of December 1 of each respective year.
	4. Continue to develop strategic enrolment management practices	1. An increased graduation culture	1. Increased conversion rate of applicants to registrants 2. Increased registrations 3. Improved retention rate 4. Increased graduation rates	<p>Conversion of undergraduate and graduate applicants to registrants improved from 47.0% in Fall 2018 to 51.7% in Fall 2019.</p> <p>In the last 12 months, total enrolment has increased by 2.5% from 8,584 students in Fall 2018 to 8,795 students in Fall 2019. Students are reported as of December 1 of each respective year.</p> <p>New high school student retention for the Fall 2017 cohort was 78.9% (count = 1,120). New high school student retention for the Fall 2018 cohort improved to 79.0% (count = 1,095). Retention is measured from December 1 of the first year of study to December 1 of the second year of study for new high school students.</p> <p>At the undergraduate level, the number of graduates increased from 1,433 in 2018/2019 to 1,573 in 2019/2020.</p> <p>At the graduate level, the number of graduates remained stable with 164 in 2018/2019 and 154 in 2019/2020.</p> <p>The Indigenous Student Success Cohort continues to be enhanced to increase Indigenous access to post-secondary education and to enable increased retention and graduation rates of Indigenous students.</p>

Accountability

The University of Lethbridge makes a promise to its students:

- A promise to do our best, so they can be their best.
- A promise to foster exploration, to share ideas and information, to teach but also to learn.
- A promise to build the buildings, acquire the technology, cultivate the partnerships, and welcome the people essential to advancing an environment that excites and ignites learning.
- A promise to create an environment where professors and students are colleagues and everyone grows together, an environment that recognizes the power of every student's dream. And helps that dream come true.

Aissksinima'tsawa,

kitsiiksisttowatoh' pinnaan:

Nitakayika'kimaahpinnaan, kitaahkanistsi'ta'pohkookaksoyayi.

Kitakanistsiistapakkiokakihpowayi, nita'ka'paisski'pinnaan.

Nita'ka'paisdotsi'pinnaani naapioyiistsi, nita'kao'tsi'pinnaan pissata'piyi, nita'kitsstimaahkatannaan stohkanaokakiwa.

Niyai ksimstaani ahkitsayi'sohkissi niipaitapiyisini akitakkiisoka'piwa, pookaiksi ki omahksimmiksi akitsi'tomanistohkimayawa, ksimstaani akitanistsiwa. Papao'kani akitsspommohkato'p maahkanistsissi.

*Named by Blackfoot Elder Bruce Wolf Child, we are Iniskim, "Sacred Buffalo Stone"
situated in the heart of traditional Blackfoot Territory.*

Destination 2022: Our Strategic Plan

The University of Lethbridge exists to build a better society and inspire the minds of tomorrow.

We will be Canada's destination for all who seek a comprehensive, liberal education-based university by:

- promoting a diverse and inclusive environment
- inspiring research-informed teaching and learning
- fostering creative discovery, scholarship, professional endeavor, experiential opportunities and community engagement

Strategic directions

Excel as a comprehensive university

We will evolve as a comprehensive university by:

- offering a wide range of undergraduate and graduate programs
- advancing knowledge through significant research programs
- encouraging excellence in teaching
- staying true to our founding ideals of student-centred, liberal education

We will address the issues facing society in the 21st Century by:

- offering a centre for critical thought and dialogue
- bringing people together to foster discussion and seek creative solutions

We will develop, promote, engage and advance internationalization.

Inspire and support student potential

We are committed to offering students an enriching experience with the rigour of a comprehensive academic and research university.

At both undergraduate and graduate levels, we will strive to advance students as knowledge makers and as global citizens with international and intercultural skills and knowledge.

All members of the university community can contribute to supporting student success and to creating a student experience that is healthy, safe, and well-rounded.

We will ensure that students remain central and provide them a personal and engaging learning environment, which strives to move beyond the classroom through experiential learning.

Our professional programs will excel in combining depth of knowledge with breadth of practical experience.

Promote access to quality, affordable post-secondary education

Society as a whole benefits from an educated populace. We will find ways for as many qualified individuals as possible to access to our educational programs.

We will ensure the education we provide is of a high quality.

Our two campuses will find ways to improve educational pathways locally, nationally, and internationally, so that obtaining a post-secondary education is as seamless as possible.

Build internal community and enhance relationships with external communities

We will develop an internal community that is diverse, inclusive, and welcoming.

We are fully committed to the University of Lethbridge as a pan-Alberta public institution that offers its expertise, facilities, and services for the benefit of the communities it serves.

We will find ways to make further connections with all our communities, locally, nationally and internationally.

Enhance the sustainability of the University

We commit to taking action on the education, research, policy formation and information exchange necessary to advance sustainability.

We will incorporate the three facets of sustainability — environmental, economic and social responsibility — into all aspects of our institution, and communicate these efforts for the benefit of all.

Financial and Budget Information

This report provides management's narrative of the University of Lethbridge's (University) performance and financial condition to enhance a reader's understanding of its financial position and operating activities. This supplemental financial information should be read in conjunction with the University's audited financial statements and accompanying notes. The University's financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards. All amounts are in thousands of Canadian dollars unless otherwise noted.

The University is a public, board-governed university operating as a Comprehensive Academic and Research University under the authority of the *Post-Secondary Learning Act of Alberta*. The University provides opportunities for study at all levels (undergraduate, master's and doctoral) and across a full breadth of disciplines delivered through various pathways.

Over the past several years, the University has revised its budget model and processes to ensure the institution is able to make resource allocation decisions that will advance the University's strategic directions. Especially in challenging financial times, the University will need to adapt quickly to unforeseen situations without losing sight of the priorities established through our academic, research, people and strategic plans. As reductions are made to the operating budget, senior administration has made every effort to ensure that the quality of our academic programs and services to our students are maintained. The University's budget is based on a three-year rolling budget model whereby budgets are estimated for three years into the future.

This has been an unprecedented year of emergent challenges and adversity for the University of Lethbridge. Historic budget reductions from the provincial government, coupled with COVID-19 worldwide pandemic, has challenged our institution to be more adaptive, creative, resilient and agile than ever before. The following presentation of financial results for March 31, 2020, is supplemented in financial statement areas where we anticipate significant change in the coming year.

Summary of Financial Results

For the year ended March 31, 2020, the University's annual surplus was \$2.4 million. Of this amount \$1.3 million is related to donations and capitalized investment income from endowments and therefore are not available for spending. The annual operating surplus of \$1.1 million was less than budget by \$0.3 million, and the surplus is from the University's ancillary functions which are self-sustaining operations that are required to accumulate internally restricted funds to fund their future capital repairs and maintenance.

Revenues

Revenues for the year totaled \$226 million, an increase of \$6.9 million over the prior year and \$4.3 million (1.9%) more than budget.

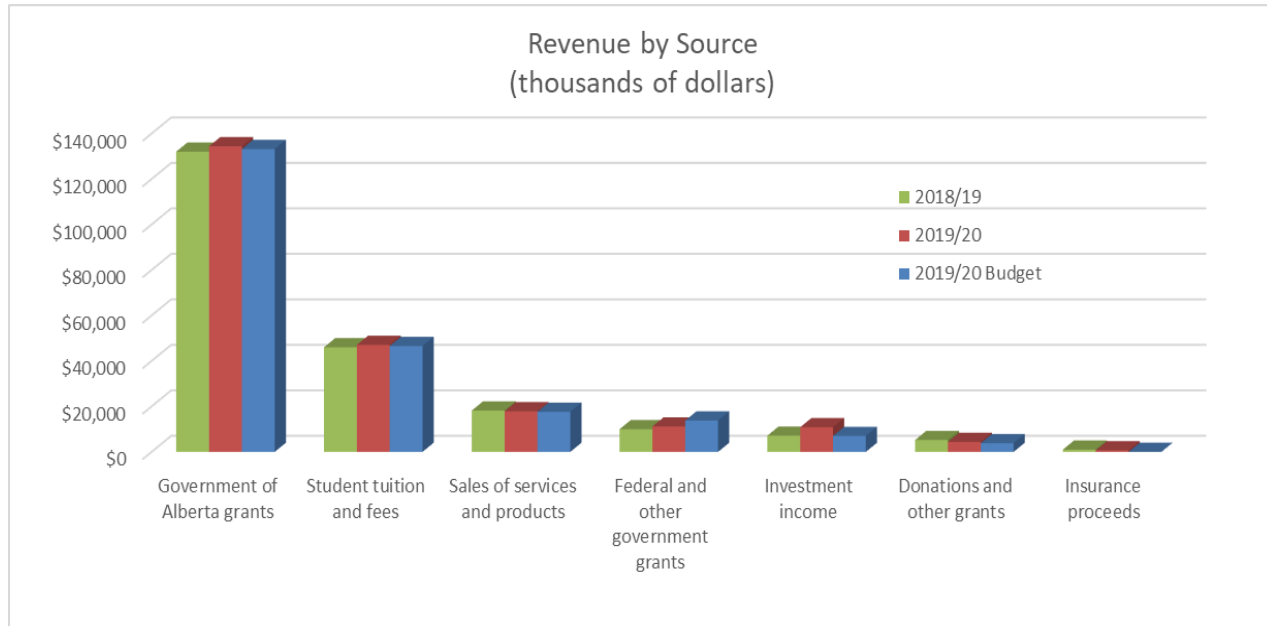


Figure 1: Revenue by Source

Government of Alberta grants

Grants from the Government of Alberta represent the University's single largest source of revenue. While the Provincial Operating Grant decreased by \$3.4 million (3%) in 2019/2020, total Government of Alberta grants recognized during the year increased by \$2 million (2%) as we spent amounts received in prior years for specific restricted purposes and recognized them as revenue.

Student tuition and fees

Tuition and mandatory non-instructional fees remained at the 2014-15 rates due to a Government directed tuition freeze. Overall, there was an increase in undergraduate credit hours, resulting in a 3.5% increase in revenue including an 11% increase in graduate tuition.

Investment income

Investment income increased by \$3,724 over the previous year and was \$3,845 higher than budgeted. The realized investment earnings were 6.0% (2019: 3.54%). The investment portfolio is managed by external investment managers with the overall objective of preserving the principal invested, achieving endowment earnings that meet our annual spending allocation, and inflation protecting the principal balance.

Sales of services and products

Sales of services and products revenue decreased by \$313. The major source of sales of services and products revenue is Ancillary Services (\$12,841) and Sport and Recreation Services programs and services (\$1,987). Both Ancillary Services and Sport and Recreation Services were impacted by refunds to students effective their move out date and the date of facilities closure due to COVID-19.

Federal and other government grants

The majority of the funding from federal or other governments support research activities. The grants received exceeded the prior year, however a larger portion has been deferred to be recognized in future years when they are spent according to their external stipulations.

The federal grant revenue includes a \$2 million Research Support Fund grant which is a tri-agency initiative from Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and Engineering Research Council (NSERC) and Canadian Institutes of Health Research (CIHR) that funds a portion of the operating costs associated with managing the research enterprise.

Donations and other grants

Donations and other grants decreased by \$821 and the majority of this variance relates to the largest gift of cultural property in the University's history from the estate of Dr. Margaret (Marmie) Perkins Hess Gallery. In 2017-18 \$3,175 of the gift was recorded and an additional \$1,186 was recorded in 2018-19. In 2019-20 the University was fortunate to receive additional proceeds from the estate of Dr. Margaret (Marmie) Perkins Hess of \$1,285 however the majority of this Legacy funding has not been spent.

Insurance proceeds

Insurance proceeds fluctuate from year to year and are not incorporated in the budget planning cycle.

Expenses

Total expenses for the year were \$225 million, an increase of \$13 million in expenses over the prior year and \$4.7 million more than budget.

EXPENSE BY FUNCTION

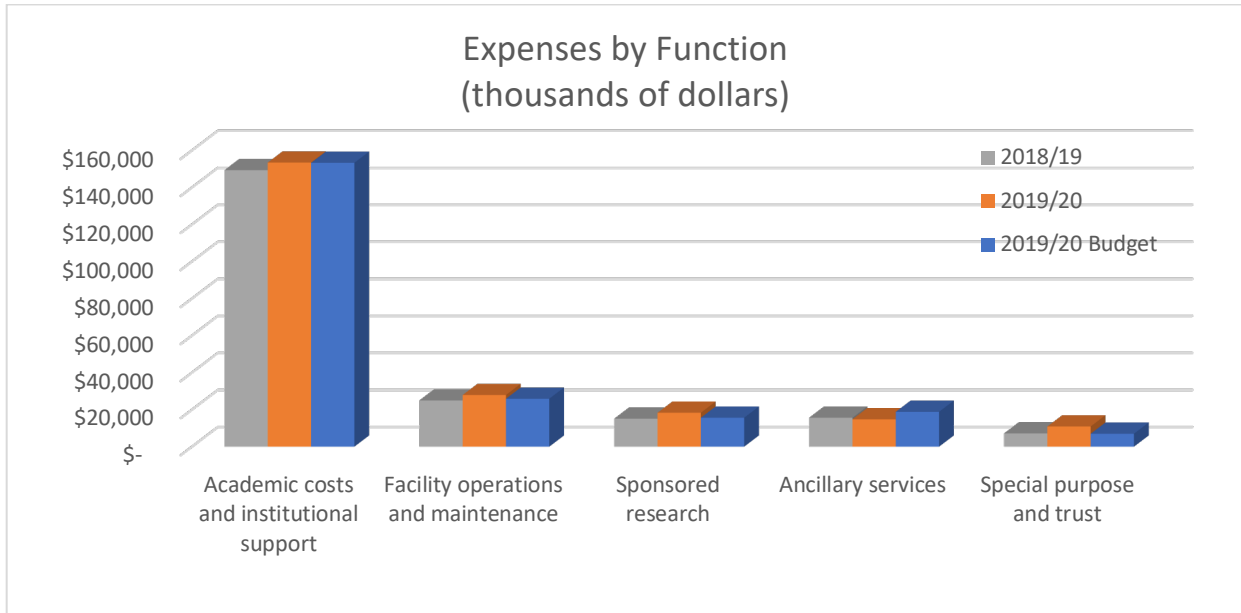


Figure 2: Expenses by Function

Academic costs and institutional support

Academic costs and institutional support include expenses incurred by faculties/schools for their scholarly and non-sponsored research activities, as well as institution wide administrative services.

Facility operations and maintenance

The expenses in this category relate to maintenance and renewal of facilities that house teaching, research, administrative and common areas within the University. These expenses include utilities, facilities administration, building maintenance, custodial services, groundskeeping, as well as major repairs and maintenance. Results include a budget shortfall of \$2,012 and expenses are \$2,917 higher than the prior year. The variances are due to start-up costs associated with the new Science Commons building that opened May 2019. There were repairs and maintenance from damages associated with transporting equipment between the buildings and one-time costs to outfit the space with essential equipment and supplies.

Sponsored research

The expenses in this category are sponsored research activities specifically funded by restricted grants and donations. Research activities expenditures were \$2,680 higher than budget, as the anticipation of decreased activity during the transition to Science Commons did not occur. Research activities were \$3,192 higher than prior year costs, due to increased research activity as reflected in salaries and materials, supplies and services expense categories.

Ancillary services

These expenses relate to the University’s business enterprise services and products offered to the University community and to external customers. The business enterprises consist of the bookstore, printing, housing, food, conference and parking. Ancillary costs were \$4,029 less than budget and \$845 less than prior year costs. The primary reason for expenditures being under budget is due to Ancillary Services’ cost control measures and amortization costs less than budget.

Special purpose and trust

The expenses in this category relate to scholarship, bursary programs and other programs involving teaching and community service specifically funded by restricted grants and donations. Special purpose and trust costs were \$3,919 more than budget and \$3,743 higher than prior year costs. The primary reason for costs exceeding budget and prior year was incurring Science Commons operations expenses, funded by a \$3 million one-time facility operations funding grant (lights-on funding which was not included in the budget).

Expenses by Object

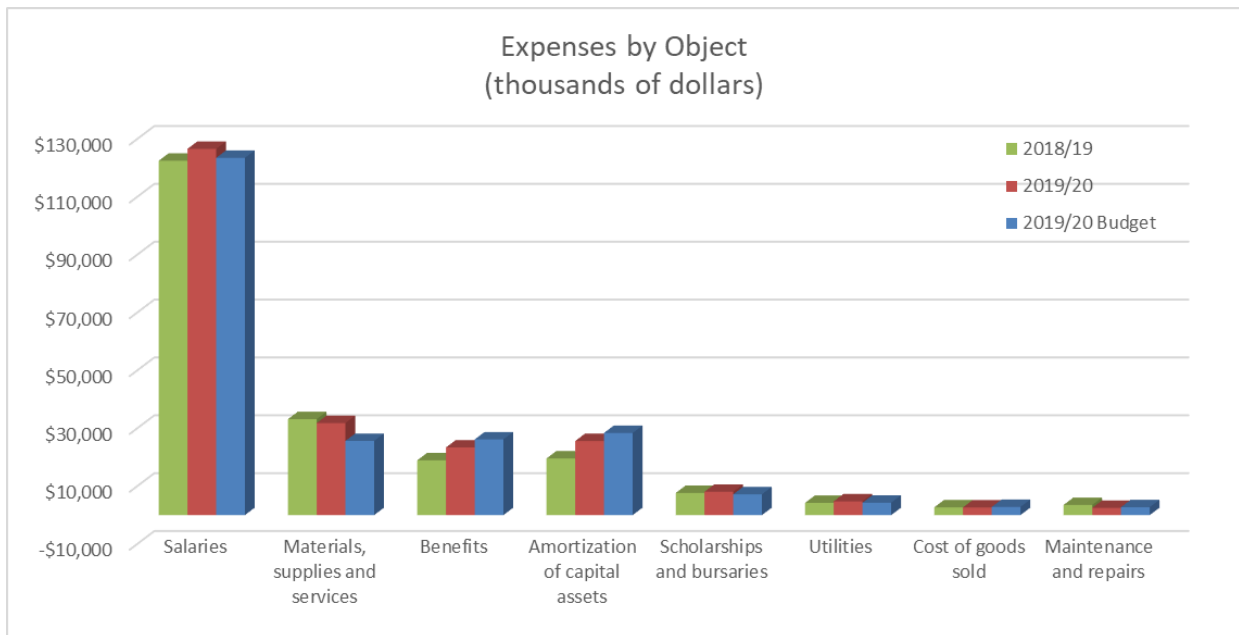


Figure 3: Expenses by Object

Salaries and Employee Benefits

The largest component of the University's expenditures is salaries and benefits, representing 66% of the total expenses. The provincial government funding was reduced by \$3.4 million in 2019-2020 and an additional \$6.7 million in 2020-2021. The University has used a combination of strategies to offset these decreases in grant funding including workforce reductions. In anticipation of the 2020-2021 grant reductions, the University started workforce planning in December 2019. During 2019-2020, salaries expense included termination costs of \$2,951. This expense was not included in the budget.

Materials, supplies and services

Expenses for materials, supplies and services was over budget by \$6,180, primarily due to unanticipated research activities continuing through the transition to Science Commons and additional startup costs associated with the new building. Materials, supplies and services expense decrease from the prior year by \$1,358, mainly due to the purchase of expendable equipment from the previous food service provider in 2018-19. The University also received \$3,175 in 2017-18 and \$1,186 in 2018-19 in cultural property from the estate of Dr. Margaret (Marmie) Perkins Hess Gallery. Under Public Sector Accounting Standards, artwork is not considered a capital asset, therefore the value of donated artwork is recorded as both a donation revenue and a supply expense when received.

Amortization of capital assets

The increase is due to the new Science Commons coming into service May 2019.

Scholarships and bursaries

Scholarships and bursaries are over budget and exceed the previous year since Advanced Education transferred \$1,347 in scholarships to the University to administer that were previously administered and paid by Advanced Education.

Utilities

The increase in utilities relate to the new Science Commons building.

Cost of Goods Sold

The expenses in this category are comparable to the prior year.

Maintenance and repairs

Maintenance and repairs are less than budget and less than the previous year due to the 2019-2020 suspension of the Infrastructure Maintenance Program and the University's focus on the move into the new Science Commons.

Statement of Financial Position

Net Assets

The University's liquidity needs are met primarily through operating cash flows, working capital balances and capital expansion funding received through grants or long-term debt. Net financial Assets is a measure of an organization's capacity for its financial assets to cover liabilities and fund future operations.

The University's presentation of Net Financial Assets includes \$67 million of portfolio investments that are restricted for endowments. Endowment restricted investments represent contributions from donors that are required to be maintained intact in perpetuity, as well as capitalized investment income that is also required to be maintained in perpetuity to protect the economic value of the endowment. Therefore, these investments cannot be used to pay for liabilities or future operating or capital purchases.

During the fiscal year, the Net Financial Assets, excluding portfolio investments restricted for endowments, decreased by \$9 million due primarily to the market decline in March 2020 caused by the COVID-19 pandemic, resulting in a decrease in investment value, reported as remeasurement gains and losses.

The net asset performance measure provides readers with important information about the University's financial health and sustainability. As the difference between the University's assets and liabilities, the Net Asset indicator measures the economic resources built through operations since inception that either exceeded the needs of past transactions or are held to support future operations. Of the \$236,669 net asset balance at March 31, 2020, \$67 million (28%) relates to Endowments held in perpetuity, \$104 million (44%) relates to the accumulated amount spent on tangible capital assets since the University's inception, and \$38 million (16%) relates to internally restricted funds and reserves.

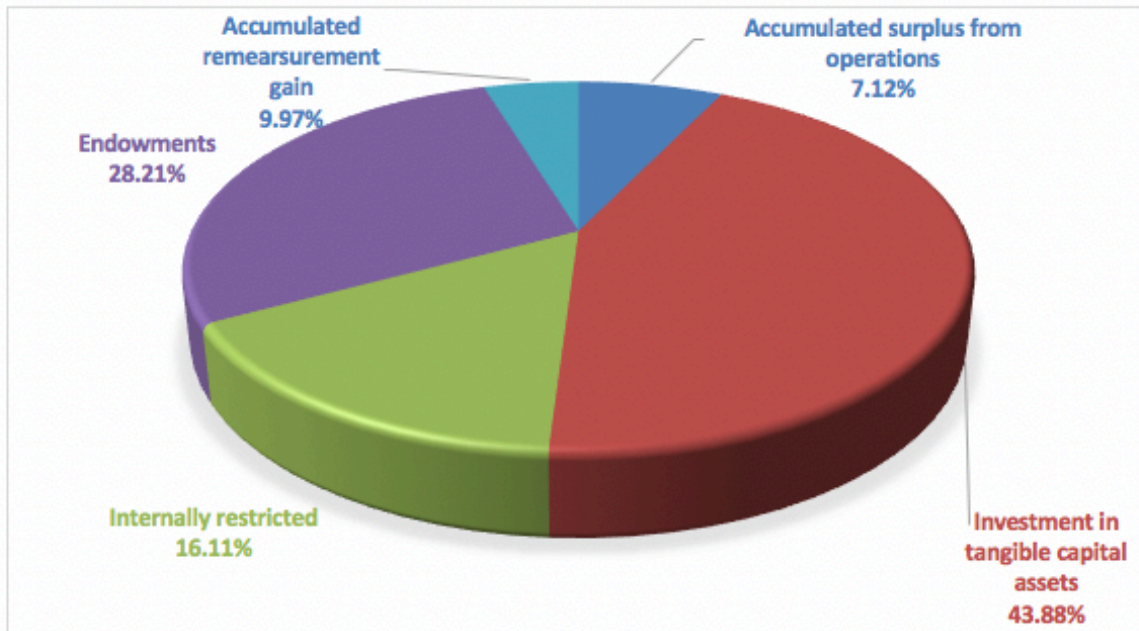


Figure 4: Net Assets

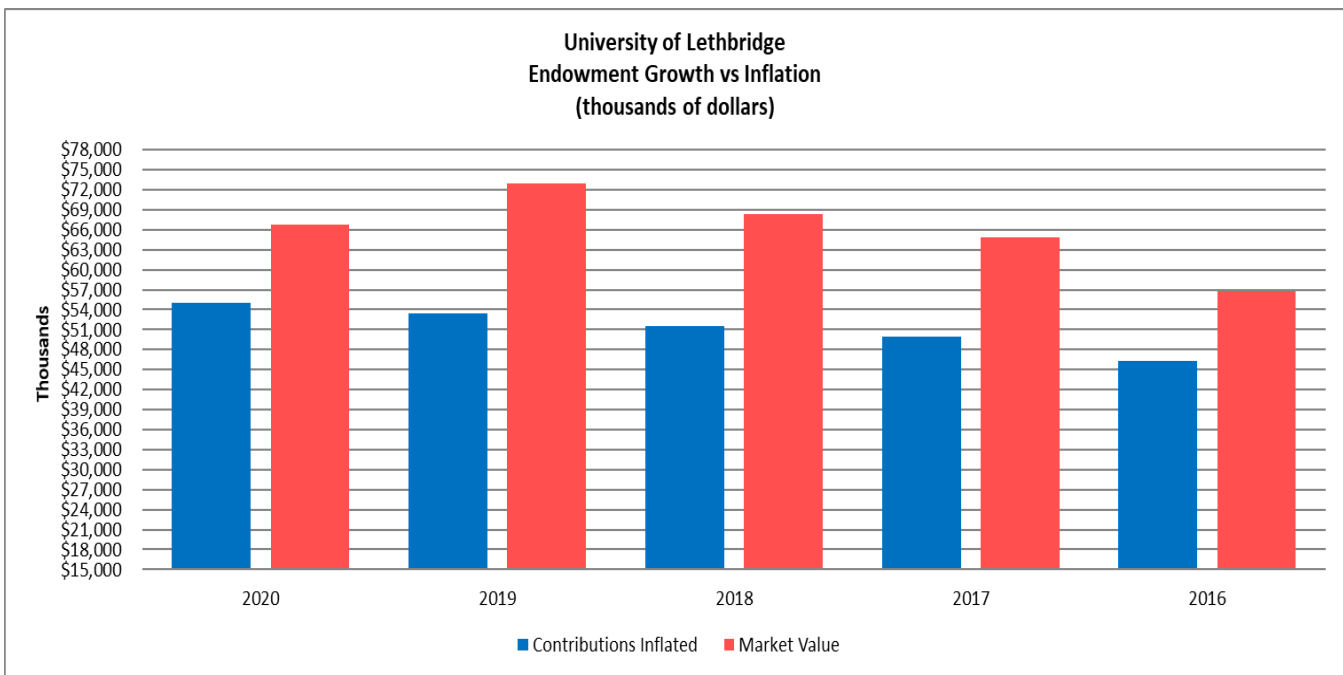
Tangible Capital Assets

The University's additions for capital expansion and renewals totaled \$13,157 (2019: \$90,336). The most significant construction and renewal in 2018-19 was construction of the Science Commons, the largest construction project undertaken by the University since the original construction of University Hall. The Science Commons added 38,500 square meters to the campus footprint, but more importantly it will help define the University's direction for the future.

Endowments

Endowments consist of contributions held in perpetuity which have been invested to generate investment returns to support annual scholarships and program spending. Endowments are included in Net Assets. Even though endowment contributions and capitalized investment income flow through the Statement of Operations into accumulated surplus, they must be held in perpetuity and are not available for spending on university operations.

The University protects the real value of endowments by limiting the amount of endowment investment income expended and reinvesting (capitalizing) unexpended investment income, which protects the purchasing power of the endowments over time. At March 31, 2020 the fair value of the Endowment pool assets exceeded the cumulative endowed contributions indexed by inflation by \$11,734 (2019: \$19,593).



Areas of Significant Financial Risk

Financial Sustainability

Budgetary Pressure

The University is currently facing significant and unprecedented provincial funding reductions. Within a six-month window, the provincial operating grant has been reduced by \$10.5 million (2019-20: \$3.4 million and 2020-21 \$7.1 million). This has resulted in 79 position eliminations which is a 6.8% reduction in the University's workforce.

Through the University's consultative budget process, the University strives to manage our limited resources with a long-term focus on financial sustainability. Since there are significant budgetary pressures, the University continues to investigate alternative means to decrease expenditures, create efficiencies and diversify revenue sources.

COVID-19 Worldwide Pandemic

COVID-19 pandemic has created a significant budgetary risk and has transformed the operations of the University. The full impact of COVID-19 is not quantifiable at this time, however it is anticipated the pandemic will impact future domestic and international enrolment, including lost revenue for many of University's revenue generating operations such as housing, food services and sport and recreation services. There will also be new infrastructure costs associated with the alternative delivery model.

Ability to Meet Enrolment Targets

Student tuition and fees revenue accounts for approximately 21% of the total institutional revenue. In order to maintain this revenue source, considerable efforts are focused on setting and achieving student enrolment targets and supporting resilient recruitment and retention programs. This risk is managed with strong marketing of the University's brand and reputation, providing strong student supports and experiences, providing quality academic programming, fostering teaching excellence and increasing student access and learner pathways. In recent years, there has been a change in student behaviour in relation to full-time studies, and even though our student headcount numbers have increased, our credit hours have slightly decreased because undergraduate students are enrolling in fewer classes per semester.

The IMA has specific enrolment targets tied to the outcome-based funding and these targets are significantly at risk due to the uncertainty regarding the impact on domestic and international enrolment because of COVID-19 pandemic.

The University is a destination University with almost 70% of our students from outside Lethbridge, thus increasing costs for students for housing accommodations during a period of record worldwide unemployment.

Deferred Maintenance

The University currently has 41 buildings on campus totaling 240,083 gross square meters averaging 28 years of age. Due to the age of the buildings, deferred maintenance on existing facilities continues to be a matter of concern. Deferred maintenance is not reflected in these financial statements since it is not a liability or a commitment for accounting purposes.

Total deferred maintenance is estimated at \$170 million (2019: \$158 million). The greatest risk for deferred maintenance is the need for a new district heating and cooling plant, which services approximately 70% of the facilities on campus, including 58% of the student housing areas and 74% of academic building areas. A district Heating and Cooling Plant would replace the aging energy infrastructure currently housed in University Hall and is required to accommodate the infrastructure needs on campus. The University welcomed and appreciated the recent announcement of a \$20 million grant to upgrade the District Heating and Cooling Plan from the Government of Alberta.

Information Technology

Technological solutions continue to be implemented to improve administrative processes and to enhance the experience for our stakeholders. The support required to maintain these systems, which include personnel, information technology infrastructure and the ongoing licensing and maintenance costs, is a risk since most vendors are converting to software as a service (subscription) that is more costly over the life of the software usage. The new and emerging risk is the cost associated with maintaining the technology to support an online delivery model as a result of COVID-19.

Unfunded pension liability

Since 1978, the University has participated with other Alberta post-secondary institutions in the Universities Academic Pension Plan (UAPP) to provide pensions for participating faculty, Administrative Professional Officers and senior administrators. Until December 2000, the UAPP was established through a separate provincial statute, and the Provincial Treasurer was the trustee of the Plan. Effective January 2001, the UAPP became a non-statutory pension plan subject to the Employment Pension Plans Act of Alberta. The extrapolated actuarial deficiency for the pension plan at March 31, 2020 was \$1,304 million, of which the University of Lethbridge's portion is \$41 million (2019: \$29 million). The unfunded deficiency is currently being funded by the Government of Alberta and employee and employer contributions. The unfunded deficiency has been impacted by the market decline due to COVID-19 pandemic.

Labour Relations

Labour relations, including the right to strike, essential services legislation and Provincial involvement in bargaining has introduced greater complexity and uncertainty around negotiations.

Compensation for all non-bargaining employees is frozen from April 1, 2016 to March 31, 2021 as per the Provincial Government directive which is impacting the University's ability to attract and retain administrators.

Outlook

The above-mentioned fiscal risks will require the University to transform. The University of Lethbridge is confident we will be served by self-reflection through our planning processes on the unique niche we fill within Campus Alberta and in our ability to meet the demands of our students and the post-secondary system.

Self-Generated Revenue

Auxiliary/Ancillary Services	
Activity	Description
Bookstore	Bookstore services include sale of print books, digital course material (Open Educational Resources), non-textbook products and with the improvement in the online e-commerce website the market has expanded beyond our campus to a broader consumer base in the community.
Printing Services	Maintain a reprographic fleet and technologies that fully support a comprehensive institutional document management strategy.
Housing Services	Housing Services provides convenient, clean, well-maintained, and competitively priced accommodation to students and guests of the U of L, with quality residence life programs and services that contribute to a positive living and learning environment for the personal, professional, and academic growth of our residents.
Food Services	Food services on campus are contracted to Chartwells Compass-Canada. Chartwells operates our residence dining plan, dining outlet, as well as branded concepts like Booster Juice, Subway, Starbucks and Tim Hortons. Working closely with Chartwells and Coca-Cola, we maintain a fleet of snack and beverage vending machines across campus.
Conference Services	Conference and Event Services coordinates meetings, events and conferences. Their services also include marketing U of L Lux Hotel which offers full hotel service accommodations from May-August.
Parking	Revenue funded through parking fees. Fees are used to provide safe and well-maintained parking facilities and pathways.

Notes:

- (1) The profit generated is required to fund all future capital repairs and maintenance, as well as new capital assets required for the operations.
- (2) The University does not have self-generated academic enterprise or commercial enterprise revenues.

Enrolment Overview

As reported to Alberta Advanced Education through the Learner and Enrolment Reporting System (LERS), University of Lethbridge full-load equivalent (FLE) enrolment increased by 2.6% from the 2018/2019 academic year to the 2019/2020 academic year.

FLE enrolment in undergraduate programs increased by 2.0%. In the Faculty of Arts and Science, FLE enrolment increased by 2.2% in the Bachelor of Arts program and by 7.1% in the Bachelor of Science program. In the Faculty of Health Sciences, growth occurred in the Bachelor of Nursing program and the Bachelor of Therapeutic Recreation program, with FLE enrolment increases of 4.6% and 17.6% (respectively).

FLE enrolment increased by 7.8% in the master's-level programs and by 7.4% in the Doctor of Philosophy program. The breadth of graduate programs at the University of Lethbridge expanded in 2019/2020 with the introduction of the Graduate Certificate in Health Services Management and the Master of Health Services Management, jointly offered by the Dhillon School of Business and the Faculty of Health Sciences.

International FLE enrolment grew by 12.7% from 2018/2019 to 2019/2020, with an increase of 23.3% at the undergraduate level and an increase of 0.9% at the graduate level. In 2019/2020, international FLE enrolment represented 7.1% of overall enrolment. In 2019/2020, international learners comprised 22.4% of FLE enrolment at the master's level and 44.0% of FLE enrolment at the doctoral level.

Self-declared indigenous FLE enrolment increased by 5.3%. In 2018/2019, self-declared indigenous FLE enrolment represented 5.4% of overall FLE enrolment; in 2019/2020, self-declared indigenous FLE enrolment increased to 5.5% of overall FLE enrolment.

Programming Changes

With two campuses in the province, the University of Lethbridge continues to demonstrate its commitment to serving southern Alberta. Consultations with employers and educators inform the proposed new programming outlined below.

New programs approved, implemented or under development in 2019-20:

New programs approved for 2019 admission:

1. Graduate Certificate in Health Services Management (ladders into the Master of Health Services Management)
2. Master of Health Services Management
3. B. Management in Agricultural Enterprise Management

New programs approved for 2020 admission:

4. Graduate Certificate in Advanced Clinical Study of Addiction (ladders into Health Sciences graduate programming)
5. Graduate Diploma in Addiction and Mental Health Psychotherapy
6. Graduate Certificate in Public Health Program and Policy Planning and Evaluation (ladders into the M.Sc. Health Sciences, Public Health specialization)
7. Graduate Certificate in Epidemiology and Biostatistics (ladders into the M.Sc. Health Sciences, Public Health specialization)
8. Post-Bachelor Certificate in Advanced Accounting (preparation for the Chartered Professional Accountant professional education program)

New programs being developed internally:

9. PhD in Chemistry
10. Graduate Certificate in Bioinformatics
11. B.A. in Cinema Studies
12. B. Management in International Trade and Global Supply Chain Management
13. B. Engineering in Agricultural Processing

Research, Applied Research and Scholarly Activities

The Alberta Research and Innovation Framework (2017) outlines a strategic vision to focus resources and foster collaboration. Guiding these efforts are four interrelated outcomes: economic diversification and job creation; environmental stewardship and climate leadership; effective resource management; and engaged individuals and communities for a healthy Alberta. Achieving these outcomes requires world-class research and highly qualified people, both of which can be found at the University of Lethbridge.

Through its curiosity-driven research, the University of Lethbridge is committed to helping diversify the economy, promoting healthy environments, and encouraging the effective and efficient use of our resources. Through our commercialization and social innovation efforts, we are developing agile thinkers, innovators and entrepreneurs of tomorrow who will become responsible global citizens and advance socioeconomic development in southern Alberta and beyond.

As a Comprehensive Academic and Research University (CARU), the University of Lethbridge places complementary emphases on teaching, research and community engagement. To achieve this goal, the University of Lethbridge fosters an environment that prioritizes student engagement in learning, research endeavours, and creative activities in all disciplines and levels of instruction, from undergraduate to graduate studies. We are committed to developing individuals who are creative and innovative discoverers, leaders and independent learners, well-prepared to contribute significantly to their local, national and global communities.

We are committed to creativity and discovery of new knowledge through basic and applied research; however, we face several challenges including aging infrastructure. The transdisciplinary Science Commons (Destination Project, Phase I) is crucial to University of Lethbridge researchers' abilities to maintain their record of research excellence and contributions. A revitalized University Hall (Destination Project, Phase II) will provide enhanced research and creative production space for faculty members in the social sciences, humanities, and fine arts.

Research Directions

The University of Lethbridge has built and continues to build an outstanding record of research that has consistently placed us among the top ranks of competition amongst our peers. The most recent publication of ReSearch Infosource ranked the University of Lethbridge as the second in the undergraduate category. This accomplishment substantiates the foundation of research that will continue to provide our students with a unique educational experience and mobilize our journey to confirming our place as a comprehensive university.

We are committed to preserving and expanding the breadth of scholarship that distinguishes our vibrant research and creative community and confirms our identity within the Canadian university landscape. In fulfilling our comprehensive mandate relative to research quality, impact and capacity, the University of Lethbridge is committed to the following four research directions:

- Elevate research, scholarly inquiry and creative activity.
- Prepare the next generation.
- Enhance community outreach and engagement.
- Support industry engagement and knowledge mobilization and translation.

On the following page is an overview of the priority initiatives over the next three years and their alignment with the Government of Alberta's priorities, as defined in the *Alberta Research and Innovation Framework*.

2019/20 CIP RESEARCH INITIATIVES UPDATE

Strategy	Initiative	Progress	Alignment with Provincial Outcomes			
			Diversified Economy	Effective Resource Management	Environmental Stewardship	Healthy Albertans
Research Direction: Elevate Research, Scholarly Inquiry, and Creative Activity						
Attract/retain researchers	Build capacity within the Water Institute for Sustainable Environments (WISE)	<ul style="list-style-type: none"> Recruited Dr. Matthew Bogard as a Tier 2 Canada Research Chair in Aquatic Environments to ensure continued growth and development within WISE. He was previously a postdoctoral fellow at the University of Washington. As part of his nomination, he was awarded a \$100,000 Canada Foundation for Innovation John R. Evans Leaders Fund (JELF) award. The funds will support the purchase of equipment to facilitate his research on “Multiple stressor impacts on the functioning of aquatic networks.” A request for matching funds from the Government of Alberta through its Research Capacity Program is pending. Appointed Dr. Jenny McCune as a Tier II Board of Governors Research Chair. The appointment affords Dr. McCune with a reduced teaching load to focus on her plant conservation studies. During her appointment, she intends to design and implement the first project in Canada to use species distribution models for directing translocation trials for plant species at risk. 	✓	✓	✓	✓
Enhance existing research networks and develop new collaborations	Establish Centre for Agricultural Research and Agri-business Innovation	<ul style="list-style-type: none"> Refocused the vision of the Centre following the approval of the Major in Agricultural Enterprise Management, Bachelor of Management in the Dhillon School of Business. There is an opportunity to integrate and better coordinate agricultural, agri-food, and agri-business research and training activities across campus and across faculties. With the assistance of AGILITY, we conducted an inaugural campus-wide asset map of faculty and staff who have some interest in aspects of the agri-food sector. <p>The Centre will draw upon expertise from across the university to capitalize on opportunities to more effectively engage with industry, and to focus on the innovations that are essential to the growth and development of the agri-food sector in southern Alberta. At present, faculty and staff are being canvassed as to the level of their interest and the expertise they could contribute to a Southern Alberta Institute for Agri-Food Innovation. As an example, this new institute will provide an integrated focus to meet industry demands for student training and opportunities for collaborative research that draw from the University's strengths in biological sciences, environmental science, economics, geography and remote sensing, chemistry & biochemistry, as well as the Dhillon School of Business (particularly in the business aspects that impact the agri-food sector from production to consumer -- international trade, agricultural policy, supply chain, value-added agricultural enterprises, etc.). It could even lead to the inclusion of robotics and other areas of interest in neuroscience, and combining these with new and expanded opportunities for work-</p>	✓	✓	✓	

Strategy	Initiative	Progress	Alignment with Provincial Outcomes			
			Diversified Economy	Effective Resource Management	Environmental Stewardship	Healthy Albertans
Research Direction: Elevate Research, Scholarly Inquiry, and Creative Activity continued						
		integrated-learning for undergraduate and graduate students that are connected to both curriculum outcomes as well as research directions.				
	Establish a Collaborative Health Research Institute in Southern Alberta (CHRISA)	<ul style="list-style-type: none"> Formalized CHRISA's structure. The University of Lethbridge fosters an integrated approach to health and wellness that incorporates a broad cross-section of researchers across disciplines. The expertise of this extensive network of researchers spans health and wellness issues ranging from childhood to aging, and with small city and rural health issues. The University of Lethbridge's health research capacity is magnified through the coalescence of these cross-disciplinary health researchers. An application for Centre approval is anticipated in 2020/21. 	✓			✓
	Establish "Health through the Life Span" collaborative research consortium	<ul style="list-style-type: none"> Merged the initiative with CHRISA. The goals under this initiative align with those for CHRISA. Thus, it was decided to merge the two and create a single research centre. 	✓			✓
	Establish a Southern Alberta Genome Sciences Centre	<ul style="list-style-type: none"> Established the centre. The centre facilitates the generation, storage, analysis, and integration of omics data. It connects all high throughput sequencing platforms across the U of L and hosts a state-of-the-art bioinformatics core facility for data analysis. It is also the leading hub of BioNet Alberta, a network of genomic and bioinformatics researchers across the province. 	✓	✓	✓	✓
	Support the development of a "Healthy Pregnancies and Children Team"	<ul style="list-style-type: none"> Submitted a Network of Centres of Excellence Letter of Intent (LOI) to establish a network entitled <i>Healthy Pregnancies and Children Team (hPACT)</i>, which was a partnership of four universities (University of Lethbridge, University of Alberta, Université de Montréal and Université Laval). Although the LOI was unsuccessful, the partners are committed to the vision and are exploring other funding opportunities. 	✓			✓
Enhance infrastructure	Establish a Canadian Centre for Hydrodynamics (CCH).	<ul style="list-style-type: none"> Received \$498,752 in infrastructure funds from the Canada Foundation for Innovation John R. Evans Leader Fund and the Government of Alberta Research Capacity Program to purchase key equipment necessary to establish the centre. 	✓			✓
	Update the vivarium	<ul style="list-style-type: none"> Relocated the vivarium to the newly constructed Science Commons building in fall 2019. With open and flexible laboratories, makerspaces and specialized outreach spaces, the \$280-million facility provides students from kindergarten to PhD-level, faculty and community members to have boundless opportunities for hands-on learning, collaboration and discovery. Updated the rat and mouse housing infrastructure through grants from infrastructure programs at the Canada Foundation for Innovation (JELF program) and NSERC (Research Tools and Instruments). The identified infrastructure allows for a higher density of rodent populations, which will decrease its footprint; will reduce allergen 	✓			✓

Strategy	Initiative	Progress	Alignment with Provincial Outcomes			
			Diversified Economy	Effective Resource Management	Environmental Stewardship	Healthy Albertans
Research Direction: Elevate Research, Scholarly Inquiry, and Creative Activity continued						
		spread into space occupied by staff, researchers, and trainees; will enable individualized control over environmental factors, such as temperature and humidity; and will reduce the likelihood of spread of airborne pathogens from rack to rack.				
Research Direction: Prepare the Next Generation						
Increase capacity to attract, retain, and mentor undergraduate and graduate students and postdoctoral fellows	Develop "The University Network for Development and Research of Cryogenics, Composites and Experimental Astrophysics Technologies	<ul style="list-style-type: none"> Postponed submission. The University's Astronomical Instrumentation Group (AIG) has a long-term track record of success in the development of space- and ground-based instrumentation systems, and related software and data processing and analysis packages. The proposed training program will leverage the AIG's expertise as well as extensive academic and private sector network. 	✓			
	Develop a training program in Environmental Science and Monitoring and ICT-GeoSpatial Technologies	<ul style="list-style-type: none"> Postponed submission. The University's Alberta Terrestrial Imaging Centre (ATIC) is developing an NSERC Collaborative Research and Training Experience (CREATE) Program application; however, they decided to delay submission in order to strengthen partnerships and solidify training plans. In the interim, the University of Lethbridge submitted an NSERC CREATE LOI focused on Canada Wildfires. The proposed training program builds on one of the Canada's most urgent environmental priorities: strategic wildfire science and management. 	✓	✓	✓	

Research Direction: Enhance Community Outreach and Engagement						
Strategy	Initiative	Progress	Alignment with Provincial Outcomes			
			Diversified Economy	Effective Resource Management	Environmental Stewardship	Healthy Albertans
Increase the relevance and impact of the University's research, scholarly inquiry, and creative activity.	Establish an MOU with Lethbridge College, Agriculture and Agri-Food Canada Lethbridge Research Centre, Animal Diseases Research Institute, and Alberta Agriculture and Forestry	<ul style="list-style-type: none"> Signed the MOU. The MOU's purpose is the development and implementation of knowledge and technologies to mitigate the impacts of climate change on agriculture and agribusiness in southern Alberta; to increase opportunities to engage undergraduate and graduate students in the area of agricultural and agribusiness research, development and technology transfer; and to develop a process to increase engagement with Indigenous communities in agri-food. <p>Alberta Agriculture and Forestry is not yet a signee to the agreement, but they are participating in the collaboration as an equal partner while they complete their review of the MOU. Discussions have been delayed while the Government of Alberta completes its review of the role of Agriculture and Forestry in conducting and carrying out research. As a result of consultations held by Agriculture and Forestry, Alberta has made the strategic decision to remove itself as a department from the direction participation in research activities, in favour of the creation of a new, regularly funded, arms-length research organization that would meet the research needs of the agricultural industry. The removal of research activities as a direct responsibility of Agriculture and Forestry will enable an expanded transition of research expertise in association with post-secondary institutions. Both the University of Lethbridge and Lethbridge College are engaged with Alberta in those activities and discussions.</p> <p>The University of Lethbridge, Lethbridge College and Agriculture and Agri-Food Canada are conducting a joint project looking at various potato variety trials that will be carried out at the Crop Diversification Centre South (planned for summer of 2020). Lethbridge College was also successful (supported in part by the U of L and AAFC) in obtaining an NSERC Technology Access Centre grant that will enable them to increase their applied research capacity.</p>	✓	✓	✓	✓
	Establish an MOU with the Blood Tribe	<ul style="list-style-type: none"> Restarted discussions. The University of Lethbridge was close to signing an MOU with the Blood Tribe; however, the recent election of a new Chief has delayed the agreement. The University of Lethbridge remains committed to the MOU and is pursuing discussions with the new Council. 	✓	✓	✓	✓

Strategy	Initiative	Progress	Alignment with Provincial Outcomes			
			Diversified Economy	Effective Resource Management	Environmental Stewardship	Healthy Albertans
Research direction: support industry engagement and knowledge mobilization and translation						
	Foster innovation and entrepreneurship in southern Alberta	<ul style="list-style-type: none"> • Promoted the Annual Chinook Entrepreneur Challenge. The Challenge is a business plan writing competition designed and targeted to new or existing businesses who have a sustainable and high growth business idea. The challenge is a joint initiative between RINSA and Community Futures with sponsorship and in-kind support from agencies and businesses throughout southern Alberta, including the University of Lethbridge. • Hosted an Advanced Digital Technologies: Promoting Industry-Academic Collisions conference. The event brought together 65 academic researchers and industry partners to foster collaboration and make valuable connections • Partnered with the Government of Alberta on GreenSTEM, a pan-Alberta program that provides graduates with a two-year commercialization runway to develop entrepreneurial skills while launching a company to commercialize science-based technology products with emissions reduction potential. Our first cohort is a start-up company that designs and produces protein-based biosensors for a variety of applications, including the biofuel industry and any number of ag biotech uses. • Hosted STEM Fusion networking event. It provided students and researchers with the opportunity to showcase their innovative research and network with industry leaders. • Engaged extensively with the Plant Protein Alliance of Alberta and their partnership with Protein Industries Canada Supercluster. The U of L is participating in a number of their activities, representatives have visited the Lethbridge campus numerous times, and are providing significant and important networking opportunities. 	✓	✓	✓	✓
	Identify avenues of collaboration with government and industry to accelerate the translation of University of Lethbridge research.	<ul style="list-style-type: none"> • Established partnerships with industry to explore plant/seed cultivar improvements in the hemp and cannabis sectors (project led by Dr. Igor Kovalchuk), canola feed ingredients (project led by Dr. Borries Demeler. 	✓	✓	✓	✓
	Explore food from smart agriculture	<ul style="list-style-type: none"> • Explored new areas of engagement. The innovations around the agri-food sector intersect with many of the research interests at the University of Lethbridge. While no new initiatives have been commenced in the past year, areas of interest such as food from smart agriculture, advanced opportunities to integrate data science and data analytics with remote sensing and economics of return of investment for producers are some of the areas that will be included in the formation of the Southern Alberta Institute for Agri-Food Innovation. 	✓	✓	✓	✓

Strategy	Initiative	Progress	Alignment with Provincial Outcomes			
			Diversified Economy	Effective Resource Management	Environmental Stewardship	Healthy Albertans
Research direction: support industry engagement and knowledge mobilization and translation continued						
	Explore Indigenous, rural and remote water management	<ul style="list-style-type: none"> Better connected University of Lethbridge expertise with Indigenous partners. Dr. Michelle Hogue, in collaboration with the Piikani Nation, has embarked on a 3-year initiative funded by Western Economic Development to improve the scientific and technological rigour in the domain of community-based environmental and bio-cultural monitoring. Piikani Nation members have been trained in the use of various new technologies that are resulting in new capacity for Piikani Nation to represent itself in discussions with external organizations including government and industry while better preserving and maintaining their own cultural and environmental heritage. Alberta Environment and Parks provided a further grant (\$1M) that will be used to leverage the work under the Western Economic Development initiative by co-developing with Piikani Nation and Alberta Environment and Parks the suite of activities, processes, criteria and training that will be needed to ensure that Traditional Ecological Knowledge and Traditional Land Use can be applied to the co-management of Alberta Crown lands, including parks and protected areas. While applicable to all of Treaty 7, this initiative is commencing with the Piikani Nation through a pilot project that focusses on Castle Provincial Park and Castle Wildlands Provincial Park. 	✓	✓	✓	✓

Regional Stewardship, Foundational Learning, Underrepresented Learners

Community Outreach

The University of Lethbridge engages in ongoing efforts to build strong connections with southern Alberta communities by promoting and utilizing on and off campus facilities such as 1st Choice Savings Centre for Sport and Wellness, Max Bell Regional Aquatic Centre, Community Sports Stadium, Dr. James Foster Penny Building, CASA, Coutts Centre for Western Canadian Heritage in Nanton, Gushul Studio in Crowsnest Pass, and the Westcastle Field Station. We continue to present public speakers who engage, enrich and challenge community members through individual guest speakers and popular series offered both on campus and in the community. We are exploring Continuing Education programming to uphold our commitment to community engagement and serve the needs of our community members.

We provide opportunities for experiences, learning, mentoring and enhancing the education experience of all students leading to life-long learning and careers in their chosen field. Through experiential, do-it-yourself science and other activities (ASPIRE, Experience Fine Arts Day) we provide children and youth with opportunities that lead to a natural progression towards research and innovation. Using inclusive, cross-cultural activities we inspire, engage and spark the curiosity for lifelong learning in the people of Lethbridge and southern Alberta. Our collaboration with Volunteer Lethbridge is expanding students' participation in volunteerism and civic engagement.

COMMUNITY OUTREACH PROGRAMMING

ASPIRE – Arts & Science Programs Inspiring Research & Exploration	Sport and Recreation Services
Indigenous Outreach (science outreach to Indigenous schools) Destination Exploration Fun with Math High School iGEM (international Genetically Engineered Machine) competition Let's Talk Science Problem-Solving with Puzzles The Chem Guys Experiential Learning Week	Pool Gym and Indoor Track Community Sports Stadium Ascent Climbing Centre Summer Youth Programs Summer Aquatic Programs Annual Family Play Day Community memberships in 1st Choice Savings Centre for Sport and Wellness
Faculty of Fine Arts	Public Lecture Series & Events
Culture Vulture Programs Conservatory Programs Summer Youth Programs Experience Fine Arts Day Music Conservatory delivered in CASA (downtown arts centre) Drama and music performances Film Series Art Exhibits (on campus & in Dr. James Foster Penny building downtown) Outdoor art and drama at Coutts Centre for Western Canadian Heritage Crossing Boundaries ART Now Architecture & Design Now	Owen G. Holmes Lectures F.E.L. Priestley Discovery Lecture Series PUBLIC Professor Students' Union Speakers Women Scholars Speaker Series Physics & Astronomy Brain Awareness Week Native Awareness Week CPA Leadership & Innovation Speaker Series ARRTI Speaker Series & Seminars Brenda Milner Lecture Series Tagg Yoshida Lectures Centre for Oral History and Tradition Lectures Community University Research Exchange (CURE) Driedger History Lecture Series Alex Johnston Lecture Series (with Lethbridge Historical Society) Social Justice Symposium (by the School of Liberal Education) Liberal Education Living Room Speaker Series

Dual Credit

Through our Dual Credit opportunities, local high school students are developing the skills and confidence that will enable them to succeed in post-secondary education. We have offered Dual Credit courses for two years and are in discussions with local school divisions to expand the offerings and opportunities.

UVolunteer

The University collaborates with Volunteer Lethbridge on a program called UVolunteer, which encourages volunteerism by connecting our campus to volunteer opportunities across the community and measuring the impact in hours served.

Administered by the School of Liberal Education, UVolunteer serves as an important avenue for community and civic engagement for our students within a four-pillar foundational approach to liberal education. A cooperative education student funded by the University each year keeps students informed and engaged with volunteer opportunities both on campus and in the community.

Since its inception, the University has registered and tracked close to 1,000 students as they engage with local community organizations. In the 2019/20 year alone, UVolunteer had nearly 300 new student registrations and those students contributed nearly 1,193 hours of their time.

Quality Assurance

An ambitious goal was established to have reviewed every academic program and academic unit at least once by the end of 2020. This goal has been achieved ahead of schedule, with all programs having had at least one quality assurance review completed by June 2019.

Subsequent to the completion of the initial review, a program or unit is reviewed once every seven years, or as required. By sharing our rigorously developed process, the U of L contributes to a culture of academic quality and success in Alberta.

Dual Admission

A program with College of the Rockies was established in Fall 2015 that allows the University to build on our strong history as a transfer partner by providing increased support to dual admission students. Our commitment to offering learners varied pathways will help to increase overall access to post-secondary education in Alberta. With the increase in degree granting institutions in Alberta, we have worked to balance our efforts to build on existing and new transfer opportunities and partnerships. The U of L's liberal education principles help to make this a unique dual admission opportunity for students.

Learners with Disabilities

The Accommodated Learning Centre (ALC) facilitates equity of access and inclusive practices within the University of Lethbridge environment. Students with a wide range of documented disabilities are connected to resources and supports needed to achieve their full potential. Utilizing a strengths-based approach, the ALC provides flexible, individualized services that may include learning plan development, advising and consultation, exam accommodations, personalized support staff, assistive technologies, and assistance with funding options including applying for and managing grants.

In the 2019-20 academic year, 607 students were actively accessing services through the Accommodated Learning Centre. 197 individuals registered for the first time. The most frequent primary disabilities included learning disabilities (195), Attention Deficit/Hyperactivity Disorder (156) and psychological/psychiatric conditions (110). In addition to their primary diagnosis, 117 learners had documentation of a secondary psychological/psychiatric condition.

Lack of natural support and developing life skills can have a significant, negative impact on overall well-being, particularly for students with disabilities. Creating a culture of welcoming and support provides a safe environment for students who are often struggling with the pressures of academic life and the impact to their disability. In an ALC 2020 survey, 96.5% of the 87 respondents feel welcome when entering the ALC.

We maintain close ties to other service providers; facilitating a holistic approach to wellness. ALC staff completed 108 referrals to campus support and community resources. 91% of the referrals agreed that information and referral services were helpful. Having received services from the ALC, 93% felt more supported by the campus community.

We focused on inclusion of Indigenous students accessing services. Through building connections to and experiences with Indigenous Student Affairs, we increased knowledge and understanding of barriers, opportunities to share support and referral processes between our areas. Gathering information from individual Indigenous bands and their funding options allowed us to better coordinate with other disability related funding. As a result, we have improved our overall ability to assist diverse registered students with services and loan applications.

Other new initiatives encouraged skill development, independence and self-advocacy within a supportive environment. 45 students participated in both synchronous and self-directed workshops to develop strategies and manage anxiety and attention conditions. An ongoing project was webpage development; creating and updating accessible, resource-rich webpage content that included strategies and guidelines for learning success. We were well positioned to adapt for a move with students to remote learning. In addition, subscription web-based assistive technology ensured that 109 students had reader technology for home devices. Video tutorials assisted students with other device accessibility features. During this reporting period, 4,712 individual users accessed 14,346 page views within the ALC section of the university website. 92% of survey respondents also agree that they could go to an ALC staff member for strategies or support.

The ALC continues to partner with stakeholders toward a universally designed, accessible environment and inclusive practices that improve the campus experience for all individuals. Close collaboration with faculty is invaluable to student success.

Students were asked to describe their experiences with our team. The following are highlights:

“Just how kind and understanding they were. Made me feel comfortable getting my accommodations. The ALC ensured I was able to get the support I required to successfully complete my degree with my health condition. Of which I am most grateful.”

“I always felt welcomed when walking in the office. I also constantly felt recognized by the staff creating that feeling of community.”

“While meeting with the ALC at the beginning of the year, they encouraged me to have discussions with my professors individually to discuss my recently incurred disability, and I was happy to see the ALC and my instructors working together to be as helpful as possible while still maintaining academic integrity.”

“The staff at the ALC was instrumental in helping me during one of the most difficult times of my life. The staff was able to give me the accommodations to help me succeed. Without them in my corner I would have had increased stress during an already stressful time. I will always be grateful for the help given to me by the centre.”

“Tutoring is going great. [my tutor] is really good. She knows her material.. works hard to work on what’s happening in class and challenges and tests me but also encourages and praises me when needed.”

Indigenous Learners

The University of Lethbridge has been committed to Indigenous communities since inception in 1967. With one of the first Native American Studies departments (established in 1975) at a Canadian university, the U of L has long provided students with the opportunity to explore a wide range of issues from a unique perspective, reflecting our liberal education philosophy. Planning has taken place to renovate University Hall to accommodate moving the Ikaisskini Gathering Place into the centre of campus. Ikaisskini is the Indigenous Student Centre that provides a meeting place for students, Elders and community members. Establishing Ikaisskini in a visible and accessible space will be an important aspect of ongoing efforts to enhance the Indigenous aspect of our campus and provide a central, welcoming space for Indigenous students and faculty. A more visible and central location will improve student and faculty access to Elders for guidance and consultations and will enhance the practice of ceremony, such as smudging.

Partnership with Mastercard Foundation

A five-year partnership with Mastercard Foundation, Blackfoot Nations, and University of Lethbridge was announced December 2019 to initially focus on youth pathways, access to post-secondary, and retention for self-identified Indigenous students, as well as employment opportunities. Mastercard Foundation is funding Indigenous students enrolling in the Indigenous Student Success Cohort program, formally the First Nations Transition Program, and registering in the Liberal Education Early Start course, the high school dual credit course Health Science 1010, and the neuroscience Liberal Education Core Story of the Brain course. Mastercard Foundation is providing for many enhanced quality student supports and the hiring of Indigenous employees to work in support of the Mastercard Foundation project at the University of Lethbridge. The University has started planning for a School of Indigenous Studies.

First Nations Transition Program – NEW NAME: Indigenous Student Success Cohort (ISSC)

The Indigenous Student Success Cohort (ISSC) is uniquely designed to help Indigenous students who may not be able to meet all of the requirements for general admission to make a smooth transition to university life or who are returning to university after an absence. It is a first-year university credit program that provides Indigenous students who are not fully admissible to the University of Lethbridge an opportunity to enter into and succeed at university life. The program provides a solid foundation of core skills in a supportive cohort environment that attends to Aboriginal ways of knowing and learning. The program also provides cultural and peer support, advising and academic skills development to create a positive first year experience that positions students for success in further undergraduate studies of their choice. When space permits, those who qualify for general admission may also access the ISSC. This is a full-time university program that may allow students to qualify for loans and other sources of funding.

Successful completion of the Indigenous Student Success Cohort prepares students to enter most U of L programs. It is an eight-month (two semester) program running from September to April structured to provide students with the necessary content, skills and supports to succeed in a degree program. Students learn effective writing skills, creative thinking techniques, math and computer skills, library research, skills for success in university academics, how to bridge cultures and build interdisciplinary knowledge, how to incorporate the wisdom of First Nations culture into their University learning experience. Academic courses (most of which count in subsequent degrees) are supplemented by tutorials, clubs and regular access to Elders.

Indigenous Outreach Programs

The Indigenous Outreach Program, operated through Destination Exploration, provides safe, culturally relevant community learning environments for Indigenous high school students to build positive engaging experiences while learning about science, technology, engineering and math (STEM). Engaging Indigenous students in STEM early in culturally relevant ways will enable their success and open doors to post-secondary education STEM career choices.

Community Collaboration

Through our Arts & Science Programs Inspiring Research & Exploration (ASPIRE) program, Destination Exploration at the U of L provides science programming for the kindergarten class at Opokaa'sin Early Intervention Society. This 8-week program exposes kindergarten students to STEM learning both at Opokaa'sin and on campus in an undergraduate wet lab. The University's Traveling Lab Coat program visits the grades 1 through 6 classes at Napi's Playground School on the Piikani Nation and grades 7 & 8 at Piikani Nation Secondary School to provide Alberta curriculum-based STEM workshops to each class. This program is sponsored by Actua, of which the University of Lethbridge is a network member.

Indigenous Initiatives

The Indigenous Studies programs enable students to explore Indigenous history, heritage and culture as well as current substantive issues of importance to Indigenous communities. The U of L has made a commitment to encouraging the integration of Indigenous history, perspectives and ways of knowing, and critical analysis into course curriculum where possible and to increase student access to relevant courses. This will enable all students the opportunity to develop knowledge about Indigenous communities, knowledge that is crucial to their roles as informed and engaged citizens.

Led by Indigenous Student Affairs, a series of conversations and workshops on teaching and research over the past year helped set the stage for Faculties and individual faculty members to develop institutional responses and plans to the

Truth and Reconciliation Commission (TRC) Calls to Action. Faculties are in the process of developing strategies for Indigenizing curriculum with all future programming and support being grounded in our liberal education philosophy.

In 2018, advances were made to Convocation. Students are now able to wear cultural regalia and the Indigenous stole was introduced. We celebrated the permanent raising of the Blackfoot Confederacy Flag on campus and developed a territorial acknowledgement statement.

Niitsitapi Art Project

Blackfoot Elders, U of L researchers, students and faculty members have embarked on an ambitious collaborative art project that will provide immediate virtual access to historical Blackfoot objects held in museums. While Alberta passed the First Nations Sacred Ceremonial Objects Repatriation Act in 2000 to enable First Nations to apply to retrieve sacred materials from public collections like the Royal Alberta Museum and the Glenbow, most European museums reject repatriation claims, hence the need to create digital models of the objects. Blackfoot Elders are directing the project to adhere to their protocols and priorities with approaches to knowledge, emphasizing the importance of caring for and sharing knowledge.

Scotiabank Mentorship Program

The Scotiabank Mentorship program pairs Indigenous university students with students in middle school and high school and provides them with social activities and support to encourage them to remain in school and continue on to university. Monthly activities take place within schools where university students and Elders meet with students and have social and cultural activities during a provided lunch. This year students learned about the importance of prayer in Blackfoot culture and learned how to say the Blackfoot prayer. The program continues to make a positive difference with both the University and the secondary students.

School of Liberal Education Common Book Project

The School of Liberal Education Common Book Project began in 2017 with a goal to stimulate conversations regarding Indigenization and reconciliation. The selection in 2019-2020 was *The Moon of the Crusted Snow*, by Waubgeshig Rice, 2018. The Rice book was used in a number of courses across the University. Two “book club” events were held as part of the Liberal Education Speaker Series, attracting a total of 120 participants. Nearly 300 copies of the book were sold by the U of L Bookstore, and our Library online access recorded 450 check-outs.

Niitsitapi Teacher Education Program

The Niitsitapi Teacher Education Program is an enhanced Indigenous focused program and cohort of students that was embedded into the standard Bachelor of Education program. The development and facilitation of the program was through a partnership with the U of L Faculty of Education and Red Crow College. All courses in the program were jointly taught by Red Crow College and Faculty of Education instructors. Overall, the focus of the program was to centralize Blackfoot perspectives and knowledge systems alongside the standard Bachelor of Education programming. In the Fall of 2018, 12 Indigenous students were admitted to the program and by May 2020, nine have successfully completed their education degree requirements. In the Spring and Summer of 2019, Niitsitapi students took elective education courses, and in the Fall of 2019, the nine Niitsitapi students successfully completed their third and final professional semester.

The following chart provides a list of ongoing Indigenous related programming, supports and activities

CURRENT INDIGENOUS PROGRAMMING AND ACTIVITIES

Academic Programming	Activities/Supports/Resources
Department of Indigenous Studies	likaisiskini – Indigenous Gathering Place
Language courses: Blackfoot; Cree	Indigenous student recruiter
Indigenous Student Success Cohort (Arts & Science)	Support Program for Aboriginal Nursing Students
Bachelor of Arts with a major in Indigenous Studies	Indigenous Student Services – including Indigenous Student Advising
Bachelor of Education in Indigenous Education combined with a B.A. in Indigenous Studies	Support Services for Indigenous students in the Faculty of Health Sciences and in the Dhillon School of Business
Bachelor of Fine Arts - Indigenous Art	Indigenous Students' Union
Bachelor of Health Sciences in Aboriginal Health	FNMI Alumni Chapter
Bachelor of Management in Indigenous Governance and Business Management	Medicine Rock Elders
Post-Diploma Bachelor of Management in Indigenous Governance and Business Management	Indigenous Awareness Days (every March)
Management Certificate in Indigenous Governance and Business Management	Indigenous Student Services website
Master of Arts in Indigenous Studies	Iniskim Education Committee (formerly the Truth and Reconciliation Commission Action Committee)
Minors: <ul style="list-style-type: none"> • Indigenous Governance • Indigenous Business Management • Aboriginal Health • Indigenous Education (with B.Ed. only) 	Indigenous Annual BBQ
	Blackfoot Digital Library
	Indigenous focused research in various Faculties
Collaborations with Red Crow College – Memorandum of Understanding (2014)	Indigenous Convocation Ceremony
FNMI Curriculum Collection (Faculty of Education)	Summer Programming: Aboriginal Outreach
Niitsitapi Teacher Education Program (Faculty of Education & Red Crow College) prepares teachers for teaching within the Blackfoot culture	The Blackfoot Confederacy flag flies alongside the provincial and University flags
	Workshops for current Indigenous students on a broad range of relevant and timely topics
Canada Research Chair in Indigenous Music, Culture and Politics	Man U'Matapu Nursing Student Award (for Indigenous nursing students)
Common Book Project: <i>The Education of Augie Merasty: A Residential School Memoir; Moon of the Crusted Snow</i>	Memorandum of Understanding with Red Crow College
	Territorial acknowledgement statement
	Niitsitapi Art Project

Internationalization

The U of L's capacity for increased international engagement is high in terms of overall enrolment growth. Strategic growth is fostered using a centralized approach that provides innovative, collaborative and integrated leadership in the planning and delivery of institutional internationalization. The U of L has the seat capacity to accept international students without compromising access for Alberta students; we can both meet increased demand from Albertan and Canadian students, as well as from international students. Our domestic students benefit immeasurably from increased opportunities to interact with international students, especially in our corner of southern Alberta.

With 50 exchange opportunities in 26 countries, U of L students have access to a range of international academic and cultural experiences. Coordinated course transfer assessment processes determine the transferability of courses prior to the exchange thus enhancing students' international academic experience. The International Centre works to increase the diversity and number of exchange and study abroad programs, establish research, exchange and transfer agreements, and promote undergraduate and graduate recruitment. As well, programs such as the annual International Dinner and International Education Week further promote global awareness and cross-cultural exchange by fostering engagement between international and domestic students. The U of L is not participating in any offshore, for-profit, or international ventures. While the University of Lethbridge has many partnerships with international institutions, from long-term to newly signed, we do not have any staff or infrastructure located offshore, nor do we deliver Alberta credentials with non-Alberta institutions

Interactions with students from around the globe help all students develop cultural competencies and skills they need to navigate and lead in an increasingly diversified global economy. Studying and engaging with international students from around the world enriches the lives of Alberta learners and increases their comfort with different cultures and perspectives. These are skills that will help them compete in the global economy and that will inspire further international exchanges and business opportunities resulting in economic growth, additional research and innovation. As well as benefitting from their Canadian experience, international students who stay in Alberta contribute in unique ways to our communities and the economy. If they return home with Canadian perspectives and ways of doing business, it becomes easier over time for Canadian companies and organizations to forge global connections. International education should continue to enhance economic growth and job creation, advance research, innovation and development, and prepare graduates for the ever-changing global economy.

We continue to grow our international exchange partnerships to enhance better understanding among students, faculty and staff of our increasingly connected world. The presence of international students, whether enrolled in degree programs or exchange students, enhances the learning experiences of all students, particularly domestic students. All of these partnerships enhance student opportunities to learn and enable students to actively contribute within the global environment. Cultural exchange supports our Liberal Education goal of education for good citizenship and our commitment to develop global citizens. Exchange opportunities also help students develop cultural and social skills and knowledge to participate in an interdependent world with a global world view.

International students have access to a number of International Entrance awards and after completing two semesters at the U of L, they also have access to continuing student awards that do not require Canadian citizenship or permanent residence status. The International Centre provides a range of supports and services to international students in addition to others available on campus designed to enhance and support student success. Future initiatives will provide students, staff, faculty and community members with increased opportunities to participate in and be exposed to international ideas and experiences. Faculty members are encouraged to incorporate course content that reflects diverse perspectives on economic, political, social, cultural and environmental issues of international and global significance.

Transnational Education

Report on Transnational Programs						
Name of Program	Type of Credential	Principal Mode of Delivery (e.g. in-person; international campus)	Name of Partner Institution	Country	Number of Students Participants (17/18)	Number of Graduates /Completers
0	N/A	N/A	N/A	N/A	N/A	N/A

Capital Plan

The Capital Plan forms the University's request to government for funding of priority capital projects over the next five years, and continues to complement and respond to University of Lethbridge key strategic documents including but not limited to its Strategic Plan, Academic Plan, Research Plan and the Campus Master Plan. The University of Lethbridge's Capital Plan also strives to align itself with government goals, business plans and other key government strategic documents. University Senior Administration communicates regularly with ministers and other government officials to discuss the capital needs and priorities of the institution. These relations will continue to be important as the University sets new capital priorities and addresses issues affecting existing facilities.

The University of Lethbridge is very excited about the opening of the new science & academic building (Science Commons), in Fall 2019. Science Commons contains up-to-date science facilities that accommodate the University's strong commitment to research, and addresses significant health and safety issues that existed in previous science facilities in University Hall. The University gratefully acknowledges the Government's \$260-million investment in the Destination Project – Phase I, and we are excited about the new opportunities being pursued in the new building.

With Destination Project – Phase I completed, the University's next capital priorities are a District Heating and Cooling Plant and Destination Project – Phase II. The University welcomed and appreciated the recent announcement from the Government of Alberta of a \$20 million grant to upgrade the District Heating and Cooling Plant.

The top capital priority for the University is a District Heating and Cooling Plant. The need for this project is dire and immediate. An updated District Heating & Cooling Plant (formerly referred to as the Energy/Utility Centre) is critical to the continued viability of the operation of the vast majority of the present campus. The project will replace critical aging infrastructure, including heating and cooling systems and domestic hot water systems. The existing infrastructure, which services 70% of all aggregated campus space (including 58% of the student housing areas and 74% of academic building areas) is operating significantly outside of its anticipated lifespan, with critical failures within 1 – 5 years being plausible. If the current equipment fails, these spaces are all at risk of being unable to operate. The grant to replace the existing District Heating & Cooling Centre infrastructure will ensure the continued viability of the operation of the majority of the present campus, and will employ current generation boiler systems with up to date burner management and combustion control. These systems will provide for increased efficiency and lead to reduced fuel consumption, greenhouse gases, nitrous oxides and sulfur oxide emissions. Similarly, high efficiency variable speed electric motors will be employed, further reducing greenhouse gas emissions through electricity consumption avoidance.

Initial planning for Phase II of the Destination Project has begun, including planning considerations for University Hall renewal, envelope repairs, and window replacement; Community Centre for Wellbeing (formally named Canadian Centre for Behavioural Neuroscience (CCBN)), Anderson Hall and Hepler Hall renewals; an Indigenous Gathering Centre; and a Visual Arts Centre. Phase II of the Destination Project is urgently necessary to maintain and repurpose existing buildings on campus that were largely vacated when departments moved into the Science Commons, and a formal, in-depth planning process for Phase II of the Destination Project needs to be undertaken as soon as possible. The University is requesting \$10 million in planning funds to begin this planning process for Destination Project – Phase II.

Additional student residences (a new student residence apartment building and upgraded University Hall residences) and a student residence dining hall are also planned. Finally, a new parkade is proposed near the University's campus core to ensure accessible vehicle parking for central areas of campus for community visitors and those with mobility challenges.

Type of Project and Funding Sources					
Type:	Project Description	Total Project Cost	Funding Sources % GOA % GOC % PSI Funds % donation % foundation % industry	Funding Received to Date and Source	Revised Funding Sources
Proposed New Expansion Maintenance					
Priority projects – top 3 capital priorities					
Maintenance	District Heating & Cooling Plant	\$20,000,000	100% GoA	\$20,000,000 Government of Alberta	
Maintenance	Destination Project Phase II – Planning	\$10,000,000	100% GoA	-	
Maintenance	Destination Project Phase II – University Hall Renewal	\$94,700,000	100% GoA	-	
Other					
Maintenance	Repurpose/Renewal of Existing Facilities (Community Centre for Wellbeing, Hepler Hall, and Anderson Hall)	\$20,000,000	100% GoA	-	
New	The student residence development plan will allow for more student residences to be built in accordance with the University Strategic Plan and the Campus Master Plan, meeting high environmental standards for energy efficiency and low emissions.	\$35,000,000	100% PSI funds	-	
New	Student Residences – Dining Hall	\$15,000,000	100% PSI funds	-	
Maintenance	Student Residences – Upgrade University Hall	\$8,500,000	100% PSI funds	-	
New	Parking – Construct Parkade/Parking Garage	\$21,000,000	100% PSI funds	\$160,000 – University of Lethbridge	

Project Timelines and Status					
Project Description	Project Timelines	Expected Project Start	Expected Project Completion	Project Status	Progress Made in Last 12 Months
District Heating & Cooling Plant	July 2020 – June 2022	September 2020	May 2022	Project is funded and tenders will be issued summer/fall 2020.	A business case was prepared in 2017. Government grant funding announced in July 2020 and the initial phases of the project has started, tenders to be issued summer/fall 2020.
Destination Project Phase II – Planning	July 2020 – March 2022	July 2020	March 2022	Spaces vacated by departments moving into the new Science Commons building are currently vacant and largely unused/unusable. Detailed planning for the repurposing of this space will lay the groundwork for the University to support its strategic priorities in achieving its comprehensive mandate as well as research and instruction in the social sciences and humanities. Planning will include space for a First Nations Gathering Centre, Teaching Assistance Centre, a Visual Arts Centre (art storage and study space), student support spaces, classrooms and academic programming space, building support services, and administrative space.	Initial planning for Phase II of the Destination Project has begun.
Destination Project Phase II – University Hall Renewal	Sept 2020 – Aug 2024	September 2020	August 2024	This work is necessary to repurpose vacated space in University Hall after departments moved into the new Science Commons Building (Destination Project Phase I). Without funds to repurpose and renovate the space, it will continue to pose health and safety risks; will not meet the needs of our students, researchers, and employees; and the aging infrastructure will continue to operate at a standard below our current expectations regarding energy efficiency and environmental sustainability.	Initial planning has begun following studies completed in 2012.

Project Timelines and Status					
Project Description	Project Timelines	Expected Project Start	Expected Project Completion	Project Status	Progress Made in Last 12 Months
Repurpose / Renewal of Existing Facilities (Community Centre for Wellbeing, Hepler Hall, and Anderson Hall)	Sept 2020 – Aug 2023	September 2020	August 2023	It is necessary to repurpose and renovate existing facilities to allow for reprogramming of space that was vacated as a result of the science departments moving into the new science and academic building. Repurposing the buildings will ensure efficient and effective operations that will benefit the student experience, teaching and research.	Initial planning has begun.
Student Residences – Apartment Building	May 2021 – Aug 2023	May 2021	August 2023	A business case for future student residence development has been completed that proposes three phases of on-campus housing construction. The first phase includes an apartment building for 250 new high school students and a dining hall with seating capacity for 500 people.	Financing options are being researched for the Student Residences project.
Student Residences – Dining Hall	May 2021 – Aug 2023	May 2021	August 2023	A business case for future student residence development has been completed that proposes five phases of on-campus housing construction. The first phase includes an apartment building for 250 new high school students and a dining hall with seating capacity for 500 people.	Financing options are being researched for the project.
Student Residences – Upgrade University Hall	May 2021 – Aug 2021	May 2021	August 2021	This phase of student residence development is proposed to coincide with the impending University Hall renewal for Destination Project Phase II.	Initial planning has begun.
Parking – Construct Parkade / Parking Garage	May 2021 – Aug 2022	May 2021	August 2022	A Campus Parking Services Current Program Assessment review was completed in 2017. A feasibility study for a parking structure was completed in 2018.	A feasibility study for a parking structure was completed in 2018. Financial feasibility is being reviewed and financing options are being researched for the project.

Information Technology

Information Technology (IT) investments are planned to support an enhanced student experience on our campuses, support teaching and research, improve administrative systems, and continue to adapt our information security program to address the evolving cyber threat landscape. A variety of systems, services and processes are used to support the U of L's academic and research mission and mandate. The U of L is committed to providing quality technology support to academic staff, students, and support staff in the delivery of academic and research programs on both our Lethbridge and Calgary campuses. IT services are delivered through internal partnerships with the Library, the Teaching Centre, administrative units, IT Services and Faculty IT resources.

IT is critical in supporting every phase of undergraduate and graduate students' life cycle from recruitment through their academic career to their ultimate graduation. IT supports academic staff in the development and delivery of their curriculum, research activities, and collaboration with peers across our campuses and the global academic community. IT provides services to U of L staff in fulfilling their duties through direct support and enhancement of administrative systems, communication and collaboration platforms, and other tools and technologies. At the same time, IT is focused on protecting the information and privacy of all our stakeholders while still enabling them to be successful in achieving their goals and objectives.

Funding and Staffing

In general, the IT initiatives are funded from the University's operating budget, one-time strategic priority funds, operating reserves, from private or government grants, or from donations. Additional projects are funded through in-kind partnerships with organizations such as Alberta Association of Higher Education IT (AAHEIT)/ShareIT, the Canadian University Council of Chief Information Officers (CUCCIO), or through related organizations such as Cybera, CANARIE, and Canada's National Research and Education Network (NREN). This funding methodology is challenging because of the increasing demands for security and enterprise system maintenance and upgrading costs to stay current.

IT funding continues to be an area of concern as the support and licensing costs associated with our systems and platforms continue to increase on an annual basis. Funding issues are further exacerbated by the continued weakness of the Canadian Dollar as most of our support contracts are in US Dollars. Also, the rapid pace of technology change and the challenges associated with recruiting technical staff into higher education, make it difficult for the U of L to acquire the skills and expertise to implement, manage, and maintain our systems. While we continue to make significant investments in staff development and training, we are not fully able to keep pace with the rate of change.

The University was well positioned to close the campus in mid-March in response to the COVID-19 situation and shifted to work from home and remote service delivery. However, this has placed additional strain on IT support, students, faculty and staff as we adjust to the new mode of delivery and implement additional technology to support the blended learning experience.

Enhancing Teaching, Research, and the Student Experience

With the opening of the new state-of-the-art Science Commons, the U of L has implemented a modern software defined network to support teaching, learning and research. The new network is able to merge legacy building systems with new Internet of Things technologies, new pedagogical and curriculum requirements, and will help address IT capacity constraints as it is expanded to the rest of the Lethbridge Campus.

With the opening of Science Commons we now have many new learning spaces that provide robust experiences for students and researchers. We continue to develop new spaces to explore new forms of pedagogy on the Lethbridge Campus and are looking to open new spaces on our Calgary Campus to provide more diverse offerings to our students.

We continue to modernize our computer labs, and are exploring remote access and virtual computer labs, to ensure students have access to the latest applications to support innovative curriculum and learning opportunities.

Administrative System Enhancements

With the completion of the Banner 9 upgrade over the past several years we removed most customizations, making the enterprise resource planning system (ERP) easier to maintain going forward. We are now turning our attention to Banner Self-Service where we will be planning for the next major upgrade to that portion of our ERP over the next 3 years. This will involve reviewing up to 50 custom applications we have developed in Banner Self-Service which will need to be upgraded or moved to other systems. We have started a project to review Graduate Student workflow from the point of admission to thesis completion to streamline and automate the process, improving the student experience. This is part of a larger project to automate processes to reduce the effort required to complete them.

Appendix A: Independent Auditor's Report and University of Lethbridge Financial Statements

Independent Auditor's Report

To the Board of Governors of the University of Lethbridge

Report on the Financial Statements

Opinion

I have audited the financial statements of the University of Lethbridge (the University), which comprise the statement of financial position as at March 31, 2020, and the statements of operations, change in net financial assets, remeasurement gains and losses, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the University as at March 31, 2020, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the University in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the *Annual Report*, but does not include the financial statements and my auditor's report thereon. The *Annual Report* is expected to be made available to me after the date of this auditor's report.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the University's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the University's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the University's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the University to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]
Auditor General

May 28, 2020
Edmonton, Alberta



Statement of Management Responsibility

Year Ended March 31, 2020

The financial statements of the University of Lethbridge have been prepared by management in accordance with Canadian public sector accounting standards. The financial statements present fairly the financial position of the University of Lethbridge as at March 31, 2020 and the results of its operations, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that the University of Lethbridge's assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the financial statements.

The Board of Governors is responsible for reviewing and approving the financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibilities for review of the financial statements principally through its Audit and Finance Committees. All voting members of the Audit Committee are not employees of the University of Lethbridge. The Audit Committee meets with management and the external auditors and internal auditors to discuss the results of audit examinations and financial reporting matters. The external and internal auditors have full access to the Audit Committee, with and without the presence of management.

These financial statements have been reported on by the Auditor General of Alberta, the auditor appointed under *The Post-Secondary Learning Act*. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the fairness of presentation of the information in the financial statements.

Original signed by Dr. Michael J. Mahon

Mike Mahon
President and Vice-Chancellor

Original signed by Nancy Walker

Nancy Walker
Vice-President, Finance and Administration



Statement of Financial Position

As At March 31,
(thousands of dollars)

	2020	2019
Financial assets excluding portfolio investments restricted for endowments		
Cash and cash equivalents (Note 3)	\$ 17,435	\$ 5,986
Accounts receivable (Note 4)	4,913	6,192
Inventories held for sale	812	685
Portfolio investments - non-endowment (Note 5)	132,098	152,971
	<u>155,258</u>	<u>165,834</u>
Liabilities		
Accounts payable and accrued liabilities	14,402	13,362
Employee future benefit liabilities (Note 7)	37,159	35,334
Debt (Note 8)	6,929	7,438
Deferred revenue (Note 9)	38,522	42,868
	<u>97,012</u>	<u>99,002</u>
Net financial assets excluding portfolio investments restricted for endowments	58,246	66,832
Portfolio investments - restricted for endowments (Note 5)	66,761	72,953
Net financial assets	<u>125,007</u>	<u>139,785</u>
Non-financial assets		
Tangible capital assets (Note 10)	521,421	534,535
Inventories of supplies	87	65
Prepaid expenses	798	958
	<u>522,306</u>	<u>535,558</u>
Net assets before spent deferred capital contributions	647,313	675,343
Spent deferred capital contributions (Note 11)	410,644	419,208
Net assets	<u>\$ 236,669</u>	<u>\$ 256,135</u>
Net assets is comprised of: (Note 12)		
Accumulated surplus	221,181	218,812
Accumulated remeasurement gains	15,488	37,323
	<u>\$ 236,669</u>	<u>\$ 256,135</u>

Contingent assets and contractual rights (Note 13 and Note 15)

Contingent liabilities and contractual obligations (Note 14 and Note 16)

Approved by Board of Governors (Note 23)

The accompanying notes are an integral part of these financial statements.



Statement of Operations

Year Ended March 31,
(thousands of dollars)

	2020 Budget (Note 22)	2020	2019
Revenues			
Government of Alberta grants (Note 19)	\$ 133,211	\$ 134,418	\$ 132,046
Student tuition and fees	46,558	47,046	46,001
Sales of services and products	17,653	17,873	18,186
Federal and other government grants (Note 19)	13,796	11,199	9,976
Investment income	7,011	10,856	7,132
Donations and other grants	3,848	4,400	5,221
Insurance proceeds	-	674	1,010
	<u>222,077</u>	<u>226,466</u>	<u>219,572</u>
Expenses (Note 20)			
Academic costs and institutional support	153,290	153,431	149,338
Facility operations and maintenance	25,887	27,899	24,982
Sponsored research	15,644	18,324	15,132
Ancillary services	18,824	14,795	15,640
Special purpose and trust	6,996	10,915	7,172
	<u>220,641</u>	<u>225,364</u>	<u>212,264</u>
Annual operating surplus	\$ 1,436	\$ 1,102	\$ 7,308
Endowment contributions (Note 12)	-	587	624
Endowment capitalized investment income (Note 12)	-	680	(59)
Annual surplus	<u>1,436</u>	<u>2,369</u>	<u>7,873</u>
Accumulated surplus, beginning of year	218,812	218,812	210,939
Accumulated surplus, end of year (Note 12)	\$ 220,248	\$ 221,181	\$ 218,812

The accompanying notes are an integral part of these financial statements.



Statement of Change in Net Financial Assets

Year Ended March 31,
(thousands of dollars)

	2020 Budget (Note 22)	2020	2019
Annual surplus	\$ 1,436	\$ 2,369	\$ 7,873
Acquisition of tangible capital assets	(27,083)	(13,157)	(90,336)
Proceeds from sale of tangible capital assets	-	627	33
Amortization of tangible capital assets	28,376	25,606	19,584
Loss on disposal of tangible capital assets	-	38	18
Change in inventories of supplies	(50)	(22)	7
Change in prepaid expenses	50	160	733
Change in spent deferred capital contributions	(2,034)	(8,564)	66,394
Change in accumulated remeasurement (losses)/gains	-	(21,835)	12,376
(Decrease)/increase in net financial assets	695	(14,778)	16,682
Net financial assets, beginning of year	139,785	139,785	123,103
Net financial assets, end of year	\$ 140,480	\$ 125,007	\$ 139,785

The accompanying notes are an integral part of these financial statements.



Statement of Remeasurement Gains and Losses

Year Ended March 31,
(thousands of dollars)

	2020	2019
Accumulated remeasurement gains, beginning of year	\$ 37,323	\$ 24,947
Unrealized (losses)/gains attributable to:		
Quoted in active market financial instruments		
Portfolio investments - non-endowment	(8,410)	10,513
Portfolio investments - restricted for endowments	(4,958)	4,523
Designated fair value financial instruments		
Portfolio investments - non-endowment	1,428	2,672
Portfolio investments - restricted for endowment	736	1,281
Foreign exchange	75	(25)
Amounts reclassified to Statement of Operations		
Quoted in active market financial instruments		
Portfolio investments - non-endowment	(6,187)	(4,738)
Portfolio investments - restricted for endowments	(2,563)	(1,755)
Designated fair value financial instruments		
Portfolio investments - non-endowment	(1,307)	(19)
Portfolio investments - restricted for endowment	(674)	(9)
Foreign exchange	25	(67)
Change in accumulated remeasurement (losses)/gains	(21,835)	12,376
Accumulated remeasurement gains, end of year	\$ 15,488	\$ 37,323
Accumulated remeasurement gains is comprised of:		
Portfolio investments - non-endowment	\$ 11,071	\$ 25,547
Portfolio investments - restricted for endowments	4,341	11,800
Foreign exchange gain/(loss)	76	(24)
	\$ 15,488	\$ 37,323

The accompanying notes are an integral part of these financial statements.



Statement of Cash Flows

Year Ended March 31,
(thousands of dollars)

	2020	2019
Operating transactions:		
Annual surplus	\$ 2,369	\$ 7,873
Add (deduct) non-cash items:		
Amortization of tangible capital assets	25,606	19,584
Expended capital recognized as revenue	(15,286)	(13,619)
Loss on disposal of tangible capital assets	38	18
Gain on sale of portfolio investments	(10,731)	(6,522)
Capital gifts in kind received	(110)	(264)
Increase/(decrease) in employee future benefit liabilities	1,825	(3,597)
Total non-cash items	<u>1,342</u>	<u>(4,400)</u>
Change in non-cash items		
Decrease/(increase) in accounts receivable	1,279	(1,198)
Increase in inventories held for sale	(127)	(16)
Increase/(decrease) in accounts payable and accrued liabilities	1,040	(21,729)
Decrease in deferred revenue	(4,346)	(29,581)
(Increase)/decrease in inventories of supplies	(22)	7
Decrease in prepaid expenses	160	733
Cash provided by (applied to) operating transactions	<u>1,695</u>	<u>(48,311)</u>
Investing transactions:		
Purchase of portfolio investments	(11,282)	(6,684)
Proceeds on sale of portfolio investments	27,243	6,548
Cash provided by (applied to) investing transactions	<u>15,961</u>	<u>(136)</u>
Financing transactions:		
Debt repayments	(509)	(487)
Increase in spent deferred capital contributions, less expended capital recognized as revenue	6,722	80,013
Cash provided by financing transactions	<u>6,213</u>	<u>79,526</u>
Capital transactions:		
Acquisition of tangible capital assets, less in-kind donations	(13,047)	(90,072)
Proceeds on disposition of tangible capital assets	627	33
Cash applied to capital transactions	<u>(12,420)</u>	<u>(90,039)</u>
Increase (decrease) in cash and cash equivalents	11,449	(58,960)
Cash and cash equivalents, beginning of year	<u>5,986</u>	<u>64,946</u>
Cash and cash equivalents, end of year (Note 3)	<u>\$ 17,435</u>	<u>\$ 5,986</u>

The accompanying notes are an integral part of these financial statements.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 1 Authority and Purpose

The Governors of the University of Lethbridge is a corporation which manages and operates the University of Lethbridge ("the University") under the *Post-Secondary Learning Act* (Alberta). All members of the Board of Governors are appointed by either the Lieutenant Governor in Council or the Minister of Advanced Education, with the exception of the Chancellor and President, who are *ex officio* members. Under the *Post-Secondary Learning Act*, Campus Alberta Sector Regulation, the University is a comprehensive academic and research university offering undergraduate and graduate degree programs as well as a full range of continuing education programs and activities. The University is a registered charity, and under section 149 of the *Income Tax Act* (Canada), is exempt from the payment of income tax.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

(a) General - Public Sector Accounting Standards and Use of Estimates

These financial statements have been prepared in accordance with Canadian public sector accounting standards (PSAS). The measurement of certain assets and liabilities is contingent upon future events; therefore, the preparation of these financial statements requires the use of estimates, which may vary from actual results. University management uses judgment to determine such estimates. As of March 11, 2020 the COVID-19 outbreak was declared a pandemic by the World Health Organization. Uncertainties with respect to the impact of emergency measures enacted by the Canada and Alberta governments to combat the spread of the virus, as well as the future spread of the pandemic, create additional measurement uncertainties impacting the financial statements. Employee future benefit liabilities, amortization of tangible capital assets and the revenue recognition for expended capital are the most significant items based on estimates. In management's opinion, the resulting estimates are within reasonable limits of materiality and are in accordance with the significant accounting policies summarized below. These significant accounting policies are presented to assist the reader in evaluating these financial statements and, together with the following notes, should be considered an integral part of the financial statements.

(b) Valuation of Financial Assets and Liabilities

The University's financial assets and liabilities are categorized and measured as follows:

<u>Financial Statement Component</u>	<u>Measurement</u>
Cash and cash equivalents	Cost
Portfolio investments	Fair value
Inventories held for resale	Lower of cost or net realizable value
Accounts receivable	Lower of cost or net recoverable value
Accounts payable and accrued liabilities	Cost
Debt	Amortized cost

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the Statement of Remeasurement Gains and Losses. When the restricted nature of a financial instrument and any related changes in fair value create a liability, unrealized gains and losses are recognized as deferred revenue.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recognized in the Statement of Operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial assets and liabilities measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Transaction costs are expensed for financial instruments measured at fair value. Investment management fees are expensed as incurred. The purchase and sale of cash and cash equivalents and portfolio investments are accounted for using trade-date accounting.

The University does not use foreign currency contracts or any other type of derivative financial instrument for trading or speculative purposes.

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either designate the entire contract for fair value measurement or separately measure the value of the derivative component when characteristics of the derivative are not closely related to the economic characteristics and risks of the contract itself. Contracts to buy or sell non-financial items for the University's normal purchase, sale or usage requirements are not recognized as financial assets or financial liabilities. The University does not have any embedded derivatives.

(c) Revenue Recognition

All revenues are recorded on an accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as deferred revenue.

Government grants, non-government grants and donations

Government transfers are referred to as government grants.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(c) Revenue Recognition (continued)

Restricted grants and donations are recognized as deferred revenue if the terms for the use, or the terms along with the University's actions and communications as to the use, create a liability. These grants and donations are recognized as revenue as the terms are met. If the grants and donations are used to acquire or construct tangible capital assets, revenue will be recognized over the useful life of the tangible capital assets.

Government grants without terms for the use of the grant are recorded as revenue when the University is eligible to receive the funds. Unrestricted non-government grants and donations are recorded as revenue in the year received or in the year the funds are committed to the University if the amount can be reasonably estimated and collection is reasonably assured.

In-kind donations of services, materials and tangible capital assets are recognized at fair value when such value can reasonably be determined. Transfers of tangible capital assets from related parties are recorded at the carrying value.

Grants and donations related to land

Grants and donations to purchase land are recognized as deferred revenue when received, and recognized as revenue when the land is purchased. The University recognizes in-kind contributions of land as revenue at the fair value of the land when a fair value can be reasonably determined. When the University cannot determine the fair value, it recognizes such in-kind contributions at nominal value.

Endowments

Endowments consist of externally restricted donations received by the University and internal allocations by the University's Board of Governors, the principal of which is required to be maintained intact in perpetuity.

Investment income (excluding unrealized income) earned on endowments must be used in accordance with the various purposes established by the donors or the Board of Governors. Benefactors as well as University policy stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and reinvesting unexpended income.

Under the *Post-Secondary Learning Act*, the University has the authority to alter the terms and conditions of endowments to enable:

- income earned by the endowment to be withheld from distribution to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment.
- encroachment on the capital of the endowment to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment if, in the opinion of the Board of Governors, the encroachment benefits the University and does not impair the long-term value of the fund.

In any year, if the investment income earned on endowments is insufficient to fund the spending allocation, the spending allocation is funded from the accumulated capitalized investment income. However, for individual endowment funds without sufficient accumulated capitalized income, endowment principal is used in that year. This amount is expected to be recovered by future investment income.

Endowment contributions, matching contributions, and associated investment income allocated for the preservation of endowment capital purchasing power are recognized in the Statement of Operations in the period in which they are received.

Investment income

Investment income includes dividends, interest income, and realized gains or losses on the sale of portfolio investments. Investment income from restricted grants and donations is recognized as deferred revenue when the terms for use create a liability, and is recognized as investment income when the terms of the grant or donation are met.

Realized investment income allocated to endowment balances for the preservation of endowment capital purchasing power is recognized in the Statement of Operations as a component of endowment contributions and capitalized investment income.

(d) Inventories

Inventories held for sale are valued at the lower of cost and net realizable value, with cost determined using a first-in, first-out basis. Inventories of supplies are valued at cost.

(e) Tangible Capital Assets

Tangible capital assets are recorded at cost, which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets, and costs associated with asset retirement obligations. Cost includes overhead directly attributable to construction and development.

Work in progress, which includes facilities, improvement projects and development of information systems, is not amortized until after the project is complete and the asset is in service.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(e) Tangible Capital Assets (continued)

The cost, less residual value of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives as follows:

<u>Asset Category</u>	<u>Estimated Useful Lives</u>
Buildings, land and leasehold improvements	
Land improvements	10-25 years
Buildings - exterior	40 years
Buildings - interior	20 years
Building improvements	15 years
Leasehold improvements	lease term
Equipment	
Furnishings and equipment	5-10 years
Computer equipment	3-5 years
Electrical equipment	20 years
Software	3-5 years
Vehicles	6 years
Other	
Library materials	10 years

Tangible capital asset write-downs are recognized when conditions indicate they no longer contribute to the University's ability to provide services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. Net write-downs are recognized as expense.

Contributed capital assets are recorded as revenue at the fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value.

Intangible assets, works of art, historical treasures and collections are expensed when acquired and not recognized as tangible capital assets because a reasonable estimate of the future benefits associated with such property cannot be made (Note 10).

(f) Asset Retirement Obligations

Asset retirement obligations are recognized for statutory, contractual or legal obligations, associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included in determining the results of operations. There were no asset retirement obligations accrued at March 31, 2020 (2019 - none).

(g) Foreign Currency Translation

Transaction amounts denominated in foreign currencies are translated into their Canadian dollar equivalents at average weekly exchange rates. Carrying values of monetary assets and liabilities and non-monetary items included in the fair value category reflect the exchange rates at the Statement of Financial Position date. Unrealized foreign exchange gains and losses are recognized in the Statement of Remeasurement Gains and Losses.

In the period of settlement, foreign exchange gains and losses are reclassified to the Statement of Operations, and the cumulative amount of remeasurement gains and losses is reversed in the Statement of Remeasurement Gains and Losses.

(h) Employee Future Benefits

Pension

The University participates with other employers in the Public Service Pension Plan (PSPP) and the Universities Academic Pension Plan (UAPP). These pension plans are multi-employer defined benefit plans that provide pensions for the University's participating employees based on years of service and earnings.

Pension expense for the UAPP is actuarially determined using the projected benefit method prorated on service and is allocated to each participant based on their respective percentage of pensionable earnings. Actuarial gains or losses on the accrued benefit obligation are amortized over the expected average remaining service life.

The University does not have sufficient plan information on the PSPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, pension expense recorded for the PSPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plan's future benefits.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued) (h) Employee Future Benefits (continued)

Supplementary Benefit Plan

Under the supplementary benefit plan the University provides non-contributory post-employment benefits. The expense for this plan is the employer's current year contribution to the plan as calculated in accordance with the plan rules. The supplementary benefit plan is a defined benefit plan calculated using the accumulated benefit method.

Early Retirement Plan

The University has two early retirement plans.

Plan one includes one member who is entitled to receive a deferred benefit at termination. This benefit is adjusted annually by the annual bond yield rate. This plan is closed to new members.

Plan two includes negotiated settlements with faculty members that are irrevocable by both parties. The cost of providing this benefit is recognized as an expense when the event occurs which obligates the University to provide the benefit.

Long-Term Disability Plan

The cost of providing non-vesting and non-accumulating employee future benefits for compensated absences under the University's long-term disability plan is actuarially determined using the accumulated benefit method, a market interest rate and management's best estimate of the retirement ages of employees, expected health care costs and the period of employee disability. Unamortized actuarial gains or losses on the accrued benefit obligation are amortized over the remaining service period for the plan.

Senior Administrative Leave

The cost of providing non-vesting, accumulating employee future benefits for compensated absences under the University's senior administrative leave is actuarially determined using the projected benefit method prorated on service, including salary increases where applicable, and are based on the plan's benefit formula. Actuarial gains or losses on the accrued benefit obligation are amortized over the expected remaining service life.

Termination benefits

Termination benefits due for employee voluntary and involuntary terminations are recognized as an expense when the event committing the University cannot realistically be withdrawn.

(i) Contaminated Sites

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment. Contaminated sites occur when an environmental standard exists and contamination exceeds the environmental standard.

A liability for remediation of contaminated sites from an operation(s) that is in productive use is recognized net of any expected recoveries when all of the following criteria are met:

- i. the University has a duty or responsibility to others, leaving little or no discretion to avoid the obligation;
- ii. the duty or responsibility to others entails settlement by future transfer or use of assets, or a provision of services at a specified or determinable date, or on demand; and
- iii. the transaction or events obligating the University have already occurred.

A liability for remediation of contaminated sites from an operation(s) no longer in productive use and/or an unexpected event occurs resulting in contamination, is recognized net of any expected recoveries when all of the following criteria are met:

- i. the University is directly responsible or accepts responsibility;
- ii. it is expected that future economic benefits will be given up; and
- iii. a reasonable estimate of the amount can be made.

As at March 31, 2020 there was no liability for remediation of contaminated sites (2019 - nil).

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(j) Expense by Function

The University uses the following categories as functions on its Statement of Operations:

Academic costs and institutional support

Expenses relating to support for the academic functions of the University both directly and indirectly. The function includes expenses incurred by faculties for their scholarly and non-sponsored research activities and by institutional wide administrative services.

Ancillary services

Expenses relating to the University's business enterprises that provide services and products to the University community and to external individuals and organizations. This function includes the bookstore, printing, student residences, food, conference and parking.

Facility operations and maintenance

Expenses relating to maintenance and renewal of facilities that house teaching, research, administrative and common areas within the University. These include utilities, facilities administration, building maintenance, custodial services, groundskeeping as well as major repairs and renovations.

Special purpose and trust

Expenses for scholarships, bursary programs, and other programs involving teaching and community service specifically funded by restricted grants and donations.

Sponsored research

Expenses for all sponsored research activities specifically funded by restricted grants and donations.

(k) Internally Restricted Funds and Reserves

Certain amounts, as approved by the Board of Governors, are set aside in accumulated operating surplus for future operating and capital purposes. Transfers to/from funds and reserves are an adjustment to the respective fund when approved.

(l) Future Accounting Changes

In August 2018, the Public Sector Accounting Board issued PS 3280 Asset Retirement Obligations. This accounting standard is effective for fiscal years starting on or after April 1, 2021. PS 3280 Asset Retirement Obligations provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

In November 2018, the Public Sector Accounting Board issued PS 3400 Revenue. This accounting standard is effective for fiscal years starting on or after April 1, 2022 and provides guidance on how to account for and report on revenue, specifically addressing revenue arising from exchange transactions and unilateral transactions.

Management is currently assessing the impact of these new standards on the financial statements.

Note 3 Cash and Cash Equivalents

Cash and cash equivalents are comprised of cash on hand, demand deposits, and short term highly liquid investments held for the purpose of meeting short term commitments.

	2020	2019
Cash	\$ 17,435	\$ 5,986
Cash equivalents	-	-
	<u>\$ 17,435</u>	<u>\$ 5,986</u>

Note 4 Accounts Receivable

	2020	2019
Accounts receivable	\$ 4,606	\$ 5,489
Contributions receivable	405	759
Allowance for doubtful accounts receivable	(98)	(56)
	<u>\$ 4,913</u>	<u>\$ 6,192</u>

Accounts receivable includes research and other government grants totaling \$1,501 (2019 - \$1,381).

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 4 Accounts Receivable (continued)

Contributions receivable consist of amounts from external groups contractually obligated to the University and do not arise from the direct provision of goods or services. Included in contributions receivable is a contract with 1st Choice Savings and Credit Union Ltd. to be the naming sponsor for the 1st Choice Savings Centre for Sport and Wellness for a total contribution of \$2,250 over a 15-year period beginning in 2007. University of Lethbridge undergraduate students are contributing \$2,500 towards the 1st Choice Savings Centre for Sport and Wellness, to be collected over a period of 13 years beginning in 2007. The University of Lethbridge Faculty Association is contributing \$205 toward the construction of the daycare facility, to be collected over a period of approximately 19 years beginning in 2010. These contributions have been discounted to their present value using market interest rates.

In addition to the contributions above, there are pledges of \$11,055 (2019 - \$11,862) for capital projects, advancing academic programming and scholarships that have not been recorded in the financial statements as they do not meet the criteria for recognition.

Note 5 Portfolio Investments

	2020	2019
Portfolio investments - non-endowment	\$ 132,098	\$ 152,971
Portfolio investments - restricted for endowments	66,761	72,953
	<u>\$ 198,859</u>	<u>\$ 225,924</u>

The composition of portfolio investments measured at fair value is as follows:

	Level 1	Level 2	Level 3	2020	Level 1	Level 2	Level 3	2019
Portfolio investments at fair value:								
Pooled investment funds:								
Foreign equity	\$103,418	\$ -	\$ -	\$103,418	\$127,375	\$ -	\$ -	\$ 127,375
Canadian equity	40,712	-	-	40,712	45,905	-	-	45,905
Canadian bonds	-	46,229	-	46,229	-	44,743	-	44,743
Other investments	-	-	8,500	8,500	-	-	7,901	7,901
	<u>\$144,130</u>	<u>\$ 46,229</u>	<u>\$ 8,500</u>	<u>\$198,859</u>	<u>\$173,280</u>	<u>\$ 44,743</u>	<u>\$ 7,901</u>	<u>\$ 225,924</u>

The fair value measurements are those derived from:

Level 1 - Quoted prices in active markets for identical assets;

Level 2 - Fair value measurements are those derived from inputs other than quoted prices included within level 1 that are observable for the assets, either directly (i.e. as prices) or indirectly (i.e. derived from prices);

Level 3 - Fair value measurements are those derived from valuation techniques that include inputs for the assets that are not based on observable market data (unobservable inputs).

The following table reconciles the changes in fair value of level 3 investments:

	2020	2019
Balance, beginning of year	\$ 7,901	\$ 6,260
Unrealized (loss)/gain	(304)	1,255
Purchases	486	-
Other adjustments	417	386
Balance, end of year	<u>\$ 8,500</u>	<u>\$ 7,901</u>

The Other investments category represents alternative investments which consists of opportunistic credit, secondary private equity, water entitlements and global transportation assets.

Note 6 Financial Risk Management

The University has policies and procedures in place governing asset mix, diversification, exposure limits, credit quality and performance measurement. The University's Finance Committee, a subcommittee of the Board of Governors, has delegated authority for oversight of the University's investments. The Finance Committee meets regularly to monitor investments, to review investment manager performance, to ensure compliance with the University's investment policy and to evaluate the continued appropriateness of the University's investment policy.

The University is exposed to a variety of financial risks, including market risks (price risk, currency risk and interest rate risk), credit risk, and liquidity risk. To manage these risks, the University invests in a diversified portfolio of investments that is guided by established investment policies that outline risk and return objectives. The long-term objective of the University's investment policies is to achieve a long-term real rate of return in excess of fees and expenses and maintain the real value of the fund.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 6 Financial Risk Management (continued)

Market risk

The University is exposed to market risk - the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual security, its issuer or general market factors affecting all securities. To manage these risks, the University has established an investment policy with a target asset mix that is diversified by asset class with individual issuer limits and is designed to achieve a long-term rate of return that in real terms equals or exceeds total endowment expenditures with an acceptable level of risk.

The University assesses its portfolio sensitivity to a percentage increase or decrease in the market prices. The sensitivity rate is determined using the historical annualized standard deviation for the total portfolio investments over a four year period as determined by the investment consultant Morneau Shepell. At March 31, 2020, if market prices had a 9.2% (2019 - 6.8%) increase or decrease, with all other variables held constant, the increase or decrease in accumulated remeasurement gains and losses for the year would be \$18,283 (2019 - \$11,773).

Foreign currency risk

Foreign currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The University is exposed to foreign exchange risk on investments that are denominated in foreign currencies. The University does not use foreign currency forward contracts or any other type of derivative financial instrument for trading or speculative purposes.

The impact of a change in value of the Canadian dollar against the foreign currency portfolio investments is as follows:

	Fair Value	2.5% decrease	1.0% decrease	1.0% increase	2.5% increase
Foreign currency equities	\$ 103,418	\$ 100,833	\$ 102,384	\$ 104,452	\$ 106,003

Credit risk

Counterparty credit risk is the risk of loss arising from the failure of a counterparty to fully honour its financial obligations with the University. The University is exposed to credit risk on investments and has established an investment policy with required minimum credit quality standards and issuer limits to manage this risk. Risk is mitigated by placing investments with high credit quality counterparties, limiting exposure through any one counterparty and debt instruments must have a rating of BBB-plus or better and the short-term portfolio must be rated at least R-1, mid (or equivalent) as per the Dominion Bond Rating Service.

The credit risk from accounts receivable is low as the majority of balances are due from government agencies and corporate sponsors.

The credit risks on investments held are as follows:

Credit Rating	2020	2019
AAA	38.58 %	38.07 %
AA	36.18 %	37.32 %
A	13.88 %	13.02 %
BBB	11.32 %	11.19 %
Not rated	0.04 %	0.40 %
	100.00 %	100.00 %

Liquidity risk

Liquidity risk is the risk that the University will encounter difficulty in meeting obligations associated with its financial liabilities. The University maintains a short-term line of credit with the Bank of Montreal of \$5 million that is designed to ensure sufficient funds are available to meet current and forecasted financial requirements in the most cost effective manner. There are no amounts outstanding on the line of credit at March 31, 2020 (2019 - \$nil).

Interest rate risk

Interest rate risk is the risk to the University's earnings that arise from the fluctuation in interest rates and the degree of volatility of these rates. The risk is managed by contractually setting interest rates with banking institutions and investment policies that limit the term to maturity of certain fixed income securities that the University holds. Interest rate risk on the University's debt is managed through fixed rate agreements with Alberta Capital Finance Authority (Note 8). A 1.0% change in interest rates on the \$46,229 bond portfolio would result in a \$462 (2019 - \$447) impact on return.

The maturity and effective market yield of interest bearing investments are as follows:

	< 1 year	1 - 5 years	> 5 years	Average effective market yield
Cash and cash equivalents	\$ 17,435	\$ -	\$ -	0.85%
Portfolio investments, Canadian bonds	\$ 201	\$ 18,831	\$ 27,197	3.27%

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 7 Employee Future Benefit Liabilities

	2020	2019
Universities Academic Pension Plan (UAPP)	\$ 20,029	\$ 20,113
Senior administrative leaves	7,835	8,265
Supplementary benefit plan	5,672	5,306
Long-term disability	1,535	1,462
Termination benefits	1,639	-
Early retirement plan	411	142
Other	38	46
	<u>\$ 37,159</u>	<u>\$ 35,334</u>

(a) Defined Benefit Plans accounted for on a defined benefit basis

UAPP

The UAPP is a multi-employer contributory joint defined benefit pension plan for academic staff members and other eligible employees. An actuarial valuation of the UAPP was carried out as at December 31, 2018, extrapolated to the plan's year end of December 31, 2019 and further extrapolated to the University's year end of March 31, 2020 resulting in a UAPP deficit of \$1,304,243 (2019 - \$996,451) consisting of a pre-1992 deficit of \$885,537 (2019 - \$827,872) and a post-1991 deficit of \$418,706 (2019 - \$168,579). The University's portion of the UAPP deficit has been allocated based on its percentage of the plan's total employer contributions for the year.

The unfunded deficit for service prior to January 1, 1992 is financed by additional contributions of 1.25% (2019 - 1.25%) of salaries by the Government of Alberta. Employees and employers equally share the balance of the contributions of 2.90% (2019 - 2.90%) of salaries until June 30, 2020 and 3.04% (2019 - 2.90%) of salaries required thereafter to eliminate the unfunded deficit by December 31, 2043. The Government of Alberta's obligation for future additional contributions was \$267,203 at March 31, 2020 (2019 - \$258,570).

The unfunded deficiency for service after December 31, 1991 is financed by special payments shared equally between employees and employers of:

- 3.38% until June 30, 2020, then reducing to 3.24% of pensionable earnings until December 31, 2021 (2019 - 4.44% of salaries until December 31, 2021)
- 1.71% of pensionable earnings for 2022 and 2023 (2019 - 1.71%)
- 0.70% of pensionable earnings for 2024 and 2025 (2019 - 0.70%)
- 0.25% of pensionable earnings for 2026 and 2027 (2019 - 0.25%)

Senior administrative leave

The University provides for certain senior administrators to accrue time in the form of a leave of absence for the purpose of professional development. The most recent actuarial valuation for these benefits was at March 31, 2020. The next actuarial evaluation will be carried out for March 31, 2021.

Supplementary benefit plan

The University provides non-contributory defined supplementary benefits to current and past senior administrators above the benefits provided by the Universities Academic Pension Plan. The next actuarial evaluation will be carried out for March 31, 2021.

Early retirement plan

The University provides multiple early retirement benefits to certain employees consisting of two plans with retirement payouts. The University has an early retirement defined benefit plan that pays a fixed amount based on the benefits in effect for the member at the date of retirement. The plan is closed to new members and no future service benefits are being accrued. Plan two includes negotiated settlements with faculty members under Article 16.06 of the Academic Staff Collective Agreement for a total of \$267 (2019 - \$ nil).

Long-term disability plan

The University provides long-term disability defined benefits to its employees (academic and support staff). The most recent actuarial valuation for these benefits was at March 31, 2020. The long-term disability plan provides pension and non-pension benefits after employment, but before the employee's normal retirement date. The accrued benefit obligation began the year at \$1,462 (2019 - \$1,412), increased by current and past service costs of \$300 (2019 - \$160) and interest costs of \$31 (2019 - \$40) which were offset by amortization of net actuarial gain of \$98 (2019 - \$28) and benefits paid of \$160 (2019 - \$122) for an accrued benefit liability at the end of the year of \$1,535 (2019 - \$1,462). The long-term disability plan has an unamortized net actuarial gain of \$554 (2019 - \$586). The actuarial assumptions used to measure the accrued benefit obligation discount rate is 3.2% (2019 - 2.8%) and the annual rate of cost increase for benefits is 3.5% (2019 - 3.5%) and pension is 1.0% (2019 - 1.0%). The University plans to use working capital to finance these future obligations. The next actuarial evaluation will be carried out for March 31, 2021.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 7 Employee Future Benefit Liabilities (continued)

(a) Defined Benefit Plans accounted for on a defined benefit basis (continued)

The expense and financial position of these defined benefit plans are as follows:

	2020				2019			
	UAPP	Early retirement plan ⁽²⁾	Senior administrative leave ⁽²⁾	Supplementary benefit plan ⁽²⁾	UAPP	Early retirement plan ⁽²⁾	Senior administrative leave ⁽²⁾	Supplementary benefit plan ⁽²⁾
Expenses								
Current service cost	\$ 7,952	\$ -	\$ 722	\$ 496	\$ 7,316	\$ -	\$ 856	\$ 529
Interest cost ⁽¹⁾	1,801	2	224	91	611	3	241	108
Amortization of net actuarial losses/(gains)	891	-	(85)	-	(1,523)	-	18	-
Amortization of past service cost	-	267	-	-	-	-	-	-
Total expense	\$ 10,644	\$ 269	\$ 861	\$ 587	\$ 6,404	\$ 3	\$ 1,115	\$ 637
Financial position								
Accrued benefit obligation:								
Balance, beginning of year	\$ 217,699	\$ 142	\$ 7,924	\$ 5,306	\$ 197,593	\$ 176	\$ 7,557	\$ 4,877
Current service cost	7,952	-	722	496	7,316	-	856	529
Interest cost	12,367	2	224	91	12,018	3	241	108
Prior service cost	-	267	-	-	-	-	-	-
Benefits paid	(9,634)	-	(1,291)	(221)	(9,218)	(37)	(748)	(208)
Actuarial (gain)/loss	(2,222)	-	(1,260)	-	9,990	-	18	-
Balance, end of year	226,162	411	6,319	5,672	217,699	142	7,924	5,306
Plan Assets	(184,748)	-	-	-	(188,139)	-	-	-
Plan deficit	41,414	411	6,319	5,672	29,560	142	7,924	5,306
Unamortized net actuarial (loss)/gain	(21,385)	-	1,516	-	(9,447)	-	341	-
Accrued benefit liability	\$ 20,029	\$ 411	\$ 7,835	\$ 5,672	\$ 20,113	\$ 142	\$ 8,265	\$ 5,306

(1)UAPP interest cost is net of earnings

(2)The University plans to use its working capital to finance these future obligations.

The significant actuarial assumptions used to measure the accrued benefit obligation are as follows:

	2020				2019			
	UAPP	Early retirement plan	Senior administrative leave	Supplementary benefit plan	UAPP	Early retirement plan	Senior administrative leave	Supplementary benefit plan
Accrued benefit obligation:								
Discount rate	5.6%	n/a	3.2%	n/a	5.6%	n/a	2.8%	n/a
Long-term average compensation increase	3.0%	n/a	0.0%	n/a	3.0%	n/a	0.0%	n/a
Benefit cost:								
Discount rate	5.6%	n/a	3.2%	n/a	5.6%	n/a	2.8%	n/a
Long-term average compensation increase	3.0%	n/a	3.5%	n/a	3.0%	n/a	3.5%	n/a
Alberta inflation:								
Next 2 years	2.0%	n/a	n/a	n/a	2.0%	n/a	n/a	n/a
Thereafter	2.0%	n/a	n/a	n/a	2.0%	n/a	n/a	n/a
Estimated average remaining service life	10.6 yrs	n/a	4 yrs	n/a	10.6 yrs	n/a	4 yrs	n/a

(b) Defined Benefit Plan accounted for on a Defined Contribution Basis

Public Service Pension Plan (PSPP)

The PSPP is a multi-employer contributory defined benefit pension plan for support staff members. As the University does not have sufficient information to follow the accounting standards for defined benefits plans, it is accounted for on a defined contribution basis. The pension expense recorded in these financial statements is \$2,527 (2019 - \$2,488).

An actuarial valuation of the PSPP was carried out as at December 31, 2017 and was then extrapolated to December 31, 2019. At December 31, 2019, the PSPP reported a surplus of \$2,759,320 (2018 - surplus of \$519,218) which represents the excess of plan funding as a whole and not the University's share.

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(thousands of dollars)

Note 7 Employee Future Benefit Liabilities (continued)

(c) COVID-19 impact

The fair value of the pension plans is subject to significant market volatility due to the economic crisis stemming from the global pandemic COVID-19 virus. To the extent that the pension plans may not recover market-losses during the remainder of 2020, the funded status of the plans would experience a correlated decline. The financial market impact of the outbreak has been rapidly evolving, which precludes a reasonable estimate of the impact.

Note 8 Debt

	Collateral	Maturity date	Interest rate	2020	2019
Alberta Capital Finance Authority:					
Student housing debenture	(1)	April 15, 2023	6.00%	\$ 1,208	\$ 1,469
Student housing debenture - Phase 3	(1)	March 15, 2037	3.26%	\$ 5,721	\$ 5,969
				<u>\$ 6,929</u>	<u>\$ 7,438</u>

(1) Collateral consists of a security interest in present and acquired intangibles, accounts, monies, book debts, instruments, claims or rights, rentals, or insurance proceeds directly or indirectly associated from the operations of the said student residences building.

Principal and interest repayments are as follows:

	Principal	Interest	Total
2021	\$ 533	\$ 257	\$ 790
2022	558	232	790
2023	584	206	790
2024	611	179	790
2025	292	149	441
Thereafter	4,351	942	5,293
	<u>\$ 6,929</u>	<u>\$ 1,965</u>	<u>\$ 8,894</u>

Interest expense on debt is \$266 (2019 - \$289) and is included in the Statement of Operations.

Note 9 Deferred Revenue

	Restricted			2020	2019
	Research and other restricted	Unspent capital contributions	Other		
Balance, beginning of year	\$ 25,824	\$ 9,340	\$ 7,704	\$ 42,868	\$ 72,449
Grants, tuition, donations received	23,655	7,028	6,703	37,386	77,598
Investment income	2,178	185	-	2,363	2,498
Transfers to spent deferred capital contributions	(2,549)	(4,173)	-	(6,722)	(80,013)
Recognized as revenue	(25,244)	(4,425)	(7,704)	(37,373)	(29,664)
Balance, end of year	<u>\$ 23,864</u>	<u>\$ 7,955</u>	<u>\$ 6,703</u>	<u>\$ 38,522</u>	<u>\$ 42,868</u>

As at March 31, 2020, the following deferred revenue categories exist:

- Research and other restricted are amounts where external stipulations outlined by agreement have not been met.
- Unspent capital contributions relates to funding with capital purchase stipulations that have not been met.
- Other includes unearned tuition, student residences charges and other amounts received related to future fiscal periods.

University of Lethbridge

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Note 10 Tangible Capital Assets

	Building, land and leasehold improvements				2020	2019
	Land	Equipment	Other			
Cost (a)						
Beginning of year	\$ 2,029	\$ 711,558	\$ 104,747	\$ 37,506	\$ 855,840	\$ 768,491
Additions (b)	-	5,233	6,938	986	13,157	90,336
Disposals and write downs	(559)	-	(2,110)	(288)	(2,957)	(2,987)
	1,470	716,791	109,575	38,204	866,040	855,840
Accumulated amortization						
Beginning of year	-	(200,011)	(89,517)	(31,777)	(321,305)	(304,657)
Amortization expense	-	(19,143)	(5,223)	(1,240)	(25,606)	(19,584)
Disposal and write down effect	-	-	2,004	288	2,292	2,936
	-	(219,154)	(92,736)	(32,729)	(344,619)	(321,305)
Net book value at March 31, 2020	\$ 1,470	\$ 497,637	\$ 16,839	\$ 5,475	\$ 521,421	\$ 534,535
Net book value at March 31, 2019	\$ 2,029	\$ 511,547	\$ 15,230	\$ 5,729		\$ 534,535

(a) Cost includes work in progress for assets under construction of \$2,020 (2019 - \$267,692), which is not amortized as the assets are not yet available for use.

(b) During the year, additions of in-kind contributions (such as library materials, equipment, software, buildings and land) amounted to \$ 110 (2019 - \$264).

The University holds a collection including works of art, cultural and historical properties and treasures that are not recorded in these statements as a reasonable estimate of the future benefits associated with such assets cannot be made. Numbering over 14,000 paintings, sculptures, drawings, photographs and prints, the holdings include works from Canada, America and Europe, span the 19th and 20th centuries and continue to grow with 21st century additions. Through exhibitions, first-hand study of works from the University's renowned art collection, and hands-on activities, the collection supports research, learning and community engagement at the University. During the year, the University purchased and received in-kind contributions and donations of collection assets in the amount of \$55 (2019 - \$1,202). At March 31, 2020, this collection had a book value of \$41,398 (2019 - \$41,343).

Note 11 Spent Deferred Capital Contributions

Spent deferred capital contributions is comprised of externally restricted grants and donations spent on tangible capital acquisitions (not yet recognized as revenue).

	2020	2019
Balance, beginning of year	\$ 419,208	\$ 352,814
Transfers from unspent deferred capital contributions	4,173	77,541
Transfers from deferred research and other restricted	2,549	2,472
Expended capital recognized as revenue	(15,286)	(13,619)
Balance, end of the year	\$ 410,644	\$ 419,208

University of Lethbridge

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Note 12 Net assets

	Accumulated surplus from operations	Investment in tangible capital assets	Internally restricted funds and reserves	Endowments	Total
Net assets, as at March 31, 2018	\$ 23,859	\$ 103,095	\$ 40,584	\$ 68,348	\$ 235,886
Annual operating surplus	7,308	-	-	-	7,308
Endowments					
New donations	-	-	-	624	624
Capitalized investment income	-	-	-	(59)	(59)
Tangible capital assets					
Amortization of tangible capital assets	5,997	(5,997)	-	-	-
Net book value of tangible capital asset disposals	19	(19)	-	-	-
Debt repayments	(487)	487	-	-	-
Acquisition of tangible capital assets	(1,640)	10,323	(8,683)	-	-
Operating expenses funded from internally restricted surplus	15,598	-	(15,598)	-	-
Net Board appropriation to internally restricted surplus	(27,148)	-	27,148	-	-
Change in accumulated remeasurement gains	8,336	-	-	4,040	12,376
Net assets, beginning of year	\$ 31,842	\$ 107,889	\$ 43,451	\$ 72,953	\$ 256,135
Annual operating surplus	1,102	-	-	-	1,102
Endowments					
New donations	-	-	-	587	587
Capitalized investment income	-	-	-	680	680
Tangible capital assets					
Amortization of tangible capital assets	10,412	(10,412)	-	-	-
Net book value of tangible capital asset disposals	573	(573)	-	-	-
Debt repayments	(509)	509	-	-	-
Acquisition of tangible capital assets	(3,593)	6,435	(2,842)	-	-
Operating expenses funded from internally restricted surplus	14,269	-	(14,269)	-	-
Net Board appropriation to internally restricted surplus	(11,789)	-	11,789	-	-
Change in accumulated remeasurement gains	(14,376)	-	-	(7,459)	(21,835)
Net assets, end of year	\$ 27,931	\$ 103,848	\$ 38,129	\$ 66,761	\$ 236,669
Net assets is comprised of:					
Accumulated surplus	\$ 16,784	\$ 103,848	\$ 38,129	\$ 62,420	\$ 221,181
Accumulated remeasurement gains	11,147	-	-	4,341	15,488
	\$ 27,931	\$ 103,848	\$ 38,129	\$ 66,761	\$ 236,669

(a) Investment in tangible capital assets

Investment in tangible capital asset figures represent the amount of internally generated funds spent on capital.

University of Lethbridge

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(thousands of dollars)

Note 12 Net assets (continued)

(b) Internally restricted funds and reserves

As a general guideline, the University will maintain an internally restricted net asset balance at 10 - 12% of the University's annual operating budget to fund strategic priorities, capital projects and one time cash needs that may arise. Appropriations and disbursements for the year were as follows:

	Balances, beginning of year	Appropriations from unrestricted net assets	Disbursements during the year	Balances, end of year
Capital activities				
Capital replacement	\$ 6,463	\$ 5,189	\$ (3,344)	\$ 8,308
Housing	2,245	388	(70)	2,563
Ancillary	3,695	1,079	(729)	4,045
Facility enhancement	616	1,665	(267)	2,014
Self insurance	239	40	(52)	227
Utility conservation	6	1	-	7
Stadium	16	-	-	16
	\$ 13,280	\$ 8,362	\$ (4,462)	\$ 17,180
Operating activities				
Comprehensive university	24,653	1,609	(10,291)	15,971
Student experience	3,080	292	(920)	2,452
External relations	282	1	(110)	173
Staff training and development	165	-	-	165
Legal	62	-	-	62
Staff replacement	91	50	(54)	87
Professional supplement	1,838	1,475	(1,274)	2,039
	30,171	3,427	(12,649)	20,949
Total	\$ 43,451	\$ 11,789	\$ (17,111)	\$ 38,129

Note 13 Contingent assets

The University, in the conduct of its normal activities, initiated legal matters and insurance claims where possible assets are being sought. These contingent assets are not recognized in the financial statements. While the outcomes of these matters cannot be reasonably estimated at this time, the University believes that any settlement will not have a material effect on the financial position or the results of operations of the University.

Note 14 Contingent Liabilities

The University has identified potential asset retirement obligations related to the existence of asbestos in its facilities. Although not a current health hazard, upon renovation or demolition of these facilities, the University may be required to take appropriate remediation actions to remove the asbestos. The University has no legal obligation to remove the asbestos in these facilities as long as the asbestos is contained and does not pose a public health risk. The fair value of a future obligation cannot be reasonably estimated due to the indeterminate timing and scope of the removal.

At March 31, 2020, the University was named as defendant in a number of legal proceedings arising in the normal course of business. While the ultimate outcome and liability of these proceedings cannot be reasonably estimated at this time, the University believes that any settlement will not have a material adverse effect on the financial position or the results of operations of the University. Management has concluded that none of the claims meet the criteria for recognizing a liability.

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Note 15 Contractual rights

Contractual rights are rights of the University to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	Capital Projects	Operating Leases	Total
2021	\$ -	\$ 718	\$ 718
2022	-	684	684
2023	-	663	663
2024	-	236	236
2025	-	113	113
Thereafter	-	-	-
Total at March 31, 2020	\$ -	\$ 2,414	\$ 2,414
Total at March 31, 2019	\$ 6,700	\$ 1,507	\$ 8,207

Note 16 Contractual Obligations

The University has contractual obligations which are commitments that will become liabilities in the future when the terms of the contracts or agreements are met. The estimated aggregate amount payable for the unexpired terms of these contractual obligations are as follows:

	Service Contracts	Capital Projects	Information Systems and Technology	Operating Leases	Total
2021	\$ 2,043	\$ 2,008	\$ 905	\$ 22	\$ 4,978
2022	1,559	-	141	3	1,703
2023	24	-	132	3	159
2024	-	-	132	3	135
2025	-	-	39	3	42
Thereafter	-	-	-	20	20
Total at March 31, 2020	\$ 3,626	\$ 2,008	\$ 1,349	\$ 54	\$ 7,037
Total at March 31, 2019	\$ 5,394	\$ 6,030	\$ 2,154	\$ 106	\$ 13,684

Service contracts include contractual obligations the University has entered into for services such as electricity, maintenance and consulting services. Capital projects include contractual obligations for the construction or purchase of capital items. Information systems and technology include contractual obligations for technology maintenance and services. Long-term operating leases are contractual obligations the University has entered into for the use of additional facilities and that include fixed term costs.

Included in service contracts are electricity contracts entered into to reduce its exposure to the volatility in the electrical industry. The University has entered into contracts to fix a portion of its electrical cost at an average of \$0.06 (2019 - \$0.06) per kilowatt hour.

The University is one of 61 members of the Canadian Universities Reciprocal Insurance Exchange (CURIE), a self-insurance reciprocal established to share the insurable property, liability and errors and omissions risks of member universities. The projected cost of claims against the exchange is based on actuarial projections and is funded through members' premiums. CURIE has seven different underwriting periods, of which the University participates in six with an accumulated surplus of \$90,185 as of December 31, 2019 (2019 - \$79,338). The University's proportionate share of the surplus is approximately 1.40% (2019 - 1.30%) at December 31, 2019. This surplus is not recorded in the financial statements.

Note 17 Funds held on behalf of others

The University holds funds on behalf of others over which the Board has no power of appropriation in the amount of \$135 (2019 - \$118). Accordingly, these funds are not included in the financial statements.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 18 Related parties

The University is a related party with organizations within the Government of Alberta (GOA) reporting entity. Key management personnel of the University including the Board of Governors, and their close family members are also considered related parties. The University may enter into transactions with these entities and individuals in the normal course of operations and on normal terms.

The University has liabilities with Alberta Capital Finance Authority as described in Note 8.

During the year, the University conducted business transactions with related parties, including Ministries of the Government of Alberta, school districts and other public Colleges and Universities. The revenues and expenses incurred for these business transactions have been included in the Statement of Operations but have not been separately quantified. During the year, the University received the following services at nominal or reduced amounts:

- The University occupied space owned by Bow Valley College, an entity subject to common control, at a nominal cost. The cost differs from the estimated fair value of \$275 that would have been recorded if the parties were at arm's length.

Note 19 Government transfers

	2020	2019
Grants from GOA		
Advanced Education		
Operating grants	\$ 105,085	\$ 108,565
Capital grants	6,700	47,451
Other	2,694	4,949
	<u>114,479</u>	<u>160,965</u>
Other GOA departments and agencies:		
Alberta Innovates	1,696	2,088
Alberta Environment and Parks	1,150	359
Alberta Gambling Research Institute	644	569
Other Provincial Institutions	458	301
Alberta Labour and Immigration	367	386
Alberta Economic Development and Trade	188	737
Alberta Agriculture and Forestry	83	-
Alberta Health	47	-
Alberta Foundation for the Arts	26	-
Alberta Health Services	12	79
Alberta Culture and Tourism	-	185
Alberta Education	-	162
	<u>4,671</u>	<u>4,866</u>
Total contributions received	119,150	165,831
Restricted expended capital recognized as revenue	14,502	12,891
Deferred revenue	766	(46,676)
	<u>\$ 134,418</u>	<u>\$ 132,046</u>
Federal and other government grants		
Contributions received	\$ 13,114	\$ 11,178
Less: deferred revenue	(1,915)	(1,202)
	<u>\$ 11,199</u>	<u>\$ 9,976</u>

Note 20 Expense by object

	Budget	2020	2019
Salaries ⁽¹⁾	\$ 123,472	\$ 126,585	\$ 122,491
Employee benefits	26,157	23,377	18,942
Materials, supplies and services	25,641	31,821	33,179
Utilities	4,278	4,765	4,219
Maintenance and repairs	2,729	2,493	3,503
Scholarships and bursaries	7,181	8,066	7,655
Cost of goods sold	2,807	2,651	2,691
Amortization of tangible capital assets	28,376	25,606	19,584
	<u>\$ 220,641</u>	<u>\$ 225,364</u>	<u>\$ 212,264</u>

⁽¹⁾Salaries include termination costs of \$2,951 (2019 - \$317).

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 21 Salary and Employee Benefits

Under the authority of the Fiscal Management Act, the President of Treasury Board and Minister of Finance requires the disclosure of certain salary and employee benefit information.

	2020				Total	2019
	Base salary (1)	Other cash benefits (2)	Senior Admin Leave (8)	Other non- cash benefits (3) (6)		Total
Governance⁽⁴⁾						
Executive						
President ⁽⁵⁾	\$ 440	30	103	160	\$ 733	\$ 740
Provost and Vice-President Academic ⁽⁷⁾	\$ 330	11	25	113	\$ 479	\$ 529
Vice-President Finance and Administration	\$ 334	-	(19)	131	\$ 446	\$ 544
Vice-President Research	\$ 330	32	79	73	\$ 514	\$ 511
Vice-President University Advancement ⁽⁹⁾⁽¹⁰⁾	\$ 195	38	-	44	\$ 277	\$ 291

(1) Base salary includes pensionable base pay.

(2) Other cash benefits include housing allowances, vacation payments and research grants in lieu of salary.

(3) Other non-cash benefits include the University's share of all employee benefits and contributions or payments made on behalf of employees including pension, dental coverage, flex health plan, extended health benefits, group life insurance, supplementary benefit plan (as per point 6 below) and professional supplement allowance.

(4) The Chairman and members of the Board of Governors receive no remuneration for participation on the Board.

(5) Automobile provided, no dollar amount included in other non-cash benefit figures.

(6) Under the terms of the supplementary benefit plan (SBP), senior administrators will receive supplemental retirement payments. The costs detailed below are not cash payments in the period but are period expenses for rights to future compensation. Costs shown reflect the total estimated cost to provide a payment at termination of employment with the University. The SBP is a defined benefit plan. The University contributes annually to the SBP based on the employee's salary and this benefit earns interest at the annual realized rate of return on the University's long-term investments. Current service costs is the notional value of the benefits earned in the fiscal year. The interest accrued on benefit obligations is equal to the realized earnings rate on the Government of Canada's long-term bond rate of 1.67% in 2020 (2019 – 2.15%).

(7) During the fiscal year, the Provost & Vice-President Academic position was occupied for 10.5 months, with the remaining 1.5 months taken as administrative leave.

(8) Senior administrative leave is accrued for certain executive officers at a rate of one month for every five months served. If the leave is granted, all salaries and benefits excluding any housing allowances are paid on a monthly basis for the duration of the leave. Cash payments in lieu of administrative leave are not permitted, nor is it possible under Board policy to work for another institution or organization while on leave. Normally, administrative leave is taken upon completion of the senior administrative appointment. The cost of these benefits is actuarially determined using the projected benefit method prorated on service, a discount rate based on market interest rates and management's best estimates of salary and benefit increases to the assumed retirement or termination date. Net actuarial gains and losses of the benefit obligations are amortized over the average remaining service life of the employee group. Amounts shown include current costs. Current service cost is the actuarial present value of the benefits earned in the fiscal year. Interest and other costs include the amortization of actuarial gains and losses and interest accruing on the actuarial liability.

(9) The Vice-President University Advancement does not accrue administrative leave.

(10) During the fiscal year, the Vice-President University Advancement position was occupied for 10 months and vacant the remainder of the year.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 21 Salary and Employee Benefits (continued)

The current service cost and accrued obligation for each executive under the Senior Administrative Leave is as follows:

	Accrued Obligation March 31, 2019	Service cost (benefit reduction) ⁽¹²⁾	Interest and other costs	Actuarial loss (gain)	Accrued Obligation, March 31, 2020
President	\$ 700	81	22	(390)	\$ 413
Vice-Presidents:					
Provost and Vice-President Academic	\$ 898	(53)	25	(758)	\$ 112
Vice-President Finance and Administration ⁽¹³⁾	\$ 1,159	(50)	31	(98)	\$ 1,042
Vice-President Research	\$ 266	70	9	(11)	\$ 334
Vice-President University Advancement ⁽¹¹⁾	\$ -	-	-	-	\$ -

⁽¹¹⁾ This position does not accrue senior administrative leave.

⁽¹²⁾ Service cost include benefits earned during the year. During the year, Provost and Vice-President Academic's senior administrative leave benefit experienced a net reduction due to benefits used for a leave ending June 30, 2020. During the year Vice-President Finance and Administration's senior administrative leave experienced a net reduced due to amounts transferred to the supplementary benefit plan.

⁽¹³⁾ Vice-President Finance and Administration no longer accrues senior administrative leave, effective June 30, 2019.

The current service cost and accrued obligation for each executive under the Supplementary Benefit Plan is as follows:

	Accrued Obligation March 31, 2019	Service cost	Interest cost	Accrued Obligation March 31, 2020
President	\$ 663	90	12	\$ 765
Vice-Presidents:				
Provost and Vice-President Academic	\$ 350	60	6	\$ 416
Vice-President Finance and Administration	\$ 508	75	9	\$ 592
Vice-President Research	\$ 93	24	2	\$ 119
Vice-President University Advancement	\$ 116	8	2	\$ 126

The significant actuarial assumptions used to measure accrued benefit obligations are disclosed in Note 7.

Note 22 Budget Figures

Budgeted figures have been provided for comparison purposes and have been derived from the University's Comprehensive Budget as approved in December 2019 by the Board of Governors, inclusive of adjustments to the University's Comprehensive Institutional Plan that incorporated the impact of Alberta Budget 2019.

Note 23 Approval of Financial Statements

The financial statements were approved by the Board of Governors of the University of Lethbridge.

Note 24 Subsequent Events

The World Health Organization declared a global pandemic for the COVID-19 disease on March 11, 2020. Consequently, on March 17, 2020, the Government of Alberta declared a state of public health emergency over the COVID-19 pandemic and enacted measures for its citizens and businesses to follow, intended to minimize the impact of the disease. The pandemic and these declarations have impacted how the University operates. Current and potential impacts to future operations of these declarations are as follows:

Operational Impact

The University of Lethbridge shifted the delivery of academic courses to an alternative model beginning March 18, 2020, with faculty and staff beginning the transition to work from home. Over the next few weeks, the closure of recreation facilities, student housing, and the cancellation of in-person events and the sales of goods and services culminated with the temporary closure of campus and restricted access to buildings effective March 30, 2020. The March 31, 2020 financial statements have been adjusted to reflect amounts received and now refundable to students and customers for services that cannot be provided during the closure or have been cancelled.

University of Lethbridge

Year ended March 31, 2020

(thousands of dollars)

Note 24 Subsequent Events (continued)

Staffing

Generally, University employees are required to work remotely for the duration of the campus closure. Subsequent to March 31, 2020 temporary layoffs and reductions in hours of work have been and will continue to be considered as work requirements change in response to changes in our operation.

Enrolment

The closure of the Canadian border to non-essential international travel in place at March 31, 2020 remains in force and may have an impact on enrolment for international graduate and undergraduate students in future periods. Since March 31, 2020, the Government of Canada has introduced some measures to temporarily ease current restrictions on international students whose courses will be online due to COVID-19. The overall economic climate of COVID-19 may impact both international and domestic enrolment in a negative way. While the potential impact cannot be reasonably estimated at this time, the University of Lethbridge will offer a robust, high-quality learning experience for students this fall, despite the uncertainty caused by the COVID-19 pandemic.

Sales of products and services

The state of public health emergency physical distancing measures in place at March 31, 2020 continue to force the campus closure and distanced learning measures to be imposed. As a result, it is uncertain if amounts received by March 31, 2020 for future non-academic programming will be earned or returned to customers. Distancing measures and the campus closure will continue to have a negative impact on the future sale of products and services revenue which cannot be reasonably estimated at this time.

Fundraising

The global economic impact caused by the COVID-19 pandemic may negatively impact the University's ability to meet future fundraising targets. The short and long term impact cannot be determined at this time.

Investments

The University experienced a decline in investment value due to market conditions being impacted by the COVID-19 pandemic in the Statement of Remeasurement Gains and Losses. Subsequent to March 31, markets have begun a recovery, an indicator the decline may be temporary in nature and a permanent write down has not been recorded.

Government of Alberta Grants

Before the emergence of the COVID-19 crisis the University was operating under proposed funding cuts to the operating grant over the next three fiscal years. The emergence of this crisis along with the historic decline in oil prices has resulted in uncertainty in future provincial funding for the University. The overall impact to the University is uncertain and therefore difficult to assess.


Research

It is unclear what the long term impact will be on research funding as the provincial and federal government assess the economic damage caused by the COVID-19 pandemic. For the short-term no research commitments have been cancelled by funding agencies.

This is Exhibit " M " referred to
in the Affidavit of

Paul Vimitz

Sworn before me this 27 day
of July, 2023



A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

University of
Lethbridge



2022/23

UNIVERSITY OF LETHBRIDGE

UNDERGRADUATE CALENDAR AND COURSE CATALOGUE

University of
Lethbridge



Undergraduate Calendar and Course Catalogue 2022/2023

**The University of Lethbridge Calendar and Course Catalogue is also available online at
www.ulethbridge.ca/ross/academic-calendar**

This Calendar sets forth the intention of the University, at the time of its publication, with respect to all matters contained therein. The University reserves the right at any time to deviate from what appears in the Calendar, either in order to serve the best interests of the University, or because of circumstances or occurrences beyond the University's reasonable control. The University expressly denies responsibility or liability to any person who may suffer loss or who may be otherwise adversely affected by such change. The Calendar is updated annually. If necessary, a list of corrections and post-publication updates to the print edition of the 2022/2023 Calendar, which have been changed in the online edition, will be posted at www.ulethbridge.ca/ross/academic-calendar. Check this web page regularly to keep informed of changes.

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1. TERRITORIAL ACKNOWLEDGMENT

Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge acknowledges and deeply appreciates the Siksikaitapii peoples' connection to their traditional territory. We, as people living and benefiting from Blackfoot Confederacy traditional territory, honour the traditions of people who have cared for this land since time immemorial. We recognize the diverse population of Aboriginal peoples who attend the University of Lethbridge and the contributions these Aboriginal peoples have made in shaping and strengthening the University community in the past, present, and in the future.

Policy: www.ulethbridge.ca/policy/resources/territorial-acknowledgement

2. THE UNIVERSITY

The University of Lethbridge is incorporated under the provisions of the Post-secondary Learning Act of the Province of Alberta with membership in the Association of Commonwealth Universities and Universities Canada. The University of Lethbridge participates with the universities and other post-secondary institutions of Alberta in a variety of co-operative programs and activities.

The University of Lethbridge was established in 1967 with a student population of 638. It has grown to a current population of more than 8,800 full-time and part-time students, with approximately 766 graduate students and 600 international students from more than 90 countries. The University also offers programs at our Calgary Campus, serving nearly 600 students. There are more than 48,000 University of Lethbridge alumni worldwide.

The University is situated on over 550 acres of traditional Blackfoot territory in west Lethbridge. University Hall, designed by architect Arthur Erickson, has received international acclaim for its architectural originality and functional design.

Lethbridge has a population of more than 100,000 and is located in southern Alberta, approximately 145 kilometres east of the Canadian Rockies and 95 kilometres north of the United States border.

In Fall 2019, we opened Science Commons, our new science and academic building, Canada's most advanced facility for teaching and research in the sciences. It gives our students an incredible advantage as they work alongside faculty members and students from across disciplines to tackle the most perplexing issues facing our society today.

In the 2022 Maclean's University Rankings, the University of Lethbridge ranked first in the Medical/Science Grants category and second in the Student Satisfaction Rankings of Experiential Learning Opportunities category (primarily undergraduate classification).

a. Programs

The University of Lethbridge offers Canada's premier learning experience. It is grounded in liberal education and committed to providing its students with small classes, a personal experience, and the most vital and engaging learning environment in the country.

The University offers undergraduate programming as follows:

The Faculty of Arts and Science offers instruction leading to the following degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) and Bachelor of Arts and Science (B.A.Sc.). The Faculty also offers a Certificate in Arts and Science, a Post-Diploma Bachelor of Arts in Agricultural Studies, as well as Post-Diploma Bachelor of Science degrees in Agricultural Studies, Computer Science, Environmental Science, and Geography with a Concentration in Geographical Information Science.

The Faculty of Education offers instruction leading to the Bachelor of Education (B.Ed.) degree. The Faculty also offers the Diploma in Education (D.P.E.) program for certified practicing educators.

The Faculty of Fine Arts offers instruction leading to the following degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts - Art (B.F.A. - Art), Bachelor of Fine Arts - Dramatic Arts (B.F.A. - Dramatic Arts), Bachelor of Fine Arts - Indigenous Art (B.F.A. - Indigenous Art), Bachelor of Fine Arts - Multidisciplinary (B.F.A. - Multidisciplinary), Bachelor of Fine Arts - New Media (B.F.A. - New Media), and Bachelor of Music (B.Mus.), as well as a number of post-diploma programs leading to these degrees.

The Faculty of Health Sciences, in collaboration with Lethbridge College, prepares baccalaureate graduates as beginning practitioners in the Nursing Education in Southwestern Alberta (NESA) program, Bachelor of Nursing (B.N.) and Bachelor of Nursing After Degree. The Faculty also offers the Bachelor of Health Sciences (B.H.Sc.) degree in Aboriginal Health, Addictions Counselling, and Public Health and offers the Bachelor of Therapeutic Recreation (B.T.R.) degree. A post-diploma degree program is also available for the Aboriginal Health, Addictions Counselling, and Public Health majors in the Bachelor of Health Sciences degree.

The Dhillon School of Business offers instruction leading to the Bachelor of Management (B.Mgt.) degree as well as post-diploma programs. The School also offers a Finance Diploma, certificate programs, and the Post-Bachelor Certificate in Accounting Fundamentals and Advanced Accounting programs.

The University offers instruction leading to the following Combined Degrees:

Bachelor of Arts/Bachelor of Education (B.A./B.Ed.)

Bachelor of Science/Bachelor of Education (B.Sc./B.Ed.)

Bachelor of Fine Arts - Art/Bachelor of Education (B.F.A. - Art/B.Ed.)

Bachelor of Fine Arts - Dramatic Arts/Bachelor of Education (B.F.A. - Dramatic Arts/B.Ed.)

Bachelor of Fine Arts - New Media/Bachelor of Education (B.F.A. - New Media/B.Ed.)

Bachelor of Music/Bachelor of Education (B.Mus./B.Ed.)

Bachelor of Management/Bachelor of Education (B.Mgt./B.Ed.)

Bachelor of Arts/Bachelor of Management (B.A./B.Mgt.)

Bachelor of Science/Bachelor of Management (B.Sc./B.Mgt.)

Bachelor of Fine Arts - New Media/Bachelor of Management (B.F.A. - New Media/B.Mgt.)

Bachelor of Fine Arts - New Media/Bachelor of Science (B.F.A. - New Media/B.Sc.)

Bachelor of Health Sciences/Bachelor of Management (B.H.Sc./B.Mgt.)

Post-Diploma Bachelor of Fine Arts - Art/Bachelor of Education (B.F.A. - Art/B.Ed.)

Post-Diploma Bachelor of Fine Arts - Dramatic Arts/Bachelor of Education (B.F.A. - Dramatic Arts/B.Ed.)

Post-Diploma Bachelor of Music/Bachelor of Education (B.Mus./B.Ed.)

Post-Diploma Bachelor of Management/Bachelor of Education (B.Mgt./B.Ed.)

The University also offers programs for transfer to professional faculties at other universities in Dentistry, Engineering, Journalism, Law, Medicine, Social Work, and Veterinary Medicine.

A four-year Bachelor of Social Work (B.S.W.) is offered by the University of Calgary, in co-operation with the University of Lethbridge, on the Lethbridge campus.

The School of Graduate Studies offers instruction leading to the following credentials: Graduate Certificate, Graduate Diploma, Master of Arts (M.A.), Master of Counselling (M.C.), Master of Education (M.Ed.), Master of Fine Arts (M.F.A.), Master of Health Services Management (M.H.S.M.), Master of Music (M.Mus.), Master of Nursing (M.N.), Master of Science (M. Sc.), Master of Science (Management) (M.Sc. (Mgt.)), and Doctor of Philosophy (Ph.D.) in the sciences, multidisciplinary areas and education.

3. MANDATE STATEMENT

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

The mandate statement is developed by the University of Lethbridge in consultation with the Minister of Advanced Education pursuant to Section 78 of the Post-secondary Learning Act (PSLA).

To view the entire mandate, please visit www.ulethbridge.ca/governance/mandate.

4. OUR PROMISE

To our students, we make a promise:

- A promise to do our best, so they can be their best.
- A promise to foster exploration, to share ideas and information, to teach but also to learn.
- A promise to build the buildings, acquire the technology, cultivate the partnerships, and welcome the people essential to advancing an environment that excites and ignites learning.
- A promise to create an environment where professors and students are colleagues and everyone grows together, an environment that recognizes the power of every student's dream. And helps that dream come true.

5. DESTINATION 2022

a. Where we are going

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 endeavour, experiential opportunities, and community engagement.

b. Who we are

The University of Lethbridge is Alberta's Destination University. Founded in 1967 on traditional Blackfoot land, we are a community that fosters an atmosphere of discovery, a welcoming place where students and faculty have the freedom to think, create and explore together. People are the essential resource of our institution; they define our university and are our greatest strength.

We are committed to the individual student as a person of ultimate worth. Our students learn within and beyond the classroom in research-intensive environments that offer connections with the diverse communities we serve. Students are taught by inspired scholars who integrate research and creativity with teaching.

Our motto, *Fiat Lux* ("Let There be Light"), and our founding principle of liberal education, continue to define and inspire us. We are committed to being the comprehensive academic and research university in Alberta that empowers individuals with broader knowledge and prepares them to think critically and creatively, communicate clearly, solve complex problems, and contribute fully to society. We give people more than an education: we give them a life trajectory and the tools to make a difference.

High quality is central to all that we do. Our commitment to maintaining high quality undergraduate and graduate academic programs is important to fostering a better society. High quality instruction and teaching are essential to our commitment to quality, as are the vibrant programs of research and creative activity that are a differentiating feature of our institution and a central part of our culture as a Comprehensive Academic and Research University. High quality facilities and services support our institution and its students, staff and academic staff.

The University of Lethbridge was born from the needs and aspirations of our local communities, and so access to our university is a foundational value. We are committed to providing student access to our high quality academic programs throughout the province, without creating unnecessary financial barriers. Community engagement with our university (and vice-versa) and the community use of our facilities are important to us.

Our liberal education foundation, combined with our student focus and research and creative excellence, enable a distinct student experience across two campuses in Alberta - Lethbridge and Calgary. The result is engaged citizens, who are intent on understanding relevant issues and on improving our region, our country and our world.

c. **Why we exist**

The University of Lethbridge exists to build a better society and inspire the minds of tomorrow.

- We create, discover, disseminate, and apply knowledge through free and critical inquiry and excellence in basic and applied research of regional and global impact.
- At the undergraduate and graduate levels, we develop creative discoverers and independent learners who understand their responsibility for critical thinking and scholarship.
- We prepare students for their personal and professional paths.
- We encourage and nurture creative expression.
- We pursue community engagement.
- We value, encourage and celebrate the talents and efforts of our students, faculty, staff, and alumni.

6. **OUR FUNDAMENTAL PRINCIPLES**

The University of Lethbridge is committed to the following fundamental principles:

a. **Our Commitment to Society**

We adopt a global perspective and cultivate responsible citizens who contribute to build better societies.

We encourage and protect free inquiry and expression, and model collegial and civil debate, dissent and controversy to critically explore and resolve issues.

We share with our communities our research, scholarship, creative activities, facilities, resources and initiatives, involving our communities wherever possible. This helps us anticipate and respond to societal needs.

We promote diversity and gender equity, and ensure equal opportunity for participation.

We are committed to collaborating with First Nations, Metis and Inuit peoples and communities to ensure that our partnerships, and ensuing programs, meet the needs of these communities.

b. **Our Commitment To Creativity, Inquiry, And Discovery**

We believe in academic freedom. Research and acquiring knowledge are inherent societal goods and ends in themselves.

We encourage and support research, scholarship, critical inquiry and creative performance, in all areas in which we teach, and in areas of special relevance locally, nationally and globally.

We conduct research in many forms, including that with the broadest scope and longest term, and communicate the outcome of these efforts. Wherever appropriate, we connect our research and scholarship to the needs and aspirations of the communities we serve.

We sustain, and provide access to, the scholarly resources and knowledge base needed for research, scholarship and creative activity.

c. **Our Commitment To Students**

We offer students a liberal education, the best preparation for their future, which provides a wide base of knowledge and promotes academic skills that students can apply broadly.

We are student-centred, and help students achieve their full potential by facilitating their intellectual growth and personal excellence in an atmosphere of engagement within and beyond the classroom.

We are a comprehensive university, offering excellence in undergraduate and graduate university education, and striving for a balance between our focus on teaching and our commitment to research, scholarship and creative activities.

We promote effective teaching and learning, applying face-to-face learning, experiential learning, and online and distance learning where those delivery modes make the best sense.

We strive for inspirational teaching and learning, which takes place in an environment of respect, free from discrimination.

We expand horizons and develop a global mindset, educating our students to become citizens of a complex society, capable of making important contributions.

d. **Our Commitment To Responsible Action**

We emphasize ethical action and are environmentally, socially and financially responsible.

We practice procedural fairness and act in accordance with all applicable codes of professional and ethical practice and conduct.

We use leading technology effectively, to facilitate and enhance learning and research relationships among students, faculty members and other University stakeholders.

*Approved by the Board of Governors
December 2013*

7. THE UNIVERSITY SHIELD



The University of Lethbridge adopted its official Shield (shown left) in 1973, six years after the University's inception. Developed by a Senate committee with the leadership of University President Dr. William E. Beckel, the Shield design and Heraldic description was approved by the Senate on October 2, 1973 and ratified by the Board of Governors later that month.

The Shield was designed primarily in the University's colours of blue and gold. The gold sun on the blue shield represents southern Alberta. The blue and silver book above the gold and blue wreath represents the search for knowledge. The University's motto, 'Fiat Lux,' Latin for "Let there be light," is lettered on a band below the shield.

In 2003, the original design was simplified (shown right). The new shield brings focus to the fiery sun with twisted Aztec rays and to the motto, 'Fiat Lux.'



8. UNIVERSITY OF LETHBRIDGE PRINCIPLES OF STUDENT CITIZENSHIP

a. Preamble

Definition

Student means any person, including a faculty or staff member, who is:

1. Registered or enrolled in one or more credit or non-credit courses and programs at the University of Lethbridge for the current or a future term; or
2. Registered or enrolled in any University-sponsored program.

Purpose and Scope

These Principles of Student Citizenship define the University of Lethbridge's expectations for the behaviour of its students.

Application

The Principles of Student Citizenship apply to all students at the University of Lethbridge. They outline the behaviour that the University of Lethbridge expects of its students while they are on University premises, on professional practice assignment, on paid and volunteer placements, or off-campus for academic or University purposes.

Philosophy Behind the Principles

The educational environment at the University of Lethbridge encourages intellectual exchange, creativity, originality and discovery. It also emphasizes free inquiry and expression, diversity, equality and equal opportunity for participation. The Principles of Student Citizenship are designed to support and protect this educational environment by defining students' responsibilities as members of the academic community. These principles operate within the framework provided by the institution's Statement of Philosophy, Vision, Mission and Fundamental Principles.

The University of Lethbridge has a tradition of academic integrity and personal civility. The Principles of Student Citizenship aim to promote and continue this tradition.

b. Fundamental Principles of Student Citizenship

1. Students honour the following basic values of academic integrity:
 - a. Honesty in learning, teaching, research and service.
 - b. Respect of a wide range of thoughts, opinions and ideas; of colleagues, instructors and administration; and of the work of others.
 - c. Responsibility for upholding the integrity of scholarship and research.
2. Students conduct themselves in a manner consistent with the Fundamental Principles of the University of Lethbridge.
3. Students respect the rights of every student and faculty member to attain their educational goals fairly.
4. Students respect the health, safety and welfare of every member of the University of Lethbridge community.
5. Students respect and uphold the rights and freedoms of all members of the University of Lethbridge community, in accord with the principles articulated in the Canadian Charter of Rights and Freedoms.
6. Students treat with consideration the buildings, grounds, facilities and equipment of the University of Lethbridge.
7. Students strive to maintain collegial relationships with fellow students, peers, faculty, staff and administration.
8. Students abide by the policies, regulations, rules and procedures of the University of Lethbridge and its academic and administrative units.
9. Students abide by reasonable oral or written instructions given by University of Lethbridge personnel in the implementation of their duties to ensure compliance with institutional policies, regulations, rules and procedures.
10. All students accept the responsibility to abide by the University of Lethbridge Principles of Student Citizenship.

To view the entire version of the Principles of Student Citizenship, please visit www.ulethbridge.ca/policy/principles-student-citizenship.

9. NOTICES TO STUDENTS REGARDING THE COLLECTION OF PERSONAL DATA

a. The Collection of Personal Information

The University collects personal information pursuant to Alberta's *Post-secondary Learning Act (PSLA)*, Alberta's *Freedom of Information and Protection of Privacy Act (FOIP)*, and other applicable federal and provincial law.

The subsections that follow outline personal information collected by the University. Where there is a specific legal authority to collect information, it is noted in the subsection. Your personal information will be used for admission, registration, scholarships and awards administration, academic progress monitoring, planning and research, alumni relations, contacting you about University courses and services, and operating other University-related programs. The University may share and disclose your personal information within the University to carry out its Mandate and operations. Specific non-identifying data will be disclosed to relevant student associations, and to the federal and provincial governments to meet reporting requirements. For questions on the collection, use and disclosure of this personal information, please contact the University's FOIP Coordinator.

Address: 4401 University Drive W
Lethbridge, AB T1K 3M4
Attn: Privacy Officer

Email: foip@uleth.ca

Phone: 403-332-4620

The University's practices for the collection, use and disclosure of personal information about students, and this Notice, comply with the provisions of Alberta's *Freedom of Information and Protection of Privacy Act (FOIP)*.

b. The Official Student Record

The Registrar of the University maintains the Official Student Record. It includes: information provided when an *Application for Admission* is submitted or when registration for and change to programs and courses are submitted; the student identification number; academic record; graduation status; and immigration status (collection is specifically authorized by the *Immigration and Refugee Protection Act*) correspondence. It is used to determine a student's eligibility for admission and registration; to track progress at the University; to contact the student when necessary; to confirm a student's status and identity; and to develop statistical reports (although the information in statistical reports is grouped to protect individual privacy of individuals).

Some personal information in the Official Student Record is available to and used by other units of the University in order to meet the University's Mandate. However, access to the Official Student Record is limited in accordance with the University's *Confidentiality of Student Records Policy and the FOIP Act*.

When a student is eligible, certain elements from the Official Student Record are used in the Alumni and Development Record. These are name, address, Faculty and graduation status. They are used for ongoing contact with alumni and for the University's development activities.

For further information about the Official Student Record, please contact the Registrar:

Email: regoffice@uleth.ca

Phone: 403-320-5700

c. Faculty/School Records

The University's Faculties and Schools collect personal information about students. This information may include School of Graduate Studies' Letter of Offer, program-specific class lists including pictures, records of a student's progress and standing in degree program attendance at class, composition of supervisory committee, program specific forms and assessments, completion of degree requirements, financial and employment contracts, completion of assignments, grades received for assignments and examinations, correspondence to and from the student, honours received by the student, contact addresses or telephone numbers, student advising information and graduation status.

The information is used to identify the student, track the student's progress, contact the student as necessary, operate the programs of the Faculty or School, provide advice to the student as requested and permit participation in the programs offered by the Faculty or School.

For further information about personal information collected by the Faculties and Schools, please contact the appropriate Office of the Dean:

Arts and Science	Phone: 403-317-5069 Email: artsci.deansoffice@uleth.ca
Dhillon School of Business	Phone: 403-329-2633 Email: dhillon.dean@uleth.ca
Education	Phone: 403-329-2254 Email: edu.sps@uleth.ca
Fine Arts	Phone: 403-329-2126 Email: finearts@uleth.ca
Graduate Studies	Phone: 403-329-2793 Email: sgs@uleth.ca
Health Sciences	Phone: 403-329-2676 Email: dean.hlsc@uleth.ca
Liberal Education	Phone: 403-380-1894 Email: liberal-ed@uleth.ca

d. Library

The Library collects personal information about students that is necessary to operate the lending activities and reference services of the University Library.

For further information about personal information collected by the Library, please contact the University Librarian:

Email: libadmin@uleth.ca

Phone: 403-329-2261

e. Scholarships and Student Finance

Scholarships and Student Finance collects specific personal information from and about students who have applied for scholarships, bursaries, awards and other financial aid. The information collected is determined by the donors of the financial aid and relates to specific eligibility requirements set by the donors. The University also administers student loan programs under contracts with the financial assistance in the form of federal and provincial loans, grants, bursaries and awards. Personal information collected from and about students who apply for Alberta and Canada Student Loans is authorized by the *Alberta Students Finance Act* and related regulations, and by the *Canada Student Loans Act*, the *Canada Student Financial Assistance Act* and the *Income Tax Act*, and pursuant to the *FOIP Act*.

The information collected by Scholarships and Student Finance is used to administer the University Awards Program (see **Awards and Scholarships, p. 527**), the Alberta (Government) Scholarships Program and the loan programs of the provincial and federal governments.

For further information about personal information collected by Scholarships and Student Finance, please contact Scholarships and Student Finance:

Email: fin.aid@uleth.ca

Phone: 403-329-2585

f. Housing Services

The Housing Services and Catering and Food Services offices collect personal information necessary to operate student housing and food services programs, including the assignment to housing units, financial records related to payment for housing, and food services.

For further information about personal information collected by the Housing Services and Catering and Food Services offices, please contact the Executive Director, Ancillary Services:

Email: housing@uleth.ca

Phone: 403-329-2213

g. Information Technology Services

The University offers email services and computer access to students. The primary purposes of the service are to enable the students to contact one another and faculty members, participate in online research and discussions, and to allow assignments to be completed. Information Technology Services collects personal information about students in order to assign access to the University servers, monitor the use of University equipment in accordance with agreements signed by students to obtain access, and to obtain assistance with the use of University equipment.

For further information about personal information collected by Information Technology Services, please contact the Chief Information Officer:

Email: help@uleth.ca

Phone: 403-332-4664

h. Financial Services

University Financial Services collects personal information about students in order to ensure debts owed to the University are recorded and collected. Required information is collected to ensure Canada Revenue Agency rules are followed to issue tax slips to students.

The information is used to determine eligibility to participate in University programs and activities, including ongoing registration for academic programs, graduation, Students' Union programs, Recreation Services programs, and Health Centre programs.

For further information about personal information collected by Financial Services, please contact the Manager, Revenue Accounting, Financial Services:

Email: financial.services@uleth.ca

Phone: 403-329-2391

i. Health Centre

The Health Centre collects personal information that is necessary to operate clinical health services and to manage health care for students and University employees who visit the Health Centre. In addition to information collected under the general authority, the *Alberta Health Care Insurance Act* authorizes the collection of the individual's Alberta Health Care Insurance number or its equivalent for billing purposes. Collection of personal information by health practitioners and confidentiality of clinical records are also subject to the provisions of the *Alberta Health Disciplines Act*, *Health Facilities Review Act*, *Health Information Act* and *Medical Professions Act*.

For further information about personal information collected by Health Services, please contact the Manager, Health Centre:

Email: health.centre@uleth.ca

Phone: 403-329-2484

j. Sport and Recreation Services

Sport and Recreation Services collects personal information about students necessary to operate and promote intramural programs, offer recreational classes and offer drop-in programs. The information is used to determine eligibility to participate in the programs and assess and collect fees where applicable.

For further information about personal information collected by Sport and Recreation Services, please contact the Director, Horns Recreation:

Email: halma@uleth.ca
Phone: 403-329-5107

k. Intercollegiate and Club Athletics

The University intercollegiate athletic teams collect the personal information necessary for student athletes to participate in U SPORTS programs at both regional and national levels. University club teams collect personal information necessary for student athletes to participate in competitive sports outside U SPORTS programs at local, regional and national levels.

The information is used to determine eligibility and fitness for teams or competitions, and to operate and promote the teams.

For further information about personal information collected by athletic teams, please contact the Director, Pronghorn Athletics:

Email: neil.langevin@uleth.ca
Phone: 403-329-2380

l. Faculty of Fine Arts

The Faculty of Fine Arts collects personal information necessary for students to participate in Fine Arts programs and activities. The University considers that recordings of performances or photographs of students carrying out their work are necessary for the proper operation of the programs offered by the Faculty; and that the same may be used for the promotion of the Faculty and the programs it offers and may be retained in the archives of the University.

For further information about personal information collected by the Faculty of Fine Arts, please contact the Dean, Faculty of Fine Arts:

Email: finearts@uleth.ca
Phone: 403-329-2126

m. Campus Safety

Emergency Preparedness, Insurance and Risk, Safety Services, and Security Services collect personal information about students in the reporting and investigation of risk, safety and security matters at the University.

For further information about personal information collected by Campus Safety departments, please contact the Chief Safety Office, Campus Safety:

Email: security.inquiries@uleth.ca
Phone: 403-329-2603

n. University of Lethbridge Students and the Alberta Workers' Compensation Board

In 1985, the Alberta Workers' Compensation Board issued an Order under Section 7 of the *Workers' Compensation Regulation* which provides that the *Workers' Compensation Act* applies to students registered in and attending the University of Lethbridge (and other post-secondary institutions in Alberta) while they are in attendance. The Workers' Compensation Board coverage does not extend to students who suffer accidents while engaging or participating in extracurricular sporting, recreational, social or personal fulfillment activities which are not a current academic requisite or which are not required as a part of the course of study in which the student is registered. Workers' Compensation Board coverage means students are treated as employees when injured in an incident related to the course of studies.

The University's Risk and Safety Services is available to assist the student if a Workers' Compensation claim is required.

Email: security-i@uleth.ca
Phone: 403-329-2190, 403-329-2350

10. UNIVERSITY ORGANIZATION**a. Leadership**

Website: www.ulethbridge.ca/about/leadership

The senior executive and governance leadership team consists of the President & Vice-Chancellor, President's Executive, Board Chair and Board of Governors, Chancellor and Senate, and General Faculties Council. The leadership emeriti listing, recognizing exceptional contributions, is available on the University Secretariat (Governance) website (www.ulethbridge.ca/governance/leadership-emeriti).

Many other groups contribute to the leadership of the University of Lethbridge:

- Students' Union (ulsu.ca)
- Graduate Students' Association (ulgsa.org)
- University of Lethbridge Faculty Association (www.ulfa.ca)
- Alumni Association (www.ulethbridge.ca/alumni/association)

b. Academic Staff

Website: www.ulethbridge.ca/vp-academic/academic-staff-0

A complete listing of all Academic Staff and Professors Emeritus (in accordance with the Professors Emeritus Policy) are available and updated annually (effective July 1).

11. AWARDS OF EXCELLENCE**a. University of Lethbridge Awards**

There are numerous ways the University of Lethbridge recognizes the accomplishments of our internal and external Community.

- Honorary Degree Recipients (www.ulethbridge.ca/governance/honorary-degrees)
- Teaching Excellence Award (formerly Distinguished Teaching Award) (www.ulethbridge.ca/president/awards/distinguished-teaching)
- Speaker Medal for Distinguished, Research, Scholarship or Performance (www.ulethbridge.ca/research/speaker-research-award)
- Board of Governors Research Chairs (www.ulethbridge.ca/research/research-chairs)
- Board of Governors Teaching Chairs (www.ulethbridge.ca/vp-academic/awards-and-honours/board-of-governors-chair-in-teaching)
- Board of Governors University Scholars (historical) (www.ulethbridge.ca/research/research-chairs)
- President's Award for Service Excellence (www.ulethbridge.ca/president/awards/service-excellence)
- Key to the University of Lethbridge (www.ulethbridge.ca/president/key-university)
- University of Lethbridge Volunteer Award (www.ulethbridge.ca/governance/university-lethbridge-volunteer-award)
- Alumni Achievement Awards (Alumnus/na of the Year, Young Alumnus/na of the Year and Alumni Honour Society Inductees) (www.ulethbridge.ca/alumni/award)

b. Achievements of Excellence

1. Faculty Research Awards and Honours (www.ulethbridge.ca/research/faculty-awards-honours)

Our researchers and scholars are leaders in their fields. For a list of the discipline-specific, multidisciplinary Canadian or international honours bestowed upon our researchers by their peers in recognition of their research excellence. We are pleased to have recipients of the Order of Canada, Royal Society of Canada, Fulbright Scholars, Alberta Innovates Awards, Alberta Heritage Foundation Awards, Canada's Top 40 under 40, and others.

2. Faculty Research Chairs (www.ulethbridge.ca/research/research-chairs)

Research Chairs are prestigious academic distinctions bestowed upon faculty members recognized by their peers as having renowned records of research or other scholarly or creative activity. Along with an active Board of Governors Research program, Canada Research Chairs, Canada 150 Chairs, there are endowed, sponsored, honorific and provincially funded chairs.

3. Faculty Teaching Awards and Honours (www.ulethbridge.ca/vp-academic/awards-and-honours)

Teaching is a core value of the University of Lethbridge and recognizing and enhancing teaching excellence among our faculty is encouraged and supported. Along with the Teaching Excellence Award and Board Teaching Chairs our faculty have been recognized with prestigious awards such as the 3M National Teaching Fellowship.

4. Student Awards and Honours (www.ulethbridge.ca/president/distinguished-achievements)

There are numerous ways the University of Lethbridge recognizes the achievements of our students, and we are pleased that our students have received recognition within national and international platforms through Rhodes Scholars and Canadian Association for Cooperative Education (CAFCE) Co-op Students of the Year awards.

12. ERRATA AND ADDENDA

The University of Lethbridge Academic Calendar(s) are updated annually and is effective for the academic year that runs from May 1 to April 30.

From time to time, the Minister of Innovation and Advanced Education may provide the University with approval to offer new programs and majors. Such approval may be given after the Calendar has been published. In this event, the University will list newly approved programs and majors along with complete descriptions and requirements on the University website.

In addition, a list of corrections and post-publication updates to the print edition of the 2022/2023 Calendar will be posted at www.ulethbridge.ca/ross/academic-calendar. The online edition of the Calendar may be changed to reflect these changes. Please check this web page regularly for information about changes.

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I. INTRODUCTION

The University of Lethbridge is 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 endeavour, experiential opportunities and community engagement.

Applications for admission to undergraduate programs are welcomed from Canadian and international applicants for fall term (commencing September) and spring term (commencing January). The University of Lethbridge imposes no admission limitations on the basis of provincial residence or citizenship.

Individuals who wish to study at the University, but who do not wish to be or who are not qualified to be admitted to a program of study, may register in credit courses through Open Studies (see **Registration, Open Studies Student, p. 39**).

Student Enrolment and Registrar Services

Office: SU140 (Students' Union Building)
 Email: inquiries@uleth.ca
 Phone: 403-320-5700
 Fax: 403-329-5159
 Web: www.ulethbridge.ca/future-student

Admission information in this Calendar pertains to applicants beginning studies in the 2022/2023 academic year. Admission requirements for future years will be available upon approval at www.ulethbridge.ca/ross/admissions.

2. ADMISSION PROCEDURES

a. Application for Admission

To apply for admission or readmission, applicants submit an *Application for Admission* accompanied by a non-refundable application fee (see **Fees, p. 43**). Applicants must apply using their full legal name and list any previous legal names on the application. By completing the application, applicants attest that the information they are supplying is complete and correct.

The application for admission to undergraduate programs may be submitted online at www.applyalberta.ca. Applicants may also download the application in PDF format from www.ulethbridge.ca/ross/admissions.

Continuing students submit a *Request to Change a Program or Major form* on the Bridge (see **Continuing Students Changing Programs, p. 29**).

Only one application to the University of Lethbridge may be completed each term (excluding applications for English for Academic Purposes).

b. Submission of Transcripts and Documents

By submitting an *Application for Admission* or readmission, applicants authorize the University of Lethbridge to request transcripts on their behalf through ApplyAlberta from Alberta Education and/or participating post-secondary institutions in Alberta.

Applicants who have previously studied or are currently studying at institutions not participating in ApplyAlberta are strongly advised to arrange at the time of application for the submission of final, official transcripts (or interim transcripts if necessary final transcripts are not yet available) and any other required documentation. Final, official academic transcripts and any other documentation requested by the University must be received on or before the document deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines and **Admission Documents, p. 31**).

c. Confirmation of Admission

All newly admitted and readmitted students are required to submit a *Confirmation of Admission* form and pay a non-refundable tuition deposit to confirm their acceptance of admission on or before the expiry date of the *Offer of Admission* (see **Fees, p. 43**).

d. Admission Appeals

Admission and readmission decisions are final. Admission decisions may not be appealed to any Faculty, School, or department of the University of Lethbridge.

3. GENERAL ADMISSION

The University of Lethbridge offers over 150 different programs. Many of these programs are available directly to high school graduates or mature applicants. Others require a year or more of university-level studies as preparation for admission.

This part of the Calendar outlines the minimum requirements for undergraduate admission at the University of Lethbridge. Individual programs may have additional requirements or higher standards for entry that must be met before admission to a specific program will be considered. Such requirements are detailed in the appropriate part of this Calendar:

Faculty of Arts and Science	p. 87
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Additional information for programs offered by the **School of Graduate Studies** is available in the University of Lethbridge Graduate Studies Calendar and Course Catalogue (www.ulethbridge.ca/ross/academic-calendar).

4. ADDITIONAL ADMISSION REQUIREMENTS BY PROGRAM

Some programs have additional admission requirements that must be met by all applicants by the appropriate deadline. Please visit www.ulethbridge.ca/ross/admissions/undergrad/additional-admission-requirements.

5. APPLICATION DEADLINES

Applications and document deadlines vary by campus, program and term, as well as your academic background and Canadian residency status. Please visit www.ulethbridge.ca/ross/admissions/undergrad/deadlines.

6. GENERAL ADMISSION ROUTES AND ACADEMIC QUALIFICATIONS

Applicants are considered for general admission under the admission route most appropriate to their academic qualifications. All applicants are required to meet the English Language Proficiency (ELP) requirement (see **English Language Proficiency (ELP)**, p. 30). Some programs may have additional admission requirements. For a complete list, see **Additional Admission Requirements by Program**, p. 23.

a. High School Admission Route

Applicants presenting high school (often referred to as secondary) credentials, will be considered for admission under the **High School Admission Route**. In order to maximize program and course choices, all applicants are encouraged to present a broad range of subjects for admission.

To qualify for general admission, applicants must have a final admission average of at least 65 percent.

When necessary for the purposes of calculating the admission average, Student Enrolment and Registrar Services will convert grades to the Alberta high school percentage scale. Grades and courses from outside Alberta that have been evaluated by agencies other than the original educational institution are subject to review and adjustment by the University of Lethbridge.

Only passing grades will be used in the average calculation. In cases where the applicant has repeated a secondary course, the highest grade will be used.

I. High School Requirements

a. Course Requirements

All Canadian high school applicants must present credit in five senior secondary courses, or equivalents, including one language arts course and at least four other courses.

For Canadian equivalent high school courses by province, please see www.ulethbridge.ca/ross/admissions/undergrad/high-school.

Alberta, N.W.T., and Nunavut

One academic English Language Arts course:

- English Language Arts 30-1

Three approved courses chosen from:

- Aboriginal Studies 30
- Art 30 or Art 31
- Biology 30
- Chemistry 30
- Choral Music 30, General Music 30, or Instrumental Music 30
- Dance 35
- Drama 30
- Mathematics 30-1 or Mathematics 30-2
- Mathematics 31
- Physics 30
- Science 30
- Social Studies 30-1
- Five credits in Advanced-level CTS Computer Science (CSE)
- One or more distinct languages at the 30 level

One additional course that has not already been used:

- May be from the list above
- Must be at the 30 level
- Must be worth at least five credits (multiple courses worth a total of five or more credits can be used)
- Cannot be a Special Project

Note: *Instead of Mathematics 30-1 students may use University of Lethbridge's Mathematics 0500.*

b. Admission Average

The admission average for all Canadian high school applicants is calculated using the most advantageous combination of course requirements.

For applicants presenting both school and exam grades on Canadian high school courses, the final (blended) grade will be used to calculate the admission average.

Applicants currently completing courses at Canadian high school may be considered for conditional admission on the basis of final Grade 11 grades. For this purpose, the applicant will provide final grades for Grade 11 and Grade 12 courses already completed.

The University reserves the right to rescind admission at any time should the student's admission qualifications fall below the minimum standard required for admission (see **Conditional Admission, p. 32**). When possible, the applicant will be offered admission to an alternate program for which they are eligible and will not be charged an additional application processing fee.

Applicants that apply by December 15 automatically qualify for the Board of Governors award.

2. International High School

Academic high school (secondary) qualifications from other countries are considered for admission (see www.ulethbridge.ca/ross/admissions/undergrad/international/intreq_table).

Conditional admission is available to applicants currently completing high school courses outside of Canada. The University must receive an interim academic transcript or current report card in order to determine an admission average for general admission.

3. Advanced Placement Program

Advanced Placement (AP) credentials are recognized as a means of satisfying general admission requirements.

AP scores are converted as follows:

AP Score	Grade 12 Percentage
5	96%
4	86%
3	76%
2	65%
1	not acceptable for admission

AP Transfer Credit Policy

Students presenting AP credentials have the option at the point of admission of receiving transfer credit for approved courses where they have achieved a grade of '4' or higher. For course equivalents, refer to the University of Lethbridge Transfer Equivalency Database (TED) (www.ulethbridge.ca/ross/ted). To be eligible for transfer credit, an official AP transcript must be received by the final official document deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

To obtain AP transcripts:

AP College Board ATP (Transcript Department)

P.O. Box 6671,

Princeton, NJ 08451-6671

apstudents.collegeboard.org/sending-scores (University of Lethbridge College Code: 0855)

4. International Baccalaureate Program

International Baccalaureate (IB) credentials are recognized both as an admission route and as a means of satisfying general admission requirements.

Applicants presenting complete IB diplomas are guaranteed general admission to the University, subject to English Language Proficiency requirements and deadlines. Admission to specific programs is not guaranteed.

IB course grades are converted as follows:

IB Grade	Grade 12 Percentage
7	97%
6	84%
5	77%
4	65%
3	55%
2	not acceptable for admission
1	not acceptable for admission

IB Transfer Credit Policy

Students presenting IB credentials have the option at the point of admission of receiving transfer credit for approved courses in which they have achieved a grade of '5' or higher. For course equivalents, refer to the University of Lethbridge Transfer Equivalency Database (TED) (www.ulethbridge.ca/ross/ted). To be eligible for transfer credit, an official IB transcript must be received by the final official document deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

To obtain IB transcripts:

To request that an IB transcript be sent directly to the University of Lethbridge please visit www.ibo.org/programmes/diploma-programme/assessment-and-exams/requesting-transcripts.

5. General Certificate of Education (GCE)

Advanced Level (A-level) courses in appropriate subjects are recognized for admission. Courses completed with a grade of 'C' or higher will be considered for transfer credit. Credit for a maximum of ten University of Lethbridge 3.0 credit courses may be obtained in this manner.

6. High School Upgrading

The University of Lethbridge recognizes academic upgrading courses completed at post-secondary institutions in lieu of high school courses for admission and prerequisite purposes, including University of Lethbridge courses at the 0500 level. A list of recognized courses available at other Alberta post-secondary institutions may be obtained from [transferalberta.alberta.ca/transfer-alberta-search](http://transferalberta.alberta.ca/). Other courses will be considered on a case-by-case basis.

7. Home School

Home school applicants who present recognized secondary credentials will be considered for admission under the appropriate admission route.

b. Post-Secondary Admission Route

Applicants who have completed six or more transferable courses at one or more post-secondary institutions will be considered under the **Post-Secondary Admission Route**, as follows. Some programs may have additional admission requirements. For a complete list, see **Additional Admission Requirements by Program, p. 23**.

1. Transferable Courses

To qualify for general admission, post-secondary applicants must present six or more completed transferable credit courses with an admission grade point average (GPA) of at least 2.00 (on the University of Lethbridge 4.00 GPA scale). Applicants presenting fewer than six transferable credit courses must also meet the **High School Admission Route (p. 23)** requirements.

All transferable post-secondary work completed by an applicant, as indicated on the transcript(s), will be used in determining admission eligibility.

Upon admission, completed post-secondary credit courses will be considered for transfer credit on a course-by-course basis for eligible post-secondary work. The number of courses considered to be transferable in the context of the admission decision may or may not coincide with the number of courses ultimately awarded transfer credit. For additional information, see **Transfer Credit (p. 32)**.

When necessary for the purposes of calculating the admission GPA and awarding transfer credit, Student Enrolment and Registrar Services will convert grades to the University of Lethbridge 4.00 GPA scale.

Applicants who hold certificate credentials from credit programs at recognized post-secondary institutions may be eligible to receive transfer credit upon admission, see **Transfer Credit (p. 32)**.

2. College Diploma

An applicant who has been awarded a diploma credential from a recognized institution will be considered for admission, in all cases, University of Lethbridge program residence and time limit policies shall apply.

a. General Admission

Holders of two- or three-year college diploma credentials from approved post-secondary institutions, completed with a program GPA of 2.00 or higher (on the University of Lethbridge 4.00 scale), shall be eligible for general admission. Student Enrolment and Registrar Services will consult with the Faculty or School offering programs most closely related to the diploma credential program in regard to determination of sufficient academic merit. The higher of the diploma program GPA or GPA based on transferable courses (see **Transferable Courses, p. 25**) will be used for admission purposes.

Transfer credit will be awarded on a course-by-course basis, in accordance with approved transfer credit policies, see **Transfer Credit (p. 32)**.

b. Post-Diploma Agreements

Where the University of Lethbridge has an agreement with a partner institution, an applicant who has been awarded a two- or three-year college diploma credential will be considered for admission to the appropriate post-diploma program. For more information on partner institutions, see www.ulethbridge.ca/ross/post-diploma.

Some programs may have additional admission requirements. For a complete list, see **Additional Admission Requirements by Program, p. 23**.

3. Applied and Technology Degrees

Applicants presenting Applied or Technology degrees from recognized post-secondary institutions will be considered for admission under **College Diploma (p. 25)**.

Except when the Applied or Technology degree is the basis for admission to a post-diploma program, transfer credit will be awarded on a course-by-course basis, in accordance with approved transfer credit policies.

Applied and Technology degrees are not considered to be a basis of admission for second degree or graduate studies programs.

4. Previous Degree

Admission is based on highest level of education completed.

Students are not normally eligible to pursue another degree that is similar to one already completed at a recognized institution. Generally, degrees with identical or closely related majors are considered to be similar.

International applicants who possess a related degree will be considered for admission on a case-by-case basis. Student Enrolment and Registrar Services will consult with the intended Faculty or School with regard to this matter as appropriate.

a. Undergraduate

Applicants who have completed an approved undergraduate degree with a minimum GPA of 2.00 (on the University of Lethbridge 4.00 scale) will be eligible for general admission to pursue another undergraduate degree.

An approved degree is an academic baccalaureate degree requiring a minimum of 30 course equivalents (90.0 credit hours) or a graduate degree from a recognized degree-granting institution.

Previous courses completed as part of the credential are subject to the time limits of the appropriate Faculty or School. Please see the After an Approved Degree section for the appropriate Faculty or School and **Academic Regulations, Residence Requirements and Time Limits (p. 58)**.

Applicants are required to meet major specific admission requirements, as applicable. See www.ulethbridge.ca/ross/admissions/undergrad/additional-admission-requirements.

In order to register in courses as an admitted student, a student who has graduated from a University of Lethbridge program must successfully apply for admission to another program using the Application for Admission. Otherwise, such students must register using the Open Studies student route (see **Registration, Open Studies Student, p. 39**).

b. Graduate (Master's and Ph.D.)

Applicants who have completed an approved Master's or Ph.D. degree from a recognized degree-granting institution will be eligible for general admission to pursue another undergraduate degree.

5. Applicants with Unsatisfactory Post-Secondary Records

Applicants who have been required to withdraw, suspended, or expelled (or its equivalent) from another post-secondary institution will be considered for admission one year after the date of the required withdrawal or once the suspension/expulsion is expired. The following policies apply to applicants who have unsatisfactory records at other post-secondary institutions:

a. Required to Withdraw

If such applicants are offered admission to the University, without satisfactory intervening studies, it will be on the condition of academic probation. See the corresponding section for the appropriate Faculty or School for more information. Where an applicant has been required to withdraw more than once from post-secondary institutions, Student Enrolment and Registrar Services may consult with the appropriate Faculty or School in consideration of admission.

b. Suspension

Applicants under an order of suspension from another post-secondary institution will be considered for admission only with the written recommendation by the Registrar and approval of the Provost and Vice-President (Academic).

c. Expulsion

Applicants who have been expelled from another post-secondary institution will be considered for admission only with the written recommendation by the Registrar and approval of the Provost and Vice-President (Academic).

See also **Returning After an Absence (p. 28)**.

c. Adult Student (Mature) Admission Route

Applicants who are Canadian Citizens or Permanent Residents, at least 21 years of age by the first day of classes of the term of intended admission, and who do not fulfill requirements for any other admission route will be considered for general admission as outlined below. The number of seats available for Adult Student (Mature) Admission will be limited (as determined each term). Typically the number of seats will not be more than ten percent of the total admissions for high school applicants in a given fall or spring term.

All applicants are required to meet all program-specific requirements and one of the following:

1. **High School Admission Route (p. 23)** with an admission average of at least 60%
2. Minimum final grade of 65% in English 30-1 or 30-2, as well as passing grades in two other 30-level courses

3. Demonstrated potential for academic success and excellence in non-academic areas. Applicants are required to submit the following to Admissions:
 - a. Transcripts of all high school and post-secondary experience.
 - b. Standardized test scores, such as SAT or ACT, if available.
 - c. A *Letter of Intent* from the applicant including a statement on their potential for success in university studies, how their experiences since secondary school have contributed to this potential, their goals for the future, and why studies at the University will help them to realize these goals.
 - d. A résumé, providing a summary of all educational, employment and volunteer experience.

Applicants who have unsatisfactory post-secondary academic records (i.e. a GPA less than 2.00 on the University of Lethbridge 4.00 scale) will not be considered for Adult Student (Mature) Admission (see **Post-Secondary Admission Route, p. 25**).

d. Indigenous Student Success Cohort

The Indigenous Student Success Cohort (ISSC) is a first year credit program offered by the Faculty of Arts and Science that provides Indigenous students who are not fully admissible to the University of Lethbridge an opportunity to enter into the University. When space permits, those who qualify for general admission may also access the ISSC.

To be eligible for admission to the program, applicants must have been enrolled in high school until Grade 12 OR have been out of high school for at least one year and, at a minimum, hold credit for the following Alberta high school courses or their equivalents:

One academic English Language Arts course chosen from:

- English Language Arts 20-1
- English Language Arts 30-2

Three approved courses chosen from:

- Aboriginal Studies 20
- Biology 20
- Chemistry 20
- One Fine Arts course:
 - Art 30 or Art 31
 - Dance 35
 - Drama 30
 - Choral Music 30, General Music 30, or Instrumental Music 30
- Mathematics 20-1 or Mathematics 20-2
- Physics 20
- Science 20
- Social Studies 20-1 or Social Studies 30-2
- A 20-level language

Enrolment in the ISSC is limited. Students may be contacted by the Admissions Office or the Faculty of Arts and Science for further information.

Applicants to the ISSC who have been required to withdraw from the University of Lethbridge or another institution for academic reasons will be considered for admission without waiting for the lapse of one year and without completing additional university courses. Students admitted to the ISSC may be eligible for *Tabula Rasa* if their cumulative University of Lethbridge GPA is below 2.00 regardless of required withdrawal. For details regarding the granting of *Tabula Rasa*, see **Admission, Readmission after Required Withdrawal, p. 28**.

Students are encouraged to complete a range of 30-level high school courses, or equivalent, before application. Some option courses within the transition program have specific high school prerequisites (see **Course Catalogue (p. 343)** for details).

Students who complete the minimum course requirements of the ISSC and meet the Faculty of Arts and Science academic standards required for continuation (see **Arts and Science, Academic Standards, p. 90**), will be admitted to any Arts and Science undergraduate program for which they have the required prerequisite courses (see **Arts and Science, Admission, p. 89**). Those completing the ISSC with a GPA of at least 2.00 will be considered to have met general admission requirements for programs in the Faculty of Fine Arts, Faculty of Health Sciences, or Dhillon School of Business (see **Continuing Students Changing Programs, p. 29**). Some programs have additional admission requirements or higher standards for entry that must be met before admission will be considered.

e. Certificate in Arts and Science

The Certificate in Arts and Science is a university-level certificate program that may be completed in as little as one year of full-time study or may be completed on a part-time basis. Students who complete the certificate may qualify for a degree program, and use their certificate credits towards their degree, through the Post-Secondary Admission Route.

To be eligible for admission to the Certificate in Arts and Science, students must present a passing grade in English Language Arts 30-1, or an equivalent course.

Applicants who have completed post-secondary courses may also qualify for admission to the Certificate in Arts and Science through the Post-Secondary Admission Route, and are eligible for transfer credit.

f. English for Academic Purposes Admission Route

The English for Academic Purposes (EAP) program is a full-time, non-credit program offered by the English Language Institute (ELI) designed for students who are seeking admission into degree programs but have not met English Language Proficiency (ELP) requirements. Students who successfully complete the Advanced Level of EAP will satisfy the University's ELP requirement (for both undergraduate and graduate levels) and will not be required to submit a standardized English language test score (e.g., TOEFL, IELTS or CAEL) for University of Lethbridge admission.

Program entry is available in summer (May), fall (September), and spring (January) terms. Admission to the EAP program does not constitute admission to an undergraduate or graduate program at the University of Lethbridge. Applicants to an undergraduate or graduate program must meet all admission requirements specific to their program of study.

To be eligible for admission to the EAP program, applicants must have basic knowledge of the English language, equivalent to a score of 4.0 on the IELTS assessment (see **English Language Proficiency (ELP), p. 30** for further details regarding standardized English language tests). Applicants may submit standardized test scores to assist in determining their initial placement within the EAP program.

For application information, please see www.ulethbridge.ca/international/eap. Additional information regarding EAP program requirements can be found within **University of Lethbridge International, p. 71**.

g. Standardized Test Admission Route

Applicants who present acceptable ACT or SAT scores will be considered for general admission.

In the case of the SAT written prior to March 2016, the applicant must present complete SAT (Critical Reading, Mathematics and Writing) and three additional SAT Subject Test scores. In the case of the SAT written after March 2016, a minimum combined Evidence-Based Reading and Writing plus Math (ERW+M) score of 1040 is required.

In the case of the ACT, a composite score of 20 is required.

Applicants are also required to meet program-specific admission requirements and therefore will be required to submit their high school transcript for review.

h. Dual Admission

Dual Admission is a specific post-secondary admission route available for some degree programs open to students enrolled in a Dual Admission Partner Institution.

Students admitted and enrolled in a Partner Institution may be eligible to participate in dual admission. Students who meet Partner Institution and University of Lethbridge admission requirements and are enrolled in the Partner Institution may apply for general admission at the University of Lethbridge. Students who do not meet University of Lethbridge admission requirements may take courses at the Partner Institution to prepare for eligibility.

Students begin the application process at the Partner Institution. It is highly advised students seeking dual admission meet with an academic advisor from the Partner Institution.

Individuals enrolled in a Partner Institution who do not meet admission criteria or timelines are still invited to apply to the University of Lethbridge through the Post-Secondary admission route (see **Post-Secondary Admission Route, p. 25**).

To learn more about dual admission, please visit the website www.ulethbridge.ca/ross/admissions/undergrad/dual-admission.

i. Returning After an Absence

All students returning to the University of Lethbridge after an absence of one or more fall or spring terms must apply for readmission according to current application procedures and deadlines.

1. Applicants who were previously admitted to the University, left after completing one or more terms, and have not completed any transferable courses at another institution during the absence will be considered for readmission to their previous program of study in accordance with the policies of the relevant Faculty or School (refer to the Admission information in the applicable Faculty or School part of the Calendar).
2. Applicants who are seeking readmission to a different program of studies or who have completed transferable courses at another post-secondary institution during the absence must meet current admission requirements for the program they are intending to pursue (see **Post-Secondary Admission Route, p. 25**).
3. If readmitted, applicants who were on academic probation upon leaving the University will be readmitted on condition of academic probation. See the corresponding section for the appropriate Faculty or School for more information.
4. Readmission after Required Withdrawal

Applicants seeking readmission after required withdrawal from the University of Lethbridge will be considered for admission after the lapse of one year from the date of required withdrawal, in accordance with the policies of the Faculty or School offering the program for which they are seeking admission. See **Faculty of Arts and Science (p. 87)**, **Faculty of Education (p. 149)**, **Faculty of Fine Arts (p. 167)**, **Faculty of Health Sciences (p. 193)**, and **Dhillon School of Business (p. 207)**. See the corresponding Calendar section for the appropriate Faculty for more information.

Tabula Rasa will be granted to all first-degree University of Lethbridge students upon readmission to the University after required withdrawal for unsatisfactory academic performance. Applicants may choose to decline *Tabula Rasa* after consultation with an Academic Advisor. *Tabula Rasa*, or the opportunity to decline *Tabula Rasa*, will be granted only once, upon readmission after the first required withdrawal. Credit is retained for all previous courses completed with a grade of 'C-' or above, or 'P' or 'CR', up to the following limits (including transfer courses):

Single Degree Programs	
B.A., B.Sc., B.Asc., B.F.A. - Art, B.F.A. - Dramatic Arts, B.F.A. - Indigenous Art, B.F.A. - Multidisciplinary, B.F.A. - New Media, B.Mus., B.H.Sc., B.N., B.T.R., B.Mgt.	20 ungraded courses (60.0 credit hours)
Combined Degree Programs	
All with B.A., all with B.Sc., B.F.A. - Art/B.Ed., B.F.A. - Dramatic Arts/B.Ed., B.F.A. - New Media/B.Ed., B.Mus./B.Ed., B.H.Sc./B.Mgt., B.Mgt./B.Ed.	15 ungraded courses (45.0 credit hours)
Post-Diploma Programs	
B.A., B.Sc., B.Asc., B.F.A. - Art, B.F.A. - Dramatic Arts, B.F.A. - Multidisciplinary, B.F.A. - New Media, B.Mus., B.H.Sc., B.T.R., B.Mgt.	5 ungraded courses (15.0 credit hours)

Applicants readmitted to the University after being required to withdraw are readmitted on condition of academic probation. See the corresponding section for the appropriate Faculty or School for more information.

Where an applicant has been required to withdraw more than once, Student Enrolment and Registrar Services may consult with the appropriate Faculty or School in consideration of admission.

5. Readmission after Suspension

Applicants who left the University under an order of suspension will be considered for readmission to their previous program of study upon expiry of the period of suspension and fulfillment of any other requirements defined in the order of suspension, in accordance with 1. and 2. above.

6. Readmission after Expulsion

Applicants who left the University under an order of expulsion will be considered for admission only with the recommendation of Student Enrolment and Registrar Services in consultation with the Dean of the program from which the student was expelled, and the written approval of the Provost and Vice-President (Academic). Such approval shall not normally be given before the expiry of three years.

Such applicants will be considered for readmission to their previous program of study in accordance with 1., 2., and 3. above.

j. Continuing Students Changing Programs

A continuing student who wishes to change their academic program or major will apply by submitting a *Request to Change a Program or Major*.

All applicants must meet the additional admission requirements for the program to which they are applying. See **Additional Admission Requirements by Program, p. 23**.

1. Competitive Programs

Applicants seeking to change to competitive programs must meet the GPA requirements. See **Additional Admission Requirements by Program, p. 23**.

2. Non-Competitive Programs

Applicants must meet the minimum academic standing requirement of the Faculty or School to which they are applying (see **Academic Standards** within each Faculty or School section of this Calendar).

In the case where the program or major to which the student is applying has been introduced after the student's current Year of Calendar, the application will be considered for the calendar year for which they are applying.

Students who have graduated from a University of Lethbridge program must successfully apply for admission as a previous degree applicant (see **Previous Degree, p. 26**).

7. INTERNATIONAL STUDENTS

a. Academic Qualifications

All applicants must present qualifications comparable to those of Canadian applicants:

- Applicants who have completed appropriate secondary qualifications will be considered for admission under the **High School Admission Route (p. 23)**. See International Secondary/High School Admission Requirements (www.ulethbridge.ca/ross/admissions/undergrad/international/intreq_table) for requirements for specific countries.
- Applicants who have completed studies at recognized post-secondary institutions will be considered for admission under the **Post-Secondary Admission Route (p. 25)**.
- All applicants must meet additional admission requirements specific to their program (see **Additional Admission Requirements by Program, p. 23**).

b. Deferral of Admission

International applicants who are eligible for admission will receive an *Offer of Admission* to both the initial term specified and the next term of admission to their program, provided it is within one calendar year of the term to which the applicant initially applied (i.e. an applicant may receive an *Offer of Admission* for fall or spring, but not for fall of one year and fall of the next). The applicant must then specify on their *Confirmation of Admission* form which term offer they are accepting.

International applicants who have accepted the first term specified on their *Confirmation of Admission* may be eligible to defer admission to the second term offered if they are unable to attend the University of Lethbridge as initially indicated. An applicant may only defer admission to the second term indicated on their *Confirmation of Admission*. Applicants who initially accepted for the second term listed on their *Confirmation of Admission* may not defer to a later term.

Only one deferral will be granted per application. The non-refundable tuition deposit (see **Fees, p. 43**) will be moved to the deferred admission term.

Applicants to programs that offer admission only once per calendar year, or those who would prefer an admission date later than the next available term, must re-apply to their desired program. If an applicant chooses to re-apply, the initial tuition deposit will not be transferred to a future term.

8. ENGLISH LANGUAGE REQUIREMENTS

English is the primary language of instruction and communication at the University of Lethbridge. Prior to registration, all undergraduate students must demonstrate English language proficiency sufficient to meet the demands of classroom instruction, written assignments and participation in tutorials and discussions, regardless of their citizenship status or country of origin.

There are two types of English requirements that apply to applicants to the University of Lethbridge:

a. Spoken English Language Proficiency (SELP)

Admission requirement for applicants to programs offered by the Faculty of Health Sciences (see **Health Sciences, Spoken English Language Proficiency Requirement (SELP), p. 197**).

b. English Language Proficiency (ELP)

Admission requirement for all applicants to undergraduate programs.

The English Language Proficiency (ELP) requirement applies to all applicants to undergraduate programs, regardless of citizenship or country of origin. The University of Lethbridge reserves the right to determine and publish adequate levels of language proficiency.

Applicants whose academic qualifications meet admission requirements must satisfy English language proficiency (ELP) by August 1 for fall (September) admission or November 15 for spring (January) admission (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

Note: *The following policies do not apply to Exchange students.*

Proficiency in English may be demonstrated through any of the following means:

1. High School
 - a. Alberta English Language Arts 30-1, or equivalent, with a minimum final (blended) grade of 75 percent.
 - b. A grade of 5 or higher IB Higher or Standard Level English.
 - c. A grade of 4 or higher AP English.
 - d. A grade of B or higher in GCE A/S-level or A-level English.
 - e. Successful completion of a minimum of three consecutive years of full-time academic study in English at a secondary school in Canada or another country where English is recognized as the primary language (see **Recognized Countries**, below). English as a Second Language of study is not considered academic.
2. Post-Secondary
 - a. Successful completion of a minimum two years of full-time academic study in English at a post-secondary institution in Canada or another country where English is recognized as the primary language (see **Recognized Countries**, below). English as a Second Language of study is not considered academic.
 - b. Successful completion of an academic diploma, applied degree, or baccalaureate degree, requiring at least two years of full-time study, at a recognized post-secondary institution in Canada where the language of instruction is English (see **College Diploma, p. 25**).
3. English for Academic Purposes (Must have been completed within two years prior to the date of application)
 - a. Successful completion of the Advanced Level of the University of Lethbridge English for Academic Purposes (EAP) program (see **English For Academic Purposes (EAP), p. 73**).
 - b. A passing grade in an EAP program accepted as a means of satisfying ELP by another recognized Canadian university, and whose ELP requirement is at least as demanding as that of the University of Lethbridge.
 - c. A passing grade in an EAP program approved by the Manager of Admissions.
4. ELP Assessments (Must have been completed within two years prior to the date of application)
 - a. Test of English as a Foreign Language (TOEFL iBT) with a minimum total score of 80, with minimum scores of 16 in each of Listening, Reading, and Speaking, and a minimum score of 18 in Writing.
Website: www.toefl.org (University of Lethbridge Destination Institution (DI) code: 0855)

- b. Academic International English Languages Testing System (IELTS) test with a minimum overall score of 6.0, and a minimum 6.0 in each band.
Website: www.ielts.org
 - c. Pearson Test of English (PTE) Academic score with a minimum overall score of 54.
Website: www.pearsonpte.com
 - d. Canadian Academic English Language (CAEL) Assessment with a minimum overall score of 60, a minimum of 50 in each of Listening, Reading, and Speaking, and a minimum of 60 in Writing.
Website: www.cael.ca
 - e. Cambridge English Qualifications: C1 Advanced (C1 Advanced), with a minimum score of 'C'.
Website: www.cambridgeenglish.org/exams-and-tests/advanced
 - f. Cambridge English Qualifications: C2 Proficiency (C2 Proficiency), with a minimum score of 'C'.
Website: www.cambridgeenglish.org/exams-and-tests/proficiency
5. Recognized Countries
For the purposes of administering the ELP requirement, the University of Lethbridge recognizes designated countries where the primary language is English (see www.ulethbridge.ca/ross/admissions/elp).
6. Required Documentation
All proof of English proficiency must be provided on official academic transcripts or standardized test score reports. Standardized test scores must be valid and verifiable.

9. ADMISSION DOCUMENTS

The University of Lethbridge requires official documents to support each application for admission and reserves the right to request any documentation that might reasonably be required to evaluate the applicant's eligibility for admission or transfer credit.

The University will consider unofficial documents to make an admission decision. Any *Offer of Admission* made on the basis of unofficial or interim documents will be conditional upon receipt of final official documents. Such documents must confirm the applicant's eligibility for admission, including current competitive admission standards. To be considered official, documents must be received by the University directly from the issuing institution.

By submitting an *Application for Admission*, applicants authorize the University of Lethbridge to request academic transcripts on their behalf from Alberta Education and/or post-secondary institutions participating in ApplyAlberta. Applicants who have attended institutions not participating in ApplyAlberta must arrange to have official academic transcripts sent directly to:

Student Enrolment and Registrar Services
University of Lethbridge
4401 University Drive West
Lethbridge, Alberta, Canada
T1K 3M4

It is the responsibility of the applicant to ensure that all required documents are received by the final official document deadline.

a. Documents not Issued in English or French

Certified English translations are required for all admission documents that are not issued in either English or French. Certified English translations are required for all course materials submitted for transfer credit assessment that are not issued in English.

b. Confidentiality of Application Documents

Applications for admission and all supporting documents are collected, managed and retained in accordance with the *Confidentiality of Student Records* policy (see www.ulethbridge.ca/policy).

c. Misrepresentation/Falsified Documents

Admission and transfer credit decisions are made on the basis of complete and accurate information provided to the University by the applicant or by other institutions at the request of the applicant. The integrity of the admissions process is dependent on the honesty of the applicant.

Applicants are required to disclose all secondary and post-secondary institutions where any course registrations were made, and to arrange for all official transcripts to be sent directly to Admissions. Applicants who fail to meet these requirements may have their admission and registration cancelled and/or lose transfer credit.

For the purposes of this section, the term 'documents' refers to all transcripts, letters of reference, test results, portfolios, and other documents or statements submitted by an applicant or student, or on behalf of an applicant or student, supporting an *Application for Admission* or readmission to the University of Lethbridge or transfer credit assessment.

The submission of documents containing false identifying information, statements or intentional omissions of required information constitutes misrepresentation of a student's admission qualifications.

The submission of altered documents and/or the failure to provide all admissions documents constitutes the falsification of documents.

Where there is evidence that an applicant or student has 1) submitted, or arranged for the submission of, an application for admission purposes with false statements or intentional omissions; and/or 2) failed to provide any related document; and/or 3) submitted falsified documents, the University reserves the right to revoke admission and registration, according to the following procedures:

1. The Manager of Admissions will review the alleged offence(s) with the applicant or student and advise the student to refer to the Misrepresentation/Falsified Admission Documents policy in this section.
Should the Manager of Admissions determine that the alleged offence(s) have occurred, they will provide the student with a letter of reprimand and place a copy in the student's official file, and may take any or all of the following additional actions:
 - a. Disqualify the applicant or student from future consideration for admission for a definite or indefinite period of time.
 - b. Notify other educational institutions regarding particulars of the incident.
 - c. Revoke the applicant's or student's admission status and/or registration privileges, up to and including immediate and permanent dismissal from the University.
 - d. Enter a notation on the applicant's or student's academic transcript as follows: "Suspended due to submission of false documents."
2. The applicant or student will have seven working days after the date of the letter in which to appeal in writing to the Registrar. In the absence of an appeal received by the Registrar within the seven-day period, the Manager of Admissions will action the penalties outlined in the letter of reprimand.

10. CONDITIONAL ADMISSION

Admission decisions are based on the information available at the time that the application is reviewed. Conditional *Offers of Admission* may be issued in anticipation of fulfillment of the admission requirements by the appropriate deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

Offers of Admission are not reissued upon fulfillment of the conditions. However, Student Enrolment and Registrar Services will issue a letter confirming that all conditions have been met upon request by the applicant.

Admission may be rescinded and/or registration privileges may be restricted if official documentation that confirms the applicant's eligibility for admission is not received by Student Enrolment and Registrar Services by the appropriate deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines). In cases where the applicant does not fulfill the specific requirements or maintain a competitive admission average, the University will offer the applicant admission to an alternate program, if possible. If a decision to rescind an *Offer of Admission* is made within two weeks prior to the start of or during the term, and admission to an alternate program is not possible, the applicant may be allowed to complete the term as an Open Studies student (see **Registration, Open Studies Student, p. 39**).

See also **Misrepresentation/Falsified Documents (p. 31)**.

a. Applicants Currently Attending High School

Offers of Admission to applicants who are currently completing secondary courses at a high school or upgrading at a post-secondary institution, in Canada or elsewhere, will be conditional upon satisfactory completion of courses in progress. Satisfactory completion is defined as final grades and averages that meet or exceed the minimum general and program admission requirements, including current competitive standards.

b. Applicants Currently Attending Post-Secondary

Offers of Admission to applicants who are currently attending a post-secondary institution in Canada or elsewhere, including the University of Lethbridge, will be based on all courses and grades reported to date, provided they are in their last year of study at their current institution. Such offers will be conditional upon satisfactory completion of all outstanding courses prior to the appropriate deadline. Satisfactory completion is defined as final grades and GPAs that meet or exceed the minimum general and program admission requirements, including current competitive standards.

11. TRANSFER CREDIT

Many applicants are eligible to have some or all previous post-secondary credit courses assessed for transfer credit toward completion of their University of Lethbridge program. Transfer of credit serves to reduce the number of courses that must be completed at the University of Lethbridge in order to complete a program of studies. Not all transfer credit granted will necessarily satisfy program requirements.

Transfer of credit is not available to students enrolled in classes at the University who have not been admitted to programs (i.e., transfer of credit is not available to exchange, Open Studies, or visiting students). See also **Academic Regulations, Waiver of Prerequisite/Corequisite (p. 56)**.

The University of Lethbridge Transfer Credit Equivalencies Database (TED) provides information about prior assessment of courses completed at other post-secondary institutions for credit at the University of Lethbridge (see www.ulethbridge.ca/ross/ted). Transfer Alberta provides information on previously approved transferable courses and programs between many post-secondary institutions in Canada and the University of Lethbridge (see transferalberta.alberta.ca).

a. Transfer Policies

1. The University of Lethbridge recognizes courses completed for credit at other post-secondary institutions in accordance with the Alberta Council on Admissions and Transfer (ACAT) member institutions and other accredited post-secondary institutions. The University of Lethbridge aligns its transfer policies with the Pan-Canadian Protocol on the Transferability of University Credits, and the Lisbon Recognition Convention.

The Province of Alberta recognizes four Comprehensive Academic and Research Universities (CARUs) within the Campus Alberta system: the University of Lethbridge, Athabasca University, the University of Alberta, and the University of Calgary. Alberta's CARUs are committed to the advancement of Campus Alberta goals, including enhanced learner movement within the advanced education system. To facilitate mobility, the four CARUs accept each other's credit courses for transfer, subject to meeting minimum grade requirements.

2. Transfer credit for previously completed post-secondary courses is assessed and granted at the point of admission to a University of Lethbridge program. It is the responsibility of the applicant to provide full and complete information on all previous post-secondary records to support the application of transfer credit assessment. Detailed course outlines and other course materials may be necessary to assess previously completed courses for transfer credit. Such materials should be submitted to Student Enrolment and Registrar Services as soon as an *Application for Admission* has been made and no later than the **end of the student's first term** as a registered student. Certified translations must accompany materials not written in English. Failure to provide requested materials relieves the University of Lethbridge of responsibility to grant transfer credit.
3. Transfer credit is granted at the institutional level for credit courses that were completed and assigned a passing grade. Students should review the institutional transfer credit granted and their program requirements to determine which courses can be used to meet their program requirements. Students should consult with the appropriate academic advising office if they have questions regarding which granted transfer credit may be used to meet their program requirements after admission and if they later change to a different program.
4. The assessment of a credit course considers factors such as course level and learning outcomes. Transfer credit is granted only for courses transferring as University of Lethbridge courses numbered 1000 or higher subject to meeting minimum grade requirements.
5. A course shall be counted only once to satisfy the requirements of post-secondary degree qualifications. Transfer credit will not be granted for courses used for credit toward another baccalaureate degree.
6. Courses may be assessed and combined for the granting of transfer credit at the University of Lethbridge only if they were taken at the same post-secondary institution.
7. Transfer credit will not be granted in place of courses previously successfully completed at the University of Lethbridge.
8. Transfer credit will not be granted for courses in Theology or Ministerial Preparation, or courses completed at private vocational schools.
9. The University of Lethbridge does not grant transfer credit on the basis of Challenge for Credit or Prior Learning Assessment and Recognition.
10. Transfer agreements reflecting courses approved for transfer from member institutions of the Alberta Council on Admissions and Transfer are published in the Alberta Transfer Guide (transferalberta.alberta.ca). A published transfer arrangement will also be honoured for students who completed the course in the year prior to the effective date.
11. Use of Transfer Course Grades
 Transfer credit is granted as ungraded credit and grades earned on transfer courses are not included in official grade point average (GPA) calculations on the University of Lethbridge transcript.
 For the purposes of calculating admission GPAs, actual grades earned will be preserved in the student's official record and converted to the University of Lethbridge 4.00 GPA.
 Student Enrolment and Registrar Services develops and applies grade conversion standards, under the authority of the Admission Standards Committee.
12. Transfer of Credits for University of Lethbridge Students Studying Elsewhere
 Continuing students who are required to or wish to take courses offered by other post-secondary institutions for credit toward their program at the University of Lethbridge must obtain Visiting or Exchange Student Authorization from their Faculty or School. The courses to be taken during the visiting or exchange term must be specified at the point of approval.
 Course materials may be requested to assess the proposed courses for transfer credit. Visiting students must provide certified translations for any course materials not written in English.
 Approved transfer credit will be granted by Student Enrolment and Registrar Services upon receipt of official academic transcripts from the designated institution. It is the student's responsibility to arrange for the submission of an official academic transcript. Courses completed by admitted students on an authorized exchange program will be preserved as Pass/Fail.
 Transfer credit will only be granted when Visiting or Exchange Student Authorization is obtained in advance of the completion of studies.
 Further information on registration procedures for visiting and exchange students may be found in **Registration, Visiting and Exchange Students (p. 39)**.
13. Student Enrolment and Registrar Services is responsible for maintaining records of all transfer evaluations at the University.
14. Student Enrolment and Registrar Services is the final authority with respect to the evaluation and assignment of transfer credit.

b. Re-evaluation of Transfer Credit Decisions

A student wanting to contest a decision regarding a transfer credit evaluation shall have **one full year** from the beginning of the term of admission to submit additional documentation in a petition for re-evaluation of the transfer credit decision. The petition for re-evaluation shall be made in writing to Student Enrolment and Registrar Services and must set out the student's rationale for seeking a re-evaluation.

The University of Lethbridge will only re-evaluate a course for transfer credit once per student when a petition for re-evaluation is accompanied by additional, sufficient, supporting documentation from what was originally submitted and/or requested (E.g. course scheduling information, course assignments, requisites). The outcome of the transfer credit re-evaluation, including rationale, shall be communicated in writing to the student upon completion of the assessment process.

12. INFORMATION FOR INCOMING VISITING STUDENTS

Individuals currently enrolled in a degree program at another recognized degree-granting institution who wish to enrol in courses at the University of Lethbridge for credit at their home institution are advised to request a *Letter of Permission* issued by their home institution.

Visiting students register for courses as Open Studies students. It is the responsibility of the Visiting student to meet any applicable course prerequisites. Registration in specific courses is not guaranteed. For additional information, see **Registration, Open Studies Student (p. 39)**.

13. INFORMATION FOR INCOMING EXCHANGE STUDENTS

Exchange students are admitted on the basis of formal agreements between the University of Lethbridge and another post-secondary institution. Students who would like to participate in an exchange program at the University of Lethbridge apply through their home university.

Exchange students register for courses as Open Studies students. It is the responsibility of the exchange student to meet any applicable course prerequisites. Registration in specific courses is not guaranteed. For additional information, see **Registration, Open Studies Student (p. 39)**.

English Language Proficiency requirements do not apply to exchange students.

14. GENERAL POLICIES FOR ALL APPLICANTS**a. Student Status**

A person who has applied for admission to a program of studies in an undergraduate or graduate program at the University of Lethbridge, either in a full-time, part-time, visiting or any other category of admission, shall not be considered a 'student' for the purposes of the rights and privileges accorded to a student of the University of Lethbridge, until the date that the person commences academic studies at the institution.

This same restriction in its entirety applies to Open Studies students and authorization to register.

b. Access to Courses

The University of Lethbridge guarantees that admitted students will have timely access to courses required to complete the student's program. However, admission to the University does not constitute a guarantee that a student will be able to register for any particular course in a given term.

c. Enrolment Limits

The University of Lethbridge does not guarantee that students who meet the published minimum requirements will be admitted to any Faculty or School, program, or major. In cases where the number of qualified applicants exceeds the number that can be accommodated, the University reserves the right to limit enrolment in a Faculty or School, or program and to establish minimum criteria beyond the minimum published requirements without advanced notice.

d. Year of the Calendar

A student admitted or readmitted to the University is governed by the **program requirements of the Calendar in effect at the time of the most recent admission** (see **Academic Regulations, Program Requirements, p. 57**).

Transfer students from institutions other than those with which the University has established transfer arrangements will be treated according to current policies for new student admissions, and therefore be subject to all the requirements of the Calendar in effect at the time of the most recent admission.

Students continuously registered in a formally-approved transfer program or in transferable courses at a post-secondary institution in the Alberta Council of Admission and Transfer are normally admitted and governed under the Calendar of the year of admission to the University of Lethbridge. However, students may opt to be governed by any Calendar from the one in effect at the point of most recent admission to the Transfer Alberta system to the Calendar in effect at the point of admission to the University of Lethbridge by applying to their Faculty or School Academic Advising or Student Program Services office.

The University also recognizes transfer arrangements with the College of the Rockies, Medicine Hat College and Selkirk College. Students who attend the University of Lethbridge under the dual admission agreement will be subject to the Academic Calendar in effect at the point of admission to the University of Lethbridge.

e. Simultaneous Enrolment

No student will be permitted to enrol in a University of Lethbridge credential program while simultaneously working towards a credential at another institution. This policy does not apply to students studying at a partner institutions who have been admitted under the University of Lethbridge's Dual Admission (see **Dual Admission, p. 28**) or Dual Degree agreement with that institution.

15. CAVEAT - AUTHORITY TO RESCIND ADMISSION/REGISTRATION PRIVILEGES

- a. Until modified by resolution of the Board, the President shall have the power and authority in his/her capacity as President, and as representative of the Board of Governors, to rescind any application for admission to an undergraduate studies program or graduate studies program at the University of Lethbridge, either in a full-time, part-time, visiting, or any other category of admission, at any time prior to the date that the applicant commences academic studies at the University or the first day of the academic term/session for which the application applies, whichever shall occur last. This same presidential authority in its entirety applies to Open Studies students and authorization to register.
- b. The powers of the President to rescind any application for admission or any applicant, or to rescind authorization to register from Open Studies students, may be exercised in any circumstance where the President in his/her sole discretion determines that:
 1. The individual represents a potential risk to the safety, security or well-being of members of the University community, including, but not restricted to, students, faculty, and administration.
 2. The best interests of the University outweigh the inclusion of the individual as a student at the University.
- c. The foregoing powers of the President may be exercised, notwithstanding that an applicant may have been provided a notification of acceptance into a program or course of study at the University of Lethbridge, and any such decision shall be final and without appeal to any body in the University of Lethbridge.
- d. Such students may be considered for Open Studies status or readmission only by the President, normally after the lapse of one year. Students must provide evidence that the issues leading to the rescinding of admission/registration privileges have been addressed.

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1. DISCLAIMER

The fees stated in this Calendar are correct at the time of publication. The University reserves the right to alter fees without notice. Refer to the Undergraduate Calendar and Course Catalogue at www.uleth.ca/ross/academic-calendar for the most current information.

2. SELF-SERVICE RESOURCES AND GENERAL INFORMATION

a. Fees and Payments

The University provides a **self-service** option via the Bridge website available at www.uleth.ca/bridge for viewing the *Account Summary by Term* report, which includes fees charged and payments received by term. The University will send invoices to students' University of Lethbridge email accounts in advance of key deadlines. **Paper statements are not mailed.** Inquiries about fees are directed to the Cash Office (AH144; 403-329-2469; cash.office@uleth.ca).

b. Anticipated Payments

Awarded student loans, sponsorships and other payments can be viewed on the Bridge in the *Account Summary by Term* report. Anticipated payments verified as in transit by the Cash Office can be viewed using the *Anticipated Financial Aid* link on the *Account Summary by Term* page. Anticipated funds are considered payments-in-progress and stop the assessment of interest charges and cancellation for non-payment processes, for charges up to or equal to the amount of funds expected to be received.

c. Government Loans and Grants

Students receive government approved student loans personally, with no portion coming to the University to pay for their semester charges directly.

Inquiries are directed to the Scholarship and Student Finance office (AH115; 403-329-2585).

For more information please see the Scholarship and Student Finance Website (www.uleth.ca/ross/student-finance).

d. Scholarships and Bursaries

Inquiries are directed to the Scholarships and Student Finance office (AH115; 403-329-2585).

For more information please see the Scholarship and Student Finance Website (www.uleth.ca/ross/student-finance).

e. Holds Applied to Outstanding Accounts

Cash holds are placed on student accounts after fee deadlines when there is an outstanding balance owing. Students with outstanding fees on their account will not be able to apply to graduate or receive parchments, registration privileges, access to the Tuition and Enrolment Certificate (T2202 tax form) or official academic transcripts until all fees are paid in full.

f. Receipts and Tax Forms

Students can verify payments on their account by viewing the *Account Summary by Term* report on the Bridge (www.uleth.ca/bridge). Printed receipts are not issued unless requested to the cash office. The Tuition and Enrolment Certificate (T2202) required for completing personal tax returns is available for download from the students' Bridge accounts by the end of the following February. The Canada Revenue Agency (CRA) requires all students include their social insurance number (SIN) on the T2202 form. This can be entered on the student's Bridge Account under Personal Information - Update Social Insurance Number. This will update the student's record so that the form includes the social insurance number. Students will be charged \$5 for a printed T2202 from the Cash Office.

g. Definitions

- *Add/Drop Date* - The final day to register in courses for the term or session. See the **Academic Schedule (p. 15)**.
- *Domestic Student* - Any student who is a Canadian citizen, Permanent Resident, protected person in accordance with the Immigration and Refugee Protection Act, or is a holder of a diplomatic visa issued by the Government of Canada. Classification as a domestic student affects fee assessment only.
- *Extended Drop Deadline* - The final day to drop courses (cancel registration) without incurring 100% of tuition, compulsory, and program-related fees. See the **Academic Schedule (p. 15)**.
- *Full-time* - Any student who is currently registered in 9.0 credit hours or more in a term. Students enrolled in Co-operative Education Work Experience courses are considered to be full-time. This definition of full-time may not be the same as the definition used by the Canada Revenue Agency (CRA) for the preparation of the Tuition and Enrolment Certificate (T2202). For more information, see **Registration, Full-time and Part-time (p. 38)**.
- *International Student* - Any student who is not a resident of Canada. Classification as an international student affects fee assessment only. New international students and international students who receive their Landed Immigrant status or Canadian citizenship while registered in courses at the University must present their official Landed Immigrant documentation or Canadian Citizenship card at the Registrar's Office no later than January 31 for the spring term, May 31 for the summer term, the last day of classes in each summer session, and September 30 for the fall term to be eligible for Canadian fee assessment rates.
- *On-campus* - Any student who is registered in courses delivered remotely or in-person at the University of Lethbridge main campus in Lethbridge, Alberta.
- *Off-campus* - Any student who is registered only in courses offered through satellite campuses held off the main University campus.
- *Part-time* - Any student who is currently registered in fewer than 9.0 credit hours in a term. For more information, see **Registration, Full-time and Part-time (p. 38)**.
- *Senior Citizen* - Any student 65 years of age or over does not pay fees except for the *Application for Admission fee* or *Registration fee* (if attending as an Open Studies student).

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1. INTRODUCTION

All students are bound by the academic regulations contained in the most current Calendar, regardless of the Calendar they are following for program requirements. A student may obtain further information and advice about academic regulations from the Faculty or School in which that student is registered. It is the responsibility of each student to be familiar with the Academic Regulations as outlined in this section and program-specific sections of the Calendar, as well as University student policies referenced in **Student Policies, p. 62** and found online (www.ulethbridge.ca/policy).

2. ACADEMIC REGULATIONS

a. Grading

An instructor bears full responsibility for evaluating the academic performance of students, see **Assessment of Student Learning Policy and Procedures for Undergraduate Courses** (www.ulethbridge.ca/policy).

An instructor must indicate at the beginning of each course, in writing, the detailed manner by which work will be evaluated and the final grades derived and, **upon request**, communicate to students an estimation of their levels of performance by the end of the eighth week of the term. An instructor may prescribe a variety of forms of evaluation, such as recitations and papers, mid-term examinations and a final examination.

Final grades are determined in accordance with the grading system described in this Calendar. All final grades for courses and Independent Studies are submitted by the date set in the Academic Schedule. Except when a Course Incomplete has been approved by both the instructor and the Dean, there is no provision for the late submission, revision or evaluation of students' work after the final grade submission deadline. There is no provision for the late submission of final grades. Grade changes may be submitted by the instructor up to two months following the grade submission deadline (e.g., fall term grade submission deadline in December - grade change permitted until February 28 of the following term).

I. Grading System

Effective May 1, 2002, the University of Lethbridge and other Alberta universities adopted a common 4-point grading system. The common grading system closely resembles the grading system that became effective on September 1, 1988, when pluses and minuses were introduced into the original University of Lethbridge grading system. All three University of Lethbridge systems are described in the table below.

Under all three systems, the overall academic performance of a student is expressed as a Grade Point Average (GPA). For students whose grades are recorded under two or three systems, the GPA is determined in the same way. No attempt will be made at differential weighting of the three systems.

The GPA achieved by a student is determined by multiplying the grade points assigned to each grade by the weighting factor for the course. The total of all course grade points thus calculated is then divided by the total of the weighting factors for all courses.

University of Lethbridge Grading Systems

Grading System effective May 1, 2002		Grade Points	Grading System prior to May 1, 2002		Grade Points	Grading System prior to Sept. 1, 1988		Grade Points
A+		4.00	A+		4.00	A	Excellent	4
A	Excellent	4.00	A	Excellent	4.00			
A-		3.70	A-		3.70			
B+		3.30	B+		3.30	B	Superior	3
B	Good	3.00	B	Good	3.00			
B-		2.70	B-		2.70			
C+		2.30	C+		2.30			
C	Satisfactory	2.00	C	Satisfactory	2.00	C	Satisfactory	2
C-		1.70	C-		1.70			
D+	Poor	1.30	D+		1.30			
D	Minimal Pass	1.00	D	Poor	1.00	D	Poor	1
			D-		0.70			
F	Failure	0	F	Failing	0	F	Failing	0

Note: WF - Withdrawal Fail effective May 1, 1992 to April 30, 2010

2. Grade Point Average Calculations

The current GPA, often referred to as the 'term GPA', is calculated on all graded courses completed in a given term and appears on both official and unofficial academic transcripts.

The total institution GPA, often referred to as the 'cumulative GPA', is calculated on all graded courses and appears on all academic transcripts by the level of a student's program (undergraduate, master's, or doctoral).

Other types of GPA calculations:

Administrative units at the University may calculate a variety of averages in order to determine eligibility for scholarships and awards, academic standing, admission, graduation, etc. When making their calculations, units may include grades for courses transferred from another institution and grades hidden by the Credit/Non-Credit designation. In addition, they may choose to exclude certain grades on both University of Lethbridge and transfer courses from the GPA calculations.

Additional GPA calculations include academic standing GPA, admission GPA, awards GPA, Faculty or School GPA, major GPA, prerequisite GPA, program GPA and residence GPA. Note that these calculations are defined by the unit which uses the GPA.

There are certain courses which are not included in the calculation of the current or cumulative GPA. These include courses transferred from another institution; the lowest graded attempt(s) of a repeated course; and courses in which there are non-grade designations such as Credit/Non-Credit.

In the case of courses designated as Pass/Fail, a 'P' or 'Pass' is not included in the calculation of the current or cumulative GPA, but an 'F' or 'Fail' is included in the GPA calculation.

Example:

	Grade	Grade Points	Weighting Factor	Total Grade Points
Sociology 1000	A	= 4.00	x 3.00	= 12.00
English 1900	B	= 3.00	x 3.00	= 9.00
Mathematics 1560	C	= 2.00	x 3.00	= 6.00
Physical Activity 2130	A	= 4.00	x 1.50	= 6.00
Physics 1000	D	= 1.00	x 3.00	= 3.00
			13.50	36.00
Total grade points	= GPA		36.00	= 2.67 GPA
Total weighting factor			13.50	

3. Non-Grade Designations:

No grade points are assigned for the following designations:

AI - Administrative Incomplete

The designation of 'AI' is recorded at the final grade submission deadline for a given term by the Registrar, if the instructor has not submitted a final grade by the deadline. The 'AI' is replaced by the letter grade as soon as it is received. The 'AI' designation is temporary, must be replaced by a grade and may not be used in lieu of an Incomplete designation.

AU - Audit

The AU designation is awarded when a student has been granted permission by an instructor to audit a course. The course appears on the academic transcript as 'AU' (**Registration, Audit a Course, p. 39**).

I - Incomplete

The designation of 'I' is awarded only in case of illness or other extenuating circumstances beyond the control of the student, which make it impossible to complete the required work by the close of a term. The 'I' designation is awarded only on application to and approval of both the instructor and the appropriate Dean and such application is not reviewed until the last two weeks of classes. When the 'I' is approved, an appropriate deadline is determined for completion of outstanding work. A student who does not complete outstanding work by the assigned deadline will normally receive an 'F' in the course.

The 'I' designation may be converted by the instructor to a letter designation within a maximum of one year; if not so converted, it becomes an 'F' except where circumstances continue to prevent the completion of the course, in which case the 'I' designation remains on the academic transcript.

An 'I' designation assigned in an Education Field Experience course has a different interpretation. Details are available from the Assistant Dean, Student Program Services, Faculty of Education.

The 'I' designation is not available in Nursing Practice or Public Health practicum courses. Students enrolled in these courses should see an academic advisor in the Faculty of Health Sciences for details.

L - Tabula Rasa - Retain Credit

The designation of 'L' prefaces a course grade if credit was retained for that course following the granting of *Tabula Rasa* at the point of readmission. Refer to **Readmission after Required Withdrawal (p. 28)** for information regarding the granting of *Tabula Rasa*.

T - Tabula Rasa - No Credit

The designation of 'T' prefaces a course grade if credit was not retained for that course following the granting of *Tabula Rasa* at the point of readmission. Refer to **Readmission after Required Withdrawal (p. 28)** for information regarding the granting of *Tabula Rasa*.

W - Withdrawal

Where a student withdraws from a course at any time after the Extended Drop deadline up to and including the last day of classes, a designation of 'W' will be awarded only upon withdrawal submission on the Bridge. A 'W' designation is not factored into the term or cumulative GPA calculations. Students are responsible for ensuring the submission is made on the Bridge by the relevant deadline. Refer to the **Academic Schedule (p. 15)** for the last day to withdraw.

WC - Withdrawal with Cause

The designation 'WC' is recorded only in case of serious illness or other extenuating circumstances beyond the control of the student, which make continuation in a course impossible and where an 'Incomplete' designation is not in order. For admitted students, the 'WC' is recorded only on application to the Faculty or School advising office. For Open Studies students, the 'WC' is recorded upon application to Student Enrolment and Registrar Services.

Prior to readmission, students who are granted a complete 'Withdrawal with Cause' may be requested to provide evidence that the conditions which led to the complete withdrawal (WC) have been identified and addressed. Coordination among units, including academic advising, Counselling Services and Admissions will take place.

X - Continuing

Used for courses which may extend beyond one term. Eligible courses are designated by the Faculty or School offering the course. Signifies that a grade will be awarded at the conclusion of the course and will replace the 'X' on the student's academic transcript.

X - Permanent

Used for placeholder courses to indicate that the student is active in the program but is not taking courses in a given term or is taking credit courses at another institution, under the appropriate authorization.

Also used in an Undergraduate Thesis course (4995) when a student elects to complete the course over two terms. This grade designation is assigned to the first term.

Cr/NC - Credit/Non-Credit

A student may elect to designate some courses as Credit/Non-Credit. This alternative is designed to encourage students to expand their academic interests by taking courses outside their field of major interest. Credit/Non-Credit is not available to Open Studies students.

For completion of course requirements with a grade of 'C' or higher, the grade earned appears on the academic transcript automatically. If a grade between 'C-' and 'D' (inclusive) is earned, a 'Cr' appears on the academic transcript. If a grade of 'F' is earned, an 'NC' appears on the academic transcript.

Students may designate courses as Credit/Non-Credit according to the following limits:

All single and combined degrees programs:	
• No transfer credit	4
• 1.5 - 30.0 transfer credit hour equivalents	4
• 31.5 - 60.0 transfer credit hour equivalents	3
All post-diploma programs, with or without transfer credit	2
All post-diploma combined degrees programs, with or without transfer credit	3
All certificate programs and the Dhillon School of Business Post-Bachelor Certificates with or without transfer credit	1
All second degree programs, with or without transfer credit	2

A student is further limited in the number of Credit/Non-Credit designations made per term. In the fall and spring terms, a student may elect Credit/Non-Credit in a maximum of two courses. In summer sessions, a student may elect Credit/Non-Credit in a maximum of one course per session. Once a course is designated Credit/Non-Credit, it counts toward the maximum, irrespective of the outcome.

The Credit/Non-Credit alternative may not be elected in courses constituting the student's major, specialization or minor, required courses in Education and specifically-required, non-Dhillon School of Business courses. Education students may elect a maximum of three Education courses as Credit/Non-Credit. For the purpose of this regulation, Dhillon School of Business courses are regarded as the major for the B.Mgt. degree, Nursing courses are regarded as the major for the B.N. degree, Public Health and Health Sciences courses are regarded as the major for the B.H.Sc. (Public Health major) program, and Addictions Counselling and Health Sciences courses are regarded as the major for the B.H.Sc. (Addictions Counselling major) program.

No courses carrying a 'Credit' designation may be used to meet requirements where the Credit/Non-Credit designation is specifically prohibited in the Calendar. Faculties/Schools may allow substitutions for designated courses at their discretion, but must consider the records of such students as deficient.

Note: Other post-secondary institutions may not recognize courses where grades other than 'A+' to 'F' are assigned (e.g. 'CR', 'P'). Students in pre-professional and other transfer programs, and students planning to apply to professional schools are advised to contact the receiving institution for more information.

A student may not use a Credit/Non-Credit designation to replace a grade earned previously.

P - Pass/Fail Courses

Certain courses are specified as Pass/Fail in the course descriptions. For such courses, students are awarded either the designation 'P' or the grade 'F'.

The designation 'P' indicates satisfactory completion of the objectives of a Pass/Fail course. When a student is awarded the designation 'P', the course is not included in computation of the GPA; when the student is awarded 'F', the course is included in computation of the GPA.

Note: Other post-secondary institutions may not recognize courses where grades other than 'A+' to 'F' are assigned (e.g. 'CR', 'P'). Students in pre-professional and other transfer programs, and students planning to apply to professional schools are advised to contact the receiving institution for more information.

b. Academic Transcripts

An academic transcript is the official, permanent record of a student's enrolment activity at the University of Lethbridge, including the terms in which registration took place and the associated grades or designations that were assigned. The academic transcript also includes the student's current or most recent program degree(s), major(s), minor(s), concentration(s), and specialization(s), as appropriate.

1. Official and Unofficial Academic Transcripts

Official academic transcripts bear the seal and signature of the University of Lethbridge Registrar. An official academic transcript includes, for each student at each program level (undergraduate, master's and doctoral), all University of Lethbridge courses in progress, courses attempted (successfully and unsuccessfully), courses repeated, courses withdrawn, credits earned, GPA, and academic standing by term until the day the academic transcript is produced. A summary of academic transfer credit is listed by institution and term granted. The student's cumulative GPA is also included on the academic transcript. Upon completion of program requirements and the conferral of degrees, additional notations are included on the official academic transcript in accordance with University policies (see **Graduation, Academic Transcripts, p. 66**).

An unofficial academic transcript does not bear the Registrar's seal or signature. This type of academic transcript is not the official record of the University of Lethbridge; however, it is accessible to students online through the Bridge (www.ulethbridge.ca/bridge) to allow students to monitor their own progress as they navigate their program(s).

2. Academic Transcript Requests

Official academic transcripts are confidential and will only be issued upon request by the student. A student may request a paper copy, electronic copy, or both of their transcript. Electronic copies are verified and official, issued to the student from the University of Lethbridge to the student's MyCreds account. Learn more about MyCreds at www.ulethbridge.ca/ross/mycreds. Students can request transcripts on the Bridge or in-person at Student Enrolment and Registrar Services. When requests are made in person, appropriate documentation such as a student ID card or driver's licence is required.

Third-party requests must be authorized by the student. For more details on obtaining official academic transcripts, see www.ulethbridge.ca/ross/transcripts. Requesting separate official academic transcripts for each degree level completed at the University of Lethbridge is not possible.

Official academic transcript requests, complete with date of issue and recipient, are maintained indefinitely. Students will be notified promptly if their academic transcripts have not been issued because of academic holds, inability to authenticate the source of the request, or for other reasons which may apply.

3. Withholding Academic Transcripts

Official and unofficial academic transcripts will not be issued if the student has any outstanding financial obligations to the University.

c. Repeat of a Course

A student may repeat a course previously taken in an attempt to: improve the course grade, improve the GPA and/or meet graduation requirements.

1. A grade may be improved by completing either the course or its equivalent.

- Students wanting to improve their grade in a Series or Topics course must repeat the section with the identical title.
- Courses that are equivalent are denoted with an 'Equivalent' course element in the course description and include courses that have been renamed or renumbered, and Topics or Series courses that have been regularized.

2. If a student repeats a course, the grade for each attempt is recorded on the academic transcript.

3. After a course is repeated, the grade and credit hours of the attempt with the highest grade will be used to calculate the GPA.

4. A student may not use a Credit/Non-Credit designation to replace a previously earned grade.

d. Exceeding Course Limits

In the case where a student exceeds any legislated course limit(s) and/or the credit hours required in the student’s program, those credits will be considered extra-to-program (see **Glossary, Extra-to-Program Course Credit, p. 537**). The extra-to-program courses may be University of Lethbridge courses taken outside a student’s program requirements or eligible electives, one of a substantially similar pair, or granted institutional transferable course credit that does not fulfill program requirements. These courses will be counted toward applicable GPAs and are maintained on the students record. Students should be aware of legislated course limits, including the maximum number of Independent Study or Introductory courses allowed in a program.

1. Substantially Similar Course Limits

Substantially similar courses contain a high percentage of similar course content and are denoted with a “Substantially Similar” course element in the course description. Students who complete two substantially similar courses will receive credit for both courses. However, the number of credit hours of the substantially similar course will be considered extra-to-program. For example, if a student in a 40-course program (120.0 credit hours) takes two 3.0-credit-hour courses that are substantially similar, one of the courses would be considered extra-to-program. This substantially similar course will be counted toward applicable GPAs and will remain on the student’s record, but it will not fulfill program requirements for graduation.

Some courses may be applicable to more than one limit in a program. For example, History 1000 and History 1200 are substantially similar and both may count toward the 1000-level course limit in a program. The course deemed substantially similar would be extra-to-program and excluded from the 1000-level course limit.

2. Limitation on the Impact of a Single Course

If a single course causes the student to exceed more than one limit, the student’s program will be increased by one course (3.0 credit hours) only. For example, a student who completes History 1000 and History 1200 (which are substantially similar) would have his/her program increased by one course (3.0 credit hours). If completion of History 1200 also causes the introductory course limit to be exceeded by one course (3.0 credit hours), the program would not be increased further.

e. Waiver of Prerequisite/Corequisite

Students may possess some educational experience that provides much of the background usually acquired in a prerequisite or corequisite to a particular course. In such cases, the student may seek the permission of the Faculty or School to waive the prerequisite(s) and/or corequisite(s) for that course.

Application for a prerequisite/corequisite waiver must be made through the department offering the course. Once written permission is received from the Faculty or School, a student may register in a course without having completed the prerequisite(s) and/or corequisite(s). Students do not receive credit for the waived prerequisite(s) or corequisite(s).

If a prerequisite or corequisite course is specifically required in a program or major, it must be registered and completed at some point unless a substitution has been approved by the Dean. In the case of courses required for the major, substitutions must be recommended to the Dean by the department/academic unit.

f. Substitutions

A substitution for a required course in a program or major is at the sole discretion of the Faculty or School and is only granted in exceptional situations. Students should seek advice and information about substitutions from an academic advisor. Course substitutions must be approved by the Dean and are recorded on the student’s record.

g. Academic Standards

1. Undergraduate Student in Good Standing

To be in good standing, an undergraduate student must maintain the following minimum cumulative GPA:

Number of completed courses (includes transfer courses)	GPA (U of L)
1-10	1.70
11-20	1.85
21-40	2.00

Students should be aware that some Faculties/Schools require higher levels of performance in certain courses or terms. Students are referred to detailed statements by Faculties/Schools in relevant Parts of this Calendar.

2. Probationary Student

If the cumulative GPA falls below the required levels, the student is placed on academic probation and is subject to program restrictions.

In some cases a student may be admitted as probationary because a previous academic record is either deficient in some respect, below the standard ordinarily required or difficult to assess.

3. Required Withdrawal from the University

Students may be required to withdraw on two academic grounds: (1) academic indices or (2) consecutive terms on probation. Students shall be required to withdraw for academic reasons from University of Lethbridge programs only following the spring term.

a. Required Withdrawal - Academic Indices

Students who have completed six courses and whose cumulative GPA, at the end of the spring term, falls below the following indices are required to withdraw from the University:

Number of completed courses (includes transfer courses)	GPA (U of L)
6-10	1.50
11-20	1.70
21-30	1.85
31-40	2.00

b. Required Withdrawal - Terms on Probation

Students who, at the end of the spring term, have remained on academic probation for two or more consecutive terms, are required to withdraw from the University.

Students should be aware that regulations pertaining to required withdrawal may vary depending on the Faculty or School. Students are referred to their respective Faculty or School for details on these regulations.

4. Required Withdrawal from Program/Major

Where demand for access exceeds program/major capacity, Faculties/Schools reserve the right to set academic standards for continuation in a specific program or major. A student who is not eligible to continue in a program/major, but whose academic performance does not warrant required withdrawal from the Faculty or School, or the University, is guaranteed a seat in a related program/major for which the student is qualified and which is offered by that Faculty or School.

h. Honours Thesis Designation

Undergraduate Thesis courses are designated by the same number in all disciplines (4995), carry the subject code for the discipline (e.g., PHIL), and the title "Undergraduate Thesis."

Undergraduate Thesis courses are 6.0 credit hours, and tuition fees are assessed on the regular fee basis.

Prerequisites include: (1) fourth-year standing (a minimum of 90.0 credit hours) and (2) a cumulative GPA specified by the Faculty or School.

Any discipline-specific requirements beyond those required for the major are included as prerequisites for the Undergraduate Thesis courses and appear in this Calendar under the Undergraduate Thesis course listing (see **Course Catalogue, p. 343**).

The grading mode is standard letter grading. Credit/Non-credit is not available.

A minimum grade approved by the Faculty or School Council must be achieved in order to attain the Honours Thesis designation. A student who achieves a grade of 'D' or higher, but not the designated minimum grade in this Undergraduate Thesis course, or who fails to meet any other requirement for the Honours Thesis designation, will retain credit for the equivalent of two courses (6.0 credit hours) under the course title of 'Undergraduate Thesis' but will not be eligible for the 'Honours Thesis' designation.

For information regarding the Honours Thesis designation and Undergraduate Thesis courses for the B.A., B.Sc., and BASc degrees, see **Faculty of Arts and Science, Undergraduate Thesis Courses ('Honours Thesis' Designation) (p. 92)**.

For information regarding the Honours Thesis designation and Undergraduate Thesis courses for the B.F.A. - Art degree, see **Faculty of Fine Arts, Honours Thesis' Designation (p. 177)**, and for the B.F.A. - New Media degree, see **Faculty of Fine Arts, Honours Thesis' Designation (p. 184)**.

For information regarding the Honours Thesis designation and Undergraduate Thesis courses for the B.Mgt. degree, see **Dhillon School of Business, Undergraduate Thesis Course (Honours Thesis Designation) (p. 212)**.

3. PROGRAM REQUIREMENTS

a. Year of the Calendar

Students are governed by the **program requirements of the Calendar in effect at the time of the most recent admission**. However, students are governed by the current Calendar in all other respects (e.g., academic regulations, order of registration, fees, course prerequisites, etc.) regardless of the year of admission or readmission.

When a student's registration at the University is interrupted and the student subsequently is readmitted to a University program, the student shall be governed by the Calendar in effect at the time of readmission, unless granted special permission.

A continuing student may opt to be governed by any Calendar from the one in effect at the point of most recent admission to the University, to the current Calendar. **If a student opts for a particular Calendar, all program requirements of the chosen Calendar shall apply, while the current Calendar shall apply in all other respects.**

Any student wishing to change the Year of the Calendar must apply to their Faculty or School Academic Advising or Student Program Services office.

b. Liberal Education List Requirement

In keeping with the Liberal Education focus of the University, all students in an undergraduate degree program must complete the Liberal Education List Requirement (Lib Ed List Requirement) (see **School of Liberal Education, Liberal Education List Requirement, p. 81**).

c. Residence Requirements and Time Limits

Please note the following for the last three columns of the table:

Column A: Residence Requirement

A student who is a candidate for an undergraduate credential must satisfy the minimum residence requirement through successful completion of University of Lethbridge courses. A single course, as listed in this table, is the equivalent of 3.0 credit hours.

For some University of Lethbridge programs, students are required to take courses at another institution under Visiting Student Authorization. Such courses taken under Visiting Student Authorization will be counted as University of Lethbridge courses for residence requirement purposes.

Column B: Time Limit for Retention of Individual Course Credit

Many courses have a defined ‘shelf life.’ A course may be used to meet program requirements for a specific number of years. After that point, credit for that course is not retained.

Column C: Time Limit for Program Completion

A student who is a candidate for a credential must satisfy all program requirements within the time limit established by the Faculty or School administering that program.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Faculty of Arts and Science				
Certificate in Arts and Science	10	7 courses (21.0 credit hours) from disciplines offered by the Faculty of Arts and Science, Faculty of Fine Arts, and School of Liberal Education.	No limit.	No limit.
B.A., B.Sc., BASc.	40	20 courses, including at least 10 courses (30.0 credit hours) from disciplines offered by the Faculty of Arts and Science, Faculty of Fine Arts, and School of Liberal Education at the 3000/4000 level.	No limit.	No limit.
B.A., B.Sc., BASc. (After an approved degree)	Minimum of 20	20 courses, taken after admission to the second degree program, including at least 10 courses (30.0 credit hours) at the 3000/4000 level.	No limit.	No limit.
Post-Diploma <ul style="list-style-type: none"> • B.A., B.Sc. - Agricultural Studies major • B.Sc. - Computer Science major • B.Sc. - Environmental Science major • B.Sc. - Geography with a Concentration in Geographical Information Science major 	20	20 courses. (No transfer credit.)	No limit.	No limit.
Faculty of Education				
B.Ed. (After an approved degree)	20	20 courses	No limit.	No limit.
B.Ed. (After Teacher Training)	Varies	Set on an individual basis.	No limit.	No limit.
Diploma in Education	8	5 courses	No limit.	5 years after admission. (Extension possible upon application.)

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Faculty of Fine Arts				
B.F.A. - Art	40	20 courses, including a minimum of 12 offered by the Department of Art of which at least 7 must be at the 3000/4000 level.	No limit.	No limit.
B.F.A. - Dramatic Arts	40	20 courses, including a minimum of 12 in Drama of which at least 7 must be at the 3000/4000 level.	No limit.	No limit.
B.F.A. - Indigenous Art	40	20 courses, including a minimum of 12 offered by the Department of Art of which at least 7 must be at the 3000/4000 level and at least four courses offered by the Department of Indigenous Studies.	No limit.	No limit.
B.F.A. - Multidisciplinary	40	20 courses, including a minimum of 12 in the Faculty of Fine Arts and the last 10 taken for credit toward the degree.	No limit.	No limit.
B.F.A. - New Media	40	20 courses, including a minimum of 12 offered by the Department of New Media of which at least 7 must be at the 3000/4000 level.	No limit.	No limit.
B.Mus.	40	20 courses, including a minimum of 12 in Music and/or Music Studio of which at least 7 must be at the 3000/4000 level.	No limit.	No limit.
Second Degree (After an approved degree) • B.F.A. - Art • B.F.A. - Dramatic Arts • B.F.A. - Indigenous Art • B.F.A. - Multidisciplinary • B.F.A. - New Media • B.Mus.	Minimum of 20	20 courses, taken after admission to the second degree program.	No limit.	No limit.
Post-Diploma (After a two-year diploma) • B.F.A. - Art • B.F.A. - Dramatic Arts • B.Mus.	20	20 courses. (No transfer credit.)	No limit.	No limit.
Post-Diploma (After a three-year diploma) • B.F.A. - Art • B.F.A. - Dramatic Arts • B.Mus.	15	15 courses. (No transfer credit.)	No limit.	No limit.
Post-Diploma (After a two- or three-year diploma) B.F.A. - Multidisciplinary	20	20 courses. (No transfer credit.)	No limit.	No limit.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Faculty of Health Sciences				
B.H.Sc.	40	20 courses, including a minimum of 10 from the Faculty of Health Sciences.	No limit.	Within 7 years of completion of the first required course offered by the Faculty of Health Sciences.
B.N.	41.3 (124.0 cr. hrs.)	20 courses, including a minimum of 12 in Nursing and Health Sciences (see Faculty of Health Sciences, Degree Programs, p. 200).	7 years for Nursing courses; 10 years for Human Anatomy and Human Physiology courses (see Faculty of Health Sciences, Degree Programs, p. 200).	7 years after completion of the first Nursing course used for the degree.
B.N. - After Degree	27 (81.0 cr. hrs.)	19.3 courses (58.0 cr. hrs.).	6 years for Nursing courses.	6 years after completion of the first Nursing course used for the degree
B.T.R.	20	20 courses.	No limit.	6 years after completion of the first Therapeutic Recreation course used for the degree.
Post-Diploma B.H.Sc.	20	20 courses.	No limit.	6 years after completion of the first course offered by the Faculty of Health Sciences used for the degree.
Dhillon School of Business				
B.Mgt.	40	20 courses, including 10 3000/4000-level Dhillon School of Business courses. ^{3,4,6,7}	See Note 2.	10 years after admission to the Dhillon School of Business.
B.Mgt. (As a second degree)	15-25	15 courses, including at least 10 3000/4000 level Dhillon School of Business courses. ^{3,4,6,7}	See Note 2.	10 years after admission to the Dhillon School of Business.
Post-Diploma B.Mgt. ¹	20-25	20 courses. ^{3,4,6,7}	No transfer credit for admission purposes. ²	10 years after admission to the Dhillon School of Business.
Finance Diploma	20	10 courses towards the Finance Diploma taken at the University of Lethbridge. ⁷	See Note 2.	10 years after admission to the Dhillon School of Business.
Management Certificate	10	5 courses towards a Dhillon School of Business Certificate. ^{3,4}	See Note 2.	5 years after admission to the Dhillon School of Business.
Post-Bachelor Certificate in Accounting Fundamentals (formerly Post-Bachelor Certificate in Accounting)	10	5 courses towards the Post-Bachelor Certificate in Accounting Fundamentals taken at the University of Lethbridge.	See Note 2.	5 years after admission to the Dhillon School of Business.
Post-Bachelor Certificate in Advanced Accounting)	6	5 courses toward the Post-Bachelor Certificate in Advanced Accounting taken at the University of Lethbridge. ⁶	See Note 2.	5 years after admission to the Dhillon School of Business.
Combined Post-Bachelor Certificate in Accounting	16	5 courses toward the Post-Bachelor Certificate in Accounting Fundamentals and 5 courses toward the Post-Bachelor Certificate in Accounting.	See Note 2.	5 years after admission to the Dhillon School of Business.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Combined Degrees				
B.A./B.Ed., B.Sc./B.Ed.	50	30 courses, including 15 courses from disciplines offered by the Faculty of Arts and Science, Faculty of Fine Arts, and School of Liberal Education and 15 courses in Education.	No limit.	No limit.
B.F.A. - Art/B.Ed.	50	30 courses, including 15 in Fine Arts or Arts and Science (7 of which must be Art, Art History, and/or Museum Studies) and 15 in Education.	No limit.	No limit.
B.F.A. - Dramatic Arts/B.Ed.	50	30 courses, including 15 in Fine Arts or Arts and Science (7 of which must be Drama) and 15 in Education.	No limit.	No limit.
B.F.A. - New Media/B.Ed.	50	30 courses, including 15 in Fine Arts or Arts and Science (7 of which must be New Media) and 15 in Education.	No limit.	No limit.
B.Mus./B.Ed.	52	32 courses, including 17 in Fine Arts or Arts and Science (9 of which must be Music and/or Music Studio) and 15 in Education.	No limit.	No limit.
B.Mgt./B.Ed.	50	30 courses, including 10 from the Dhillon School of Business (7 of which must be at the 3000/4000 level) and 15 in Education.	No limit for Education courses. ²	10 years after admission to the Dhillon School of Business.
B.A./B.Mgt., B.Sc./B.Mgt.	50	30 courses, including 20 courses from disciplines offered by the Faculty of Arts and Science, Faculty of Fine Arts, and School of Liberal Education and 10 courses from the Dhillon School of Business at the 3000/4000 level. ^{3,5,6,7}	No limit for Arts and Science courses. ²	10 years after admission to the Dhillon School of Business.
B.F.A. - New Media/B.Mgt.	50	30 courses, including 7 New Media courses and 10 Dhillon School of Business courses at the 3000/4000 level. ³	No limit for New Media courses. ²	Faculty of Fine Arts - No limit. Dhillon School of Business - 10 years after admission to the Dhillon School of Business.
B.H.Sc./B.Mgt.	50	30 courses, including a minimum of 15 Health Sciences courses and 10 Dhillon School of Business courses at the 3000/4000 level. ³	7 years for Public Health courses. ²	Faculty of Health Sciences - 7 years after completion of the first Public Health course used for the degree. Dhillon School of Business - 10 years after admission to the Dhillon School of Business.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Post-Diploma <ul style="list-style-type: none"> • B.F.A. - Art/B.Ed. • B.F.A. - Dramatic Arts/B.Ed. (After a two- or three-year diploma) • B.Mus./B.Ed. (After a two- or three-year diploma) 	35	35 courses, including a minimum of 8 in the discipline (Art, Art History, Museum Studies, Drama, or Music) and 20 courses in Education. (No transfer credit.)	No limit.	No limit.
Post-Diploma - B.Mgt./B.Ed. ¹	35	30 courses, including 8 from the Dhillon School of Business and 15 in Education.	No limit for Education courses. ²	10 years after admission to the Dhillon School of Business.

¹ There are restrictions on the diploma used as the basis for admission to the Post-Diploma B.Mgt. program. Diplomas more than eight years old will be considered for the 25-course Post-Diploma Bachelor of Management program.

² Courses transferring to a Dhillon School of Business program must have been completed at a recognized post-secondary institution not more than eight years prior to admission to the Dhillon School of Business. Once admitted, credit is retained until completion of the program (up to a maximum of 10 years after admission).

³ Students who study at an international institution under Exchange Student authorization will count the exchange courses toward meeting the minimum residence requirement.

⁴ Exceptions apply to certain majors for the ten 3000/4000-level Dhillon School of Business courses required for residency. Students in the following majors may use courses in the major towards this requirement: Computer Science majors can use 3000/4000-level Computer Science courses in addition to 3000/4000-level Dhillon School of Business courses; Economics majors can use 3000/4000-level Economics courses in addition to 3000/4000-level Dhillon School of Business courses; Indigenous Governance and Business Management majors can use 3000/4000-level Indigenous Studies courses in addition to 3000/4000-level Dhillon School of Business courses; and Political Science majors can use 3000/4000-level Political Science courses in addition to 3000/4000-level Dhillon School of Business courses.

⁵ Exceptions apply to certain majors for the ten 3000/4000-level Dhillon School of Business courses required for residency. Students in the following majors may use courses in the major towards this requirement: Economics majors can use 3000/4000-level Economics courses in addition to 3000/4000-level Dhillon School of Business courses; Indigenous Governance and Business Management majors can use 3000/4000-level Indigenous Studies courses in addition to 3000/4000-level Dhillon School of Business courses; and Political Science majors can use 3000/4000-level Political Science courses in addition to 3000/4000-level Dhillon School of Business courses.

⁶ In addition to meeting the residence requirement for their program, students in the Accounting major must complete five of the following courses at the University of Lethbridge: Accounting 3100, 3101, 3130, 3131, 3151, 3160, 3171, 3180, 3190, 4110, 4125, 4130, 4151, 4160.

⁷ Finance majors must complete all courses from the following list, and which are part of their major, at the University of Lethbridge: Finance 3412, 3441, 3460, 3470, 3480, 4421, 4430, 4451.

4. STUDENT POLICIES

Prior to the 2019/2020 Academic Calendar and Course Catalogue, policies a. - f. (below) were published in Academic Regulations and are now referenced below and available online. Students are bound by the current versions of these policies which are located online.

The University of Lethbridge provides many policies to support student learning and the student experience. A comprehensive listing of policies - academic and non-academic - can be found online. Students are bound by all the policies that are currently in effect, and the official versions are contained on the policy website (www.ulethbridge.ca/policy).

a. Assessment of Student Learning Policy and Procedures for Undergraduate Students

This policy specifies the components required in course outlines, identifies expectations of students, and provides procedures for the conduct and scheduling of formal learning assessments, reporting grades, and handling student work once assessment is complete.

The full policy is available online at www.ulethbridge.ca/policy/resources/assessment-student-learning-policy-and-procedures-undergraduate-student.

b. Final Grade Appeal Policy

Grade appeals deal with claims that a student’s course grade has been improperly determined. Student grade appeals will be directed to the Dean of the Faculty or School in which the course is taught. Students shall first discuss the grade and how it was determined with the instructor.

The full policy is available online at www.ulethbridge.ca/policy/resources/final-grade-appeal-procedure-undergraduate-and-graduate-students.

c. Student Discipline Policy - Academic Offences

The integrity of the University and of the degrees the University confers is dependent upon the honesty and soundness of the teacher-student relationship, as well as the integrity of the evaluation process. Conduct by any student that adversely affects this relationship or process represents an academic offence. The following describes the principal academic offences and procedures for their investigation and penalization. This policy pertains to such conduct where it involves any person registered in a University course (credit or non-credit).

The policy defines plagiarism, cheating, duplication, confidential materials, misrepresentation and other offences along with the disciplinary action.

The full policy is available online at www.ulethbridge.ca/policy/resources/student-discipline-policy-academic-offences-undergraduate-students.

d. Student Discipline Policy - Non-Academic Offences

NOTE: Urgent Situations

Notwithstanding the information below, in the context of non-academic offences, any member of the University community who becomes aware of an urgent situation and has reasonable cause to believe that serious harm to individuals may result must immediately notify the Chief Safety Officer (telephone: 403-329-2345) or call 911.

The integrity of the University community depends upon student conduct which upholds the Principles of Student Citizenship (see **University of Lethbridge Principles of Student Citizenship, p. 9**). Basic principles of academic integrity include, “honesty in learning, teaching, research, service; respect [for]...colleagues, instructors, and administration...responsible for upholding the integrity of scholarship and research.” The following describes the principle non-academic offences and procedures for their investigation and penalization. This policy pertains to such conduct where it involves any person registered in a University course (credit or non-credit).

The policy defines disruption; abuse harassment and dangerous activity; misuse or misappropriation of University Property, equipment facilities or services; misrepresentation and falsified documents and other offences along with initiation of disciplinary procedures.

The full policy is available online at www.ulethbridge.ca/policy/resources/student-discipline-policy-non-academic-offences-undergraduate-and-graduate-students.

e. Authority to Rescind Registration Privileges/Prohibit Access to University Property

This policy specifies the circumstance where the President may rescind registration privileges.

The full policy is available online at www.ulethbridge.ca/policy/resources/caveat-authority-rescind-registration-privilegesprohibit-access-university-property.

f. Appeal of Application of Policy Other Than Grade or Student Discipline

Students dissatisfied with the application of an academic policy or regulation to their own status, other than grade or student discipline, are entitled to a review by the Dean of the Faculty or School in which they are registered.

The full policy is available online at www.ulethbridge.ca/policy/resources/appeal-application-policy-other-grade-or-student-discipline-undergraduate-students.

g. Academic Accommodations for Students with Disabilities

The University of Lethbridge will take all reasonable measures short of undue hardship to promote full access to all services for students with disabilities in its post-secondary education programs (credit and non-credit) and community outreach components.

The full policy is available online at www.ulethbridge.ca/policy.

h. Artwork Placement Policy

The University of Lethbridge encourages and nurtures creative expression and supports the display of student artist artwork. This policy outlines artwork replacement rules and artwork placement locations to ensure safe installation and removal.

The full policy is available online at www.ulethbridge.ca/policy.

i. Acceptable Use of Computing, Information and Technology Resources Policy

Computer and network resources are critical resources at the University of Lethbridge. The purpose of this policy is to ensure the efficient operation and distribution of these resources.

The full policy is available online at www.ulethbridge.ca/policy.

j. Confidentiality of Student Records Policy

In choosing to pursue a post-secondary education, students must be aware that the record of their academic performance will be viewed and evaluated by others. At the same time, the right to privacy assert that individuals have a legitimate interest in controlling what information about themselves they will reveal to others and what uses may be made of this information.

The full policy is available online at www.ulethbridge.ca/policy.

k. Copyright

All University of Lethbridge students are obliged to uphold Canadian copyright law. Students needing assistance in using copyrighted materials in copyright-compliant ways are encouraged to contact the University Copyright Advisor office (copyright@uleth.ca; 403-332-4472) or consult the wide range of information available on the University's Copyright website (library.ulethbridge.ca/copyright).

l. Library Access Policy

The purpose of the University Library's resources and services is to further the academic mandate of the University by facilitating access to information in all formats for the purposes of study and research. The objective of the Access Policy is to provide equitable access to the resources and services of the University Library.

The full policy is available online at www.ulethbridge.ca/policy.

m. Library Code of Conduct

The University Library - as a central learning area and a shared, common resource - is committed to providing users with fair and equitable access to Library materials, resources, and services.

The full policy is available online at www.ulethbridge.ca/policy.

n. Managing Unacceptable Behaviour by External Users of University Facilities

This policy provides a process to deal with unacceptable behaviour of external users and to protect University property, services, faculty, staff, students, and other users from such behaviour when it occurs.

The full policy is available online at www.ulethbridge.ca/policy.

o. Policy Against Hazing

The University of Lethbridge has a zero tolerance policy on hazing. Hazing activities of any type are inconsistent with the mission and vision of the University and are prohibited at all times.

The full policy is available online at www.ulethbridge.ca/policy.

p. Revoking Degrees

The policy defines conditions where a degree could be revoked.

The full policy is available online at www.ulethbridge.ca/policy.

q. Behavioural Intervention Policy

The Behavioural Intervention Policy provides a procedure and mechanism by which worrisome or potentially harmful behaviours may be reported, assessed, and responded to by the University.

The full policy is available online at www.ulethbridge.ca/policy.

r. Student Housing Policy

Student housing accommodation at the University provides convenient living accommodation together with services and programs from which residents may secure additional education, social, and cultural advantages. The University is concerned not only with the physical environment within student housing, but also with activities which will provide an educational experience aimed at aiding the personal growth of each resident.

The full policy is available online at www.ulethbridge.ca/policy.

s. International Travel Policy

This policy sets out standards to ensure safer experiences for University of Lethbridge students who travel internationally as part of a University program or activity.

The full policy is available online at www.ulethbridge.ca/policy.

t. Recording of Lectures

Lectures and performances given by academic staff members and visiting speakers may be audio or video recorded by students provided prior approval has been granted by the instructor or performer. Permission to record is solely for the purpose of personal study by the student and does not convey any right to duplicate the recording.

u. Other Policies

For more information regarding other University policies pertaining to alcohol, animals on campus, cannabis, sexual violence, smoking, weapons, research, and others, see www.ulethbridge.ca/policy.

SCHOOL OF LIBERAL EDUCATION

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I. GENERAL PHILOSOPHY

Since its founding, the University of Lethbridge has provided a Liberal Education model that brings its students together in a learning community which offers opportunities and experiences for developing leaders in society. The School of Liberal Education fosters a teaching and learning philosophy for growth in transdisciplinary learning and thinking skills to enable individuals to contribute to their communities at all levels.

a. Liberal Education Model

The University of Lethbridge Liberal Education model encompasses four main aspects or pillars:

1. Breadth of knowledge across disciplines. Students are exposed to multiple ways of looking at and studying the world beyond their own disciplinary boundaries.
2. Connections and integration of knowledge across disciplines. Students learn about transdisciplinary points of contact across a range of topics.
3. Critical thinking and problem solving skills. Students develop skills to identify arguments, evaluate evidence and reasoning, produce informed decisions, and communicate and defend those decisions.
4. Education for citizenship. Students are encouraged to be contributing community members on all levels from local to global, and to participate in the running of their communities.

These four pillars provide students with the competencies and skills to enhance employability and cultivate the values of good citizenship.

Competencies and Skills	
Breadth	Connections
<ul style="list-style-type: none"> • Knowledge across a range of disciplines • Understand the creation and uses of knowledge in multiple areas • Adaptability • Information literacy • Visual literacy • Quantitative literacy • Statistical literacy 	<ul style="list-style-type: none"> • Compare how knowledge is created and used in various disciplines • Understand complex issues from multiple viewpoints • Learning agility • Interpersonal skills • Team-building skills • Communication skills • Self-expression
Critical Thinking	Civic Engagement
<ul style="list-style-type: none"> • Creativity • Problem solving • Synthesis and integration of knowledge • Analytical reasoning • Logical reasoning • Evidence-based reasoning • Prepare and defend arguments • Formulate good questions • Writing and communication skills • Learning to learn • Learning agility 	<ul style="list-style-type: none"> • Understand complex social issues from multiple viewpoints • Questioning mind, curiosity • Ability to work toward public good • Make informed and evidence-based decisions • Leadership skills • Use global perspectives • Engage difference • Transcultural understanding

b. Pathways to Liberal Education

The University of Lethbridge provides a number of pathways that expose students to the pillars of Liberal Education in a variety of ways. For further information regarding these pathways, visit www.ulethbridge.ca/liberal-education.

The **Liberal Education List Requirement (p. 81)** requires students to take courses from a variety of disciplines.

A number of combined degree programs, including an Individualized Multidisciplinary Major (IMM), and a variety of possible minors (including a minor in Liberal Education) also expose students to breadth and integrative critical thinking. The School of Liberal Education offers courses specifically designated as Liberal Education (LBED) courses which emphasize integration of several pillars and include Topics, Applied Studies, and Independent Study courses. The School of Liberal Education offers students opportunities for undergraduate research projects, tutorial leader positions, and volunteer and service learning. Co-operative Education programs at the University allow students to obtain hands-on experience relevant to their programs.

c. Role of the School of Liberal Education

The School of Liberal Education integrates all facets of the Liberal Education model at the University of Lethbridge. The School provides support for teaching and learning, student programs, and experiential learning activities. It educates students to develop an understanding of the value of Liberal Education.

The School of Liberal Education oversees and coordinates the following strategic planning and policy development activities:

1. Ensures University focus on the four-pillar Liberal Education model.
2. Integrates programming with all Faculties and Schools.
3. Coordinates and provides direction for the pathways to Liberal Education.
4. Guides and approves the Liberal Education List Requirements for all Faculties and Schools.
5. Oversees the development and offering of LBED courses.

2. ADVISING AND INFORMATION

a. Dean of Liberal Education

As well as being the administrative head of the School of Liberal Education, the Dean has direct responsibility for instruction and courses in Liberal Education (LBED). Appeals and issues of interpretation for students in Liberal Education (LBED) courses, minors, or initiatives should be directed to the Office of the Dean of Liberal Education.

b. Academic Advising

Students should seek academic advice from the Faculty or School of their program. Academic advisors provide assistance to students regarding their program, major, or other academic concerns. Contact the relevant Faculty or School for information.

3. LIBERAL EDUCATION LIST REQUIREMENT

In keeping with the Liberal Education focus of the University, all students in an undergraduate degree program must complete the Liberal Education List Requirement (Lib Ed List Requirement). **As some courses may not fit specific program requirements, students should consult their Faculty or School advising office.**

The Liberal Education Lists provide students with opportunities to critically explore a wide range of disciplines as embedded in academic programming.

- i. Fine Arts and Humanities: The exploration of the human experience including culture, history, language, thought, religion, ethics, arts, and creativity.
- ii. Social Science: The study of individuals and their relationships within society.
- iii. Science: The study of the natural world and conceptual modeling of reality.

a. 40-Course Degree Programs

Students may complete the Lib Ed List Requirement through one of the following pathways:

Four courses (12.0 credit hours) from each of Lists I, II, and III.

OR

Three courses (9.0 credit hours) from each of Lists I, II and III for students who successfully complete both Liberal Education 1000 and either Liberal Education 2000 or Library Science 2000.

OR

Three courses (9.0 credit hours) from each of Lists I, II and III for students who successfully complete all of Liberal Education 1000, Liberal Education 1150, and Liberal Education 2150.

OR

Three courses (9.0 credit hours) from each of Lists I, II, and III for students who successfully complete both Liberal Education 3010 and Liberal Education 4000.

OR

*Two courses (6.0 credit hours) from each of Lists I, II, and III for students who successfully complete one of the following pairs:

Liberal Education 1000 and Liberal Education 2000; and Liberal Education 3010 and Liberal Education 4000

OR

Liberal Education 1000 and Library Science 2000; and Liberal Education 3010 and Liberal Education 4000

OR

Liberal Education 1000, Liberal Education 1150, and Liberal Education 2150; and Liberal Education 3010 and Liberal Education 4000

**The individual Liberal Education (LBED) and Library Science (LIBR) courses (Liberal Education 1000, Liberal Education 1150, Liberal Education 2000, Liberal Education 2150, Liberal Education 3010, Liberal Education 4000 and Library Science 2000) do not fulfill a requirement for any list.*

b. Post-Diploma Degree Programs

Students pursuing a post-diploma program offered by the University of Lethbridge are required to complete either the full 12-course (see a. above) or a modified Lib Ed List Requirement. For further information, see the program description in the appropriate part of this Calendar.

1. Full 12-Course Liberal Education List Requirement

Students registered in the Post-Diploma B.A. and B.Sc. in Agricultural Studies, the Post-Diploma B.Sc. in Computer Science, the Post-Diploma B.F.A. - Art or Dramatic Arts, or B.Mus. (after a two year diploma) program are required to meet the full 12-course (36.0 credit hours) Lib Ed List Requirement.

2. Modified Liberal Education List Requirement

Students registered in some post-diploma programs are required to meet a modified Lib Ed List Requirement. For further information, refer to the requirements for individual programs in the appropriate part of this Calendar.

c. Limitations

There are limitations on the courses that can be used for meeting the Liberal Education List Requirement.

1. Only four courses (12.0 credit hours) in total may be counted from any one discipline. Disciplines are identified by course subject codes (e.g. ENGL, MGT, and MUSI are separate disciplines).
2. Only four courses (12.0 credit hours) in total may be counted from a combination of Liberal Education List courses from the Faculty of Education, Faculty of Health Sciences, and the Dhillon School of Business. That is, only four courses in total having a course title of EDUC, ABHL, ADCS, HLSC, NURS, PUBH, TREC, ACCT, AGEM, FINC, HRLR, IGBM, IMGT, MGT, and MKTG may be counted in meeting the Liberal Education List Requirement.

3. Cross-listed courses count toward the limit for both disciplines (e.g. Indigenous Governance and Business Management 3250/Indigenous Studies 3250 counts toward the limit for Dhillon School of Business courses and Indigenous Studies).
4. Courses may only be counted according to the Liberal Education List in effect in the term in which credit is earned at the University of Lethbridge. For example, if a course is not on the Lib Ed List in the term a student earns credit for it, but the course is subsequently added to the Lib Ed List, the student cannot use the course toward meeting their Lib Ed List Requirement. Applicants presenting transferable courses are deemed to have earned transfer credit at the University of Lethbridge in the term in which a student is first admitted to a University of Lethbridge program (for more information, see **Admission, Transfer Credit, p. 32**).

4. LIBERAL EDUCATION LISTS

The School of Liberal Education, in consultation with the Faculties and Schools, has the ultimate authority to approve and designate courses to be placed on each list.

Courses offered as Series, Topics, Applied Studies Disciplinary Credit, Independent Studies, Undergraduate Thesis and Interdisciplinary Studies may be designated as Fine Arts and Humanities, Social Science, or Science and may be so designated at the time of offering.

Courses marked with an asterisk (*) listed under List III: Science Courses can be used as either a List III: Science Course or a List II: Social Science Course for the purposes of completing the Liberal Education List Requirement.

As some courses may not fit specific program requirements, students should consult their Faculty or School advising office.

a. List I: Fine Arts and Humanities Courses

Aboriginal Health

Aboriginal Health 3300 - Traditional Aboriginal Health Concepts

Agricultural Studies

Agricultural Studies 1000 - The Evolution of Agriculture

Art - all courses

Art History - all courses

Asian Studies

Asian Studies 2020 - Japan, Asia, and the World

Asian Studies 3200/Religious Studies 3200 - Asian Religions and Film (Series)

Asian Studies 3400/Japanese Studies 3400 - Japanese Society and Culture

Blackfoot - all courses

Cinema - all courses

Cree - all courses

Drama - all courses

English - all courses

Fine Arts - all courses, including those cross-listed with Health Sciences

French - all courses

Greek - all courses

Health Sciences

Health Sciences 2450/History 2450 - Evolution of Health and Illness Care

Health Sciences 3560/History 3560 - History of Nursing: Women and the Care of the Sick

Health Sciences 4500/Fine Arts 4500 - Global Health, Fine Arts, and Social Change

Health Sciences 4510/Fine Arts 4510 - Global Health and Arts for Change Field Study

Hebrew - all courses

Hispanic Studies - all courses

History - all courses, including those cross-listed with Health Sciences

Indigenous Governance and Business Management

Indigenous Governance and Business Management 2500 - Introduction to Indigenous Governance and Business Management

Indigenous Governance and Business Management 3250/Indigenous Studies 3250 - Canadian Indigenous Project Management

Indigenous Governance and Business Management 3280/Indigenous Studies 3280 - Indigenous Peoples and Natural Resources

Indigenous Governance and Business Management 3506/Indigenous Studies 3506 - Indigenous Business and Entrepreneurship in Canada

Indigenous Governance and Business Management 3590/Indigenous Studies 3590 - Current Practices in Canadian Indigenous Governance

Indigenous Governance and Business Management 4120/Indigenous Studies 4120 - Historical and Legal Aspects of Canadian Indigenous Governments

Indigenous Governance and Business Management 4150/Indigenous Studies 4150 - Administrative Aspects of Canadian Indigenous Governments

Indigenous Studies - all courses, including those cross-listed with Indigenous Governance and Business Management, excluding Indigenous Studies 3592/Indigenous Governance and Business Management 3592, Indigenous Studies 4501/Indigenous Governance and Business Management 4501, and those designated as Social Science courses

Interdisciplinary Studies

Interdisciplinary Studies 0520 - Bridging Cultures: Two-Eyed Seeing

Japanese - all courses

Japanese Studies - all courses, including those cross-listed with Asian Studies

Kinesiology

Kinesiology 2130 - Humanities Perspectives

Kinesiology 3400 - History of Sport and Physical Activity

Kinesiology 3430 - Literature and Physical Activity

Kinesiology 3740 - Philosophy of Physical Activity

Kinesiology 4400 - Canadian Sport History

Kinesiology 4640 - Applied Ethics in Sport and Physical Activity

Latin - all courses

Liberal Education

Liberal Education 2400 - Great Literature and Thought Across Disciplines: A Brief History

Liberal Education 3400 - Great Literature and Thought Across Disciplines: The Long Conversation

Linguistics - all courses, excluding those designated as Social Science courses

Management

Management 3710 - Managing Not-for-Profit Organizations

Modern Languages - all courses, including any non-English second language course offered by another unit in the Faculty of Arts and Science

Museum Studies - all courses

Music - all courses, excluding Music Ensemble Activity courses

Music Studio - all courses

New Media - all courses

Philosophy - all courses, excluding those designated as Science courses

Political Science

Political Science 2511 - Introduction to Political Theory

Political Science 3511 - Political Thought Since 1500 (Series)

Political Science 3525 - Politics of Reason and Revelation

Political Science 4511 - Seminars in Political Philosophy (Series)

Religious Studies - all courses, including those cross-listed with Asian Studies

Spanish - all courses

Writing - all courses

b. List II: Social Science Courses

Aboriginal Health

Aboriginal Health 1000 - Introduction to Aboriginal Health

Aboriginal Health 2000 - Indigenous Healing and Restoration

Aboriginal Health 3310 - Contemporary Issues in Aboriginal Health

Accounting

Accounting 2100 - Introductory Accounting

Accounting 3190 - Not-for-Profit and Public Sector Accounting and Performance Management

Addictions Counselling

Addictions Counselling 1000 - Introduction to Addiction Studies

Addictions Counselling 3002 - Health Education and Promotion

Agricultural Studies - all courses, excluding those designated as Humanities courses or Science courses

Anthropology - all courses

Archaeology - all courses, excluding those designated as Science courses

Asian Studies - all courses, excluding those designated as Humanities courses

Economics - all courses, including those cross-listed with Management, and excluding those designated as Science courses

Geography - all courses, including those cross-listed with International Management, and excluding those designated as Science courses

Health Sciences

Health Sciences 1010 - Personal Health and Wellness

Health Sciences 1170 - Human Development Across the Lifespan

Health Sciences 2600/Women and Gender Studies 2100 - Women and Health

Health Sciences 2700/Sociology 2700 - Health and Society

Health Sciences 3002 - Health Promotion
 Health Sciences 3125 - Pain Management
 Health Sciences 3127 - Loss, Grief and Bereavement
 Health Sciences 3150 - Abnormal Psychology
 Health Sciences 3570/Psychology 3570 - Contemporary Issues in Mental Health
 Health Sciences 3802 - Gerontology
 Health Sciences 3860 - Men's Health

Human Resources and Labour Relations

Human Resources and Labour Relations 2030 - Introduction to Organizational Behaviour
 Human Resources and Labour Relations 3050 - Human Resource Management

Indigenous Governance and Business Management

Indigenous Governance and Business Management 3515/Indigenous Studies 3515 - Canadian Indigenous Negotiations
 Indigenous Governance and Business Management 3522/Indigenous Studies 3522 - Canadian Indigenous Project Management
 Indigenous Governance and Business Management 4570/Indigenous Studies 4570 - Indigenous Leadership and Management

Interdisciplinary Studies

Interdisciplinary Studies 2008 - Japanese Culture
 Interdisciplinary Studies 2600 - Study Tour of Japan
 Interdisciplinary Studies 2601 - Study Tour of South Korea

International Management

International Management 3170/Political Science 3170 - The Politics of Canadian Trade Policy
 International Management 3225/Geography 3225 - Industrial Location and Globalization of Enterprise
 International Management 3551/Geography 3551 - An Introduction to Tourism
 International Management 3640 - Cross-Cultural Management Practices
 International Management 3650 - Introduction to International Management

Kinesiology - all courses, excluding those designated as Humanities courses or Science courses

Liberal Education

Liberal Education 1500 - The First-Year Experience: Mapping Our Communities

Linguistics

Linguistics 3240/Psychology 3240 - Psychology of Language
 Linguistics 3405/Psychology 3405 - First Language Acquisition

Management

Management 1000 - Introduction to Management
 Management 3031 - Managing Responsibly in a Global Environment
 Management 3070 - Supply Chain Management and Sustainability
 Management 3780/Economics 3780 - Principles of Industrial Organization

Marketing

Marketing 3250 - Social Marketing

Political Science - all courses, including those cross-listed with International Management, and excluding those designated as Humanities courses

Public Health

Public Health 1000 - Introduction to Public Health
 Public Health 2000 - Population Health

Psychology - all courses, including those cross-listed with Health Sciences or Linguistics, and excluding those designated as Science courses

Sociology - all courses, including those cross-listed with Health Sciences

Women and Gender Studies - all courses, including those cross-listed with Health Sciences

c. List III: Science Courses

Agricultural Studies

- *Agricultural Studies 3300 - Modelling of Agricultural Systems
- *Agricultural Studies 4300 - Advanced Modelling of Agricultural Systems

Archaeology

- *Archaeology 1000 - Introduction to Archaeology
- Archaeology 3000 - Archaeological Science (Series)
- Archaeology 3300 - Archaeological Field Work (Series)
- Archaeology 3600/Liberal Education 3600 - Human Evolution
- Archaeology 3700 - Geoarchaeology and Landscape Analysis
- Archaeology 3720 - Archaeological Materials Analysis
- Archaeology 4000 - Advanced Archaeological Science (Series)
- *Archaeology 4500 - Advanced New and Old World Archaeology (Series)

Astronomy - all courses

Biochemistry - all courses

Biology - all courses, including those cross-listed with Health Sciences

Chemistry - all courses

Computer Science - all courses

Economics

Economics 2070/Management 2070 - Operations and Quantitative Management

Economics 2750 - Quantitative Methods in Economics

Economics 2900 - Economics and Business Statistics

Economics 3950 - Econometrics I

Economics 4150 - Mathematical Economics

Economics 4960 - Econometrics II

Engineering

Engineering 2000 - Engineering Statics

Engineering 2060 - Engineering Mechanics

Environmental Science - all courses, excluding those designated as Social Science

Geography

Geography 1000 - Introduction to Physical Geography

Geography 2030 - Geomorphology

Geography 2070 - Hazards, Disasters and Global Change

Geography 2090 - Biogeography

Geography 2300 - Weather and Climate

Geography 2700 - Geographical Data and Analysis

Geography 2735 - Introduction to Geographical Information Science

Geography 3060 - Glaciology and Glacial Geomorphology

Geography 3080 - Soils

Geography 3300 - Microclimatology

Geography 3400 - Hydrology

Geography 3440/Environmental Science 3440 - Wetlands

Geography 3700 - Mapping in the Cloud

Geography 3710 - Field Techniques in the Earth Sciences

Geography 3720 - Remote Sensing

Geography 3740 - Geographical Information Systems

Geography 3750 - GIS Applications in Human Geography

Geography 3780 - Field Research in Geography

Geography 3792 - Field Excursion in Physical Geography (Series)

Geography 4030 - Advanced Physical Geography (Series)

Geography 4060 - Agricultural Soil Management

Geography 4065 - Irrigation Science

Geography 4300 - Climate Science, Impacts, Solutions

Geography 4400 - Advanced Hydrology

Geography 4700 - Advanced Digital Mapping

Geography 4710 - Remote Sensing Field Techniques

Geography 4725 - Advanced Remote Sensing

Geography 4730 - Spatial Statistics

Geography 4740 - Advanced Geographical Information Systems

Geography 4751 - Spatial Modelling

Geography 4753 - Seminar in Remote Sensing

Geology - all courses

Health Sciences

Health Sciences 2003/Biology 2003 - Epidemiology

Health Sciences 2310 - Human Nutrition

Health Sciences 2806/Biology 2806 - Immunology

Health Sciences 3450/Psychology 3450 - Applied Statistics for Clinical Practice

Indigenous Student Success Cohort

Indigenous Student Success Cohort 0520 - Mathematical Reasoning and Application

Interdisciplinary Studies

Interdisciplinary Studies 3200 - Genetically Engineered Machines

Interdisciplinary Studies 3300/Neuroscience 3300 - Introduction to Robotics

Kinesiology

Kinesiology 1160 - Human Anatomy and Physiology I
 Kinesiology 1161 - Human Anatomy and Physiology II
 Kinesiology 2110 - Biophysical Perspectives
 Kinesiology 2200 - Research Methodologies
 Kinesiology 2600 - Functional Human Anatomy
 Kinesiology 2610 - Human Physiology
 Kinesiology 2650 - Functional Biomechanics
 Kinesiology 3200 - Movement Disorders
 Kinesiology 3350 - Recognition and Care of Athletic Injuries
 Kinesiology 3500 - Nutrition and Physical Activity
 Kinesiology 3610 - Exercise Physiology
 Kinesiology 3630 - Growth, Development and Aging
 Kinesiology 3650 - Biomechanics
 Kinesiology 3690 - Motor Control
 Kinesiology 4200 - Health and Physical Activity
 Kinesiology 4300 - Work and Physical Ergonomics
 Kinesiology 4550 - Advanced Biomechanics
 Kinesiology 4610 - Fitness and Lifestyle Assessment
 Kinesiology 4615 - Advanced Exercise Physiology
 Kinesiology 4660 - Bioinstrumentation
 *Kinesiology 4900 - Interdisciplinary Research Dialogues

Liberal Education

Liberal Education 2100 - Quantitative Reasoning
 Liberal Education 2200 - Problems and Puzzles
 Liberal Education 3100 - History of Mathematics
 Liberal Education 3600/Archaeology 3600 - Human Evolution

Logic - all courses

Management

Management 2070/Economics 2070 - Operations and Quantitative Management

Mathematics - all courses

Neuroscience - all courses

Philosophy

Philosophy 2233 - Philosophy and the World View of Science: Earth and Life Sciences
 Philosophy 2234 - Philosophy and the World View of Science: Space, Time and Matter

Physics - all courses

Psychology

Psychology 2030 - Methods and Statistics B
 Psychology 2330 - Learning and Cognition
 Psychology 2700 - Behaviour and Evolution
 Psychology 3360 - Sensation and Perception
 *Psychology 3400 - Advanced Research Design and Data Analysis
 Psychology 3450/Health Sciences 3450 - Applied Statistics for Clinical Practice
 Psychology 3525 - Hormones and Behaviour
 Psychology 3535 - Drugs and Behaviour
 *Psychology 3760 - Animal Communication
 *Psychology 3770 - Primate Lives and Human Cognitive Evolution
 Psychology 3780 - Animal and Human Personalities
 Psychology 3790 - Human Behavioural Ecology
 Psychology 4220 - The Psychology of Choice
 *Psychology 4550 - Abnormal Psychology (Series)

Remote Sensing - all courses

Statistics - all courses

PHILOSOPHY 2002**Belief, Truth, and Paradox***Credit hours: 3.00**Contact hours per week: 3-0-0*

The course serves as a general introduction to issues in metaphysics and epistemology. The central focus is on how a perceiving subject can acquire knowledge of the world in which it finds itself. Topics may include perception, belief, truth, knowledge, skepticism, realism and anti-realism, and the relation between minds and matter. The connections between these issues will enable the investigation of a number of interesting and perplexing paradoxes.

*Recommended Background:**Philosophy 1000**Lib Ed Req: Fine Arts and Humanities***PHILOSOPHY 2010****Ancient Philosophy***Credit hours: 3.00**Contact hours per week: 3-0-0*

We study the first thousand years of Western philosophy and its importance today, focusing on Plato and Aristotle, the most influential thinkers of all time. Includes the Presocratics (Thales, Pythagoras, Heraclitus, Parmenides, Zeno) and their relations to Greek mythology; the Sophists (Protagoras, Gorgias); Cynics, Epicureans, Stoics, Plotinus and their influence on early Christianity.

*Recommended Background:**Philosophy 1000**Lib Ed Req: Fine Arts and Humanities***PHILOSOPHY 2030****17th-Century Philosophy: Descartes to Leibniz***Credit hours: 3.00**Contact hours per week: 3-0-0*

Seventeenth-Century Western philosophy (like science) challenged ideas that had dominated thought for centuries. Philosophers set out to rebuild our view of the world from the ground up. A new philosophy of human nature and the world emerged, becoming what we now call the modern world view. Descartes, Hobbes, Spinoza, Locke and Leibniz.

*Recommended Background:**Philosophy 1000**Lib Ed Req: Fine Arts and Humanities***PHILOSOPHY 2150****Philosophy of Art***Credit hours: 3.00**Contact hours per week: 3-0-0*

The course examines major philosophical views of art and literature. Topics may include the concept of art, the ontology of artworks, aesthetic properties, the interpretation and value of art, and fictionality. Philosophical puzzles specific to particular art forms, such as music and literature, may also be addressed.

*Recommended Background:**Philosophy 1000**Lib Ed Req: Fine Arts and Humanities***PHILOSOPHY 2210****Philosophy of Religion***Credit hours: 3.00**Contact hours per week: 3-0-0*

We make use of analytical resources found in present-day cosmology, formal semantics, decision theory and other branches of natural science. Issues to be examined usually include God's nature, the problem of evil, the rationality and prudence of religious belief and the alleged conflict between religion and science.

*Recommended Background:**Philosophy 1000**Lib Ed Req: Fine Arts and Humanities***PHILOSOPHY 2220****Philosophy of Mind***Credit hours: 3.00**Contact hours per week: 3-0-0*

We probe the nature of mind (soul, consciousness), cognition, perception, emotion, voluntary action, religious beliefs about the mind, and unconscious mental states; and we compare ideas to language, personal to bodily identity and explanations in 'folk' psychology to neuroscience.

*Recommended Background:**Philosophy 1000**Lib Ed Req: Fine Arts and Humanities***PHILOSOPHY 2233****Philosophy and the World View of Science: Earth and Life Sciences***Credit hours: 3.00**Contact hours per week: 3-0-0*

A philosophical approach to the world view of contemporary earth and life sciences. We discuss the origins of modern geology and the modern synthesis in biology of genetics and evolution by natural selection. Issues include the status of evidence about the past, evolution versus creationism and the idea of fitness.

*Recommended Background:**Philosophy 1000**Lib Ed Req: Science***PHILOSOPHY 2234****Philosophy and the World View of Science: Space, Time and Matter***Credit hours: 3.00**Contact hours per week: 3-0-0*

Philosophical controversies in the world view of contemporary physical science, including the special and general theories of relativity, quantum mechanics and cosmology. Issues include reductionism, the nature of scientific theories, evidence for theories, different theories of space and time, causality, scientific revolutions and the status of theoretical entities.

*Prerequisite(s): Philosophy 1000**Recommended Background:**One of Science 30 or a 1000-level course (3.0 credit hours) in Mathematics or Science**Lib Ed Req: Science***PHILOSOPHY 2236****Environmental Philosophy***Credit hours: 3.00**Contact hours per week: 3-0-0*

Is there really an environmental crisis? Do we even know what the environment is? How can we resolve conflicts between environmental and economic priorities? Do we have ethical obligations to the environment or to future generations? Using techniques of philosophical analysis, students are introduced to key issues in this growing and important field of applied philosophy.

*Recommended Background:**Philosophy 1000**Lib Ed Req: Fine Arts and Humanities***PHILOSOPHY 3000****Studies in Philosophy (Series)***Credit hours: 3.00**Contact hours per week: 3-0-0*

The Philosophy 3000 series has the same function as the Philosophy 2000 series but at levels of study appropriate to more senior students.

Prerequisite(s): Will be specified (including any recommended background) for individual offerings

University of
Lethbridge



**Student Enrolment
and Registrar Services**

4401 University Drive W.
Lethbridge, Alberta T1K 3M4
403-320-5700
inquiries@uleth.ca

ulethbridge.ca/future-student

This is Exhibit " N " referred to
in the Affidavit of

Paul Vimitz

Sworn before me this 27 day

of July, 2023.



A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

University of
Lethbridge



2023/24

UNIVERSITY OF LETHBRIDGE

UNDERGRADUATE CALENDAR AND COURSE CATALOGUE

University of
Lethbridge



Undergraduate Calendar and Course Catalogue 2023/2024

**The University of Lethbridge Calendar and Course Catalogue is also available online at
www.ulethbridge.ca/ross/academic-calendar**

This Calendar sets forth the intention of the University, at the time of its publication, with respect to all matters contained therein. The University reserves the right at any time to deviate from what appears in the Calendar, either in order to serve the best interests of the University, or because of circumstances or occurrences beyond the University's reasonable control. The University expressly denies responsibility or liability to any person who may suffer loss or who may be otherwise adversely affected by such change. The Calendar is updated annually. If necessary, a list of corrections and post-publication updates to the print edition of the 2023/2024 Calendar, which have been changed in the online edition, will be posted at www.ulethbridge.ca/ross/academic-calendar. Check this web page regularly to keep informed of changes.

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I. TERRITORIAL ACKNOWLEDGMENT

Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge acknowledges and deeply appreciates the Siksikaitapii peoples' connection to their traditional territory. We, as people living and benefiting from Blackfoot Confederacy traditional territory, honour the traditions of people who have cared for this land since time immemorial. We recognize the diverse population of Indigenous peoples who attend the University of Lethbridge and the contributions these Indigenous peoples have made in shaping and strengthening the University community in the past, present, and in the future.

Policy: www.ulethbridge.ca/policy/resources/territorial-acknowledgement

2. THE UNIVERSITY

The University of Lethbridge is incorporated under the provisions of the Post-secondary Learning Act of the Province of Alberta with membership in the Association of Commonwealth Universities and Universities Canada. The University of Lethbridge participates with the universities and other post-secondary institutions of Alberta in a variety of co-operative programs and activities.

The University of Lethbridge was established in 1967 with a student population of 638. It has grown to a current population of more than 8,800 full-time and part-time students, with approximately 766 graduate students and 600 international students from more than 90 countries. The University also offers programs at our Calgary Campus, serving nearly 600 students. There are more than 48,000 University of Lethbridge alumni worldwide.

The University is situated on over 550 acres of traditional Blackfoot territory in west Lethbridge. University Hall, designed by architect Arthur Erickson, has received international acclaim for its architectural originality and functional design.

Lethbridge has a population of more than 100,000 and is located in southern Alberta, approximately 145 kilometres east of the Canadian Rockies and 95 kilometres north of the United States border.

In Fall 2019, we opened Science Commons, our new science and academic building, Canada's most advanced facility for teaching and research in the sciences. It gives our students an incredible advantage as they work alongside faculty members and students from across disciplines to tackle the most perplexing issues facing our society today.

a. Programs

The University of Lethbridge offers Canada's premier learning experience. It is grounded in liberal education and committed to providing its students with small classes, a personal experience, and the most vital and engaging learning environment in the country.

The University offers undergraduate programming as follows:

The Faculty of Arts and Science offers instruction leading to the following degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) and Bachelor of Arts and Science (B.A.Sc.). The Faculty also offers a Certificate in Arts and Science, a Post-Diploma Bachelor of Arts in Agricultural Studies, as well as Post-Diploma Bachelor of Science degrees in Agricultural Studies, Computer Science, Environmental Science, and Geography with a Concentration in Geographical Information Science.

The Faculty of Education offers instruction leading to the Bachelor of Education (B.Ed.) degree. The Faculty also offers the Diploma in Education (D.P.E.) program for certified practicing educators.

The Faculty of Fine Arts offers instruction leading to the following degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts - Art (B.F.A. - Art), Bachelor of Fine Arts - Dramatic Arts (B.F.A. - Dramatic Arts), Bachelor of Fine Arts - Indigenous Art (B.F.A. - Indigenous Art), Bachelor of Fine Arts - Multidisciplinary (B.F.A. - Multidisciplinary), Bachelor of Fine Arts - New Media (B.F.A. - New Media), and Bachelor of Music (B.Mus.), as well as a number of post-diploma programs leading to these degrees.

The Faculty of Health Sciences, in collaboration with Lethbridge College, prepares baccalaureate graduates as beginning practitioners in the Nursing Education in Southwestern Alberta (NESA) program, Bachelor of Nursing (B.N.) and Bachelor of Nursing After Degree. The Faculty also offers the Bachelor of Health Sciences (B.H.Sc.) degree in Aboriginal Health, Addictions Counselling, and Public Health and offers the Bachelor of Therapeutic Recreation (B.T.R.) degree. A post-diploma degree program is also available for the Aboriginal Health, Addictions Counselling, and Public Health majors in the Bachelor of Health Sciences degree.

The Dhillon School of Business offers instruction leading to the Bachelor of Management (B.Mgt.) degree as well as post-diploma programs. The School also offers a Finance Diploma, certificate programs, and the Post-Bachelor Certificate in Accounting Fundamentals and Advanced Accounting programs.

The University offers instruction leading to the following Combined Degrees:

Bachelor of Arts/Bachelor of Education (B.A./B.Ed.)

Bachelor of Science/Bachelor of Education (B.Sc./B.Ed.)

Bachelor of Fine Arts - Art/Bachelor of Education (B.F.A. - Art/B.Ed.)

Bachelor of Fine Arts - Dramatic Arts/Bachelor of Education (B.F.A. - Dramatic Arts/B.Ed.)

Bachelor of Fine Arts - New Media/Bachelor of Education (B.F.A. - New Media/B.Ed.)

Bachelor of Music/Bachelor of Education (B.Mus./B.Ed.)

Bachelor of Management/Bachelor of Education (B.Mgt./B.Ed.)

Bachelor of Arts/Bachelor of Management (B.A./B.Mgt.)

Bachelor of Science/Bachelor of Management (B.Sc./B.Mgt.)

Bachelor of Fine Arts - New Media/Bachelor of Management (B.F.A. - New Media/B.Mgt.)

Bachelor of Fine Arts - New Media/Bachelor of Science (B.F.A. - New Media/B.Sc.)

Bachelor of Health Sciences/Bachelor of Management (B.H.Sc./B.Mgt.)

Post-Diploma Bachelor of Fine Arts - Art/Bachelor of Education (B.F.A. - Art/B.Ed.)

Post-Diploma Bachelor of Fine Arts - Dramatic Arts/Bachelor of Education (B.F.A. - Dramatic Arts/B.Ed.)

Post-Diploma Bachelor of Music/Bachelor of Education (B.Mus./B.Ed.)

Post-Diploma Bachelor of Management/Bachelor of Education (B.Mgt./B.Ed.)

The University also offers programs for transfer to professional faculties at other universities in Dentistry, Engineering, Journalism, Law, Medicine, Social Work, and Veterinary Medicine.

A four-year Bachelor of Social Work (B.S.W.) is offered by the University of Calgary, in co-operation with the University of Lethbridge, on the Lethbridge campus.

The School of Graduate Studies offers instruction leading to the following credentials: Graduate Certificate, Graduate Diploma, Master of Arts (M.A.), Master of Counselling (M.C.), Master of Education (M.Ed.), Master of Fine Arts (M.F.A.), Master of Health Services Management (M.H.S.M.), Master of Music (M.Mus.), Master of Nursing (M.N.), Master of Science (M.Sc.), Master of Science (Management) (M.Sc. (Mgt.)), and Doctor of Philosophy (Ph.D.) in the sciences, multidisciplinary areas and education.

3. MANDATE STATEMENT

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

The mandate statement is developed by the University of Lethbridge in consultation with the Minister of Advanced Education pursuant to Section 78 of the Post-secondary Learning Act (PSLA).

To view the entire mandate, please visit www.ulethbridge.ca/governance/mandate.

4. OUR PROMISE

To our students, we make a promise:

- A promise to do our best, so they can be their best.
- A promise to foster exploration, to share ideas and information, to teach but also to learn.
- A promise to build the buildings, acquire the technology, cultivate the partnerships, and welcome the people essential to advancing an environment that excites and ignites learning.
- A promise to create an environment where professors and students are colleagues and everyone grows together, an environment that recognizes the power of every student's dream. And helps that dream come true.

5. DESTINATION 2022

a. Where we are going

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 endeavour, experiential opportunities, and community engagement.

b. Who we are

The University of Lethbridge is Alberta's Destination University. Founded in 1967 on traditional Blackfoot land, we are a community that fosters an atmosphere of discovery, a welcoming place where students and faculty have the freedom to think, create and explore together. People are the essential resource of our institution; they define our university and are our greatest strength.

We are committed to the individual student as a person of ultimate worth. Our students learn within and beyond the classroom in research-intensive environments that offer connections with the diverse communities we serve. Students are taught by inspired scholars who integrate research and creativity with teaching.

Our motto, *Fiat Lux* ("Let There be Light"), and our founding principle of liberal education, continue to define and inspire us. We are committed to being the comprehensive academic and research university in Alberta that empowers individuals with broader knowledge and prepares them to think critically and creatively, communicate clearly, solve complex problems, and contribute fully to society. We give people more than an education: we give them a life trajectory and the tools to make a difference.

High quality is central to all that we do. Our commitment to maintaining high quality undergraduate and graduate academic programs is important to fostering a better society. High quality instruction and teaching are essential to our commitment to quality, as are the vibrant programs of research and creative activity that are a differentiating feature of our institution and a central part of our culture as a Comprehensive Academic and Research University. High quality facilities and services support our institution and its students, staff and academic staff.

The University of Lethbridge was born from the needs and aspirations of our local communities, and so access to our university is a foundational value. We are committed to providing student access to our high quality academic programs throughout the province, without creating unnecessary financial barriers. Community engagement with our university (and vice-versa) and the community use of our facilities are important to us.

Our liberal education foundation, combined with our student focus and research and creative excellence, enable a distinct student experience across two campuses in Alberta - Lethbridge and Calgary. The result is engaged citizens, who are intent on understanding relevant issues and on improving our region, our country and our world.

c. **Why we exist**

The University of Lethbridge exists to build a better society and inspire the minds of tomorrow.

- We create, discover, disseminate, and apply knowledge through free and critical inquiry and excellence in basic and applied research of regional and global impact.
- At the undergraduate and graduate levels, we develop creative discoverers and independent learners who understand their responsibility for critical thinking and scholarship.
- We prepare students for their personal and professional paths.
- We encourage and nurture creative expression.
- We pursue community engagement.
- We value, encourage and celebrate the talents and efforts of our students, faculty, staff, and alumni.

6. **OUR FUNDAMENTAL PRINCIPLES**

The University of Lethbridge is committed to the following fundamental principles:

a. **Our Commitment to Society**

We adopt a global perspective and cultivate responsible citizens who contribute to build better societies.

We encourage and protect free inquiry and expression, and model collegial and civil debate, dissent and controversy to critically explore and resolve issues.

We share with our communities our research, scholarship, creative activities, facilities, resources and initiatives, involving our communities wherever possible. This helps us anticipate and respond to societal needs.

We promote diversity and gender equity, and ensure equal opportunity for participation.

We are committed to collaborating with First Nations, Metis and Inuit peoples and communities to ensure that our partnerships, and ensuing programs, meet the needs of these communities.

b. **Our Commitment To Creativity, Inquiry, And Discovery**

We believe in academic freedom. Research and acquiring knowledge are inherent societal goods and ends in themselves.

We encourage and support research, scholarship, critical inquiry and creative performance, in all areas in which we teach, and in areas of special relevance locally, nationally and globally.

We conduct research in many forms, including that with the broadest scope and longest term, and communicate the outcome of these efforts. Wherever appropriate, we connect our research and scholarship to the needs and aspirations of the communities we serve.

We sustain, and provide access to, the scholarly resources and knowledge base needed for research, scholarship and creative activity.

c. **Our Commitment To Students**

We offer students a liberal education, the best preparation for their future, which provides a wide base of knowledge and promotes academic skills that students can apply broadly.

We are student-centred, and help students achieve their full potential by facilitating their intellectual growth and personal excellence in an atmosphere of engagement within and beyond the classroom.

We are a comprehensive university, offering excellence in undergraduate and graduate university education, and striving for a balance between our focus on teaching and our commitment to research, scholarship and creative activities.

We promote effective teaching and learning, applying face-to-face learning, experiential learning, and online and distance learning where those delivery modes make the best sense.

We strive for inspirational teaching and learning, which takes place in an environment of respect, free from discrimination.

We expand horizons and develop a global mindset, educating our students to become citizens of a complex society, capable of making important contributions.

d. **Our Commitment To Responsible Action**

We emphasize ethical action and are environmentally, socially and financially responsible.

We practice procedural fairness and act in accordance with all applicable codes of professional and ethical practice and conduct.

We use leading technology effectively, to facilitate and enhance learning and research relationships among students, faculty members and other University stakeholders.

*Approved by the Board of Governors
December 2013*

7. THE UNIVERSITY SHIELD



The University of Lethbridge adopted its official Shield (shown left) in 1973, six years after the University's inception. Developed by a Senate committee with the leadership of University President Dr. William E. Beckel, the Shield design and Heraldic description was approved by the Senate on October 2, 1973 and ratified by the Board of Governors later that month.

The Shield was designed primarily in the University's colours of blue and gold. The gold sun on the blue shield represents southern Alberta. The blue and silver book above the gold and blue wreath represents the search for knowledge. The University's motto, 'Fiat Lux,' Latin for "Let there be light," is lettered on a band below the shield.

In 2003, the original design was simplified (shown right). The new shield brings focus to the fiery sun with twisted Aztec rays and to the motto, 'Fiat Lux.'



8. UNIVERSITY OF LETHBRIDGE PRINCIPLES OF STUDENT CITIZENSHIP

a. Preamble

Definition

Student means any person, including a faculty or staff member, who is:

1. Registered or enrolled in one or more credit or non-credit courses and programs at the University of Lethbridge for the current or a future term; or
2. Registered or enrolled in any University-sponsored program.

Purpose and Scope

These Principles of Student Citizenship define the University of Lethbridge's expectations for the behaviour of its students.

Application

The Principles of Student Citizenship apply to all students at the University of Lethbridge. They outline the behaviour that the University of Lethbridge expects of its students while they are on University premises, on professional practice assignment, on paid and volunteer placements, or off-campus for academic or University purposes.

Philosophy Behind the Principles

The educational environment at the University of Lethbridge encourages intellectual exchange, creativity, originality and discovery. It also emphasizes free inquiry and expression, diversity, equality and equal opportunity for participation. The Principles of Student Citizenship are designed to support and protect this educational environment by defining students' responsibilities as members of the academic community. These principles operate within the framework provided by the institution's Statement of Philosophy, Vision, Mission and Fundamental Principles.

The University of Lethbridge has a tradition of academic integrity and personal civility. The Principles of Student Citizenship aim to promote and continue this tradition.

b. Fundamental Principles of Student Citizenship

1. Students honour the following basic values of academic integrity:
 - a. Honesty in learning, teaching, research and service.
 - b. Respect of a wide range of thoughts, opinions and ideas; of colleagues, instructors and administration; and of the work of others.
 - c. Responsibility for upholding the integrity of scholarship and research.
2. Students conduct themselves in a manner consistent with the Fundamental Principles of the University of Lethbridge.
3. Students respect the rights of every student and faculty member to attain their educational goals fairly.
4. Students respect the health, safety and welfare of every member of the University of Lethbridge community.
5. Students respect and uphold the rights and freedoms of all members of the University of Lethbridge community, in accord with the principles articulated in the Canadian Charter of Rights and Freedoms.
6. Students treat with consideration the buildings, grounds, facilities and equipment of the University of Lethbridge.
7. Students strive to maintain collegial relationships with fellow students, peers, faculty, staff and administration.
8. Students abide by the policies, regulations, rules and procedures of the University of Lethbridge and its academic and administrative units.
9. Students abide by reasonable oral or written instructions given by University of Lethbridge personnel in the implementation of their duties to ensure compliance with institutional policies, regulations, rules and procedures.
10. All students accept the responsibility to abide by the University of Lethbridge Principles of Student Citizenship.

To view the entire version of the Principles of Student Citizenship, please visit www.ulethbridge.ca/policy/principles-student-citizenship.

9. NOTICES TO STUDENTS REGARDING THE COLLECTION OF PERSONAL DATA

a. The Collection of Personal Information

The University collects personal information pursuant to Alberta's *Post-secondary Learning Act (PSLA)*, Alberta's *Freedom of Information and Protection of Privacy Act (FOIP)*, and other applicable federal and provincial law.

The subsections that follow outline personal information collected by the University. Where there is a specific legal authority to collect information, it is noted in the subsection. Your personal information will be used for admission, registration, scholarships and awards administration, academic progress monitoring, planning and research, alumni relations, contacting you about University courses and services, and operating other University-related programs. The University may share and disclose your personal information within the University to carry out its Mandate and operations. Specific non-identifying data will be disclosed to relevant student associations, and to the federal and provincial governments to meet reporting requirements. For questions on the collection, use and disclosure of this personal information, please contact the University's FOIP Coordinator.

Address: 4401 University Drive W
Lethbridge, AB T1K 3M4
Attn: Privacy Officer

Email: foip@uleth.ca

Phone: 403-332-4620

The University's practices for the collection, use and disclosure of personal information about students, and this Notice, comply with the provisions of Alberta's *Freedom of Information and Protection of Privacy Act (FOIP)*.

b. The Official Student Record

The Registrar of the University maintains the Official Student Record. It includes: information provided when an *Application for Admission* is submitted or when registration for and change to programs and courses are submitted; the student identification number; academic record; graduation status; and immigration status (collection is specifically authorized by the *Immigration and Refugee Protection Act*) correspondence. It is used to determine a student's eligibility for admission and registration; to track progress at the University; to contact the student when necessary; to confirm a student's status and identity; and to develop statistical reports (although the information in statistical reports is grouped to protect individual privacy of individuals).

Some personal information in the Official Student Record is available to and used by other units of the University in order to meet the University's Mandate. However, access to the Official Student Record is limited in accordance with the University's *Confidentiality of Student Records Policy and the FOIP Act*.

Certain elements from the Official Student Record are used in the Alumni and Development Record. These are name, address, Faculty and graduation status. They are used for ongoing contact with alumni and for the University's development activities.

For further information about the Official Student Record, please contact the Registrar:

Email: regoffice@uleth.ca

Phone: 403-320-5700

c. Faculty/School Records

The University's Faculties and Schools collect personal information about students. This information may include School of Graduate Studies' Letter of Offer, program-specific class lists including pictures, records of a student's progress and standing in degree program attendance at class, composition of supervisory committee, program specific forms and assessments, completion of degree requirements, financial and employment contracts, completion of assignments, grades received for assignments and examinations, correspondence to and from the student, honours received by the student, contact addresses or telephone numbers, student advising information and graduation status.

The information is used to identify the student, track the student's progress, contact the student as necessary, operate the programs of the Faculty or School, provide advice to the student as requested and permit participation in the programs offered by the Faculty or School.

For further information about personal information collected by the Faculties and Schools, please contact the appropriate Office of the Dean:

Arts and Science	Phone: 403-317-5069 Email: artsci.deansoffice@uleth.ca
Dhillon School of Business	Phone: 403-329-2633 Email: dhillon.dean@uleth.ca
Education	Phone: 403-329-2254 Email: edu.sps@uleth.ca
Fine Arts	Phone: 403-329-2126 Email: finearts@uleth.ca
Graduate Studies	Phone: 403-329-2793 Email: sgs@uleth.ca
Health Sciences	Phone: 403-329-2676 Email: dean.hlsc@uleth.ca
Liberal Education	Phone: 403-380-1894 Email: liberal-ed@uleth.ca

d. Library

The Library collects personal information about students that is necessary to operate the lending activities and reference services of the University Library.

For further information about personal information collected by the Library, please contact the University Librarian:

Email: libadmin@uleth.ca

Phone: 403-329-2261

e. Scholarships and Student Finance

Scholarships and Student Finance collects specific personal information from and about students who have applied for scholarships, bursaries, awards and government sponsored student loans. Information collected is determined in accordance with the terms of reference of the scholarship/award and relates to specific eligibility requirements set by the donors. The University also administers student loan programs in the form of federal and provincial funding (loans, grants, bursaries). Personal information collected from and about students who apply for Alberta and Canada Student Loans is authorized by the *Alberta Students Finance Act* and related regulations, and by the *Canada Student Loans Act*, the *Canada Student Financial Assistance Act* and the *Income Tax Act*, and pursuant to the *FOIP Act*.

Information collected by Scholarships and Student Finance is used to administer the University Awards Program (see **Awards and Scholarships, p. 535**), the Alberta (Government) Scholarships Program and the loan programs of the provincial and federal governments.

For further information about personal information collected by Scholarships and Student Finance, please contact Scholarships and Student Finance:

Email: fin.aid@uleth.ca

Phone: 403-329-2585

f. Housing Services

The Housing Services and Catering and Food Services offices collect personal information necessary to operate student housing and food services programs, including the assignment to housing units, financial records related to payment for housing, and food services.

For further information about personal information collected by the Housing Services and Catering and Food Services offices, please contact the Executive Director, Ancillary Services:

Email: housing@uleth.ca

Phone: 403-329-2213

g. Information Technology Services

The University offers email services and computer access to students. The primary purposes of the service are to enable the students to contact one another and faculty members, participate in online research and discussions, and to allow assignments to be completed. Information Technology Services collects personal information about students in order to assign access to the University servers, monitor the use of University equipment in accordance with agreements signed by students to obtain access, and to obtain assistance with the use of University equipment.

For further information about personal information collected by Information Technology Services, please contact the Chief Information Officer:

Email: help@uleth.ca

Phone: 403-332-4664

h. Financial Services

University Financial Services collects personal information about students in order to ensure debts owed to the University are recorded and collected. Required information is collected to ensure Canada Revenue Agency rules are followed to issue tax slips to students.

The information is used to determine eligibility to participate in University programs and activities, including ongoing registration for academic programs, graduation, Students' Union programs, Recreation Services programs, and Health Centre programs.

For further information about personal information collected by Financial Services, please contact the Manager, Revenue Accounting, Financial Services:

Email: financial.services@uleth.ca

Phone: 403-329-2391

i. Health Centre

The Health Centre collects personal information that is necessary to operate clinical health services and to manage health care for students and University employees who visit the Health Centre. In addition to information collected under the general authority, the *Alberta Health Care Insurance Act* authorizes the collection of the individual's Alberta Health Care Insurance number or its equivalent for billing purposes. Collection of personal information by health practitioners and confidentiality of clinical records are also subject to the provisions of the *Alberta Health Disciplines Act*, *Health Facilities Review Act*, *Health Information Act* and *Medical Professions Act*.

For further information about personal information collected by Health Services, please contact the Manager, Health Centre:

Email: health.centre@uleth.ca

Phone: 403-329-2484

j. Sport and Recreation Services

Sport and Recreation Services collects personal information about students necessary to operate and promote intramural programs, offer recreational classes and offer drop-in programs. The information is used to determine eligibility to access campus recreation facilities, participate in the programs and assess and collect fees where applicable.

For further information about personal information collected by Sport and Recreation Services, please contact the Director, Horns Recreation:

Email: halma@uleth.ca
Phone: 403-329-5107

k. Intercollegiate and Club Athletics

The University intercollegiate athletic teams collect the personal information necessary for student athletes to participate in U SPORTS programs at both regional and national levels. University club teams collect personal information necessary for student athletes to participate in competitive sports outside U SPORTS programs at local, regional and national levels.

The information is used to determine eligibility and fitness for teams or competitions, and to operate and promote the teams.

For further information about personal information collected by athletic teams, please contact the Executive Director, Pronghorn Athletics:

Email: neil.langevin@uleth.ca
Phone: 403-329-2380

l. Faculty of Fine Arts

The Faculty of Fine Arts collects personal information necessary for students to participate in Fine Arts programs and activities. The University considers that recordings of performances or photographs of students carrying out their work are necessary for the proper operation of the programs offered by the Faculty; and that the same may be used for the promotion of the Faculty and the programs it offers and may be retained in the archives of the University.

For further information about personal information collected by the Faculty of Fine Arts, please contact the Dean, Faculty of Fine Arts:

Email: finearts@uleth.ca
Phone: 403-329-2126

m. Campus Safety

Emergency Preparedness, Insurance and Risk, Safety Services, and Security Services collect personal information about students in the reporting and investigation of risk, safety and security matters at the University.

For further information about personal information collected by Campus Safety departments, please contact the Chief Safety Office, Campus Safety:

Email: security.services@uleth.ca
Phone: 403-329-2603

n. University of Lethbridge Students and the Alberta Workers' Compensation Board

In 1985, the Alberta Workers' Compensation Board issued an Order under Section 7 of the *Workers' Compensation Regulation* which provides that the *Workers' Compensation Act* applies to students registered in and attending the University of Lethbridge (and other post-secondary institutions in Alberta) while they are in attendance. The Workers' Compensation Board coverage does not extend to students who suffer accidents while engaging or participating in extracurricular sporting, recreational, social or personal fulfillment activities which are not a current academic requisite or which are not required as a part of the course of study in which the student is registered. Workers' Compensation Board coverage means students are treated as employees when injured in an incident related to the course of studies.

The University's Risk and Safety Services is available to assist the student if a Workers' Compensation claim is required.

Email: security-i@uleth.ca
Phone: 403-329-2190, 403-329-2350

10. UNIVERSITY ORGANIZATION**a. Leadership**

Website: www.ulethbridge.ca/about/leadership

The senior executive and governance leadership team consists of the President & Vice-Chancellor, President's Executive, Board Chair and Board of Governors, Chancellor and Senate, and General Faculties Council. The leadership emeriti listing, recognizing exceptional contributions, is available on the University Secretariat (Governance) website (www.ulethbridge.ca/governance/leadership-emeriti).

Many other groups contribute to the leadership of the University of Lethbridge:

- Students' Union (ulsu.ca)
- Graduate Students' Association (ulgsa.org)
- University of Lethbridge Faculty Association (www.ulfa.ca)
- Alumni Association (www.ulethbridge.ca/alumni/association)

b. Academic Staff

Website: www.ulethbridge.ca/vp-academic/academic-staff-0

A complete listing of all Academic Staff and Professors Emeritus (in accordance with the Professors Emeritus Policy) are available and updated annually (effective July 1).

11. AWARDS OF EXCELLENCE**a. University of Lethbridge Awards**

There are numerous ways the University of Lethbridge recognizes the accomplishments of our internal and external Community.

- Honorary Degree Recipients (www.ulethbridge.ca/governance/honorary-degrees)
- Teaching Excellence Award (formerly Distinguished Teaching Award) (www.ulethbridge.ca/president/awards/distinguished-teaching)
- Speaker Medal for Distinguished, Research, Scholarship or Performance (www.ulethbridge.ca/research/speaker-research-award)
- Board of Governors Research Chairs (www.ulethbridge.ca/research/research-chairs)
- Board of Governors Teaching Chairs (www.ulethbridge.ca/vp-academic/awards-and-honours/board-of-governors-chair-in-teaching)
- Board of Governors University Scholars (historical) (www.ulethbridge.ca/research/research-chairs)
- President's Award for Service Excellence (www.ulethbridge.ca/president/awards/service-excellence)
- Key to the University of Lethbridge (www.ulethbridge.ca/president/key-university)
- University of Lethbridge Volunteer Award (www.ulethbridge.ca/governance/university-lethbridge-volunteer-award)
- Alumni Achievement Awards (Alumnus/na of the Year, Young Alumnus/na of the Year and Alumni Honour Society Inductees) (www.ulethbridge.ca/alumni/award)

b. Achievements of Excellence

1. Faculty Research Awards and Honours (www.ulethbridge.ca/research/faculty-awards-honours)

Our researchers and scholars are leaders in their fields. For a list of the discipline-specific, multidisciplinary Canadian or international honours bestowed upon our researchers by their peers in recognition of their research excellence. We are pleased to have recipients of the Order of Canada, Royal Society of Canada, Fulbright Scholars, Alberta Innovates Awards, Alberta Heritage Foundation Awards, Canada's Top 40 under 40, and others.

2. Faculty Research Chairs (www.ulethbridge.ca/research/research-chairs)

Research Chairs are prestigious academic distinctions bestowed upon faculty members recognized by their peers as having renowned records of research or other scholarly or creative activity. Along with an active Board of Governors Research program, Canada Research Chairs, Canada 150 Chairs, there are endowed, sponsored, honorific and provincially funded chairs.

3. Faculty Teaching Awards and Honours (www.ulethbridge.ca/vp-academic/awards-and-honours)

Teaching is a core value of the University of Lethbridge and recognizing and enhancing teaching excellence among our faculty is encouraged and supported. Along with the Teaching Excellence Award and Board Teaching Chairs our faculty have been recognized with prestigious awards such as the 3M National Teaching Fellowship.

4. Student Awards and Honours (www.ulethbridge.ca/president/distinguished-achievements)

There are numerous ways the University of Lethbridge recognizes the achievements of our students, and we are pleased that our students have received recognition within national and international platforms through Rhodes Scholars and Co-operative Education and Work-Integrated Learning Canada (CEWIL) Co-op Students of the Year awards.

12. PAST SIGNIFICANT DISRUPTIONS TO LEARNING**a. Covid-19 Global Pandemic****Spring 2020**

The Covid-19 global pandemic forced the University of Lethbridge to shift all learning and services to online delivery in March 2020. When the Province of Alberta declared a State of Emergency and required all citizens to safely isolate, the Lethbridge and Calgary campuses were closed to the public, staff and faculty completed work from home, students studied from home, and courses and final exams were all completed remotely.

As a result of the unexpected online format of the term, students were given the opportunity to designate courses as credit/non-credit after working with an academic advisor and reviewing their final grades. Students were able to submit requests for credit/non-credit grades for any number of courses taken this term until May 15, 2020.

Credit/non-credit could be designated to replace any grade other than Pass/Fail, including courses that were required to meet the major requirements of their program.

In-person convocation ceremonies were cancelled for students completing their requirements in Fall 2019 and Spring 2020. A ceremony was delivered virtually and students received their parchments, along with cords, medals, caps, and other congratulatory items via mail.

Summer 2020 – Fall 2020

Courses in both of these terms were offered primarily online with limited courses held in-person, or where course content could not be completed online, and normal grading policies resumed. Convocation for students completing their requirements in Summer 2020 and Fall 2020 was cancelled and delivered virtually.

Spring 2021

The Spring 2021 term began Saturday, January 9 rather than Wednesday, January 6 as originally planned in order to give students, faculty, and staff a longer break for mental health support. Courses in this term were offered primarily online with limited courses held in-person, or where course content could not be completed online. Convocation for students completing their requirements in Fall 2020 and Spring 2021 was cancelled and delivered virtually.

Summer 2021

Courses in this term were offered primarily online with limited courses held in-person, or where course content could not be completed online. Convocation for students completing their requirements in Fall 2020 was cancelled and delivered virtually.

Fall 2021

Compliant with public health measures at the time and following the mandate of the provincial government, the University implemented a vaccination mandate that required all students, faculty, and staff that were to be on campus for any reason to provide proof of a minimum two doses of any approved COVID-19 vaccination.

Courses and final exams in this term were offered primarily in-person. Convocation for students completing their requirements in Summer 2021 was cancelled and delivered virtually.

Spring 2022

Due to an increase in COVID-19 cases in the province, courses returned to being delivered primarily online with limited courses held in-person, or where course content could not be completed online. Courses were to return to in-person delivery early February, however another disruption to learning occurred which influenced the University's decision to not return to in-person learning in this term (see **Labour Disruption: February 2022 – March 2022**).

b. Labour Disruption: February 2022 – March 2022

Class instruction was paused on February 11, 2022 and resumed on March 23, 2022. During this time, no academic classes or activities were conducted.

In order to ensure students and faculty had enough time to complete learning objectives of all courses, the academic schedule was amended to extend the length of the term until May 5, 2022 to allow for instruction, learning, and assessments to be completed.

Several dates were adjusted to support this change to the last day of the term:

- Withdrawal deadline was extended to May 5, 2022;
- Grade submission deadline was extended to May 10, 2022;
- Summer Term and Summer Session I were pushed back one week to start May 9, 2022;
- Add/drop and extended drop deadlines were extended using Academic Schedule guidelines in order to give students fair time to make registration decisions;
- Summer Term – Full Term Reading Break was removed to allow the term to finish at its originally published end date.

As a result of the unexpected online format of the term, students were given the opportunity to designate courses as credit/non-credit after working with an academic advisor and reviewing their final grades. Students were able to submit requests for credit/non-credit grades for any number of courses taken this term until May 17, 2022.

Credit/non-credit could be designated to replace any grade other than Pass/Fail, including courses that were required to meet the major requirements of their program.

Students completing their program requirements in Spring 2022 experienced a delay in receiving parchments and final transcripts with graduation comments:

- Students received their parchments via mail at the end of June.
- Graduation comments were applied to student transcripts by June 10, 2022.

13. ERRATA AND ADDENDA

The University of Lethbridge Academic Calendar(s) are updated annually and is effective for the academic year that runs from May 1 to April 30.

From time to time, the Minister of Innovation and Advanced Education may provide the University with approval to offer new programs and majors. Such approval may be given after the Calendar has been published. In this event, the University will list newly approved programs and majors along with complete descriptions and requirements on the University website.

In addition, a list of corrections and post-publication updates to the print edition of the 2023/2024 Calendar will be posted at www.ulethbridge.ca/ross/academic-calendar. The online edition of the Calendar may be changed to reflect these changes. Please check this web page regularly for information about changes.

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I. INTRODUCTION

The University of Lethbridge is 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 endeavour, experiential opportunities and community engagement.

Applications for admission to undergraduate programs are welcomed from Canadian and international applicants for fall term (commencing September) and spring term (commencing January). The University of Lethbridge imposes no admission limitations on the basis of provincial residence or citizenship.

Individuals who wish to study at the University, but who do not wish to be or who are not qualified to be admitted to a program of study, may register in credit courses through Open Studies (see **Registration, Open Studies Student, p. 39**).

Student Enrolment and Registrar Services

Office: SU140 (Students' Union Building)
 Email: inquiries@uleth.ca
 Phone: 403-320-5700
 Fax: 403-329-5159
 Web: www.ulethbridge.ca/future-student

Admission information in this Calendar pertains to applicants beginning studies in the 2023/2024 academic year. Admission requirements for future years will be available upon approval at www.ulethbridge.ca/ross/admissions.

2. ADMISSION PROCEDURES

a. Application for Admission

To apply for admission or readmission, applicants submit an *Application for Admission* accompanied by a non-refundable application fee (see **Fees, p. 43**). Applicants must apply using their full legal name and list any previous legal names on the application. By completing the application, applicants attest that the information they are supplying is complete and correct.

The application for admission to undergraduate programs may be submitted online at www.applyalberta.ca. Applicants may also download the application in PDF format from www.ulethbridge.ca/ross/admissions.

Continuing students submit a *Request to Change a Program or Major form* on the Bridge (see **Continuing Students Changing Programs, p. 29**).

Only one application to the University of Lethbridge may be completed each term (excluding applications for English for Academic Purposes). Applications and Request to Change a Program or Major form must be submitted by the appropriate term's application deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

b. Submission of Transcripts and Documents

By submitting an *Application for Admission* or readmission, applicants authorize the University of Lethbridge to request transcripts on their behalf through ApplyAlberta from Alberta Education and/or participating post-secondary institutions in Alberta.

Applicants who have previously studied or are currently studying at institutions not participating in ApplyAlberta are strongly advised to arrange at the time of application for the submission of final, official transcripts (or interim transcripts if necessary final transcripts are not yet available) and any other required documentation. If an applicant attends a post-secondary institution following the submission of an application and prior to their term of admission, it is their responsibility to identify their registration to Admissions and arrange for submission of final, official transcripts. Final, official academic transcripts and any other documentation requested by the University must be received on or before the document deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines and **Admission Documents, p. 31**).

c. Confirmation of Admission

All newly admitted and readmitted students are required to submit a *Confirmation of Admission* form and pay a non-refundable tuition deposit to confirm their acceptance of admission on or before the expiry date of the *Offer of Admission* (see **Fees, p. 43**).

d. Admission Appeals

Admission and readmission decisions are final. Admission decisions may not be appealed to any Faculty, School, or department of the University of Lethbridge.

3. GENERAL ADMISSION

The University of Lethbridge offers over 150 different programs. Many of these programs are available directly to high school graduates or mature applicants. Others require a year or more of university-level studies as preparation for admission.

This part of the Calendar outlines the minimum requirements for undergraduate admission at the University of Lethbridge. Individual programs may have additional requirements or higher standards for entry that must be met before admission to a specific program will be considered. Such requirements are detailed in the appropriate part of this Calendar:

Faculty of Arts and Science	p. 89
Faculty of Education	p. 149
Faculty of Fine Arts	p. 167
Faculty of Health Sciences	p. 193
Dhillon School of Business	p. 207
Combined Degrees	p. 251

Additional information for programs offered by the **School of Graduate Studies** is available in the University of Lethbridge Graduate Studies Calendar and Course Catalogue (www.ulethbridge.ca/ross/academic-calendar).

4. ADDITIONAL ADMISSION REQUIREMENTS BY PROGRAM

Some programs have additional admission requirements that must be met by all applicants by the appropriate deadline. Please visit www.ulethbridge.ca/ross/admissions/undergrad/additional-admission-requirements.

5. APPLICATION DEADLINES

Applications and document deadlines vary by campus, program and term, as well as your academic background and Canadian residency status. Please visit www.ulethbridge.ca/ross/admissions/undergrad/deadlines.

6. GENERAL ADMISSION ROUTES AND ACADEMIC QUALIFICATIONS

Applicants are considered for general admission under the admission route most appropriate to their academic qualifications. All applicants are required to meet the English Language Proficiency (ELP) requirement (see **English Language Proficiency (ELP)**, p. 30). Some programs may have additional admission requirements. For a complete list, see **Additional Admission Requirements by Program**, p. 23.

a. High School Admission Route

Applicants presenting high school (often referred to as secondary) credentials, will be considered for admission under the **High School Admission Route**. In order to maximize program and course choices, all applicants are encouraged to present a broad range of subjects for admission.

To qualify for general admission, applicants must have a final admission average of at least 65 percent.

When necessary for the purposes of calculating the admission average, Student Enrolment and Registrar Services will convert grades to the Alberta high school percentage scale. Grades and courses from outside Alberta that have been evaluated by agencies other than the original educational institution are subject to review and adjustment by the University of Lethbridge.

Only passing grades will be used in the average calculation. In cases where the applicant has repeated a secondary course, the highest grade will be used.

I. High School Requirements

a. Course Requirements

All Canadian high school applicants must present credit in five senior secondary courses, or equivalents, including one language arts course and at least four other courses.

For Canadian equivalent high school courses by province, please see www.ulethbridge.ca/ross/admissions/undergrad/high-school.

Alberta, N.W.T., and Nunavut

One academic English Language Arts course:

- English Language Arts 30-1

Three approved courses chosen from:

- Aboriginal Studies 30
- Art 30 or Art 31
- Biology 30
- Chemistry 30
- Choral Music 30, General Music 30, or Instrumental Music 30
- Dance 35
- Drama 30
- Mathematics 30-1 or Mathematics 30-2
- Mathematics 31
- Physics 30
- Science 30
- Social Studies 30-1
- Five credits in Advanced-level CTS Computer Science (CSE)
- One or more distinct languages at the 30 level

One additional course that has not already been used:

- May be from the list above
- Must be at the 30 level
- Must be worth at least five credits (multiple courses worth a total of five or more credits can be used)
- Cannot be a Special Project

Note: Instead of Mathematics 30-1 students may use University of Lethbridge's Mathematics 0500.

b. Admission Average

The admission average for all Canadian high school applicants is calculated using the most advantageous combination of course requirements.

For applicants presenting both school and exam grades on Canadian high school courses, the final (blended) grade will be used to calculate the admission average.

Applicants currently completing courses at Canadian high school may be considered for conditional admission on the basis of final Grade 11 grades. For this purpose, the applicant will provide final grades for Grade 11 and Grade 12 courses already completed.

The University reserves the right to rescind admission at any time should the student's admission qualifications fall below the minimum standard required for admission (see **Conditional Admission, p. 32**). When possible, the applicant will be offered admission to an alternate program for which they are eligible and will not be charged an additional application processing fee.

Applicants that apply by December 15 automatically qualify for the Board of Governors award.

2. International High School

Academic high school (secondary) qualifications from other countries are considered for admission (see www.ulethbridge.ca/ross/admissions/undergrad/international/intreq_table).

Conditional admission is available to applicants currently completing high school courses outside of Canada. The University must receive an interim academic transcript or current report card in order to determine an admission average for general admission.

3. Advanced Placement Program

Advanced Placement (AP) credentials are recognized as a means of satisfying general admission requirements.

AP scores are converted as follows:

AP Score	Grade 12 Percentage
5	96%
4	86%
3	76%
2	65%
1	not acceptable for admission

AP Transfer Credit Policy

Students presenting AP credentials have the option at the point of admission of receiving transfer credit for approved courses where they have achieved a grade of '4' or higher. For course equivalents, refer to the University of Lethbridge Transfer Equivalency Database (TED) (www.ulethbridge.ca/ross/ted). To be eligible for transfer credit, an official AP transcript must be received by the final official document deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

To obtain AP transcripts:

AP College Board ATP (Transcript Department)

P.O. Box 6671,

Princeton, NJ 08451-6671

apstudents.collegeboard.org/sending-scores (University of Lethbridge College Code: 0855)

4. International Baccalaureate Program

International Baccalaureate (IB) credentials are recognized both as an admission route and as a means of satisfying general admission requirements.

Applicants presenting complete IB diplomas are guaranteed general admission to the University, subject to English Language Proficiency requirements and deadlines. Admission to specific programs is not guaranteed.

IB course grades are converted as follows:

IB Grade	Grade 12 Percentage
7	97%
6	84%
5	77%
4	65%
3	55%
2	not acceptable for admission
1	not acceptable for admission

IB Transfer Credit Policy

Students presenting IB credentials have the option at the point of admission of receiving transfer credit for approved courses in which they have achieved a grade of '5' or higher. For course equivalents, refer to the University of Lethbridge Transfer Equivalency Database (TED) (www.ulethbridge.ca/ross/ted). To be eligible for transfer credit, an official IB transcript must be received by the final official document deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

To obtain IB transcripts:

To request that an IB transcript be sent directly to the University of Lethbridge please visit www.ibo.org/programmes/diploma-programme/assessment-and-exams/requesting-transcripts.

5. General Certificate of Education (GCE)

Advanced Level (A-level) courses in appropriate subjects are recognized for admission. Courses completed with a grade of 'C' or higher will be considered for transfer credit. Credit for a maximum of ten University of Lethbridge 3.0 credit courses may be obtained in this manner.

6. High School Upgrading

The University of Lethbridge recognizes academic upgrading courses completed at post-secondary institutions in lieu of high school courses for admission and prerequisite purposes, including University of Lethbridge courses at the 0500 level. A list of recognized courses available at other Alberta post-secondary institutions may be obtained from [transferalberta.alberta.ca/transfer-alberta-search](http://transferalberta.alberta.ca/). Other courses will be considered on a case-by-case basis.

7. Home School

Home school applicants who present recognized secondary credentials will be considered for admission under the appropriate admission route.

b. Post-Secondary Admission Route

Applicants who have completed six or more transferable courses at one or more post-secondary institutions will be considered under the **Post-Secondary Admission Route**, as follows. Some programs may have additional admission requirements. For a complete list, see **Additional Admission Requirements by Program, p. 23**.

1. Transferable Courses

To qualify for general admission, post-secondary applicants must present six or more completed transferable credit courses with an admission grade point average (GPA) of at least 2.00 (on the University of Lethbridge 4.00 GPA scale). Applicants presenting fewer than six transferable credit courses must also meet the **High School Admission Route (p. 23)** requirements.

All transferable post-secondary work completed by an applicant, as indicated on the transcript(s), will be used in determining admission eligibility.

Upon admission, completed post-secondary credit courses will be considered for transfer credit on a course-by-course basis for eligible post-secondary work. The number of courses considered to be transferable in the context of the admission decision may or may not coincide with the number of courses ultimately awarded transfer credit. For additional information, see **Transfer Credit (p. 32)**.

When necessary for the purposes of calculating the admission GPA and awarding transfer credit, Student Enrolment and Registrar Services will convert grades to the University of Lethbridge 4.00 GPA scale.

Applicants who hold certificate credentials from credit programs at recognized post-secondary institutions may be eligible to receive transfer credit upon admission, see **Transfer Credit (p. 32)**.

2. College Diploma

An applicant who has been awarded a diploma credential from a recognized institution will be considered for admission, in all cases, University of Lethbridge program residence and time limit policies shall apply.

a. General Admission

Holders of two- or three-year college diploma credentials from approved post-secondary institutions, completed with a program GPA of 2.00 or higher (on the University of Lethbridge 4.00 scale), shall be eligible for general admission. Student Enrolment and Registrar Services will consult with the Faculty or School offering programs most closely related to the diploma credential program in regard to determination of sufficient academic merit. The higher of the diploma program GPA or GPA based on transferable courses (see **Transferable Courses, p. 25**) will be used for admission purposes.

Transfer credit will be awarded on a course-by-course basis, in accordance with approved transfer credit policies, see **Transfer Credit (p. 32)**.

b. Post-Diploma Agreements

Where the University of Lethbridge has an agreement with a partner institution, an applicant who has been awarded a two- or three-year college diploma credential will be considered for admission to the appropriate post-diploma program. For more information on partner institutions, see www.ulethbridge.ca/ross/post-diploma.

Some programs may have additional admission requirements. For a complete list, see **Additional Admission Requirements by Program, p. 23**.

3. Applied and Technology Degrees

Applicants presenting Applied or Technology degrees from recognized post-secondary institutions will be considered for admission under **College Diploma (p. 25)**.

Except when the Applied or Technology degree is the basis for admission to a post-diploma program, transfer credit will be awarded on a course-by-course basis, in accordance with approved transfer credit policies.

Applied and Technology degrees are not considered to be a basis of admission for second degree or graduate studies programs.

4. Previous Degree

Admission is based on highest level of education completed.

Students are not normally eligible to pursue another degree that is similar to one already completed at a recognized institution. Generally, degrees with identical or closely related majors are considered to be similar.

International applicants who possess a related degree will be considered for admission on a case-by-case basis. Student Enrolment and Registrar Services will consult with the intended Faculty or School with regard to this matter as appropriate.

a. Undergraduate

Applicants who have completed an approved undergraduate degree with a minimum GPA of 2.00 (on the University of Lethbridge 4.00 scale) will be eligible for general admission to pursue another undergraduate degree.

An approved degree is an academic baccalaureate degree requiring a minimum of 30 course equivalents (90.0 credit hours) or a graduate degree from a recognized degree-granting institution.

Previous courses completed as part of the credential are subject to the time limits of the appropriate Faculty or School. Please see the After an Approved Degree section for the appropriate Faculty or School and **Academic Regulations, Residence Requirements and Time Limits (p. 58)**.

Applicants are required to meet major specific admission requirements, as applicable. See www.ulethbridge.ca/ross/admissions/undergrad/additional-admission-requirements.

In order to register in courses as an admitted student, a student who has graduated from a University of Lethbridge program must successfully apply for admission to another program using the Application for Admission. Otherwise, such students must register using the Open Studies student route (see **Registration, Open Studies Student, p. 39**).

b. Graduate (Master's and Ph.D.)

Applicants who have completed an approved Master's or Ph.D. degree from a recognized degree-granting institution will be eligible for general admission to pursue another undergraduate degree.

5. Applicants with Unsatisfactory Post-Secondary Records

Applicants who have been required to withdraw, suspended, or expelled (or its equivalent) from another post-secondary institution will be considered for admission one year after the date of the required withdrawal or once the suspension/expulsion is expired. The following policies apply to applicants who have unsatisfactory records at other post-secondary institutions:

a. Required to Withdraw

If such applicants are offered admission to the University, without satisfactory intervening studies, it will be on the condition of academic probation. See the corresponding section for the appropriate Faculty or School for more information. Where an applicant has been required to withdraw more than once from post-secondary institutions, Student Enrolment and Registrar Services may consult with the appropriate Faculty or School in consideration of admission.

b. Suspension

Applicants under an order of suspension from another post-secondary institution will be considered for admission only with the written recommendation by the Registrar and approval of the Provost and Vice-President (Academic).

c. Expulsion

Applicants who have been expelled from another post-secondary institution will be considered for admission only with the written recommendation by the Registrar and approval of the Provost and Vice-President (Academic).

See also **Returning After an Absence (p. 28)**.

c. Adult Student (Mature) Admission Route

Applicants who are Canadian Citizens or Permanent Residents, at least 21 years of age by the first day of classes of the term of intended admission, and who do not fulfill requirements for any other admission route will be considered for general admission as outlined below. The number of seats available for Adult Student (Mature) Admission will be limited (as determined each term). Typically the number of seats will not be more than ten percent of the total admissions for high school applicants in a given fall or spring term.

All applicants are required to meet all program-specific requirements and one of the following:

1. **High School Admission Route (p. 23)** with an admission average of at least 60%
2. Minimum final grade of 65% in English 30-1 or 30-2, as well as passing grades in two other 30-level courses

3. Demonstrated potential for academic success and excellence in non-academic areas. Applicants are required to submit the following to Admissions:
 - a. Transcripts of all high school and post-secondary experience.
 - b. Standardized test scores, such as SAT or ACT, if available.
 - c. A *Letter of Intent* from the applicant including a statement on their potential for success in university studies, how their experiences since secondary school have contributed to this potential, their goals for the future, and why studies at the University will help them to realize these goals.
 - d. A résumé, providing a summary of all educational, employment and volunteer experience.

Applicants who have unsatisfactory post-secondary academic records (i.e. a GPA less than 2.00 on the University of Lethbridge 4.00 scale) will not be considered for Adult Student (Mature) Admission (see **Post-Secondary Admission Route, p. 25**).

d. Indigenous Student Success Cohort

The Indigenous Student Success Cohort (ISSC) is a first year credit program offered by the Faculty of Arts and Science that provides Indigenous students who are not fully admissible to the University of Lethbridge an opportunity to enter into the University. When space permits, those who qualify for general admission may also access the ISSC.

To be eligible for admission to the program, applicants must have been enrolled in high school until Grade 12 OR have been out of high school for at least one year and, at a minimum, hold credit for the following Alberta high school courses or their equivalents:

One academic English Language Arts course chosen from:

- English Language Arts 20-1
- English Language Arts 30-2

Three approved courses chosen from:

- Aboriginal Studies 20
- Biology 20
- Chemistry 20
- One Fine Arts course:
 - Art 30 or Art 31
 - Dance 35
 - Drama 30
 - Choral Music 30, General Music 30, or Instrumental Music 30
- Mathematics 20-1 or Mathematics 20-2
- Physics 20
- Science 20
- Social Studies 20-1 or Social Studies 30-2
- A 20-level language

Enrolment in the ISSC is limited. Students may be contacted by the Admissions Office or the Faculty of Arts and Science for further information.

Applicants to the ISSC who have been required to withdraw from the University of Lethbridge or another institution for academic reasons will be considered for admission without waiting for the lapse of one year and without completing additional university courses. Students admitted to the ISSC may be eligible for *Tabula Rasa* if their cumulative University of Lethbridge GPA is below 2.00 regardless of required withdrawal. For details regarding the granting of *Tabula Rasa*, see **Admission, Readmission after Required Withdrawal, p. 28**.

Students are encouraged to complete a range of 30-level high school courses, or equivalent, before application. Some option courses within the transition program have specific high school prerequisites (see **Course Catalogue (p. 351)** for details).

Students who complete the minimum course requirements of the ISSC and meet the Faculty of Arts and Science academic standards required for continuation (see **Arts and Science, Academic Standards, p. 92**), will be admitted to any Arts and Science undergraduate program for which they have the required prerequisite courses (see **Arts and Science, Admission, p. 91**). Those completing the ISSC with a GPA of at least 2.00 will be considered to have met general admission requirements for programs in the Faculty of Fine Arts, Faculty of Health Sciences, or Dhillon School of Business (see **Continuing Students Changing Programs, p. 29**). Some programs have additional admission requirements or higher standards for entry that must be met before admission will be considered.

e. Certificate in Arts and Science

The Certificate in Arts and Science is a university-level certificate program that may be completed in as little as one year of full-time study or may be completed on a part-time basis. Students who complete the certificate may qualify for a degree program, and use their certificate credits towards their degree, through the Post-Secondary Admission Route.

To be eligible for admission to the Certificate in Arts and Science, students must present a passing grade in English Language Arts 30-1, or an equivalent course.

Applicants who have completed post-secondary courses may also qualify for admission to the Certificate in Arts and Science through the Post-Secondary Admission Route, and are eligible for transfer credit.

f. English for Academic Purposes Admission Route

The English for Academic Purposes (EAP) program is a full-time, non-credit program offered by the English Language Institute (ELI) designed for students who are seeking admission into degree programs but have not met English Language Proficiency (ELP) requirements. Students who successfully complete the Advanced Level of EAP will satisfy the University's ELP requirement (for both undergraduate and graduate levels) and will not be required to submit a standardized English language test score (e.g., TOEFL, IELTS or CAEL) for University of Lethbridge admission.

Program entry is available in summer (May), fall (September), and spring (January) terms. Admission to the EAP program does not constitute admission to an undergraduate or graduate program at the University of Lethbridge. Applicants to an undergraduate or graduate program must meet all admission requirements specific to their program of study.

To be eligible for admission to the EAP program, applicants must have basic knowledge of the English language, equivalent to a score of 4.0 on the IELTS assessment (see **English Language Proficiency (ELP), p. 30** for further details regarding standardized English language tests). Applicants may submit standardized test scores to assist in determining their initial placement within the EAP program.

For application information, please see www.ulethbridge.ca/international/eap. Additional information regarding EAP program requirements can be found within **University of Lethbridge International, p. 73**.

g. Standardized Test Admission Route

Applicants who present acceptable ACT or SAT scores will be considered for general admission.

In the case of the SAT written prior to March 2016, the applicant must present complete SAT (Critical Reading, Mathematics and Writing) and three additional SAT Subject Test scores. In the case of the SAT written after March 2016, a minimum combined Evidence-Based Reading and Writing plus Math (ERW+M) score of 1040 is required.

In the case of the ACT, a composite score of 20 is required.

Applicants are also required to meet program-specific admission requirements and therefore will be required to submit their high school transcript for review.

h. Dual Admission

Dual Admission is a specific post-secondary admission route available for some degree programs open to students enrolled in a Dual Admission Partner Institution.

Students admitted and enrolled in a Partner Institution may be eligible to participate in dual admission. Students who meet Partner Institution and University of Lethbridge admission requirements and are enrolled in the Partner Institution may apply for general admission at the University of Lethbridge. Students who do not meet University of Lethbridge admission requirements may take courses at the Partner Institution to prepare for eligibility.

Students begin the application process at the Partner Institution. It is highly advised students seeking dual admission meet with an academic advisor from the Partner Institution.

Individuals enrolled in a Partner Institution who do not meet admission criteria or timelines are still invited to apply to the University of Lethbridge through the Post-Secondary admission route (see **Post-Secondary Admission Route, p. 25**).

To learn more about dual admission, please visit the website www.ulethbridge.ca/ross/admissions/undergrad/dual-admission.

i. Returning After an Absence

All students returning to the University of Lethbridge after an absence of one or more fall or spring terms must apply for readmission according to current application procedures and deadlines.

1. Applicants who were previously admitted to the University, left after completing one or more terms, and have not completed any transferable courses at another institution during the absence will be considered for readmission to their previous program of study in accordance with the policies of the relevant Faculty or School (refer to the Admission information in the applicable Faculty or School part of the Calendar).
2. Applicants who are seeking readmission to a different program of studies or who have completed transferable courses at another post-secondary institution during the absence must meet current admission requirements for the program they are intending to pursue (see **Post-Secondary Admission Route, p. 25**).
3. If readmitted, applicants who were on academic probation upon leaving the University will be readmitted on condition of academic probation. See the corresponding section for the appropriate Faculty or School for more information.
4. Readmission after Required Withdrawal

Applicants seeking readmission after required withdrawal from the University of Lethbridge will be considered for admission after the lapse of one year from the date of required withdrawal, in accordance with the policies of the Faculty or School offering the program for which they are seeking admission. See **Faculty of Arts and Science (p. 89)**, **Faculty of Education (p. 149)**, **Faculty of Fine Arts (p. 167)**, **Faculty of Health Sciences (p. 193)**, and **Dhillon School of Business (p. 207)**. See the corresponding Calendar section for the appropriate Faculty for more information.

Tabula Rasa will be granted to all first-degree University of Lethbridge students upon readmission to the University after required withdrawal for unsatisfactory academic performance. Applicants may choose to decline *Tabula Rasa* after consultation with an Academic Advisor. *Tabula Rasa*, or the opportunity to decline *Tabula Rasa*, will be granted only once, upon readmission after the first required withdrawal. Credit is retained for all previous courses completed with a grade of 'C-' or above, or 'P' or 'CR', up to the following limits (including transfer courses):

Single Degree Programs	
B.A., B.Sc., B.Asc., B.F.A. - Art, B.F.A. - Dramatic Arts, B.F.A. - Indigenous Art, B.F.A. - Multidisciplinary, B.F.A. - New Media, B.Mus., B.H.Sc., B.N., B.T.R., B.Mgt.	20 ungraded courses (60.0 credit hours)
Combined Degree Programs	
All with B.A., all with B.Sc., B.F.A. - Art/B.Ed., B.F.A. - Dramatic Arts/B.Ed., B.F.A. - New Media/B.Ed., B.Mus./B.Ed., B.H.Sc./B.Mgt., B.Mgt./B.Ed.	15 ungraded courses (45.0 credit hours)
Post-Diploma Programs	
B.A., B.Sc., B.Asc., B.F.A. - Art, B.F.A. - Dramatic Arts, B.F.A. - Multidisciplinary, B.F.A. - New Media, B.Mus., B.H.Sc., B.T.R., B.Mgt.	5 ungraded courses (15.0 credit hours)

Applicants readmitted to the University after being required to withdraw are readmitted on condition of academic probation. See the corresponding section for the appropriate Faculty or School for more information.

Where an applicant has been required to withdraw more than once, Student Enrolment and Registrar Services may consult with the appropriate Faculty or School in consideration of admission.

5. Readmission after Suspension

Applicants who left the University under an order of suspension will be considered for readmission to their previous program of study upon expiry of the period of suspension and fulfillment of any other requirements defined in the order of suspension, in accordance with 1. and 2. above.

6. Readmission after Expulsion

Applicants who left the University under an order of expulsion will be considered for admission only with the recommendation of Student Enrolment and Registrar Services in consultation with the Dean of the program from which the student was expelled, and the written approval of the Provost and Vice-President (Academic). Such approval shall not normally be given before the expiry of three years.

Such applicants will be considered for readmission to their previous program of study in accordance with 1., 2., and 3. above.

j. Continuing Students Changing Programs

A continuing student who wishes to change their academic program or major will apply by submitting a *Request to Change a Program or Major*. Request to Change a Program or Major form must be submitted by the appropriate term's application deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

All applicants must meet the additional admission requirements for the program to which they are applying. See **Additional Admission Requirements by Program, p. 23**.

1. Competitive Programs

Applicants seeking to change to competitive programs must meet the GPA requirements. See **Additional Admission Requirements by Program, p. 23**.

2. Non-Competitive Programs

Applicants must meet the minimum academic standing requirement of the Faculty or School to which they are applying (see **Academic Standards** within each Faculty or School section of this Calendar).

In the case where the program or major to which the student is applying has been introduced after the student's current Year of Calendar, the application will be considered for the calendar year for which they are applying.

Students who have graduated from a University of Lethbridge program must successfully apply for admission as a previous degree applicant (see **Previous Degree, p. 26**).

7. INTERNATIONAL STUDENTS

a. Academic Qualifications

All applicants must present qualifications comparable to those of Canadian applicants:

- Applicants who have completed appropriate secondary qualifications will be considered for admission under the **High School Admission Route (p. 23)**. See International Secondary/High School Admission Requirements (www.ulethbridge.ca/ross/admissions/undergrad/international/intreq_table) for requirements for specific countries.
- Applicants who have completed studies at recognized post-secondary institutions will be considered for admission under the **Post-Secondary Admission Route (p. 25)**.
- All applicants must meet additional admission requirements specific to their program (see **Additional Admission Requirements by Program, p. 23**).

b. Deferral of Admission

International applicants who are eligible for admission will receive an *Offer of Admission* to both the initial term specified and the next term of admission to their program, provided it is within one calendar year of the term to which the applicant initially applied (i.e. an applicant may receive an *Offer of Admission* for fall or spring, but not for fall of one year and fall of the next). The applicant must then specify on their *Confirmation of Admission* form which term offer they are accepting.

International applicants who have accepted the first term specified on their *Confirmation of Admission* may be eligible to defer admission to the second term offered if they are unable to attend the University of Lethbridge as initially indicated. An applicant may only defer admission to the second term indicated on their *Confirmation of Admission*. Applicants who initially accepted for the second term listed on their *Confirmation of Admission* may not defer to a later term.

Only one deferral will be granted per application. The non-refundable tuition deposit (see **Fees, p. 43**) will be moved to the deferred admission term.

Applicants to programs that offer admission only once per calendar year, or those who would prefer an admission date later than the next available term, must re-apply to their desired program. If an applicant chooses to re-apply, the initial tuition deposit will not be transferred to a future term.

8. ENGLISH LANGUAGE REQUIREMENTS

English is the primary language of instruction and communication at the University of Lethbridge. Prior to registration, all undergraduate students must demonstrate English language proficiency sufficient to meet the demands of classroom instruction, written assignments and participation in tutorials and discussions, regardless of their citizenship status or country of origin.

There are two types of English requirements that apply to applicants to the University of Lethbridge:

a. Spoken English Language Proficiency (SELP)

Admission requirement for applicants to programs offered by the Faculty of Health Sciences (see **Health Sciences, Spoken English Language Proficiency Requirement (SELP), p. 197**).

b. English Language Proficiency (ELP)

Admission requirement for all applicants to undergraduate programs.

The English Language Proficiency (ELP) requirement applies to all applicants to undergraduate programs, regardless of citizenship or country of origin. The University of Lethbridge reserves the right to determine and publish adequate levels of language proficiency.

Applicants whose academic qualifications meet admission requirements must satisfy English language proficiency (ELP) by August 1 for fall (September) admission or November 15 for spring (January) admission (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

Note: *The following policies do not apply to Exchange students.*

Proficiency in English may be demonstrated through any of the following means:

1. High School
 - a. Alberta English Language Arts 30-1, or equivalent, with a minimum final (blended) grade of 75 percent.
 - b. A grade of 5 or higher IB Higher or Standard Level English.
 - c. A grade of 4 or higher AP English.
 - d. A grade of B or higher in GCE A/S-level or A-level English.
 - e. Successful completion of a minimum of three consecutive years of full-time academic study in English at a secondary school in Canada or another country where English is recognized as the primary language (see **Recognized Countries**, below). English as a Second Language of study is not considered academic.
2. Post-Secondary
 - a. Successful completion of a minimum two years of full-time academic study in English at a post-secondary institution in Canada or another country where English is recognized as the primary language (see **Recognized Countries**, below). English as a Second Language of study is not considered academic.
 - b. Successful completion of an academic diploma, applied degree, or baccalaureate degree, requiring at least two years of full-time study, at a recognized post-secondary institution in Canada where the language of instruction is English (see **College Diploma, p. 25**).
3. English for Academic Purposes (Must have been completed within two years prior to the date of application)
 - a. Successful completion of the Advanced Level of the University of Lethbridge English for Academic Purposes (EAP) program (see **English For Academic Purposes (EAP), p. 75**).
 - b. A passing grade in an EAP program accepted as a means of satisfying ELP by another recognized Canadian university, and whose ELP requirement is at least as demanding as that of the University of Lethbridge.
 - c. A passing grade in an EAP program approved by the Manager of Admissions.
4. ELP Assessments (Must have been completed within two years prior to the date of application)
 - a. Test of English as a Foreign Language (TOEFL iBT) or TOEFL iBT Home Edition) with a minimum total score of 80, with minimum scores of 16 in each of Listening, Reading, and Speaking, and a minimum score of 18 in Writing.
Website: www.toefl.org (University of Lethbridge Destination Institution (DI) code: 0855)

- b. Academic International English Languages Testing System (IELTS) test with a minimum overall score of 6.0, and a minimum 6.0 in each band.
Website: www.ielts.org
 - c. Cambridge English Qualifications: C1 Advanced (C1 Advanced), with a minimum score of 169, and a minimum 169 in each subscore.
Website: www.cambridgeenglish.org/exams-and-tests/advanced
 - d. Cambridge English Qualifications: C2 Proficiency (C2 Proficiency), with a minimum score of 169, and a minimum 169 in each subscore.
Website: www.cambridgeenglish.org/exams-and-tests/proficiency
 - e. Pearson Test of English (PTE) Academic score with a minimum overall score of 54.
Website: www.pearsonpte.com
 - f. Canadian Academic English Language (CAEL or CAEL Online) assessment with a minimum overall score of 60, a minimum of 50 in each of Listening, Reading, and Speaking, and a minimum of 60 in Writing.
Website: www.cael.ca
 - g. Duolingo with a minimum score of 105.
Website: www.duolingo.com
5. Recognized Countries
For the purposes of administering the ELP requirement, the University of Lethbridge recognizes designated countries where the primary language is English (see www.ulethbridge.ca/ross/admissions/elp).
6. Required Documentation
All proof of English proficiency must be provided on official academic transcripts or standardized test score reports. Standardized test scores must be valid and verifiable.

9. ADMISSION DOCUMENTS

The University of Lethbridge requires official documents to support each application for admission and reserves the right to request any documentation that might reasonably be required to evaluate the applicant's eligibility for admission or transfer credit.

The University will consider unofficial documents to make an admission decision. Any *Offer of Admission* made on the basis of unofficial or interim documents will be conditional upon receipt of final official documents. Such documents must confirm the applicant's eligibility for admission, including current competitive admission standards. To be considered official, documents must be received by the University directly from the issuing institution.

By submitting an *Application for Admission*, applicants authorize the University of Lethbridge to request academic transcripts on their behalf from Alberta Education and/or post-secondary institutions participating in ApplyAlberta. Applicants who have attended institutions not participating in ApplyAlberta must arrange to have official academic transcripts sent directly to:

Student Enrolment and Registrar Services
University of Lethbridge
4401 University Drive West
Lethbridge, Alberta, Canada
T1K 3M4

It is the responsibility of the applicant to ensure that all required documents are received by the final official document deadline.

a. Documents not Issued in English or French

Certified English translations are required for all admission documents that are not issued in either English or French. Certified English translations are required for all course materials submitted for transfer credit assessment that are not issued in English.

b. Confidentiality of Application Documents

Applications for admission and all supporting documents are collected, managed and retained in accordance with the *Confidentiality of Student Records* policy (see www.ulethbridge.ca/policy).

c. Misrepresentation/Falsified Documents

Admission and transfer credit decisions are made on the basis of complete and accurate information provided to the University by the applicant or by other institutions at the request of the applicant. The integrity of the admissions process is dependent on the honesty of the applicant.

Applicants are required to disclose all secondary and post-secondary institutions where any course registrations were made, and to arrange for all official transcripts to be sent directly to Admissions. Applicants who fail to meet these requirements may have their admission and registration cancelled and/or lose transfer credit.

For the purposes of this section, the term 'documents' refers to all transcripts, letters of reference, test results, portfolios, and other documents or statements submitted by an applicant or student, or on behalf of an applicant or student, supporting an *Application for Admission* or readmission to the University of Lethbridge or transfer credit assessment.

The submission of documents containing false identifying information, statements or intentional omissions of required information constitutes misrepresentation of a student's admission qualifications.

The submission of altered documents and/or the failure to provide all admissions documents constitutes the falsification of documents.

Where there is evidence that an applicant or student has 1) submitted, or arranged for the submission of, an application for admission purposes with false statements or intentional omissions; and/or 2) failed to provide any related document; and/or 3) submitted falsified documents, the University reserves the right to revoke admission and registration, require reapplication to the University of Lethbridge, or deny transfer credit according to the following procedures:

- I. The Manager of Admissions will review the alleged offence(s) with the applicant or student and advise the student to refer to the Misrepresentation/Falsified Admission Documents policy in this section.
Should the Manager of Admissions determine that the alleged offence(s) have occurred, they will provide the student with a letter of reprimand and place a copy in the student's official file, and may take any or all of the following additional actions:
 - a. Disqualify the applicant or student from future consideration for admission for a definite or indefinite period of time.
 - b. Notify other educational institutions regarding particulars of the incident.
 - c. Revoke the applicant's or student's admission status and/or registration privileges, up to and including immediate and permanent dismissal from the University.
 - d. Require re-application to the University of Lethbridge to confirm the student's continued admissibility based on additional academic records and/or differing application type.
 - e. Refuse the student's request for transfer credit if the post-secondary institution and/or coursework was not included in their original application adhering to appropriate application/document deadlines.
 - f. Enter a notation on the applicant's or student's academic transcript as follows: "Suspended due to submission of false documents."
2. The applicant or student will have seven working days after the date of the letter in which to appeal in writing to the Registrar. In the absence of an appeal received by the Registrar within the seven-day period, the Manager of Admissions will action the penalties outlined in the letter of reprimand.

10. CONDITIONAL ADMISSION

Admission decisions are based on the information available at the time that the application is reviewed. *Conditional Offers of Admission* may be issued in anticipation of fulfillment of the admission requirements by the appropriate deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines).

Offers of Admission are not reissued upon fulfillment of the conditions. However, Student Enrolment and Registrar Services will issue a letter confirming that all conditions have been met upon request by the applicant.

Admission may be rescinded and/or registration privileges may be restricted if official documentation that confirms the applicant's eligibility for admission is not received by Student Enrolment and Registrar Services by the appropriate deadline (see www.ulethbridge.ca/ross/admissions/undergrad/deadlines). In cases where the applicant does not fulfill the specific requirements or maintain a competitive admission average, the University will offer the applicant admission to an alternate program, if possible. If a decision to rescind an *Offer of Admission* is made within two weeks prior to the start of or during the term, and admission to an alternate program is not possible, the applicant may be allowed to complete the term as an Open Studies student (see **Registration, Open Studies Student, p. 39**).

See also **Misrepresentation/Falsified Documents (p. 31)**.

a. Applicants Currently Attending High School

Offers of Admission to applicants who are currently completing secondary courses at a high school or upgrading at a post-secondary institution, in Canada or elsewhere, will be conditional upon satisfactory completion of courses in progress. Satisfactory completion is defined as final grades and averages that meet or exceed the minimum general and program admission requirements, including current competitive standards.

b. Applicants Currently Attending Post-Secondary

Offers of Admission to applicants who are currently attending a post-secondary institution in Canada or elsewhere, including the University of Lethbridge, will be based on all courses and grades reported to date, provided they are in their last year of study at their current institution. Such offers will be conditional upon satisfactory completion of all outstanding courses prior to the appropriate deadline. Satisfactory completion is defined as final grades and GPAs that meet or exceed the minimum general and program admission requirements, including current competitive standards.

11. TRANSFER CREDIT

Many applicants are eligible to have some or all previous post-secondary credit courses assessed for transfer credit toward completion of their University of Lethbridge program. Transfer of credit serves to reduce the number of courses that must be completed at the University of Lethbridge in order to complete a program of studies. Not all transfer credit granted will necessarily satisfy program requirements.

Transfer of credit is not available to students enrolled in classes at the University who have not been admitted to programs (i.e., transfer of credit is not available to exchange, Open Studies, or visiting students). See also **Academic Regulations, Waiver of Prerequisite/Corequisite (p. 56)**.

The University of Lethbridge Transfer Credit Equivalencies Database (TED) provides information about prior assessment of courses completed at other post-secondary institutions for credit at the University of Lethbridge (see www.ulethbridge.ca/ross/ted). Transfer Alberta provides information on previously approved transferable courses and programs between many post-secondary institutions in Canada and the University of Lethbridge (see transferalberta.alberta.ca).

a. Transfer Policies

1. The University of Lethbridge recognizes courses completed for credit at other post-secondary institutions in accordance with the Alberta Council on Admissions and Transfer (ACAT) member institutions and other accredited post-secondary institutions. The University of Lethbridge aligns its transfer policies with the Pan-Canadian Protocol on the Transferability of University Credits, and the Lisbon Recognition Convention.

The Province of Alberta recognizes four Comprehensive Academic and Research Universities (CARUs) within the Campus Alberta system: the University of Lethbridge, Athabasca University, the University of Alberta, and the University of Calgary. Alberta's CARUs are committed to the advancement of Campus Alberta goals, including enhanced learner movement within the advanced education system. To facilitate mobility, the four CARUs accept each other's credit courses for transfer, subject to meeting minimum grade requirements.

2. Transfer credit for previously completed post-secondary courses is assessed and granted at the point of admission to a University of Lethbridge program. It is the responsibility of the applicant to provide full and complete information on all previous post-secondary records to support the application of transfer credit assessment. Detailed course outlines and other course materials may be necessary to assess previously completed courses for transfer credit. Such materials should be submitted to Student Enrolment and Registrar Services as soon as an *Application for Admission* has been made and no later than the **end of the student's first term** as a registered student. Certified translations must accompany materials not written in English. Failure to provide requested materials relieves the University of Lethbridge of responsibility to grant transfer credit.
3. Transfer credit is granted at the institutional level for credit courses that were completed and assigned a passing grade. Students should review the institutional transfer credit granted and their program requirements to determine which courses can be used to meet their program requirements. Students should consult with the appropriate academic advising office if they have questions regarding which granted transfer credit may be used to meet their program requirements after admission and if they later change to a different program.
4. The assessment of a credit course considers factors such as course level and learning outcomes. Transfer credit is granted only for courses transferring as University of Lethbridge courses numbered 1000 or higher subject to meeting minimum grade requirements.
5. A course shall be counted only once to satisfy the requirements of post-secondary degree qualifications. Transfer credit will not be granted for courses used for credit toward another baccalaureate degree.
6. Courses may be assessed and combined for the granting of transfer credit at the University of Lethbridge only if they were taken at the same post-secondary institution.
7. Transfer credit will not be granted in place of courses previously successfully completed at the University of Lethbridge.
8. Transfer credit will not be granted for courses in Theology or Ministerial Preparation, or courses completed at private vocational schools.
9. The University of Lethbridge does not grant transfer credit on the basis of Challenge for Credit or Prior Learning Assessment and Recognition.
10. Transfer agreements reflecting courses approved for transfer from member institutions of the Alberta Council on Admissions and Transfer are published in the Alberta Transfer Guide (transferalberta.alberta.ca). A published transfer arrangement will also be honoured for students who completed the course in the year prior to the effective date.

11. Use of Transfer Course Grades

Transfer credit is granted as ungraded credit and grades earned on transfer courses are not included in official grade point average (GPA) calculations on the University of Lethbridge transcript.

For the purposes of calculating admission GPAs, actual grades earned will be preserved in the student's official record and converted to the University of Lethbridge 4.00 GPA.

Student Enrolment and Registrar Services develops and applies grade conversion standards, under the authority of the Admission Standards Committee.

12. Transfer of Credits for University of Lethbridge Students Studying Elsewhere

Continuing students who are required to or wish to take courses offered by other post-secondary institutions for credit toward their program at the University of Lethbridge must obtain Visiting or Exchange Student Authorization from their Faculty or School. The courses to be taken during the visiting or exchange term must be specified at the point of approval.

Course materials may be requested to assess the proposed courses for transfer credit. Visiting students must provide certified translations for any course materials not written in English.

Approved transfer credit will be granted by Student Enrolment and Registrar Services upon receipt of official academic transcripts from the designated institution. It is the student's responsibility to arrange for the submission of an official academic transcript. Courses completed by admitted students on an authorized exchange program will be preserved as Pass/Fail.

Transfer credit will only be granted when Visiting or Exchange Student Authorization is obtained in advance of the completion of studies.

Further information on registration procedures for visiting and exchange students may be found in **Registration, Visiting and Exchange Students (p. 39)**.

13. Student Enrolment and Registrar Services is responsible for maintaining records of all transfer evaluations at the University.
14. Student Enrolment and Registrar Services is the final authority with respect to the evaluation and assignment of transfer credit.

b. Re-evaluation of Transfer Credit Decisions

A student wanting to contest a decision regarding a transfer credit evaluation shall have **one full year** from the beginning of the term of admission to submit additional documentation in a petition for re-evaluation of the transfer credit decision. The petition for re-evaluation shall be made in writing to Student Enrolment and Registrar Services and must set out the student's rationale for seeking a re-evaluation.

The University of Lethbridge will only re-evaluate a course for transfer credit once per student when a petition for re-evaluation is accompanied by additional, sufficient, supporting documentation from what was originally submitted and/or requested (E.g. course assignments, quizzes/tests, midterms and/or finals, etc.). The outcome of the transfer credit re-evaluation, including rationale, shall be communicated in writing to the student upon completion of the assessment process.

12. INFORMATION FOR INCOMING VISITING STUDENTS

Individuals currently enrolled in a degree program at another recognized degree-granting institution who wish to enrol in courses at the University of Lethbridge for credit at their home institution are advised to request a *Letter of Permission* issued by their home institution.

Visiting students register for courses as Open Studies students. It is the responsibility of the Visiting student to meet any applicable course prerequisites. Registration in specific courses is not guaranteed. For additional information, see **Registration, Open Studies Student (p. 39)**.

13. INFORMATION FOR INCOMING EXCHANGE STUDENTS

Exchange students are admitted on the basis of formal agreements between the University of Lethbridge and another post-secondary institution. Students who would like to participate in an exchange program at the University of Lethbridge apply through their home university.

Exchange students register for courses as Open Studies students. It is the responsibility of the exchange student to meet any applicable course prerequisites. Registration in specific courses is not guaranteed. For additional information, see **Registration, Open Studies Student (p. 39)**.

English Language Proficiency requirements do not apply to exchange students.

14. GENERAL POLICIES FOR ALL APPLICANTS

a. Student Status

A person who has applied for admission to a program of studies in an undergraduate or graduate program at the University of Lethbridge, either in a full-time, part-time, visiting or any other category of admission, shall not be considered a 'student' for the purposes of the rights and privileges accorded to a student of the University of Lethbridge, until the date that the person commences academic studies at the institution.

This same restriction in its entirety applies to Open Studies students and authorization to register.

b. Access to Courses

The University of Lethbridge guarantees that admitted students will have timely access to courses required to complete the student's program. However, admission to the University does not constitute a guarantee that a student will be able to register for any particular course in a given term.

c. Enrolment Limits

The University of Lethbridge does not guarantee that students who meet the published minimum requirements will be admitted to any Faculty or School, program, or major. In cases where the number of qualified applicants exceeds the number that can be accommodated, the University reserves the right to limit enrolment in a Faculty or School, or program and to establish minimum criteria beyond the minimum published requirements without advanced notice.

d. Year of the Calendar

A student admitted or readmitted to the University is governed by the **program requirements of the Calendar in effect at the time of the most recent admission** (see **Academic Regulations, Program Requirements, p. 57**).

Transfer students from institutions other than those with which the University has established transfer arrangements will be treated according to current policies for new student admissions, and therefore be subject to all the requirements of the Calendar in effect at the time of the most recent admission.

Students continuously registered in a formally-approved transfer program or in transferable courses at a post-secondary institution in the Alberta Council of Admission and Transfer are normally admitted and governed under the Calendar of the year of admission to the University of Lethbridge. However, students may opt to be governed by any Calendar from the one in effect at the point of most recent admission to the Transfer Alberta system to the Calendar in effect at the point of admission to the University of Lethbridge by applying to their Faculty or School Academic Advising or Student Program Services office.

The University also recognizes transfer arrangements with the College of the Rockies, Medicine Hat College and Selkirk College. Students who attend the University of Lethbridge under the dual admission agreement will be subject to the Academic Calendar in effect at the point of admission to the University of Lethbridge.

e. Simultaneous Enrolment

No student will be permitted to enrol in a University of Lethbridge credential program while simultaneously working towards a credential at another institution. This policy does not apply to students studying at a partner institutions who have been admitted under the University of Lethbridge's Dual Admission (see **Dual Admission, p. 28**) or Dual Degree agreement with that institution.

15. CAVEAT - AUTHORITY TO RESCIND ADMISSION/REGISTRATION PRIVILEGES

- a. Until modified by resolution of the Board, the President shall have the power and authority in his/her capacity as President, and as representative of the Board of Governors, to rescind any application for admission to an undergraduate studies program or graduate studies program at the University of Lethbridge, either in a full-time, part-time, visiting, or any other category of admission, at any time prior to the date that the applicant commences academic studies at the University or the first day of the academic term/session for which the application applies, whichever shall occur last. This same presidential authority in its entirety applies to Open Studies students and authorization to register.
- b. The powers of the President to rescind any application for admission or any applicant, or to rescind authorization to register from Open Studies students, may be exercised in any circumstance where the President in his/her sole discretion determines that:
 1. The individual represents a potential risk to the safety, security or well-being of members of the University community, including, but not restricted to, students, faculty, and administration.
 2. The best interests of the University outweigh the inclusion of the individual as a student at the University.
- c. The foregoing powers of the President may be exercised, notwithstanding that an applicant may have been provided a notification of acceptance into a program or course of study at the University of Lethbridge, and any such decision shall be final and without appeal to any body in the University of Lethbridge.
- d. Such students may be considered for Open Studies status or readmission only by the President, normally after the lapse of one year. Students must provide evidence that the issues leading to the rescinding of admission/registration privileges have been addressed.

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I. DISCLAIMER

The fees stated in this Calendar are correct at the time of publication. The University reserves the right to alter fees without notice. Refer to the Undergraduate Calendar and Course Catalogue at www.uleth.ca/ross/academic-calendar for the most current information.

2. SELF-SERVICE RESOURCES AND GENERAL INFORMATION

a. Fees and Payments

The University provides a **self-service** option via the Bridge website available at www.uleth.ca/bridge for viewing the *Account Summary by Term* report, which includes fees charged and payments received by term. The University will send invoices to students' University of Lethbridge email accounts in advance of key deadlines. **Paper statements are not mailed.** Inquiries about fees are directed to the Cash Office (AH144; 403-329-2469; cash.office@uleth.ca).

b. Anticipated Payments

Sponsorships and other payments can be viewed on the Bridge in the *Account Summary by Term* report. Anticipated payments verified as in transit by the Cash Office can be viewed using the *Anticipated Financial Aid* link on the *Account Summary by Term* page. Anticipated funds are considered payments-in-progress and stop the assessment of interest charges and cancellation for non-payment processes, for charges up to or equal to the amount of funds expected to be received.

c. Government Loans and Grants

Students receive government approved student loans personally, with no portion coming to the University to pay for their semester charges directly.

Inquiries are directed to the Scholarship and Student Finance office (AH115; 403-329-2585).

For more information please see the Scholarship and Student Finance Website (www.uleth.ca/ross/student-finance).

d. Scholarships and Bursaries

Inquiries are directed to the Scholarships and Student Finance office (AH115; 403-329-2585).

For more information please see the Scholarship and Student Finance Website (www.uleth.ca/ross/student-finance).

e. Holds Applied to Outstanding Accounts

Cash holds are placed on student accounts after fee deadlines when there is an outstanding balance owing. Students with outstanding fees on their account will not be able to apply to graduate or receive parchments, have registration privileges, access the Tuition and Enrolment Certificate (T2202 tax form), or receive official or unofficial academic transcripts until all fees are paid in full.

f. Receipts and Tax Forms

Students can verify payments on their account by viewing the *Account Summary by Term* report on the Bridge (www.uleth.ca/bridge). Printed receipts are not issued unless requested to the cash office. The Tuition and Enrolment Certificate (T2202) required for completing personal tax returns is available for download from the students' Bridge accounts by the end of the following February. The Canada Revenue Agency (CRA) requires all students include their social insurance number (SIN) on the T2202 form. This can be entered on the student's Bridge Account under Personal Information - Update Social Insurance Number. This will update the student's record so that the form includes the social insurance number. Students will be charged \$5 for a printed T2202 from the Cash Office.

g. Definitions

- *Add/Drop Date* - The final day to register in courses for the term or session. See the **Academic Schedule (p. 15)**.
- *Domestic Student* - Any student who is a Canadian citizen, Permanent Resident, protected person in accordance with the Immigration and Refugee Protection Act, or is a holder of a diplomatic visa issued by the Government of Canada. Classification as a domestic student affects fee assessment only.
- *Extended Drop Deadline* - The final day to drop courses (cancel registration) without incurring 100% of tuition, compulsory, and program-related fees. See the **Academic Schedule (p. 15)**.
- *Full-time* - Any student who is currently registered in 9.0 credit hours or more in a term. Students enrolled in Co-operative Education Work Experience courses are considered to be full-time. This definition of full-time may not be the same as the definition used by the Canada Revenue Agency (CRA) for the preparation of the Tuition and Enrolment Certificate (T2202). For more information, see **Registration, Full-time and Part-time (p. 38)**.
- *International Student* - Any student who is not a resident of Canada. Classification as an international student affects fee assessment only. New international students and international students who receive their Landed Immigrant status or Canadian citizenship while registered in courses at the University must present their official Landed Immigrant documentation or Canadian Citizenship card at the Registrar's Office no later than January 31 for the spring term, May 31 for the summer term, the last day of classes in each summer session, and September 30 for the fall term to be eligible for domestic fee assessment rates.
- *On-campus* - Any student who is registered in courses delivered remotely or in-person at the University of Lethbridge main campus in Lethbridge, Alberta.
- *Off-campus* - Any student who is registered only in courses offered through satellite campuses held off the main University campus.
- *Part-time* - Any student who is currently registered in fewer than 9.0 credit hours in a term. For more information, see **Registration, Full-time and Part-time (p. 38)**.
- *Senior Citizen* - Any student 65 years of age or over does not pay fees except for the *Application for Admission fee* or *Registration fee* (if attending as an Open Studies student).

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1. INTRODUCTION

All students are bound by the academic regulations contained in the most current Calendar, regardless of the Calendar they are following for program requirements. A student may obtain further information and advice about academic regulations from the Faculty or School in which that student is registered. It is the responsibility of each student to be familiar with the Academic Regulations as outlined in this section and program-specific sections of the Calendar, as well as University student policies referenced in **Student Policies, p. 63** and found online (www.ulethbridge.ca/policy).

2. ACADEMIC REGULATIONS

a. Grading

An instructor bears full responsibility for evaluating the academic performance of students, see **Assessment of Student Learning Policy and Procedures for Undergraduate Courses** (www.ulethbridge.ca/policy).

An instructor must indicate at the beginning of each course, in writing, the detailed manner by which work will be evaluated and the final grades derived and, **upon request**, communicate to students an estimation of their levels of performance by the end of the eighth week of the term. An instructor may prescribe a variety of forms of evaluation, such as recitations and papers, mid-term examinations and a final examination.

Final grades are determined in accordance with the grading system described in this Calendar. All final grades for courses and Independent Studies are submitted by the date set in the Academic Schedule. Except when a Course Incomplete has been approved by both the instructor and the Dean, there is no provision for the late submission, revision or evaluation of students' work after the final grade submission deadline. There is no provision for the late submission of final grades. Grade changes may be submitted by the instructor up to two months following the grade submission deadline (e.g., fall term grade submission deadline in December - grade change permitted until February 28 of the following term).

I. Grading System

Effective May 1, 2002, the University of Lethbridge and other Alberta universities adopted a common 4-point grading system. The common grading system closely resembles the grading system that became effective on September 1, 1988, when pluses and minuses were introduced into the original University of Lethbridge grading system. All three University of Lethbridge systems are described in the table below.

Under all three systems, the overall academic performance of a student is expressed as a Grade Point Average (GPA). For students whose grades are recorded under two or three systems, the GPA is determined in the same way. No attempt will be made at differential weighting of the three systems.

The GPA achieved by a student is determined by multiplying the grade points assigned to each grade by the weighting factor for the course. The total of all course grade points thus calculated is then divided by the total of the weighting factors for all courses.

University of Lethbridge Grading Systems

Grading System effective May 1, 2002		Grade Points	Grading System prior to May 1, 2002		Grade Points	Grading System prior to Sept. 1, 1988		Grade Points
A+		4.00	A+		4.00	A	Excellent	4
A	Excellent	4.00	A	Excellent	4.00			
A-		3.70	A-		3.70			
B+		3.30	B+		3.30	B	Superior	3
B	Good	3.00	B	Good	3.00			
B-		2.70	B-		2.70			
C+		2.30	C+		2.30			
C	Satisfactory	2.00	C	Satisfactory	2.00	C	Satisfactory	2
C-		1.70	C-		1.70			
D+	Poor	1.30	D+		1.30			
D	Minimal Pass	1.00	D	Poor	1.00	D	Poor	1
			D-		0.70			
F	Failure	0	F	Failing	0	F	Failing	0

Note: WF - Withdrawal Fail effective May 1, 1992 to April 30, 2010

2. Grade Point Average Calculations

The current GPA, often referred to as the 'term GPA', is calculated on all graded courses completed in a given term and appears on both official and unofficial academic transcripts.

The total institution GPA, often referred to as the 'cumulative GPA', is calculated on all graded courses and appears on all academic transcripts by the level of a student's program (undergraduate, master's, or doctoral).

Other types of GPA calculations:

Administrative units at the University may calculate a variety of averages in order to determine eligibility for scholarships and awards, academic standing, admission, graduation, etc. When making their calculations, units may include grades for courses transferred from another institution and grades hidden by the Credit/Non-Credit designation. In addition, they may choose to exclude certain grades on both University of Lethbridge and transfer courses from the GPA calculations.

Additional GPA calculations include academic standing GPA, admission GPA, awards GPA, Faculty or School GPA, major GPA, prerequisite GPA, program GPA and residence GPA. Note that these calculations are defined by the unit which uses the GPA.

There are certain courses which are not included in the calculation of the current or cumulative GPA. These include courses transferred from another institution; the lowest graded attempt(s) of a repeated course; and courses in which there are non-grade designations such as Credit/Non-Credit.

In the case of courses designated as Pass/Fail, a 'P' or 'Pass' is not included in the calculation of the current or cumulative GPA, but an 'F' or 'Fail' is included in the GPA calculation.

Example:

	Grade	Grade Points	Weighting Factor	Total Grade Points
Sociology 1000	A	= 4.00	x 3.00	= 12.00
English 1900	B	= 3.00	x 3.00	= 9.00
Mathematics 1560	C	= 2.00	x 3.00	= 6.00
Physical Activity 2130	A	= 4.00	x 1.50	= 6.00
Physics 1000	D	= 1.00	x 3.00	= 3.00
			13.50	36.00
Total grade points	= GPA		36.00	= 2.67 GPA
Total weighting factor			13.50	

3. Non-Grade Designations:

No grade points are assigned for the following designations:

AI - Administrative Incomplete

The designation of 'AI' is recorded at the final grade submission deadline for a given term by the Registrar, if the instructor has not submitted a final grade by the deadline. The 'AI' is replaced by the letter grade as soon as it is received. The 'AI' designation is temporary, must be replaced by a grade and may not be used in lieu of an Incomplete designation.

AU - Audit

The AU designation is awarded when a student has been granted permission by an instructor to audit a course. The course appears on the academic transcript as 'AU' (**Registration, Audit a Course, p. 39**).

I - Incomplete

The designation of 'I' is awarded only in case of illness or other extenuating circumstances beyond the control of the student, which make it impossible to complete the required work by the close of a term. The 'I' designation is awarded only on application to and approval of both the instructor and the appropriate Dean and such application is not reviewed until the last two weeks of classes. When the 'I' is approved, an appropriate deadline is determined for completion of outstanding work. A student who does not complete outstanding work by the assigned deadline will normally receive an 'F' in the course.

The 'I' designation may be converted by the instructor to a letter designation within a maximum of one year; if not so converted, it becomes an 'F' except where circumstances continue to prevent the completion of the course, in which case the 'I' designation remains on the academic transcript.

An 'I' designation assigned in an Education Field Experience course has a different interpretation. Details are available from the Assistant Dean, Student Program Services, Faculty of Education.

The 'I' designation is not available in Nursing Practice or Public Health practicum courses. Students enrolled in these courses should see an academic advisor in the Faculty of Health Sciences for details.

L - Tabula Rasa - Retain Credit

The designation of 'L' prefaces a course grade if credit was retained for that course following the granting of *Tabula Rasa* at the point of readmission. Refer to **Readmission after Required Withdrawal (p. 28)** for information regarding the granting of *Tabula Rasa*.

T - Tabula Rasa - No Credit

The designation of 'T' prefaces a course grade if credit was not retained for that course following the granting of *Tabula Rasa* at the point of readmission. Refer to **Readmission after Required Withdrawal (p. 28)** for information regarding the granting of *Tabula Rasa*.

W - Withdrawal

Where a student withdraws from a course at any time after the Extended Drop deadline up to and including the last day of classes, a designation of 'W' will be awarded only upon withdrawal submission on the Bridge. A 'W' designation is not factored into the term or cumulative GPA calculations. Students are responsible for ensuring the submission is made on the Bridge by the relevant deadline. Refer to the **Academic Schedule (p. 15)** for the last day to withdraw.

WC - Withdrawal with Cause

The designation 'WC' is recorded only in case of serious illness or other extenuating circumstances beyond the control of the student, which make continuation in a course impossible and where an 'Incomplete' designation is not in order. For admitted students, the 'WC' is recorded only on application to the Faculty or School advising office. For Open Studies students, the 'WC' is recorded upon application to Student Enrolment and Registrar Services.

Prior to readmission, students who are granted a complete 'Withdrawal with Cause' may be requested to provide evidence that the conditions which led to the complete withdrawal (WC) have been identified and addressed. Coordination among units, including academic advising, Counselling Services and Admissions will take place.

X - Continuing

Used for courses which may extend beyond one term. Eligible courses are designated by the Faculty or School offering the course. Signifies that a grade will be awarded at the conclusion of the course and will replace the 'X' on the student's academic transcript.

X - Permanent

Used for placeholder courses to indicate that the student is active in the program but is not taking courses in a given term or is taking credit courses at another institution, under the appropriate authorization.

Also used in an Undergraduate Thesis course (4995) when a student elects to complete the course over two terms. This grade designation is assigned to the first term.

Cr/NC - Credit/Non-Credit

A student may elect to designate some courses as Credit/Non-Credit. This alternative is designed to encourage students to expand their academic interests by taking courses outside their field of major interest. Credit/Non-Credit is not available to Open Studies students.

For completion of course requirements with a grade of 'C' or higher, the grade earned appears on the academic transcript automatically. If a grade between 'C-' and 'D' (inclusive) is earned, a 'Cr' appears on the academic transcript. If a grade of 'F' is earned, an 'NC' appears on the academic transcript.

Students may designate courses as Credit/Non-Credit according to the following limits:

All single and combined degrees programs:	
• No transfer credit	4
• 1.5 - 30.0 transfer credit hour equivalents	4
• 31.5 - 60.0 transfer credit hour equivalents	3
All post-diploma programs, with or without transfer credit	2
All post-diploma combined degrees programs, with or without transfer credit	3
All certificate programs and the Dhillon School of Business Post-Bachelor Certificates with or without transfer credit	1
All second degree programs, with or without transfer credit	2

A student is further limited in the number of Credit/Non-Credit designations made per term. In the fall and spring terms, a student may elect Credit/Non-Credit in a maximum of two courses. In summer sessions, a student may elect Credit/Non-Credit in a maximum of one course per session. Once a course is designated Credit/Non-Credit, it counts toward the maximum, irrespective of the outcome.

The Credit/Non-Credit alternative may not be elected in courses constituting the student's major, specialization or minor, required courses in Education and specifically-required, non-Dhillon School of Business courses. Education students may elect a maximum of three Education courses as Credit/Non-Credit. For the purpose of this regulation, Dhillon School of Business courses are regarded as the major for the B.Mgt. degree, Nursing courses are regarded as the major for the B.N. degree, Public Health and Health Sciences courses are regarded as the major for the B.H.Sc. (Public Health major) program, and Addictions Counselling and Health Sciences courses are regarded as the major for the B.H.Sc. (Addictions Counselling major) program.

No courses carrying a 'Credit' designation may be used to meet requirements where the Credit/Non-Credit designation is specifically prohibited in the Calendar. Faculties/Schools may allow substitutions for designated courses at their discretion, but must consider the records of such students as deficient.

Note: Other post-secondary institutions may not recognize courses where grades other than 'A+' to 'F' are assigned (e.g. 'CR', 'P'). Students in pre-professional and other transfer programs, and students planning to apply to professional schools are advised to contact the receiving institution for more information.

A student may not use a Credit/Non-Credit designation to replace a grade earned previously.

P - Pass/Fail Courses

Certain courses are specified as Pass/Fail in the course descriptions. For such courses, students are awarded either the designation 'P' or the grade 'F'.

The designation 'P' indicates satisfactory completion of the objectives of a Pass/Fail course. When a student is awarded the designation 'P', the course is not included in computation of the GPA; when the student is awarded 'F', the course is included in computation of the GPA.

Note: Other post-secondary institutions may not recognize courses where grades other than 'A+' to 'F' are assigned (e.g. 'CR', 'P'). Students in pre-professional and other transfer programs, and students planning to apply to professional schools are advised to contact the receiving institution for more information.

b. Academic Transcripts

An academic transcript is the official, permanent record of a student's enrolment activity at the University of Lethbridge, including the terms in which registration took place and the associated grades or designations that were assigned. The academic transcript also includes the student's current or most recent program degree(s), major(s), minor(s), concentration(s), and specialization(s), as appropriate.

1. Official and Unofficial Academic Transcripts

Official academic transcripts bear the seal and signature of the University of Lethbridge Registrar. An official academic transcript includes, for each student at each program level (undergraduate, master's and doctoral), all University of Lethbridge courses in progress, courses attempted (successfully and unsuccessfully), courses repeated, courses withdrawn, credits earned, GPA, and academic standing by term until the day the academic transcript is produced. A summary of academic transfer credit is listed by institution and term granted. The student's cumulative GPA is also included on the academic transcript. Upon completion of program requirements and the conferral of degrees, additional notations are included on the official academic transcript in accordance with University policies (see **Graduation, Academic Transcripts, p. 68**).

An unofficial academic transcript does not bear the Registrar's seal or signature. This type of academic transcript is not the official record of the University of Lethbridge; however, it is accessible to students online through the Bridge (www.ulethbridge.ca/bridge) to allow students to monitor their own progress as they navigate their program(s).

2. Academic Transcript Requests

Official academic transcripts are confidential and will only be issued upon request by the student. A student may request a paper copy, electronic copy, or both of their transcript. Electronic copies are verified and official, issued to the student from the University of Lethbridge to the student's MyCreds account. Learn more about MyCreds at www.ulethbridge.ca/ross/mycreds. Students can request transcripts on the Bridge or in-person at Student Enrolment and Registrar Services. When requests are made in person, appropriate documentation such as a student ID card or driver's licence is required.

Third-party requests must be authorized by the student. For more details on obtaining official academic transcripts, see www.ulethbridge.ca/ross/transcripts. Requesting separate official academic transcripts for each degree level completed at the University of Lethbridge is not possible.

Official academic transcript requests, complete with date of issue and recipient, are maintained indefinitely. Students will be notified promptly if their academic transcripts have not been issued because of academic holds, inability to authenticate the source of the request, or for other reasons which may apply.

3. Withholding Academic Transcripts

Official and unofficial academic transcripts will not be issued if the student has any outstanding financial obligations to the University.

c. Repeat of a Course

A student may repeat a course previously taken in an attempt to: improve the course grade, improve the GPA and/or meet graduation requirements.

1. A grade may be improved by completing either the course or its equivalent.

- Students wanting to improve their grade in a Series or Topics course must repeat the section with the identical title.
- Courses that are equivalent are denoted with an 'Equivalent' course element in the course description and include courses that have been renamed or renumbered, and Topics or Series courses that have been regularized.

2. If a student repeats a course, the grade for each attempt is recorded on the academic transcript.

3. After a course is repeated, the grade and credit hours of the attempt with the highest grade will be used to calculate the GPA.

4. A student may not use a Credit/Non-Credit designation to replace a previously earned grade.

d. Exceeding Course Limits

In the case where a student exceeds any legislated course limit(s) and/or the credit hours required in the student’s program, those credits will be considered extra-to-program (see **Glossary, Extra-to-Program Course Credit, p. 545**). The extra-to-program courses may be University of Lethbridge courses taken outside a student’s program requirements or eligible electives, one of a substantially similar pair, or granted institutional transferable course credit that does not fulfill program requirements. These courses will be counted toward applicable GPAs and are maintained on the students record. Students should be aware of legislated course limits, including the maximum number of Independent Study or Introductory courses allowed in a program.

1. Substantially Similar Course Limits

Substantially similar courses contain a high percentage of similar course content and are denoted with a “Substantially Similar” course element in the course description. Students who complete two substantially similar courses will receive credit for both courses. However, the number of credit hours of the substantially similar course will be considered extra-to-program. For example, if a student in a 40-course program (120.0 credit hours) takes two 3.0-credit-hour courses that are substantially similar, one of the courses would be considered extra-to-program. This substantially similar course will be counted toward applicable GPAs and will remain on the student’s record, but it will not fulfill program requirements for graduation.

Some courses may be applicable to more than one limit in a program. For example, History 1000 and History 1200 are substantially similar and both may count toward the 1000-level course limit in a program. The course deemed substantially similar would be extra-to-program and excluded from the 1000-level course limit.

2. Limitation on the Impact of a Single Course

If a single course causes the student to exceed more than one limit, the student’s program will be increased by one course (3.0 credit hours) only. For example, a student who completes History 1000 and History 1200 (which are substantially similar) would have his/her program increased by one course (3.0 credit hours). If completion of History 1200 also causes the introductory course limit to be exceeded by one course (3.0 credit hours), the program would not be increased further.

e. Waiver of Prerequisite/Corequisite

Students may possess some educational experience that provides much of the background usually acquired in a prerequisite or corequisite to a particular course. In such cases, the student may seek the permission of the Faculty or School to waive the prerequisite(s) and/or corequisite(s) for that course.

Application for a prerequisite/corequisite waiver must be made through the department offering the course. Once written permission is received from the Faculty or School, a student may register in a course without having completed the prerequisite(s) and/or corequisite(s). Students do not receive credit for the waived prerequisite(s) or corequisite(s).

If a prerequisite or corequisite course is specifically required in a program or major, it must be registered and completed at some point unless a substitution has been approved by the Dean. In the case of courses required for the major, substitutions must be recommended to the Dean by the department/academic unit.

f. Substitutions

A substitution for a required course in a program or major is at the sole discretion of the Faculty or School and is only granted in exceptional situations. Students should seek advice and information about substitutions from an academic advisor. Course substitutions must be approved by the Dean and are recorded on the student’s record.

g. Academic Standards

1. Undergraduate Student in Good Standing

To be in good standing, an undergraduate student must maintain the following minimum cumulative GPA:

Number of completed courses (includes transfer courses)	GPA (U of L)
1-10	1.70
11-20	1.85
21-40	2.00

Students should be aware that some Faculties/Schools require higher levels of performance in certain courses or terms. Students are referred to detailed statements by Faculties/Schools in relevant Parts of this Calendar.

2. Probationary Student

If the cumulative GPA falls below the required levels, the student is placed on academic probation and is subject to program restrictions.

In some cases a student may be admitted as probationary because a previous academic record is either deficient in some respect, below the standard ordinarily required or difficult to assess.

3. Required Withdrawal from the University

Students may be required to withdraw on two academic grounds: (1) academic indices or (2) consecutive terms on probation. Students shall be required to withdraw for academic reasons from University of Lethbridge programs only following the spring term.

a. Required Withdrawal - Academic Indices

Students who have completed six courses and whose cumulative GPA, at the end of the spring term, falls below the following indices are required to withdraw from the University:

Number of completed courses (includes transfer courses)	GPA (U of L)
6-10	1.50
11-20	1.70
21-30	1.85
31-40	2.00

b. Required Withdrawal - Terms on Probation

Students who, at the end of the spring term, have remained on academic probation for two or more consecutive terms, are required to withdraw from the University.

Students should be aware that regulations pertaining to required withdrawal may vary depending on the Faculty or School. Students are referred to their respective Faculty or School for details on these regulations.

4. Required Withdrawal from Program/Major

Where demand for access exceeds program/major capacity, Faculties/Schools reserve the right to set academic standards for continuation in a specific program or major. A student who is not eligible to continue in a program/major, but whose academic performance does not warrant required withdrawal from the Faculty or School, or the University, is guaranteed a seat in a related program/major for which the student is qualified and which is offered by that Faculty or School.

h. Honours Thesis Designation

Undergraduate Thesis courses are designated by the same number in all disciplines (4995), carry the subject code for the discipline (e.g., PHIL), and the title "Undergraduate Thesis."

Undergraduate Thesis courses are 6.0 credit hours, and tuition fees are assessed on the regular fee basis.

Prerequisites include: (1) fourth-year standing (a minimum of 90.0 credit hours) and (2) a cumulative GPA specified by the Faculty or School.

Any discipline-specific requirements beyond those required for the major are included as prerequisites for the Undergraduate Thesis courses and appear in this Calendar under the Undergraduate Thesis course listing (see **Course Catalogue, p. 351**).

The grading mode is standard letter grading. Credit/Non-credit is not available.

A minimum grade approved by the Faculty or School Council must be achieved in order to attain the Honours Thesis designation. A student who achieves a grade of 'D' or higher, but not the designated minimum grade in this Undergraduate Thesis course, or who fails to meet any other requirement for the Honours Thesis designation, will retain credit for the equivalent of two courses (6.0 credit hours) under the course title of 'Undergraduate Thesis' but will not be eligible for the 'Honours Thesis' designation.

For information regarding the Honours Thesis designation and Undergraduate Thesis courses for the B.A., B.Sc., and BASc. degrees, see **Faculty of Arts and Science, Undergraduate Thesis Courses ('Honours Thesis' Designation) (p. 94)**.

For information regarding the Honours Thesis designation and Undergraduate Thesis courses for the B.F.A. - Art degree, see **Faculty of Fine Arts, Honours Thesis' Designation (p. 177)**, and for the B.F.A. - New Media degree, see **Faculty of Fine Arts, Honours Thesis' Designation (p. 184)**.

For information regarding the Honours Thesis designation and Undergraduate Thesis courses for the B.Mgt. degree, see **Dhillon School of Business, Undergraduate Thesis Course (Honours Thesis Designation) (p. 212)**.

3. PROGRAM REQUIREMENTS

a. Year of the Calendar

Students are governed by the **program requirements of the Calendar in effect at the time of the most recent admission**. However, students are governed by the current Calendar in all other respects (e.g., academic regulations, order of registration, fees, course prerequisites, etc.) regardless of the year of admission or readmission.

When a student's registration at the University is interrupted and the student subsequently is readmitted to a University program, the student shall be governed by the Calendar in effect at the time of readmission, unless granted special permission.

A continuing student may opt to be governed by any Calendar from the one in effect at the point of most recent admission to the University, to the current Calendar. **If a student opts for a particular Calendar, all program requirements of the chosen Calendar shall apply, while the current Calendar shall apply in all other respects.**

Any student wishing to change the Year of the Calendar must apply to their Faculty or School Academic Advising or Student Program Services office.

b. Liberal Education List Requirement

In keeping with the Liberal Education focus of the University, all students in an undergraduate degree program must complete the Liberal Education List Requirement (Lib Ed List Requirement) (see **School of Liberal Education, Liberal Education List Requirement, p. 83**).

c. Residence Requirements and Time Limits

Please note the following for the last three columns of the table:

Column A: Residence Requirement

A student who is a candidate for an undergraduate credential must satisfy the minimum residence requirement through successful completion of University of Lethbridge courses. A single course, as listed in this table, is the equivalent of 3.0 credit hours.

For some University of Lethbridge programs, students are required to take courses at another institution under Visiting Student Authorization. Such courses taken under Visiting Student Authorization will be counted as University of Lethbridge courses for residence requirement purposes.

Column B: Time Limit for Retention of Individual Course Credit

Many courses have a defined ‘shelf life.’ A course may be used to meet program requirements for a specific number of years. After that point, credit for that course is not retained.

Column C: Time Limit for Program Completion

A student who is a candidate for a credential must satisfy all program requirements within the time limit established by the Faculty or School administering that program.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Faculty of Arts and Science				
Certificate in Arts and Science	10	7 courses (21.0 credit hours) from disciplines offered by the Faculty of Arts and Science, Faculty of Fine Arts, and School of Liberal Education.	No limit.	No limit.
B.A., B.Sc., BASc.	40	20 courses, including at least 10 courses (30.0 credit hours) from disciplines offered by the Faculty of Arts and Science, Faculty of Fine Arts, and School of Liberal Education at the 3000/4000 level.	No limit.	No limit.
B.A., B.Sc., BASc. (After an approved degree)	Minimum of 20	20 courses, taken after admission to the second degree program, including at least 10 courses (30.0 credit hours) at the 3000/4000 level.	No limit.	No limit.
Post-Diploma • B.A., B.Sc. - Agricultural Studies major • B.Sc. - Computer Science major • B.Sc. - Environmental Science major • B.Sc. - Geography with a Concentration in Geographical Information Science major	20	20 courses. (No transfer credit.)	No limit.	No limit.
Faculty of Education				
B.Ed. (After an approved degree)	20	20 courses	No limit.	No limit.
B.Ed. (After Teacher Training)	Varies	Set on an individual basis.	No limit.	No limit.
Diploma in Education	8	5 courses	No limit.	5 years after admission. (Extension possible upon application.)

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Faculty of Fine Arts				
B.F.A. - Art	40	20 courses, including a minimum of 12 offered by the Department of Art of which at least 7 must be at the 3000/4000 level.	No limit.	No limit.
B.F.A. - Dramatic Arts	40	20 courses, including a minimum of 12 in Drama of which at least 7 must be at the 3000/4000 level.	No limit.	No limit.
B.F.A. - Indigenous Art	40	20 courses, including a minimum of 12 offered by the Department of Art of which at least 7 must be at the 3000/4000 level and at least four courses offered by the Department of Indigenous Studies.	No limit.	No limit.
B.F.A. - Multidisciplinary	40	20 courses, including a minimum of 12 in the Faculty of Fine Arts and the last 10 taken for credit toward the degree.	No limit.	No limit.
B.F.A. - New Media	40	20 courses, including a minimum of 12 offered by the Department of New Media of which at least 7 must be at the 3000/4000 level.	No limit.	No limit.
B.Mus.	40	20 courses, including a minimum of 12 in Music and/or Music Studio of which at least 7 must be at the 3000/4000 level.	No limit.	No limit.
Second Degree (After an approved degree) • B.F.A. - Art • B.F.A. - Dramatic Arts • B.F.A. - Indigenous Art • B.F.A. - Multidisciplinary • B.F.A. - New Media • B.Mus.	Minimum of 20	20 courses, taken after admission to the second degree program.	No limit.	No limit.
Post-Diploma (After a two-year diploma) • B.F.A. - Art • B.F.A. - Dramatic Arts • B.Mus.	20	20 courses. (No transfer credit.)	No limit.	No limit.
Post-Diploma (After a three-year diploma) • B.F.A. - Art • B.F.A. - Dramatic Arts • B.Mus.	15	15 courses. (No transfer credit.)	No limit.	No limit.
Post-Diploma (After a two- or three-year diploma) B.F.A. - Multidisciplinary	20	20 courses. (No transfer credit.)	No limit.	No limit.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Faculty of Health Sciences				
B.H.Sc.	40	20 courses, including a minimum of 10 from the Faculty of Health Sciences.	No limit.	Within 7 years of completion of the first required course offered by the Faculty of Health Sciences.
B.N.	41.3 (124.0 cr. hrs.)	20 courses, including a minimum of 12 in Nursing and Health Sciences (see Faculty of Health Sciences, Degree Programs, p. 200).	7 years for Nursing courses; 10 years for Human Anatomy and Human Physiology courses (see Faculty of Health Sciences, Degree Programs, p. 200).	7 years after completion of the first Nursing course used for the degree.
B.N. - After Degree	27 (81.0 cr. hrs.)	19.3 courses (58.0 cr. hrs.).	6 years for Nursing courses.	6 years after completion of the first Nursing course used for the degree
B.T.R.	20	20 courses.	No limit.	6 years after completion of the first Therapeutic Recreation course used for the degree.
Post-Diploma B.H.Sc.	20	20 courses.	No limit.	6 years after completion of the first course offered by the Faculty of Health Sciences used for the degree.
Dhillon School of Business				
B.Mgt.	40	20 courses, including 10 3000/4000-level Dhillon School of Business courses. ^{3,4,6,7}	See Note 2.	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.
B.Mgt. (As a second degree)	15-25	15 courses, including at least 10 3000/4000 level Dhillon School of Business courses. ^{3,4,6,7}	See Note 2.	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.
Post-Diploma B.Mgt. ¹	20-25	20 courses. ^{3,4,6,7}	No transfer credit for admission purposes. ²	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Finance Diploma	20	10 courses towards the Finance Diploma taken at the University of Lethbridge. ⁷	See Note 2.	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.
Management Certificate	10	5 courses towards a Dhillon School of Business Certificate. ^{3,4}	See Note 2.	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 5 years after admission to the Dhillon School of Business.
Post-Bachelor Certificate in Accounting Fundamentals (formerly Post-Bachelor Certificate in Accounting)	10	5 courses towards the Post-Bachelor Certificate in Accounting Fundamentals taken at the University of Lethbridge.	See Note 2.	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 5 years after admission to the Dhillon School of Business.
Post-Bachelor Certificate in Advanced Accounting)	6	5 courses toward the Post-Bachelor Certificate in Advanced Accounting taken at the University of Lethbridge. ⁶	See Note 2.	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 5 years after admission to the Dhillon School of Business.
Combined Post-Bachelor Certificate in Accounting	16	5 courses toward the Post-Bachelor Certificate in Accounting Fundamentals and 5 courses toward the Post-Bachelor Certificate in Accounting.	See Note 2.	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 5 years after admission to the Dhillon School of Business.
Combined Degrees				
B.A./B.Ed., B.Sc./B.Ed.	50	30 courses, including 15 courses from disciplines offered by the Faculty of Arts and Science, Faculty of Fine Arts, and School of Liberal Education and 15 courses in Education.	No limit.	No limit.
B.F.A. - Art/B.Ed.	50	30 courses, including 15 in Fine Arts or Arts and Science (7 of which must be Art, Art History, and/or Museum Studies) and 15 in Education.	No limit.	No limit.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
B.F.A. - Dramatic Arts/B.Ed.	50	30 courses, including 15 in Fine Arts or Arts and Science (7 of which must be Drama) and 15 in Education.	No limit.	No limit.
B.F.A. - New Media/B.Ed.	50	30 courses, including 15 in Fine Arts or Arts and Science (7 of which must be New Media) and 15 in Education.	No limit.	No limit.
B.Mus./B.Ed.	52	32 courses, including 17 in Fine Arts or Arts and Science (9 of which must be Music and/or Music Studio) and 15 in Education.	No limit.	No limit.
B.Mgt./B.Ed.	50	30 courses, including 10 from the Dhillon School of Business (7 of which must be at the 3000/4000 level) and 15 in Education.	No limit for Education courses. ²	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.
B.A./B.Mgt., B.Sc./B.Mgt.	50	30 courses, including 20 courses from disciplines offered by the Faculty of Arts and Science, Faculty of Fine Arts, and School of Liberal Education and 10 courses from the Dhillon School of Business at the 3000/4000 level. ^{3,5,6,7}	No limit for Arts and Science courses. ²	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.
B.F.A. - New Media/B.Mgt.	50	30 courses, including 7 New Media courses and 10 Dhillon School of Business courses at the 3000/4000 level. ³	No limit for New Media courses. ²	Faculty of Fine Arts - No limit. Dhillon School of Business - Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.
B.H.Sc./B.Mgt.	50	30 courses, including a minimum of 15 Health Sciences courses and 10 Dhillon School of Business courses at the 3000/4000 level. ³	7 years for Public Health courses. ²	Faculty of Health Sciences - 7 years after completion of the first Public Health course used for the degree. Dhillon School of Business - Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.

Program(s)	Number of Courses in Program	A. Residence Requirement (Minimum number of terms and/or University of Lethbridge courses required and, if applicable, when they must be completed in the program.)	B. Time Limit for Retention of Individual Course Credit (University of Lethbridge and/or transfer credit.)	C. Time Limit for Program Completion
Post-Diploma <ul style="list-style-type: none"> B.F.A. - Art/B.Ed. B.F.A. - Dramatic Arts/B.Ed. (After a two- or three-year diploma) B.Mus./B.Ed. (After a two- or three-year diploma) 	35	35 courses, including a minimum of 8 in the discipline (Art, Art History, Museum Studies, Drama, or Music) and 20 courses in Education. (No transfer credit.)	No limit.	No limit.
Post-Diploma - B.Mgt./B.Ed. ¹	35	30 courses, including 8 from the Dhillon School of Business and 15 in Education.	No limit for Education courses. ²	Dhillon School of Business Core courses (except MGT 4090): no limit; MGT 4090 and Dhillon School of Business Non-core courses: 10 years after admission to the Dhillon School of Business.

¹ There are restrictions on the diploma used as the basis for admission to the Post-Diploma B.Mgt. program. Diplomas more than eight years old will be considered for the 25-course Post-Diploma Bachelor of Management program.

² MGT 4090 and non-core courses transferring to a Dhillon School of Business program must have been completed at a recognized post-secondary institution not more than eight years prior to admission to the Dhillon School of Business. Once admitted, credit is retained until completion of the program (up to a maximum of 10 years after admission).

³ Students who study at an international institution under Exchange Student authorization will count the exchange courses toward meeting the minimum residence requirement.

⁴ Exceptions apply to certain majors for the ten 3000/4000-level Dhillon School of Business courses required for residency. Students in the following majors may use courses in the major towards this requirement: Computer Science majors can use 3000/4000-level Computer Science courses in addition to 3000/4000-level Dhillon School of Business courses; Economics majors can use 3000/4000-level Economics courses in addition to 3000/4000-level Dhillon School of Business courses; Indigenous Governance and Business Management majors can use 3000/4000-level Indigenous Studies courses in addition to 3000/4000-level Dhillon School of Business courses; and Political Science majors can use 3000/4000-level Political Science courses in addition to 3000/4000-level Dhillon School of Business courses.

⁵ Exceptions apply to certain majors for the ten 3000/4000-level Dhillon School of Business courses required for residency. Students in the following majors may use courses in the major towards this requirement: Economics majors can use 3000/4000-level Economics courses in addition to 3000/4000-level Dhillon School of Business courses; Indigenous Governance and Business Management majors can use 3000/4000-level Indigenous Studies courses in addition to 3000/4000-level Dhillon School of Business courses; and Political Science majors can use 3000/4000-level Political Science courses in addition to 3000/4000-level Dhillon School of Business courses.

⁶ In addition to meeting the residence requirement for their program, students in the Accounting major must complete five of the following courses at the University of Lethbridge: Accounting 3100, 3101, 3130, 3131, 3151, 3160, 3171, 3180, 3190, 4110, 4125, 4130, 4151, 4160.

⁷ Finance majors must complete all courses from the following list, and which are part of their major, at the University of Lethbridge: Finance 3412, 3441, 3460, 3480, 4421, 4430, 4451.

4. STUDENT POLICIES

The University of Lethbridge provides many policies to support student learning and the student experience. A comprehensive listing of policies - academic and non-academic - can be found online. Students are bound by all the policies that are currently in effect, and the official versions are contained on the policy website (www.ulethbridge.ca/policy).

a. Assessment of Student Learning Policy and Procedures for Undergraduate Students

This policy specifies the components required in course outlines, identifies expectations of students, and provides procedures for the conduct and scheduling of formal learning assessments, reporting grades, and handling student work once assessment is complete.

The full policy is available online at www.ulethbridge.ca/policy/resources/assessment-student-learning-policy-and-procedures-undergraduate-student.

b. Final Grade Appeal Policy

Grade appeals deal with claims that a student's course grade has been improperly determined. Student grade appeals will be directed to the Dean of the Faculty or School in which the course is taught. Students shall first discuss the grade and how it was determined with the instructor.

The full policy is available online at www.ulethbridge.ca/policy/resources/final-grade-appeal-procedure-undergraduate-and-graduate-students.

c. Student Discipline Policy - Academic Offences

The integrity of the University and of the degrees the University confers is dependent upon the honesty and soundness of the teacher-student relationship, as well as the integrity of the evaluation process. Conduct by any student that adversely affects this relationship or process represents an academic offence. The following describes the principal academic offences and procedures for their investigation and penalization. This policy pertains to such conduct where it involves any person registered in a University course (credit or non-credit).

The policy defines plagiarism, cheating, duplication, confidential materials, misrepresentation and other offences along with the disciplinary action.

The full policy is available online at www.ulethbridge.ca/policy/resources/student-discipline-policy-academic-offences-undergraduate-students.

d. Student Discipline Policy - Non-Academic Offences

NOTE: Urgent Situations

Notwithstanding the information below, in the context of non-academic offences, any member of the University community who becomes aware of an urgent situation and has reasonable cause to believe that serious harm to individuals may result must immediately notify the Chief Safety Officer (telephone: 403-329-2345) or call 911.

The integrity of the University community depends upon student conduct which upholds the Principles of Student Citizenship (see **University of Lethbridge Principles of Student Citizenship, p. 9**). Basic principles of academic integrity include, “honesty in learning, teaching, research, service; respect [for]...colleagues, instructors, and administration...responsible for upholding the integrity of scholarship and research.” The following describes the principle non-academic offences and procedures for their investigation and penalization. This policy pertains to such conduct where it involves any person registered in a University course (credit or non-credit).

The policy defines disruption; abuse harassment and dangerous activity; misuse or misappropriation of University Property, equipment facilities or services; misrepresentation and falsified documents and other offences along with initiation of disciplinary procedures.

The full policy is available online at www.ulethbridge.ca/policy/resources/student-discipline-policy-non-academic-offences-undergraduate-and-graduate-students.

e. Authority to Rescind Registration Privileges/Prohibit Access to University Property

This policy specifies the circumstance where the President may rescind registration privileges.

The full policy is available online at www.ulethbridge.ca/policy/resources/caveat-authority-rescind-registration-privilegesprohibit-access-university-property.

f. Appeal of Application of Policy Other Than Grade or Student Discipline

Students dissatisfied with the application of an academic policy or regulation to their own status, other than grade or student discipline, are entitled to a review by the Dean of the Faculty or School in which they are registered.

The full policy is available online at www.ulethbridge.ca/policy/resources/appeal-application-policy-other-grade-or-student-discipline-undergraduate-students.

g. Academic Accommodations for Students with Disabilities

The University of Lethbridge will take all reasonable measures short of undue hardship to promote full access to all services for students with disabilities in its post-secondary education programs (credit and non-credit) and community outreach components.

The full policy is available online at www.ulethbridge.ca/policy.

h. Artwork Placement Policy

The University of Lethbridge encourages and nurtures creative expression and supports the display of student artist artwork. This policy outlines artwork replacement rules and artwork placement locations to ensure safe installation and removal.

The full policy is available online at www.ulethbridge.ca/policy.

i. Acceptable Use of Computing, Information and Technology Resources Policy

Computer and network resources are critical resources at the University of Lethbridge. The purpose of this policy is to ensure the efficient operation and distribution of these resources.

The full policy is available online at www.ulethbridge.ca/policy.

j. Confidentiality of Student Records Policy

In choosing to pursue a post-secondary education, students must be aware that the record of their academic performance will be viewed and evaluated by others. At the same time, the right to privacy assert that individuals have a legitimate interest in controlling what information about themselves they will reveal to others and what uses may be made of this information.

The full policy is available online at www.ulethbridge.ca/policy.

k. Copyright

All University of Lethbridge students are obliged to uphold Canadian copyright law. Students needing assistance in using copyrighted materials in copyright-compliant ways are encouraged to contact the University Copyright Advisor office (copyright@uleth.ca; 403-332-4472) or consult the wide range of information available on the University's Copyright website (library.ulethbridge.ca/copyright).

l. Library Access Policy

The purpose of the University Library's resources and services is to further the academic mandate of the University by facilitating access to information in all formats for the purposes of study and research. The objective of the Access Policy is to provide equitable access to the resources and services of the University Library.

The full policy is available online at www.ulethbridge.ca/policy.

m. Library Code of Conduct

The University Library - as a central learning area and a shared, common resource - is committed to providing users with fair and equitable access to Library materials, resources, and services.

The full policy is available online at www.ulethbridge.ca/policy.

n. Managing Unacceptable Behaviour by External Users of University Facilities

This policy provides a process to deal with unacceptable behaviour of external users and to protect University property, services, faculty, staff, students, and other users from such behaviour when it occurs.

The full policy is available online at www.ulethbridge.ca/policy.

o. Policy Against Hazing

The University of Lethbridge has a zero tolerance policy on hazing. Hazing activities of any type are inconsistent with the mission and vision of the University and are prohibited at all times.

The full policy is available online at www.ulethbridge.ca/policy.

p. Revoking Degrees

The policy defines conditions where a degree could be revoked.

The full policy is available online at www.ulethbridge.ca/policy.

q. Behavioural Intervention Policy

The Behavioural Intervention Policy provides a procedure and mechanism by which worrisome or potentially harmful behaviours may be reported, assessed, and responded to by the University.

The full policy is available online at www.ulethbridge.ca/policy.

r. Student Housing Policy

Student housing accommodation at the University provides convenient living accommodation together with services and programs from which residents may secure additional education, social, and cultural advantages. The University is concerned not only with the physical environment within student housing, but also with activities which will provide an educational experience aimed at aiding the personal growth of each resident.

The full policy is available online at www.ulethbridge.ca/policy.

s. International Travel Policy

This policy sets out standards to ensure safer experiences for University of Lethbridge students who travel internationally as part of a University program or activity.

The full policy is available online at www.ulethbridge.ca/policy.

t. Recording of Lectures

Lectures and performances given by academic staff members and visiting speakers may be audio or video recorded by students provided prior approval has been granted by the instructor or performer. Permission to record is solely for the purpose of personal study by the student and does not convey any right to duplicate the recording.

u. Other Policies

For more information regarding other University policies pertaining to alcohol, animals on campus, cannabis, sexual violence, smoking, weapons, research, and others, see www.ulethbridge.ca/policy.

SCHOOL OF LIBERAL EDUCATION

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I. GENERAL PHILOSOPHY

Since its founding, the University of Lethbridge has provided a Liberal Education model that brings its students together in a learning community which offers opportunities and experiences for developing leaders in society. The School of Liberal Education fosters a teaching and learning philosophy for growth in transdisciplinary learning and thinking skills to enable individuals to contribute to their communities at all levels.

a. Liberal Education Model

The University of Lethbridge Liberal Education model encompasses four main aspects or pillars:

1. Breadth of knowledge across disciplines. Students are exposed to multiple ways of looking at and studying the world beyond their own disciplinary boundaries.
2. Connections and integration of knowledge across disciplines. Students learn about transdisciplinary points of contact across a range of topics.
3. Critical thinking and problem solving skills. Students develop skills to identify arguments, evaluate evidence and reasoning, produce informed decisions, and communicate and defend those decisions.
4. Education for citizenship. Students are encouraged to be contributing community members on all levels from local to global, and to participate in the running of their communities.

These four pillars provide students with the competencies and skills to enhance employability and cultivate the values of good citizenship.

Competencies and Skills	
Breadth	Connections
<ul style="list-style-type: none"> • Knowledge across a range of disciplines • Understand the creation and uses of knowledge in multiple areas • Adaptability • Information literacy • Visual literacy • Quantitative literacy • Statistical literacy 	<ul style="list-style-type: none"> • Compare how knowledge is created and used in various disciplines • Understand complex issues from multiple viewpoints • Learning agility • Interpersonal skills • Team-building skills • Communication skills • Self-expression
Critical Thinking	Civic Engagement
<ul style="list-style-type: none"> • Creativity • Problem solving • Synthesis and integration of knowledge • Analytical reasoning • Logical reasoning • Evidence-based reasoning • Prepare and defend arguments • Formulate good questions • Writing and communication skills • Learning to learn • Learning agility 	<ul style="list-style-type: none"> • Understand complex social issues from multiple viewpoints • Questioning mind, curiosity • Ability to work toward public good • Make informed and evidence-based decisions • Leadership skills • Use global perspectives • Engage difference • Transcultural understanding

b. Pathways to Liberal Education

The University of Lethbridge provides a number of pathways that expose students to the pillars of Liberal Education in a variety of ways. For further information regarding these pathways, visit www.ulethbridge.ca/liberal-education.

The **Liberal Education List Requirement (p. 83)** requires students to take courses from a variety of disciplines.

A number of combined degree programs, including an Individualized Multidisciplinary Major (IMM), and a variety of possible minors (including a minor in Liberal Education) also expose students to breadth and integrative critical thinking. The School of Liberal Education offers courses specifically designated as Liberal Education (LBED) courses which emphasize integration of several pillars and include Topics, Applied Studies, and Independent Study courses. The School of Liberal Education offers students opportunities for undergraduate research projects, tutorial leader positions, and volunteer and service learning. Co-operative Education programs at the University allow students to obtain hands-on experience relevant to their programs.

c. Role of the School of Liberal Education

The School of Liberal Education integrates all facets of the Liberal Education model at the University of Lethbridge. The School provides support for teaching and learning, student programs, and experiential learning activities. It educates students to develop an understanding of the value of Liberal Education.

The School of Liberal Education oversees and coordinates the following strategic planning and policy development activities:

1. Ensures University focus on the four-pillar Liberal Education model.
2. Integrates programming with all Faculties and Schools.
3. Coordinates and provides direction for the pathways to Liberal Education.
4. Guides and approves the Liberal Education List Requirements for all Faculties and Schools.
5. Oversees the development and offering of LBED courses.

2. ADVISING AND INFORMATION

a. Dean of Liberal Education

As well as being the administrative head of the School of Liberal Education, the Dean has direct responsibility for instruction and courses in Liberal Education (LBED). Appeals and issues of interpretation for students in Liberal Education (LBED) courses, minors, or initiatives should be directed to the Office of the Dean of Liberal Education.

b. Academic Advising

Students should seek academic advice from the Faculty or School of their program. Academic advisors provide assistance to students regarding their program, major, or other academic concerns. Contact the relevant Faculty or School for information.

3. LIBERAL EDUCATION LIST REQUIREMENT

In keeping with the Liberal Education focus of the University, all students in an undergraduate degree program must complete the Liberal Education List Requirement (Lib Ed List Requirement). **As some courses may not fit specific program requirements, students should consult their Faculty or School advising office.**

The Liberal Education Lists provide students with opportunities to critically explore a wide range of disciplines as embedded in academic programming.

- i. Fine Arts and Humanities: The exploration of the human experience including culture, history, language, thought, religion, ethics, arts, and creativity.
- ii. Social Science: The study of individuals and their relationships within society.
- iii. Science: The study of the natural world and conceptual modeling of reality.

a. 40-Course Degree Programs

Students may complete the Lib Ed List Requirement through one of the following pathways:

Four courses (12.0 credit hours) from each of Lists I, II, and III.

OR

Three courses (9.0 credit hours) from each of Lists I, II and III for students who successfully complete both Liberal Education 1000 and either Liberal Education 2000 or Library Science 2000.

OR

Three courses (9.0 credit hours) from each of Lists I, II and III for students who successfully complete all of Liberal Education 1000, Liberal Education 1150, and Liberal Education 2150.

OR

Three courses (9.0 credit hours) from each of Lists I, II, and III for students who successfully complete both Liberal Education 3010 and Liberal Education 4000.

OR

*Two courses (6.0 credit hours) from each of Lists I, II, and III for students who successfully complete one of the following pairs:

Liberal Education 1000 and Liberal Education 2000; and Liberal Education 3010 and Liberal Education 4000

OR

Liberal Education 1000 and Library Science 2000; and Liberal Education 3010 and Liberal Education 4000

OR

Liberal Education 1000, Liberal Education 1150, and Liberal Education 2150; and Liberal Education 3010 and Liberal Education 4000

*The individual Liberal Education (LBED) and Library Science (LIBR) courses (Liberal Education 1000, Liberal Education 1150, Liberal Education 2000, Liberal Education 2150, Liberal Education 3010, Liberal Education 4000 and Library Science 2000) do not fulfill a requirement for any list.

b. Post-Diploma Degree Programs

Students pursuing a post-diploma program offered by the University of Lethbridge are required to complete either the full 12-course (see a. above) or a modified Lib Ed List Requirement. For further information, see the program description in the appropriate part of this Calendar.

1. Full 12-Course Liberal Education List Requirement

Students registered in the Post-Diploma B.A. and B.Sc. in Agricultural Studies, the Post-Diploma B.Sc. in Computer Science, the Post-Diploma B.F.A. - Art or Dramatic Arts, or B.Mus. (after a two year diploma) program are required to meet the full 12-course (36.0 credit hours) Lib Ed List Requirement.

2. Modified Liberal Education List Requirement

Students registered in some post-diploma programs are required to meet a modified Lib Ed List Requirement. For further information, refer to the requirements for individual programs in the appropriate part of this Calendar.

c. Limitations

There are limitations on the courses that can be used for meeting the Liberal Education List Requirement.

1. Only four courses (12.0 credit hours) in total may be counted from any one discipline. Disciplines are identified by course subject codes (e.g. ENGL, MGT, and MUSI are separate disciplines).
2. Only four courses (12.0 credit hours) in total may be counted from a combination of Liberal Education List courses from the Faculty of Education, Faculty of Health Sciences, and the Dhillon School of Business. That is, only four courses in total having a course title of EDUC, ABHL, ADCS, HLSC, NURS, PUBH, TREC, ACCT, AGEM, FINC, HRLR, IGBM, IMGT, MGT, and MKTG may be counted in meeting the Liberal Education List Requirement.

3. Cross-listed courses count toward the limit for both disciplines (e.g. Indigenous Governance and Business Management 3250/Indigenous Studies 3250 counts toward the limit for Dhillon School of Business courses and Indigenous Studies).
4. Courses may only be counted according to the Liberal Education List in effect in the term in which credit is earned at the University of Lethbridge. For example, if a course is not on the Lib Ed List in the term a student earns credit for it, but the course is subsequently added to the Lib Ed List, the student cannot use the course toward meeting their Lib Ed List Requirement. Applicants presenting transferable courses are deemed to have earned transfer credit at the University of Lethbridge in the term in which a student is first admitted to a University of Lethbridge program (for more information, see **Admission, Transfer Credit, p. 32**).

4. LIBERAL EDUCATION LISTS

The School of Liberal Education, in consultation with the Faculties and Schools, has the ultimate authority to approve and designate courses to be placed on each list.

Courses offered as Series, Topics, Applied Studies Disciplinary Credit, Independent Studies, Undergraduate Thesis and Interdisciplinary Studies may be designated as Fine Arts and Humanities, Social Science, or Science and may be so designated at the time of offering.

Courses marked with an asterisk (*) listed under List III: Science Courses can be used as either a List III: Science Course or a List II: Social Science Course for the purposes of completing the Liberal Education List Requirement.

As some courses may not fit specific program requirements, students should consult their Faculty or School advising office.

a. List I: Fine Arts and Humanities Courses

Aboriginal Health

Aboriginal Health 3300 - Traditional Aboriginal Health Concepts

Agricultural Studies

Agricultural Studies 1000 - The Evolution of Agriculture

Art - all courses

Art History - all courses

Asian Studies

Asian Studies 2020 - Japan, Asia, and the World

Asian Studies 3200/Religious Studies 3200 - Asian Religions and Film (Series)

Asian Studies 3400/Japanese Studies 3400 - Japanese Society and Culture

Blackfoot - all courses

Cinema - all courses

Cree - all courses

Drama - all courses

English - all courses

Fine Arts - all courses, including those cross-listed with Health Sciences

French - all courses

Greek - all courses

Health Sciences

Health Sciences 2450/History 2450 - Evolution of Health and Illness Care

Health Sciences 3560/History 3560 - History of Nursing: Women and the Care of the Sick

Health Sciences 4500/Fine Arts 4500 - Global Health, Fine Arts, and Social Change

Health Sciences 4510/Fine Arts 4510 - Global Health and Arts for Change Field Study

Hebrew - all courses

Hispanic Studies - all courses

History - all courses, including those cross-listed with Health Sciences

Indigenous Governance and Business Management

Indigenous Governance and Business Management 2500 - Introduction to Indigenous Governance and Business Management

Indigenous Governance and Business Management 3250/Indigenous Studies 3250 - Canadian Indigenous Project Management

Indigenous Governance and Business Management 3280/Indigenous Studies 3280 - Indigenous Peoples and Natural Resources

Indigenous Governance and Business Management 3506/Indigenous Studies 3506 - Indigenous Business and Entrepreneurship in Canada

Indigenous Governance and Business Management 3590/Indigenous Studies 3590 - Current Practices in Canadian Indigenous Governance

Indigenous Governance and Business Management 4120/Indigenous Studies 4120 - Historical and Legal Aspects of Canadian Indigenous Governments

Indigenous Governance and Business Management 4150/Indigenous Studies 4150 - Administrative Aspects of Canadian Indigenous Governments

Indigenous Studies - all courses, including those cross-listed with Indigenous Governance and Business Management, excluding Indigenous Studies 3592/Indigenous Governance and Business Management 3592, Indigenous Studies 4501/Indigenous Governance and Business Management 4501, and those designated as Social Science courses

Interdisciplinary Studies

Interdisciplinary Studies 0520 - Bridging Cultures: Two-Eyed Seeing

Japanese - all courses

Japanese Studies - all courses, including those cross-listed with Asian Studies

Kinesiology

Kinesiology 2130 - Humanities Perspectives

Kinesiology 3400 - History of Sport and Physical Activity

Kinesiology 3430 - Literature and Physical Activity

Kinesiology 3740 - Philosophy of Physical Activity

Kinesiology 4400 - Canadian Sport History

Kinesiology 4640 - Applied Ethics in Sport and Physical Activity

Latin - all courses

Linguistics - all courses, excluding those designated as Social Science courses

Management

Management 3710 - Managing Not-for-Profit Organizations

Modern Languages - all courses, including any non-English second language course offered by another unit in the Faculty of Arts and Science

Museum Studies - all courses

Music - all courses, excluding Music Ensemble Activity courses

Music Studio - all courses

New Media - all courses

Philosophy - all courses, excluding those designated as Science courses

Political Science

Political Science 2511 - Introduction to Political Theory

Political Science 3511 - Political Thought Since 1500 (Series)

Political Science 3525 - Politics of Reason and Revelation

Political Science 4511 - Seminars in Political Philosophy (Series)

Religious Studies - all courses, including those cross-listed with Asian Studies

Spanish - all courses

Writing - all courses

b. List II: Social Science Courses

Aboriginal Health

Aboriginal Health 1000 - Introduction to Aboriginal Health

Aboriginal Health 2000 - Indigenous Healing and Restoration

Aboriginal Health 3310 - Contemporary Issues in Aboriginal Health

Accounting

Accounting 2100 - Introductory Accounting

Accounting 3190 - Not-for-Profit and Public Sector Accounting and Performance Management

Addictions Counselling

Addictions Counselling 1000 - Introduction to Addiction Studies

Addictions Counselling 3002 - Health Education and Promotion

Agricultural Studies - all courses, excluding those designated as Humanities courses or Science courses

Anthropology - all courses

Archaeology - all courses, excluding those designated as Science courses

Asian Studies - all courses, excluding those designated as Humanities courses

Economics - all courses, including those cross-listed with Management, and excluding those designated as Science courses

Geography - all courses, including those cross-listed with International Management, and excluding those designated as Science courses

Health Sciences

Health Sciences 1010 - Personal Health and Wellness

Health Sciences 1170 - Human Development Across the Lifespan

Health Sciences 2600/Women and Gender Studies 2100 - Women and Health

Health Sciences 2700/Sociology 2700 - Health and Society

Health Sciences 3002 - Health Promotion

Health Sciences 3125 - Pain Management

Health Sciences 3127 - Loss, Grief and Bereavement

Health Sciences 3150 - Abnormal Psychology
 Health Sciences 3570/Psychology 3570 - Contemporary Issues in Mental Health
 Health Sciences 3802 - Gerontology
 Health Sciences 3860 - Men's Health

Human Resources and Labour Relations

Human Resources and Labour Relations 2030 - Introduction to Organizational Behaviour
 Human Resources and Labour Relations 3050 - Human Resource Management

Indigenous Governance and Business Management

Indigenous Governance and Business Management 3515/Indigenous Studies 3515 - Canadian Indigenous Negotiations
 Indigenous Governance and Business Management 3522/Indigenous Studies 3522 - Canadian Indigenous Project Management
 Indigenous Governance and Business Management 4570/Indigenous Studies 4570 - Indigenous Leadership and Management

Interdisciplinary Studies

Interdisciplinary Studies 2008 - Japanese Culture
 Interdisciplinary Studies 2600 - Study Tour of Japan
 Interdisciplinary Studies 2601 - Study Tour of South Korea

International Management

International Management 3170/Political Science 3170 - The Politics of Canadian Trade Policy
 International Management 3225/Geography 3225 - Industrial Location and Globalization of Enterprise
 International Management 3551/Geography 3551 - An Introduction to Tourism
 International Management 3640 - Cross-Cultural Management Practices
 International Management 3650 - Introduction to International Management
 International Management 3670 - Cross National Comparative Responses to Crises

Kinesiology - all courses, excluding those designated as Humanities courses or Science courses

Liberal Education

Liberal Education 1500 - The First-Year Experience: Mapping Our Communities

Linguistics

Linguistics 3240/Psychology 3240 - Psychology of Language
 Linguistics 3405/Psychology 3405 - First Language Acquisition

Management

Management 1000 - Introduction to Management
 Management 1500 - Fundamentals of Business
 Management 3031 - Managing Responsibly in a Global Environment
 Management 3070 - Supply Chain Management and Sustainability
 Management 3780/Economics 3780 - Principles of Industrial Organization

Marketing

Marketing 3250 - Social Marketing

Political Science - all courses, including those cross-listed with International Management, and excluding those designated as Humanities courses

Public Health

Public Health 1000 - Introduction to Public Health
 Public Health 2000 - Population Health

Psychology - all courses, including those cross-listed with Health Sciences or Linguistics, and excluding those designated as Science courses

Sociology - all courses, including those cross-listed with Health Sciences

Women and Gender Studies - all courses, including those cross-listed with Health Sciences

c. List III: Science Courses

Agricultural Studies

- *Agricultural Studies 3300 - Modelling of Agricultural Systems
- *Agricultural Studies 4300 - Advanced Modelling of Agricultural Systems

Archaeology

- *Archaeology 1000 - Introduction to Archaeology
- Archaeology 3000 - Archaeological Science (Series)
- Archaeology 3300 - Archaeological Field Work (Series)
- Archaeology 3600/Liberal Education 3600 - Human Evolution
- Archaeology 3700 - Geoarchaeology and Landscape Analysis
- Archaeology 3720 - Archaeological Materials Analysis
- Archaeology 4000 - Advanced Archaeological Science (Series)
- *Archaeology 4500 - Advanced New and Old World Archaeology (Series)

Astronomy - all courses

Biochemistry - all courses

Biology - all courses, including those cross-listed with Health Sciences

Chemistry - all courses

Computer Science - all courses

Economics

Economics 2070/Management 2070 - Operations and Quantitative Management

Economics 2750 - Quantitative Methods in Economics

Economics 2900 - Economics and Business Statistics

Economics 3950 - Econometrics I

Economics 4150 - Mathematical Economics

Economics 4960 - Econometrics II

Engineering

Engineering 2000 - Engineering Statics

Engineering 2060 - Engineering Mechanics

Environmental Science - all courses, excluding those designated as Social Science

Geography

Geography 1000 - Introduction to Physical Geography

Geography 2030 - Geomorphology

Geography 2070 - Hazards, Disasters and Global Change

Geography 2090/Biology 2090 - Biogeography

Geography 2300 - Weather and Climate

Geography 2700 - Geographical Data and Analysis

Geography 2735 - Introduction to Geographical Information Science

Geography 3060 - Glaciology and Glacial Geomorphology

Geography 3080 - Soils

Geography 3300 - Microclimatology

Geography 3400 - Hydrology

Geography 3440/Environmental Science 3440 - Wetlands

Geography 3700 - Mapping in the Cloud

Geography 3710 - Field Techniques in the Earth Sciences

Geography 3720 - Remote Sensing

Geography 3740 - Geographical Information Systems

Geography 3750 - GIS Applications in Human Geography

Geography 3780 - Field Research in Geography

Geography 3792 - Field Excursion in Physical Geography (Series)

Geography 4030 - Advanced Physical Geography (Series)

Geography 4060 - Agricultural Soil Management

Geography 4065 - Irrigation Science

Geography 4300 - Climate Science, Impacts, Solutions

Geography 4400 - Advanced Hydrology

Geography 4700 - Advanced Digital Mapping

Geography 4710 - Remote Sensing Field Techniques

Geography 4725 - Advanced Remote Sensing

Geography 4730 - Spatial Statistics

Geography 4740 - Advanced Geographical Information Systems

Geography 4751 - Spatial Modelling

Geography 4753 - Seminar in Remote Sensing

Geology - all courses

Health Sciences

Health Sciences 2003/Biology 2003 - Epidemiology

Health Sciences 2310 - Human Nutrition

Health Sciences 2806/Biology 2806 - Immunology

Health Sciences 3450/Psychology 3450 - Applied Statistics for Clinical Practice

Indigenous Student Success Cohort

Indigenous Student Success Cohort 0520 - Mathematical Reasoning and Application

Interdisciplinary Studies

Interdisciplinary Studies 3200 - Genetically Engineered Machines

Interdisciplinary Studies 3300/Neuroscience 3300 - Introduction to Robotics

Kinesiology

Kinesiology 1160 - Human Anatomy and Physiology I
 Kinesiology 1161 - Human Anatomy and Physiology II
 Kinesiology 2110 - Biophysical Perspectives
 Kinesiology 2200 - Research Methodologies
 Kinesiology 2600 - Functional Human Anatomy
 Kinesiology 2610 - Human Physiology
 Kinesiology 2650 - Functional Biomechanics
 Kinesiology 3200 - Movement Disorders
 Kinesiology 3350 - Recognition and Care of Athletic Injuries
 Kinesiology 3500 - Nutrition and Physical Activity
 Kinesiology 3610 - Exercise Physiology
 Kinesiology 3630 - Growth, Development and Aging
 Kinesiology 3650 - Biomechanics
 Kinesiology 3690 - Motor Control
 Kinesiology 4200 - Health and Physical Activity
 Kinesiology 4300 - Work and Physical Ergonomics
 Kinesiology 4550 - Advanced Biomechanics
 Kinesiology 4610 - Fitness and Lifestyle Assessment
 Kinesiology 4615 - Advanced Exercise Physiology
 Kinesiology 4660 - Bioinstrumentation
 *Kinesiology 4900 - Interdisciplinary Research Dialogues

Liberal Education

Liberal Education 2100 - Quantitative Reasoning
 Liberal Education 2200 - Problems and Puzzles
 Liberal Education 3600/Archaeology 3600 - Human Evolution

Logic - all courses

Management

Management 2070/Economics 2070 - Operations and Quantitative Management

Mathematics - all courses

Neuroscience - all courses

Philosophy

Philosophy 2233 - Philosophy and the World View of Science: Earth and Life Sciences
 Philosophy 2234 - Philosophy and the World View of Science: Space, Time and Matter

Physics - all courses

Psychology

Psychology 2030 - Methods and Statistics B
 Psychology 2330 - Learning and Cognition
 Psychology 2700 - Behaviour and Evolution
 Psychology 3360 - Sensation and Perception
 *Psychology 3400 - Advanced Research Design and Data Analysis
 Psychology 3450/Health Sciences 3450 - Applied Statistics for Clinical Practice
 Psychology 3525 - Hormones and Behaviour
 Psychology 3535 - Drugs and Behaviour
 *Psychology 3760 - Animal Communication
 *Psychology 3770 - Primate Lives and Human Cognitive Evolution
 Psychology 3780 - Animal and Human Personalities
 Psychology 3790 - Human Behavioural Ecology
 Psychology 4220 - The Psychology of Choice
 *Psychology 4550 - Abnormal Psychology (Series)

Remote Sensing - all courses

Statistics - all courses

NURSING 4922**Professional Preceptorship***Credit hours: 15.00**Other hours per term: 12-0-350*

A minimum ten-week, consolidated 350-hour preceptored clinical practicum to integrate and consolidate nursing knowledge in a selected practice area. Additionally, an online, asynchronous discussion forum that supports students' engagement around professional nursing practice issues, and connection to resources that will support their professional transition.

Prerequisite(s): Admission to the Bachelor of Nursing or the Bachelor of Nursing After Degree program

Grading: Pass/Fail

NURSING 9999**Collaborative Registration Placeholder***Credit hours: 0.00*

This is a placeholder registration for students admitted to the B.N. program who are studying at an associated college.

Note: *No fees are assessed for this registration.*

Philosophy**(PHIL)****Faculty of Arts and Science****PHILOSOPHY 1000****Introduction to Philosophy***Credit hours: 3.00**Contact hours per week: 3-0-0*

The branches of philosophy study humanity's ultimate questions. Metaphysics considers what is truly real. Does God exist? Is there free will? How real is the past or the future? Epistemology asks whether answers to such questions can be known. Ethics investigates rights and duties, vices and virtues, and tries to define the good life for humans. Social and political philosophy study and assess human communities.

Lib Ed Req: Fine Arts and Humanities

PHILOSOPHY 2000**Studies in Philosophy (Series)***Credit hours: 3.00**Contact hours per week: 3-0-0*

The Philosophy 2000 series makes available to students special courses that are not offered regularly. Some of these courses reflect the research interests of members of the faculty, and thus offer students an early glimpse of how research is done. In other cases, the course could be a response to student interest.

Prerequisite(s): Will be specified (including any recommended background) for individual offerings

PHILOSOPHY 2001**Introduction to Ethics***Credit hours: 3.00**Contact hours per week: 3-0-0*

In this course, we will critically consider several main theories concerning right and wrong action, good and bad states of affairs, and virtuous and vicious character.

Recommended Background: Philosophy 1000

Lib Ed Req: Fine Arts and Humanities

PHILOSOPHY 2002**Belief, Truth, and Paradox***Credit hours: 3.00**Contact hours per week: 3-0-0*

The course serves as a general introduction to issues in metaphysics and epistemology. The central focus is on how a perceiving subject can acquire knowledge of the world in which it finds itself. Topics may include perception, belief, truth, knowledge, skepticism, realism and anti-realism, and the relation between minds and matter. The connections between these issues will enable the investigation of a number of interesting and perplexing paradoxes.

Recommended Background: Philosophy 1000

Lib Ed Req: Fine Arts and Humanities

PHILOSOPHY 2010**Ancient Philosophy***Credit hours: 3.00**Contact hours per week: 3-0-0*

We study the first thousand years of Western philosophy and its importance today, focusing on Plato and Aristotle, the most influential thinkers of all time. Includes the Presocratics (Thales, Pythagoras, Heraclitus, Parmenides, Zeno) and their relations to Greek mythology; the Sophists (Protagoras, Gorgias); Cynics, Epicureans, Stoics, Plotinus and their influence on early Christianity.

Recommended Background: Philosophy 1000

Lib Ed Req: Fine Arts and Humanities

PHILOSOPHY 2030**17th-Century Philosophy: Descartes to Leibniz***Credit hours: 3.00**Contact hours per week: 3-0-0*

Seventeenth-Century Western philosophy (like science) challenged ideas that had dominated thought for centuries.

Philosophers set out to rebuild our view of the world from the ground up. A new philosophy of human nature and the world emerged, becoming what we now call the modern world view. Descartes, Hobbes, Spinoza, Locke and Leibniz.

Recommended Background: Philosophy 1000

Lib Ed Req: Fine Arts and Humanities

University of
Lethbridge



**Student Enrolment
and Registrar Services**

4401 University Drive W.
Lethbridge, Alberta T1K 3M4
403-320-5700
inquiries@uleth.ca

ulethbridge.ca/future-student

This is Exhibit " O " referred to
in the Affidavit of

.....**Paul Viminitz**.....

Sworn before me this **27** day

of **July**, 20**23**


A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

University of Lethbridge Academic Staff Collective Agreement



University of
Lethbridge

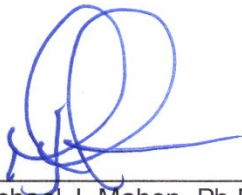


Effective July 1, 2020 to June 30, 2024

The University of Lethbridge
Academic Staff Collective Agreement

July 1, 2020

Ratified March 21, 2022



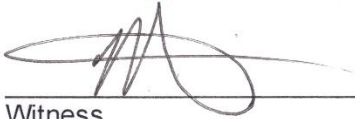
Michael J. Mahon, Ph.D.
President & Vice-Chancellor
University of Lethbridge



Daniel O'Donnell, Ph.D.
ULFA President
University of Lethbridge

August 11, 2022

Date



Witness

August 11, 2022

Date

Aug 8, 2022

Date



Witness

Aug. 8, 2022

Date

2020-2024 Academic Staff Collective Agreement

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Section 1: ULFA-Board Relations

Article 1: Purpose and Objectives

1.01 Purpose

1.01.1 The Board of Governors of The University of Lethbridge and The University of Lethbridge Faculty Association recognize that the main purposes of the University are:

- (a) to promote the disinterested pursuit of truth and advancement of knowledge;
- (b) to promote the generation and transmission of knowledge with proper consideration given to the need for an educated citizenry; and
- (c) to give appropriate consideration to society's needs for expert advice as well as pure and applied research.

1.01.2 The common good of society depends upon the search for truth and its free exposition. Academic Freedom is essential to these purposes:

- (a) Members are entitled to the freedom to carry out research and to publish the results, to the freedom to teach and discuss their subjects, and to the freedom from institutional censorship;
- (b) Academic Freedom carries with it the duty to use that freedom in a responsible way;
- (c) Academic Freedom does not confer legal immunity; nor does it diminish one's obligation to meet one's responsibilities under this Collective Agreement.

1.02 Objectives

1.02.1 The main objectives of this Collective Agreement are the specification of the terms and conditions of employment of Academic Staff and the principles and procedures that reflect procedural fairness for academic personnel decisions, the peaceful settlement of all disputes, misunderstandings and grievances, and the promotion of harmonious relations between the Board and the Association.

1.02.2 The Board and the Association acknowledge that

- (a) they have a joint responsibility for the reasonable and just execution of the terms of the Collective Agreement; and
- (b) subject to the provisions of the Post-Secondary Learning Act, Labour Relations Code, and all applicable provincial and federal statutes, this Collective Agreement is binding on the Association, the Academic Staff, and the Board.

- 1.02.3 Toward these ends, any invocation of [Article 9](#) regarding a Collective Agreement procedure in progress shall stay the procedure pending a resolution of the interpretation or grievance, unless the Parties mutually agree otherwise.

Article 2: Definitions

- 2.01** "Academic Assistant" shall mean a member of the academic staff with the rank of Academic Assistant III, Academic Assistant II, or Academic Assistant I.
- 2.02** "Academic Career" shall mean the maximum period during which a Faculty Member/Professional Librarian is eligible to be awarded an [Article 24.08](#), [Schedule A](#) career progress increment that has a monetary value greater than zero. The maximum length of this period shall be:
- 2.02.1 thirty-five (35) cumulative years for Members who hold the rank of Professor or Professional Librarian IV; or
- 2.02.2 twenty-five (25) cumulative years for Members who hold the rank of Associate Professor or Professional Librarian III; or
- 2.02.3 ten (10) years for Members who hold the rank of Assistant Professor or Professional Librarian II.
- The maximum number of Academic Career Years as defined here does not preclude an individual from spending more or fewer years as a Faculty Member/Professional Librarian at any rank. Further, Part Time Members and Members with less than full-load service in a Contract Year accrue Academic Career Years at the rate of their service.
- 2.03** "Academic Position" shall mean an appointment as a Faculty Member, Professional Librarian, Instructor, or Academic Assistant.
- 2.04** "Academic Year" shall mean a one (1)-year period from July 1st to June 30th.
- 2.05** "Agreement" or "Collective Agreement" shall mean this collective agreement, including schedules thereto. The edition of the Collective Agreement in effect is the one most recently ratified by the Board and the Association, including schedules thereto and any amendments pursuant to [Article 3.03](#), and shall be posted at the URL http://www.uleth.ca/Academic_Staff_Collective_Agreement.
- 2.06** "Association" or "ULFA" shall mean The University of Lethbridge Faculty Association.

- 2.07** "Bargaining Year" shall mean a one (1)-year period from July 1st through June 30th, during which collective bargaining between the Association and the Board is active, or is expected or required to commence in accordance with [Article 3](#), or applicable legislation.
- 2.08** "Board" shall mean the Board of Governors of The University of Lethbridge.
- 2.09** "Code" shall mean the *Labour Relations Code* of Alberta, as may be amended.
- 2.10** "Contract Year" shall mean a one (1)-year period from July 1st to June 30th.
- 2.11** "Dean" shall mean, depending on the context, either the Dean of a Faculty or School if affecting the Members in a Faculty or School, the University Librarian if affecting Professional Librarians in the University Library, the Dean of the Faculty of Education if affecting the Members in the Curriculum Laboratory; or persons authorized to act in any of these capacities.
- 2.12** "Department" shall mean an academic unit or area established by the Board under either of these designations.
- 2.13** "Department Chair" shall mean a person authorized to act in that capacity, or in the capacity of an Area Chair.
- 2.14** "Faculty" shall mean an academic unit established by the Board and designated as either a Faculty or a School.
- 2.15** "Faculty Member" shall mean a member of the academic staff with the rank of Professor, Associate Professor, or Assistant Professor.
- 2.16** "Handbook" shall mean Faculty or Sessional Lecturers Handbooks, including any schedules or memoranda of understanding appended thereto, pre-cursors to this Collective Agreement before July 1st, 2018, covering the academic staff bargaining unit at the University of Lethbridge.
- 2.17** "Instructor" shall mean a member of the academic staff with the rank of Instructor III, Instructor II, or Instructor I.
- 2.18** "Medical Certificate" means a certificate signed by a qualified health-care professional and submitted to the Wellness Department verifying:
- 2.18.1 that a medical condition exists;
 - 2.18.2 if a treatment plan has been recommended, whether the Member is participating, to the best of the qualified health-care professional's knowledge;

- 2.18.3 the anticipated date upon which the Member is expected to be able to meet the full or modified responsibilities of their position; and
- 2.18.4 any medical limitations or restrictions that impact the Member's ability to meet the full or modified responsibilities of their position; or
- 2.18.5 for the purposes of Compassionate Care Leave in [Article 32.08.3](#), that a Family Member has a serious medical condition with a significant risk of death within twenty-six (26) weeks from the date the certificate is issued, or if the leave began prior to the certificate from the date the leave commenced, and that the Family Member requires the care or support of one or more Family Members.
- 2.19** "Medical Leave" includes Leave for sickness, injury, short term disability, consultation with health care professionals and stays in hospitals or other institutions from prescribed medical care when such event prevents the Member from performing the duties the Member was performing immediately prior to the commencement of the sickness or injury.
- 2.20** "Member" shall mean an employee of the Board who is a Faculty Member, Professional Librarian, Instructor, Academic Assistant, or Sessional Lecturer.
- 2.21** "Parties" shall mean the Board and the Association.
- 2.22** "Part Time Member" shall mean a Member who has been assigned duties on less than a full-load basis but is not a Sessional Lecturer (as defined in [Article 2.29](#)), or a Member on Reduced Load Status ([Article 33](#)).
- 2.23** "Personal File" shall mean the file maintained by the Dean pertaining to a Member and which contains materials subject to [Article 14](#) of this Collective Agreement.
- 2.24** "Personnel Committee" shall mean any of the committees defined in [Article 25](#) of this Collective Agreement.
- 2.25** "President" shall mean the President of the University, or a person authorized to act in that capacity.
- 2.26** "Procedural Fairness" shall mean any and all of the following:
- 2.26.1 the duty of an adjudicator to make a decision without a reasonable apprehension of bias or a conflict of interest (prior familiarity with the facts of a case does not, by itself, constitute a reasonable apprehension of bias, nor do past friendly or unfriendly relationships);
- 2.26.2 the duty of an adjudicator to interpret and apply the Collective Agreement, including criteria of [Articles 13](#) and [37.03](#) in a reasonable

and equitable manner (a disagreement with a decision or judgement does not, in itself, constitute a misinterpretation or misapplication of the Collective Agreement, nor does it constitute an unreasonable interpretation or application of the Collective Agreement, nor does differential treatment, in itself, constitute evidence of inequitable treatment between Members when appropriate rationale can be provided);

- 2.26.3 the duty of an adjudicator to ensure that adequate evidence is presented or collected to meet the standard of proof appropriate to support the decision and that such evidence is duly and appropriately considered;
 - 2.26.4 the duty of an adjudicator to inform the Member of their right to advice and representation from their Association and to allow such advice and representation without hindrance;
 - 2.26.5 that the parties to a procedure have a right to know all the evidence presented and used in the decision making process;
 - 2.26.6 that the parties to a procedure have an opportunity to respond to all evidence presented and used in the decision making process;
 - 2.26.7 that the parties to the procedure have a reasonable opportunity to present their case to adjudicator or adjudicators; and
 - 2.26.8 that principles of natural justice are applied.
- 2.27** “Professional Librarian” shall mean a member of the academic staff holding an appointment in the University Library or in the Curriculum Laboratory of the Faculty of Education and holding an academic degree and a degree in librarianship from an accredited library school or its equivalent.
- 2.28** “Senior Academic Administrator(s)” shall include persons authorized to act in any of these capacities: Deans and Associate Deans, University Librarian and Associate University Librarian, Vice-President (Academic) and Vice-Provost and Associate Vice-President (Academic), Vice-President (Research) and Associate Vice-President (Research), and President.
- 2.29** “Sessional Lecturer” shall mean a member of the academic staff with the rank of Sessional Lecturer II, or Sessional Lecturer I.
- 2.30** "Supplementary Unemployment Benefits Plan" or "SUB Plan" shall mean a University plan for eligible Members on Maternity Leave or Parental Leave that is used to top up a Member's Employment Insurance payments to a level not exceeding their pre-Leave base salary.
- 2.31** “University” shall mean The University of Lethbridge.

- 2.32** “University Librarian” shall mean the University Librarian of the University or a person authorized to act in that capacity.
- 2.33** “Vice-President (Academic)” shall mean the Provost and Vice-President (Academic) of the University, or a person authorized to act in that capacity.
- 2.34** “Working Days” shall mean Monday through Friday, but does not include any holidays as identified within [Article 16.01](#), nor any days when the University is closed.

Article 3: Amendments and Modification of the Collective Agreement

- 3.01** This Collective Agreement, with any amendments agreed upon under [Article 3.03](#), is the only Collective Agreement in force between the Parties.
- 3.02** This Collective Agreement shall continue in force, except as amended under [Article 3.03](#), until the expiry date specified in [Schedule Z](#), subject to applicable legislation.
- 3.03 Amendments Outside the Collective Bargaining Process**
- 3.03.1 The Parties to this Collective Agreement may occasionally make limited modifications and specify their agreement to the same by signing a Memorandum of Agreement/Understanding through the processes provided for in this Collective Agreement.
- 3.03.2 In the event that any provision of this Collective Agreement is found by a court, tribunal, or arbitrator of competent jurisdiction to be illegal or unenforceable, then such provision shall be severed from the Collective Agreement as having no force or effect.
- 3.03.3 In the event any such decision of a court or tribunal of competent jurisdiction is appealed, the operation of the provision in question shall be suspended pending the outcome of such appeal.
- 3.04 Amendments Through Collective Bargaining**
- 3.04.1 Negotiations for renewal of this Collective Agreement shall take place in accordance with the *Alberta Labour Relations Code* and other applicable legislation.

- 3.04.2 To consider the proposed amendments, each Party shall designate a negotiating committee of up to five persons. The two committees shall meet to negotiate the proposed amendments.
- 3.04.3 If the Parties agree upon an amendment of this Collective Agreement, the agreement shall include a specification of the date upon which the amendment takes effect, and the amendment shall become part of this Collective Agreement.

3.05 Strikes and Lockouts

- 3.05.1 The Association agrees that it shall not engage in any strike or picketing during the currency of this Collective Agreement.
- 3.05.2 The Board agrees that it shall not lock out any Members of the Academic Staff during the currency of this Collective Agreement.
- 3.05.3 In the event of a strike or lockout involving members of other bargaining units at the University, Members of the Academic Staff:
 - (a) shall not be required to perform the work of the members of those other bargaining units during the job action by those other members;
 - (b) shall not be subject to new or additional duties, requirements, or work rules as a result of the strike or lockout beyond those required by law for the preservation of life, personal safety or health of the public or the maintenance and administration of law and order.
- 3.05.4 Members have the right not to cross a picket line established by another certified bargaining agent with members delivering University services at the University in consequence of job action by that other bargaining agent and shall not be in breach of this Collective Agreement.
- 3.05.5 Members who choose to exercise their rights under [Article 3.05.4](#) shall not be subject to disciplinary action nor loss of pay or other rights and benefits provided by this collective agreement so long as they carry out all scheduled duties, including those that require the presence of the Member on campus.
- 3.05.6 Members who are or anticipate being unable to carry out scheduled duties as a result of exercising their right under [Article 3.05.4](#) shall advise their Dean as early as reasonably possible that they will not be available for the scheduled duties.
- 3.05.7 Members who refuse to carry out scheduled duties through the exercise of their rights under [Article 3.05.4](#) shall be assessed a penalty equivalent to 1/252 of their annual salary in lieu of other discipline for each day on which they refuse to carry out such duties.

3.05.8 The President may waive the penalty in [Article 3.05.7](#).

Article 4: Applications and Exclusions

4.01 The provisions of this Collective Agreement shall apply to all active Members.

4.02 Inactive Members are those employees of the Board who:

4.02.1 are Senior Academic Administrators (as specified in [Article 2.28](#)), for the term(s) of their appointments as Senior Academic Administrators, and for any period(s) of administrative leave;

4.02.2 are Members appointed through Order in Council to serve on the Board, for the duration of their appointments to the Board.

4.03 Active Members are all Members who are not inactive.

4.04 Inactive Members shall not participate in Member activities of the Association, nor shall they pay dues, in accordance with [Article 4.06](#).

4.04.1 Inactive Members under [Article 4.02.1](#) are protected by all terms of the Collective Agreement except [Articles 15, 24](#) and [Schedules A, B](#) and [D](#) with regard to their Academic Position.

4.04.2 Inactive Members under [Article 4.02.2](#) are protected by all terms of this Collective Agreement with regard to their Academic Position.

4.05 Where the application of an Article to a Senior Academic Administrator would require action by that administrator constituting or leading to a conflict of interest, the person who supervises that administrator shall take appropriate steps to resolve or manage the conflict of interest.

4.06 In each Contract Year, the Board shall make available to the Association a sum equal to the Association dues (based on the academic portion of their salaries) for each of the inactive Members. For this purpose, the mill rate shall be the average Association rate for the two (2) preceding Academic Years. Such funds will be contributed as follows: one-half to Association Conference Travel and one-half to the Association Stabilization Fund. No amounts shall be assessed for Confederation of Alberta Faculty Associations (CAFA) or Canadian Association of University Teachers (CAUT) dues.

4.07 The Board contribution for Inactive Members, as provided in [Article 4.06](#), shall be paid in monthly instalments, in a manner similar to and with information as provided in [Article 5.05](#) for Members.

Article 5: Recognition

5.01 Management Rights

- 5.01.1 The Association and its Members recognize the authority and responsibility of the Board to manage the operation of the University, in accordance with the Post-Secondary Learning Act.
- 5.01.2 Where a University policy or procedure is in conflict with a term of this Agreement, the Agreement shall take precedence.

5.02 Exclusive Bargaining Agent

- 5.02.1 The Board recognizes the Association as the exclusive bargaining agent for all active Members, and for all inactive Members except as provided in [Article 4.04](#).

5.03 Use of Premises

- 5.03.1 The Board recognizes the utility of providing office space to the Association and agrees to continue to provide the current resources or equivalent in accordance with past practice:
 - (a) the use of suitable office space and accommodations;
 - (b) access to telecommunications and internet resources at internal rate, paid by the Association;
 - (c) access to internal services such as mail delivery and meeting rooms on campus(es);
 - (d) access to the University's facilities such as parking and identification cards for the Association's staff at prevailing internal rates;
 - (e) one (1) Lot E parking permit, plus one (1) departmental rover parking permit at the prevailing internal rates, paid by the Association.

5.04 Association Activity

- 5.04.1 A Member's service to the Association shall be deemed Service to the University and Society in evaluation of performance.
- 5.04.2 The Board shall not interfere with active Members participating in Association activities when those activities do not unduly interfere with active Members' assigned duties.

- 5.04.3 Electronic correspondence or communication carried on among active Members of the Association or its staff in furtherance of Association activities shall be the property of the parties so corresponding or communicating.
- 5.04.4 The Board recognizes that Members have the right to attend open meetings of the Board, and to attend open meetings of the committees of that body, subject to this activity not interfering with the execution of the Member's duties.
- 5.04.5 The Association has the right to call upon the assistance of duly authorized representatives of the Canadian Association of University Teachers (CAUT) and the Confederation of Alberta Faculty Associations (CAFA).
- 5.04.6 A representative of the Association will be invited to participate in any new employee orientation that Human Resources may offer.

5.05 Deduction of Dues

- 5.05.1 The Board shall deduct and remit to the Association from the monthly salaries of all active Members dues on behalf of the Association, the Confederation of Alberta Faculty Associations (CAFA), and the Canadian Association of University Teachers (CAUT) as assessed by the Association.
- 5.05.2 Dues shall be remitted by the 15th day of each month for dues assessments of the previous month. Any adjustments shall be reconciled in the next month.
- 5.05.3 The Board shall inform the Association of the name of and the deductions made for each active Member, broken down by the organizations listed in [Article 5.05.1](#).

5.06 Reassignment of Teaching Duties in Support of Association Service

- 5.06.1 Should a Bargaining Year extend beyond that July 1st to June 30th period in which bargaining has commenced, the Bargaining Year will be extended on a pro rated basis to those regular semesters where bargaining remains active.
- 5.06.2 At no cost to the Association, the Board agrees to reassign teaching duties of academic staff members identified by the Association, normally in increments of ten percent (10%) of full-time equivalent (FTE) duties, in support of Association service:
 - (a) six (6) teaching reassignments, each normally weighted at ten percent (10%) of FTE duties in any Year;

- (b) three (3) additional teaching reassignments, each normally weighted at ten percent (10%) of FTE duties in any Bargaining Year.

5.06.3 The Association is permitted to buy additional teaching reassignments over and above the teaching reassignments under [Article 5.06.2](#) on the following basis:

- (a) up to sixteen (16) teaching reassignments, each normally weighted at ten percent (10%) of FTE duties in any Year;
- (b) four (4) additional teaching reassignments, each normally weighted at ten percent (10%) of FTE duties in any Bargaining Year;
- (c) the Association shall remit to the Board an amount equal to the minimum Sessional Lecturer stipend plus twenty-five percent (25%), as identified in [Schedule A](#) of this Collective Agreement for each teaching reassignment so purchased under [Article 5.06.3](#);
- (d) should the Association request that teaching reassignments be accorded to a Member at a rate of two (2) or more teaching reassignments in one (1) Academic Year, all teaching reassignments in that Academic Year shall be permitted through the Association remitting to the Board a total amount equal to one third (1/3) of the minimum salary for an Associate Professor plus twenty-five percent (25%), such minimum as identified in [Schedule A.01.1](#) of this Collective Agreement.

5.06.4 In the case of an Instructor/Academic Assistant or a Professional Librarian, a comparable proportionate reassignment of duties or other equivalent adjustment will be made.

5.06.5 As soon as possible after the Association Annual General Meeting, the Association shall inform the President and the relevant supervisors of the names of the active Members who are being recommended for teaching reassignments and the number of those teaching reassignments (or their equivalent) per active Member.

5.07 Member Participation in Advisory Processes

5.07.1 The Parties acknowledge the existing rights, privileges, and responsibilities of Members to participate in the formulation and/or recommendation of policy and procedures within the University and to participate in the governance of the University, in accordance with University policies and relevant legislation, as applicable.

5.07.2 At all times, there shall be at least one (1) Member on the following committees:

- (a) Budget Advisory Committee or any sub-committee or successor committee so established; and
 - (b) Appointment or review/reappointment committee for Senior Academic Administrators.
- 5.07.3 If the size of the committees referred to in [Article 5.07.2](#) change, the Board shall maintain substantially the same proportion of Members that currently sit on the above committees.

Article 6: Communication and Information

6.01 Communication between the Parties

- 6.01.1 Except where otherwise specified in this Collective Agreement, correspondence between the Parties arising out of this Collective Agreement or incidental thereto shall pass between the President of the University and the President of the Association, or their designates.
- 6.01.2 Where written notice is called for in this Collective Agreement, email shall be deemed adequate means for correspondence between the Association and the Board for all Articles except [Article 9](#) (Grievance and Interpretation) and [Article 19](#) (Supervision and Discipline).
- 6.01.3 All communications required in [Articles 9](#) and [19](#) shall be delivered during business hours (8:30 am to 4:30 pm) in a manner that permits acknowledgement of receipt if requested or if required by this Collective Agreement.
- 6.01.4 Email (including any attachments thereto) delivered outside business hours shall be deemed to have been delivered at 8:30am on the next Working Day.
- 6.01.5 In no case may correspondence sent to the Association be used for purposes other than the administration or negotiation of this Collective Agreement, or other duties as required by legislation.

6.02 Distribution of the Collective Agreement

- 6.02.1 The Board shall make available a linkable copy of the Collective Agreement at the URL stated in [Article 2.05](#), with cross-referenced links embedded, on the University website for all Members to access.
- 6.02.2 The URL of the Collective Agreement on the University website, and contact information for the Association, shall be included in all offers of appointment to prospective Members.

- 6.02.3 Amendments to this Collective Agreement outside the collective bargaining process shall be posted to the same University website on which this Collective Agreement is made available.

6.03 Information about Individual Active Members

- 6.03.1 The Board shall make available to the Association, in electronic format, the following information:
- (a) access for three (3) years to copies of offer of appointment of new Members, and of letters agreeing to a change in appointment status, once such appointments have been ratified by the Board;
 - (b) a list at the beginning of each Fall and Spring semester that includes the name, rank, academic unit, and date of appointment of each new Member;
 - (c) a list at the beginning of each Fall and Spring semester that includes the name and termination date of each Member whose appointment is terminated in accordance with any of the termination processes described in [Article 20](#);
 - (d) a list, provided annually in July, that includes each Member who has applied for or been awarded Extension of Probation, Continuing Appointment, Tenure, and/or Promotion;
 - (e) a list, provided annually no later than October 31st of each year, with information to be complete as of September 30th, including the following information about all active Members of the Academic Staff:
 - (i) name;
 - (ii) gender (as identified for Economic Benefits purposes);
 - (iii) any equity, diversity, or inclusion categories with which the Member has self-identified, about which information is collected by Human Resources, including but not limited to those categories protected by legislation, subject to Members' consent;
 - (iv) date of birth;
 - (v) current home contact information (address and phone);
 - (vi) Member's University email address;
 - (vii) start date of current appointment;
 - (viii) end date of Term, Probationary, or Sessional Lecturer appointment;
 - (ix) appointment category;
 - (x) rank/position;

- (xi) Faculty/Library/Department;
 - (xii) full-time or part-time equivalence for Members other than Sessional Lecturers;
 - (xiii) Academic Career Years (if applicable);
 - (xiv) the number of years accumulated towards the maximum for Term Appointment (as identified in [Article 10.05.3\(a\)](#));
 - (xv) reason for Term Appointment (pursuant to [Article 10.05.2](#) or for Sessional Lecturer appointment (pursuant to [Article 10.06.2](#));
 - (xvi) salary;
 - (xvii) dues paid on the Member's behalf to the Association; and
 - (xviii) benefits category broken down by single or family coverage.
- (f) A list, provided annually no later than October 31st of each year, with information to be complete as of September 30th, containing the following information in aggregate form:
- (i) the number of credit hours taught in each semester:
 - (A) by course level (1000-level through to graduate level);
 - (B) by appointment category (Faculty Member, Professional Librarian, Instructor/Academic Assistant and Sessional Lecturer); and
 - (C) by Faculty/Library.

6.04 Provision of Information for Inactive Members

- 6.04.1 The Board shall provide to the Association, in electronic format, on an annual basis no later than October 31st of each year, with information to be complete as of September 30th, a list of Inactive Members that includes the following information:
- (a) name;
 - (b) inactive Member designation start date;
 - (c) inactive Member designation end date;
 - (d) dues paid on their behalf to the Association.

6.05 Information about Assignment of Duties and Workload Equity

- 6.05.1 The Provost or designate shall provide to the Association, in electronic format and on an annual basis no later than October 31st

of each year, the policies and procedures that are required to be established pursuant to [Article 21.04](#).

6.06 Protection and Use of Data Provided for the Administration of the Collective Agreement

- 6.06.1 The Association agrees to respect the confidentiality of personal information and the privacy of Members, and undertakes that information received by the Association for the administration of the Collective Agreement shall not be published or otherwise used in ways that could result in the identification of individual Members' information beyond purposes necessary for the administration of this Collective Agreement.
- 6.06.2 Personal information provided by the Board shall be maintained and used by the Association only for the purposes of operating the Association in accordance with the provisions of the *Post-Secondary Learning Act*, the *Code*, the *Freedom of Information and Protection of Privacy Act*, this Collective Agreement, and any other applicable Provincial or Federal legislation.
- 6.06.3 The Association will maintain in a secure manner personal information provided by the Board.
- 6.06.4 Prior to disposal of any media containing personal information provided by the Board, the Association will ensure that the personal information has been erased or destroyed.

6.07 In the event of unauthorized access to or disclosure of personal Member data, the Parties shall:

- 6.07.1 inform each other as soon as is practicable upon discovery of the unauthorized access or disclosure;
- 6.07.2 work to discover and limit the source and extent of the unauthorized access; and
- 6.07.3 work to recover any lost data and prevent future unauthorized access or disclosure.

6.08 Requests for Additional Information

- 6.08.1 The Board shall make available to the Association, upon written request and within a reasonable time, information on Members not provided in [Article 6](#).
- 6.08.2 [Article 6.08.1](#) shall not be construed to require the Board to compile information in the form requested if such data are not already compiled in the form requested, or to supply any confidential

information, beyond what is required for the administration of this Collective Agreement.

6.09 Anomalies

- 6.09.1 The Association may request a meeting to discuss the information provided in [Article 6](#) with a view to identifying any anomalies and responding to any concerns.

Article 7: Quarterly Labour/Management Meetings

- 7.01** The Parties shall endeavour to meet quarterly, and/or more frequently by mutual consent, on dates scheduled by agreement, for the purpose of addressing matters relevant to the Collective Agreement.
- 7.02** Each Party shall submit to the other Party not less than five (5) Working Days before the scheduled date of each meeting a list of particular matters to be discussed.
- 7.03** No more than five (5) representatives from each Party shall attend such meetings.
- 7.04** Matters that would normally be dealt with in [Article 9](#) shall not be the subject matter of these meetings.

Article 8: Delegation

- 8.01** Any task required herein to be performed by the Board may by the Board's delegation be performed by the President.
- 8.02** Any task required herein to be performed by the President may be delegated by the President as they see fit, and the President may prescribe conditions governing the exercise of any delegated task including the power of sub-delegation.
- 8.03** Any task required herein to be performed by the Vice-President (Academic), or a Dean, may be delegated under the same provisions that apply to the President.

- 8.04** Any task required herein to be performed by the President of the Association may be delegated by them as they see fit, and they may prescribe conditions governing the exercise of any delegated task including the power of sub-delegation.
- 8.05** Where a task required herein is delegated under the provisions of this Article, the force of the performance of that task shall be the same as if performed by the delegator, upon whom the results of the performance shall be binding.
- 8.06** The delegation of a task required herein shall be made known in writing to the Members affected.

Article 9: Grievance and Interpretation

- 9.01** Interpretations, clarifications or specifications of the Collective Agreement, either agreed upon by both Parties or ruled by an arbitrator as part of the resolution of grievances, may be incorporated as clauses or schedules of this Collective Agreement by mutual consent of the Parties.

9.02 Grievance

- 9.02.1 A grievance is a claim that there has been a violation, improper application or non-application of the terms of this Collective Agreement. A grievance shall be settled in accordance with the terms of this Collective Agreement. The time schedule of this grievance procedure or any part thereof may be abridged or extended by mutual consent. Procedures under [Article 9](#) shall be subject to procedural fairness as defined in [Article 2.26](#).
- 9.02.2 Issues of process and procedural fairness are subject to grievance.
- 9.02.3 Subject to [Article 9.02.2](#) the following matters shall not be subject to grievance:
- (a) the outcome of appeals respecting promotion, extension of probation, tenure or salary of a Member;
 - (b) the outcome of a specific process provided by this Collective Agreement that is binding on both Parties; or
 - (c) a request for amendment of this Collective Agreement.
- 9.02.4 At any point in the grievance process the Parties may agree to settle the matter between them with or without the use of mediation.

9.03 Grievance Process

- 9.03.1 A grievance shall be initiated within sixty (60) Working Days following the date upon which the violation, improper application or non-application of this Collective Agreement is alleged to have occurred, or on which the alleged violation should have become known to the Member, Association, or President.
- 9.03.2 A grievance may be initiated by the Association or by the Board.
- 9.03.3 A Member alleging a grievance shall present their allegations to the Association, which holds carriage rights over alleged grievances of Members. The Association shall decide whether or not to pursue the alleged grievance.
- 9.03.4 **Step 1: Informal meeting**
- (a) In the first step of the grievance process, the Parties shall meet informally in an attempt to resolve the issue.
 - (b) The request for the meeting will be made by the Party filing the grievance and the meeting must take place within fifteen (15) Working Days of this request.
 - (c) If the issue is not resolved at this stage, the grievance moves to Step 2.
- 9.03.5 **Step 2: Formal Notice**
- (a) The second step of the grievance process is the formal notification.
 - (b) In the event a grievance is claimed, the grievance shall be presented in writing to the President of the Association (in the case of a grievance by the Board) or the President of the University (in the case of a grievance by the Association) specifying the Article(s) or Section(s) in the Collective Agreement or relevant legislation to which the grievance applies, providing such particulars as appropriate and proposing remedy.
 - (c) Upon receipt of the formal notice, the President of the University (in the case of grievances by the Association) or the President of the Association (in the case of grievances by the Board) shall investigate the grievance.
 - (d) A written report of the investigation shall be presented to the other Party within ten (10) Working Days together with a recommendation or recommendations to resolve the dispute.
 - (e) This report and proposed resolution shall be deemed accepted by the other Party unless the other Party indicates in writing to the contrary within ten (10) Working Days.

- (f) If the other Party does not accept the report and proposed resolution, the parties shall arrange to meet within ten (10) Working Days to attempt to resolve the grievance.
- (g) If this meeting is not held within ten (10) Working Days or the parties are unable to resolve the grievance within five (5) Working Days of this meeting, either Party has the option of proceeding to Step 3: Arbitration.

9.03.6 **Step 3: Arbitration**

- (a) If the President of the University (in the case of grievances by the Association) or the President of the Association (in the case of grievances by the Board) is unsatisfied with the results of the meeting in [Article 9.03.5\(f\)](#) or (in the case of the Interpretation Committee) the meeting in [Article 9.05.1](#), they have the option of referring the matter to arbitration.
- (b) Written notification that the matter is to be referred to arbitration must be provided to the other Party within thirty (30) Working Days of the relevant meeting identified in [Article 9.03.6\(a\)](#).
- (c) When arbitration is required, grievances shall be referred to a single arbitrator.
- (d) The arbitrator shall be appointed by the agreement of the President of the University and the President of the Association within ten (10) Working Days after the President of the University or the President of the Association, as appropriate, has received notice of referral.
- (e) Failing agreement, the arbitrator shall be appointed following provisions of the Alberta Labour Relations Code.
- (f) For the purposes of [Article 9](#), the arbitrator shall conduct the arbitration in accordance with the provisions of the Alberta Labour Relations Code. The arbitrator may assign the costs of the arbitration.
- (g) The arbitrator shall hear the grievance and issue a decision which shall be final and binding upon the parties to the arbitration.

9.04 **Interpretation**

- 9.04.1 Interpretation is a process by which the Board and the Association strike a committee of their respective Presidents to resolve ambiguities or uncertainties about the meaning or application of this Collective Agreement that are not the subject of a grievance.
- 9.04.2 The Interpretation Committee is not to be used to resolve active grievances as defined in [Article 9.02](#). The Committee is used to proactively clear up ambiguities or uncertainties before a grievance arises.

9.05 Interpretation Process

- 9.05.1 The Interpretation Committee shall meet within ten (10) Working Days of the written request of either of its members. This request shall provide a sufficient outline of the issue(s) or Article(s) requiring interpretation.
- 9.05.2 The Interpretation Committee shall issue a written report of its deliberations within five (5) Working Days of its meeting. This report may consist of an agreed upon statement by both members or individual reports by each member.
- 9.05.3 Where the Interpretation Committee members agree upon an interpretation, this interpretation shall become a Schedule of this Collective Agreement.
- 9.05.4 Where the Interpretation Committee members cannot agree upon an interpretation within five (5) Working Days of the meeting of [Article 9.05.1](#), either member may request arbitration according to the procedures of Step 3 of the Grievance Process in [Article 9.03.6](#).

Section 2: Applicable to ALL Members

Article 10: Appointment of Members

10.01 Kinds of Appointment

10.01.1 Members may be offered one of the following types of appointment:

- (a) a Continuing Appointment/Appointment with tenure;
- (b) a Probationary appointment;
- (c) a Term appointment (with conversion);
- (d) a Term appointment (without conversion); or
- (e) a Sessional Lecturer appointment.

10.02 Continuing Appointment/Appointment with Tenure

10.02.1 An initial Continuing Appointment/Appointment with tenure shall be subject to the provisions of [Article 27.02.2](#).

10.03 Probationary Appointment

10.03.1 A probationary appointment means that the Member will be considered for Extension of Probation, for Continuing Appointment, or for tenure.

10.04 Term Appointment (With Conversion)

10.04.1 A Term appointment may contain provisions for conversion into a probationary appointment on two bases:

- (a) that the Term appointment is made in an area reliant on contingent funding that may become permanent. In this case, the letter of appointment shall specify the conditions under which conversion may occur, such as the availability of continuing funding for the position, attainment of academic credentials, and satisfactory performance of the duties for which the appointment was made.
 - (i) If there is more than one (1) qualified candidate eligible for the probationary appointment under the terms of the most recent Term appointment, a duly appointed Search Committee will recommend one of the candidates for appointment.
- (b) upon attainment of specific academic credential(s).

10.04.2 The letter of appointment shall specify all conditions on which the conversion may depend, including any of the following that apply:

- (a) the availability of continuing funding;
- (b) the specific academic credential(s) which must be attained;
- (c) whether the conversion shall occur
 - (i) automatically upon fulfilment of conditions such as the attainment of the credential(s), or
 - (ii) subject to a recommendation of an STP Committee, upon fulfilment of conditions; and
- (d) the time by which the credential(s) must be attained, which shall normally not be later than the first (1st) Working Day of January of the year in which the Term appointment ends.

10.04.3 If the conversion occurs under the conditions of the Term contract, in [Article 10.04.2](#) above, the probationary appointment shall be deemed to have begun with the current Term appointment. At their request, an Instructor/Academic Assistant may have prior service at the University considered as comprising part of the probationary period of [Article 27.01.3\(a\)\(ii\)](#), under the condition of [Article 27.01.3\(c\)\(ii\)](#).

10.04.4 For purposes of conversion under [Article 10.04.2\(c\)\(ii\)](#) above, the current STP Committee may be convened at any time during its term.

10.04.5 When the credential(s) specified in [Article 10.04.1\(b\)](#) above is/are attained after October first (1st) but on or before the first (1st) Working Day in January of the year in which the Term appointment ends, the current STP Committee shall have jurisdiction to decide both the matter of conversion of the contract and, if required, the extension of probation.

10.05 Term Appointment (Without Conversion)

10.05.1 A Term appointment shall be for a contractually limited period. It shall not carry any implication that the Member will be considered for further appointment, extension or renewal unless special provision for conversion into a probationary appointment as specified in [Article 10.04](#) is made in the original letter of appointment.

10.05.2 Except for such provision as specified in [Article 10.04](#), a Term appointment shall not be made except under one or more of the following conditions:

- (a) that the appointment is a replacement for a Member on leave or on another assignment of duties. Normally, such an appointment will be limited to the semesters that include the relevant leave or reassignment;
- (b) that the appointment is of someone unqualified for Continuing Appointment because a person with the required qualifications is not available at the time;

- (c) that the duties connected with the appointment are for a limited period and are expected to be no longer required after the specified date;
- (d) that the appointment is caused by the sudden unforeseen departure of a Member;
- (e) that the appointment is to afford flexibility in program development for a specified period as determined by the Vice-President (Academic); or
- (f) that the appointment has been made by the Dean in response to a failed search (see [Article 25.03.2](#)).

10.05.3 Consecutive Term appointments for which the assigned duties of the Member have not changed (in the case of Instructors/Academic Assistants this applies to appointments in consecutive Academic Years for which the assigned duties have not changed significantly) will:

- (a) not exceed a cumulative period of appointment of six (6) years;
- (b) be made at the same or higher rank; and
- (c) be made at a salary no less than the previous appointment.

10.05.4 For Instructors and Academic Assistants, Term appointments for less than a year shall be remunerated at the full-time salary rate for the term of the appointment when assigned duties are at the full-load equivalent. When consecutive Term appointments result in a cumulative load of one-half (0.5) full-load equivalent or greater for the Academic Year, the Member shall receive financial compensation in lieu of benefits.

10.05.5 Term appointees will be informed by the Dean at the earliest possible opportunity if there will be a recommendation to the Board to renew or extend the Term appointment. Any renewal or extension shall be in accordance with [Article 10.05.2](#).

10.05.6 As part of a recommendation for a Term appointment, the Dean will recommend to the Board the rank at which the appointment will be made.

10.06 Sessional Lecturer Appointment

10.06.1 Whenever reasonably practicable the Board shall use continuing Instructor/Academic Assistant and tenure-track Faculty Member/Professional Librarian appointments to meet the continuing academic staffing needs of the University.

10.06.2 When one or more of the following conditions exist, the Dean may recommend the appointment of a Sessional Lecturer:

- (a) to replace a Member who is on leave or on another assignment of duties;
- (b) when the search for an individual with the required qualifications for an advertised continuing position is unsuccessful;
- (c) when the appointment is for a pilot project of limited duration;
- (d) when unanticipated enrolment increases make such an appointment necessary in the short term;
- (e) to integrate members of a professional or other community into the University's teaching program;
- (f) to provide time-limited experience in teaching to post-doctoral fellows, research associates, or graduate students; or
- (g) when a person with the required qualifications fills a limited ongoing pedagogical need of a Department/Area or Faculty/Library curriculum.

10.06.3 Sessional Lecturers may teach no more than three (3), three (3)-credit hour courses in an Academic Year. If a Sessional Lecturer is appointed to teach more than one (1) course in a semester or session, they shall be appointed at the rank of Sessional Lecturer II for each course that they are teaching in that semester or session.

10.06.4 When an appointment is made under [Article 10.06.2\(g\)](#), a Sessional Lecturer contract may be offered covering a number of consecutive Fall and Spring semesters, or Summer Sessions, in recognition of the ongoing contribution of such a Sessional Lecturer to the University and in light of the ongoing pedagogical need of a Department/Area, or Faculty/Library curriculum.

10.07 Effective Dates

10.07.1 *Term and Sessional Lecturer Appointments*

- (a) A Term or Sessional Lecturer appointment may commence at any date during the year.

10.07.2 *Probationary Appointments and Continuing Appointments/Appointments with Tenure*

- (a) The normal appointment year shall be from July 1st to the following June 30th. However, it shall be possible for an appointment to be made effective at other times of the year.
 - (i) For an appointment taking effect after July 1st but no later than September 1st of a year, the first appointment year shall end on the following June 30th.
 - (ii) For an appointment that becomes effective after September 1st, the first appointment year shall end a year from the immediately following June 30th.

10.08 Procedure

- 10.08.1 The Board shall establish and authorize the filling of each position to which the provisions of this Collective Agreement apply, and shall specify the kind of appointment that may be made and the rank or ranks approved for the appointment.
- 10.08.2 Probationary Appointment ([Article 10.03](#)) and Continuing Appointment/Appointment with tenure ([Article 10.02](#)) positions shall be advertised on the University's Human Resources web site, the "CAUT Bulletin", and other appropriate media. Except when time does not permit, all other positions shall be advertised at least on the University's Human Resources web site.
- (a) Faculty Member/Professional Librarian Probationary Appointments and Appointments with tenure shall also be advertised in "University Affairs".
 - (b) In the case of Sessional Lecturers, this shall mean that within twenty (20) Working Days of the commencement of each Academic Year, a call for applications to fill prospective Sessional Lecturer employment opportunities shall be posted on the Human Resources Careers web page. This call shall include disciplinary areas and levels of instruction for which Sessional Lecturers are most likely to be required.
- 10.08.3 Additional procedures for the appointment of Sessional Lecturers are laid out in [Article 38](#).
- 10.08.4 ***Additional Procedure for Appointments of Members other than Sessional Lecturers***
- (a) Applications for the position shall be considered by a duly established Search Committee which shall recommend to the Dean a candidate or candidates for the position.
 - (b) Criteria for hiring shall be limited to qualifications related to the position as approved and advertised. Personal and social compatibility shall not be used as criteria for appointment. Considerations of contribution to the University by spouses or other personal relations are irrelevant, unless the contributions would occur in the form of a University position subject to appropriate procedures.
 - (c) If the Dean approves a recommended candidate, they shall send the candidate a written offer of appointment, provisional upon ratification by the Board, specifying the effective date, rank, salary and other conditions, including Canadian immigration requirements where applicable, contact information for the Association, and the URL for this Collective Agreement.
 - (i) In the case of an Instructor/Academic Assistant position, the written offer shall also include the Position Description.

- (ii) In the case of a Faculty Member/Professional Librarian position, the written offer shall also include the number of years assigned toward the Academic Career ([Article 2.02](#)). See also [Schedule M](#).
- (d) If the Dean rejects the recommendation of the Search Committee, their reasons shall be given to the President and to the Committee chair, and they shall request the Search Committee to recommend another candidate or candidates. In the case of an Instructor/Academic Assistant position, the reasons may be given to the Vice President (Academic) instead of to the President, and shall also be communicated to the Association.
- (e) In the event that a provisional offer of appointment is accepted, the Dean shall recommend the appointment of that candidate to the President, who shall report the Dean's recommendation to the Board for ratification. In the case of an Instructor/Academic Assistant candidate, consideration for ratification is by the Vice-President (Academic) on behalf of the Board.
- (f) If a recommendation for appointment is ratified, the President shall send an official letter of appointment to the candidate specifying the terms and conditions of the appointment.
- (g) The letter of appointment (including the Position Description in the case of an Instructor or Academic Assistant), countersigned by the appointee, and the Collective Agreement together constitute an agreement of appointment between the appointee and the Board. Amendments to the Collective Agreement shall become part of such agreement of appointment.

10.09 Relocation Allowance (does not apply to Sessional Lecturers)

10.09.1 Refer to [Schedule B.11](#).

Article 11: Rights and Responsibilities

11.01 Academic Freedom

11.01.1 The Board and Association recognize the need to protect academic freedom. Academic freedom is generally understood as the right to teach, engage in scholarly activity, and perform service without interference and without jeopardizing employment. This freedom is central to the University's mission and purpose and entails the right to participate in public life, to criticize University or other administrations,

governments or public figures, to champion unpopular positions, to engage in frank discussion of controversial matters, to raise questions and challenges which may be viewed as counter to the beliefs of society, and to act according to the Member's standards as a professional in the Member's field.

- 11.01.2 Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching, scholarly activity and service in an honest and careful search for knowledge.
- 11.01.3 Members shall respect the academic freedom of others despite differences of opinion.
- 11.01.4 Academic freedom does not diminish the obligation of Members to fulfill their duties and responsibilities as defined within this Collective Agreement.
- 11.01.5 The Board and the Association recognize their respective responsibilities to defend academic freedom as specified in [Article 11](#). These responsibilities include, but are not limited to:
 - (a) providing legal support to Members in matters that arise from the exercise of academic freedom in accord with [Article 11](#);
 - (b) educating Members on the rights and responsibilities related to academic freedom; and
 - (c) promoting academic freedom.
- 11.01.6 When addressing themselves to the community at large, Members retain the rights and responsibilities which flow from the concept of academic freedom as defined in [Article 11](#).

11.02 General Rights and Responsibilities

- 11.02.1 The Board and the Association shall make efforts to promote and preserve good will among all members of the University community.
- 11.02.2 The Board recognizes a duty to provide, and Members have the right to:
 - (a) a safe workplace free from unfair discrimination, harassment, or abuse of authority; and
 - (b) facilities and support services consistent with a Member's duties and responsibilities as identified in this Collective Agreement.
- 11.02.3 Procedures for the resolution of complaints regarding [Article 11.02.2](#) shall be without recrimination or retribution unless the complaints are frivolous or vexatious.
- 11.02.4 Prospective or former Members shall not be expected to perform duties before or after the term of their appointment without being

appropriately compensated, when those duties are related to their appointment as a Member. Compensation shall be on a pro-rated basis, based on the rate associated with the Member's contract.

11.02.5 *Freedom from Discrimination*

- (a) There shall be no unfair discrimination, interference, restriction or coercion practiced with respect to any Member in regard to any terms or conditions of employment by reason of age, race, colour, ethnicity, national origin, philosophical, political, or religious affiliation or belief, gender, sexual orientation, marital status, or physical disability, or contrary to the provisions of any relevant legislation.
- (b) There shall be no unfair discrimination practiced with respect to any Member in regard to any terms or conditions of employment by reason of family relationships.

11.02.6 *Participation and Accompaniment*

- (a) Except as provided in [Articles 11.02](#) and [11.04](#), Members shall have the right to express opinions and to participate by means of their representatives in procedures provided by this Collective Agreement, and in the selection of academic administrators.
- (b) The Association has the right to be represented and to represent Members at meetings that deal with disciplinary action. With advance notice by either Party, legal counsel may attend the meeting.
- (c) Members have the right to be accompanied by another individual of the Member's choosing in all procedures specified in this Collective Agreement, provided that:
 - (i) the individual is a Member or staff member of the Association;
 - (ii) the individual is not the President of the Association;
 - (iii) the individual is not precluded by [Article 11.04](#) from such an accompaniment role. In the case of a dispute, resolution shall be as provided for in [Article 11.04.6](#); and
 - (iv) if the Board indicates that legal counsel will be attending the procedure, the Member may be accompanied by a representative delegated by the Association.
- (d) The Member exerting their right under [Article 11.02.6\(c\)](#) has no obligation to justify the accompaniment but shall identify the accompanying individual in advance.
- (e) A Member may waive their right under [Article 11.02.6\(c\)](#).

11.02.7 **Representation to the Board**

- (a) A Member shall have the right to make written representation to the Board through the President.

11.02.8 **Ownership of Documents and Communication**

- (a) This Collective Agreement recognizes two (2) types of documents, including electronic records and correspondence:
 - (i) documents and records, including electronic records (excluding any personal notes or annotations) held by Members acting in administrative roles, such as Chairs, Coordinators, or Assistant Deans, which are related to those administrative duties and reflect administrative communications between Chairs, Coordinators, Assistant Deans and other academic and non-academic members of staff. Such documents belong to the Board; and
 - (ii) those communications which reflect confidential academic conversations among academic colleagues. Such documents belong to the Member.
- (b) It is agreed that the ownership of categories of documents which are neither [\(a\)\(i\)](#) nor [\(a\)\(ii\)](#) in [Article 11.02.8](#) shall be resolved using the procedures of [Article 9.04](#) of this Collective Agreement, subject to the applicability of relevant legislation.

11.02.9 **Other Rights**

- (a) Members have the right to:
 - (i) maintain order and safety in the classroom, lab or other teaching or research situation and to limit the access of persons who are abusive, disruptive or who otherwise violate the rights of Members, students, or other people authorized to be present;
 - (ii) assistance of security personnel regarding the maintenance of such order, safety and limitations of access; and
 - (iii) rule on the use by students of recording devices in the classroom, laboratory, or analogous learning situation, subject to reasonable accommodation of student needs and recognizing that both the Board and the Members have an obligation to accommodate students with disabilities.

11.03 **Responsibilities of Members**

- 11.03.1 Members shall act fairly towards students, staff, other Members, Board members and administrators. There shall be equitable treatment, no unfair or irrelevant discrimination, objective assessment of performance, due respect for opposing ideas, due

acknowledgement of intellectual indebtedness, due respect for privacy and confidentiality, and compliance with this Collective Agreement. Members shall execute their duties in a manner consistent with reasonable, professional expectations, and within the constraints imposed by all legal requirements including this Collective Agreement.

11.03.2 ***Responsibilities of Members as Teachers and Supervisors of Students***

- (a) Members shall have the following responsibilities as teachers and supervisors of students:
 - (i) Members shall maintain a scholarly competence and pedagogic effectiveness;
 - (ii) Members shall discharge their instructional responsibilities in accordance with procedures established pursuant to the provisions of the Post-Secondary Learning Act;
 - (iii) Members who provide instruction shall comply with procedures established pursuant to the provisions of the Post-Secondary Learning Act for reporting the grades of their students. Where such grades are reviewed by Department, Faculty or University committees, Members should be available for the duration of the committee's work if so required by the committee. If this Article requires the availability of a former Member after the end of their contract, the former Member shall be compensated on a pro-rated basis, based on the rate associated with their contract;
 - (iv) Members shall not cancel or terminate scheduled instruction assigned under [Article 21](#) except for good reason, shall give their students notice of such cancellation together with notice of any alternative instruction or rescheduling of the cancelled instruction and shall inform their Dean or designate, with reasons for the cancellation;
 - (v) Members shall be reasonably available for out of class discussions with students. Students shall have equal opportunity for such discussions;
 - (vi) Members shall treat students fairly in class and shall reasonably accommodate individual instructional needs;
 - (vii) Members shall not accept pay for tutoring a student in any subjects in which the Member is responsible for giving classroom instruction to that student but may recommend tutors who may do so provided that no benefit, direct or indirect, accrues to the Member for that referral;
 - (viii) Members shall not require students in evaluative and/or supervisory relations to the Member to provide any services to the Member outside a formal, employer/employee relationship in the context of that relationship that are

inappropriate to the nature of that relationship. Any employer/employee relationship entered into by a Member shall be reported by the Member to their Dean.

- (ix) A personal, intimate relationship is one where there exists reasonable apprehension of bias between a Member and a student, and which may be perceived as conferring upon one of them an unfair advantage or subject one of them to an unfair disadvantage. Such relationships may therefore be perceived as a conflict of interest with respect to any evaluative and/or supervisory relationship between the Member and the student.
 - (A) A Member who is involved in a personal, intimate relationship with a student shall not have a supervisory and/or evaluative relationship with that student.
 - (B) A Member shall not become involved in a personal, intimate relationship with a student with whom the Member has a supervisory and/or evaluative relationship.

11.03.3 ***Responsibilities of Members as Scholars/Creators***

- (a) When a Member engages in scholarly/creative activity, they have the following responsibilities as a scholar/creator:
 - (i) All scholarly/creative activity conducted by Members within the University shall have as its primary objectives:
 - (A) creating and disseminating works of aesthetic or intellectual value;
 - (B) increasing and disseminating knowledge and understanding; or
 - (C) improving their scholarly competence as teachers, including the keeping abreast of recent developments in their disciplines.
 - (ii) Members engaged in research, scholarly or creative work are expected to show scholarly/creative integrity therein, and to endeavour to disseminate the results of their scholarship/creativity or exhibit the results of their creative work. Gross misconduct in scholarly/creative activity means:
 - (A) fabrication, falsification, or plagiarism, but not factors intrinsic to the process of scholarly/creative activity, such as honest error, conflicting data or differences in interpretation or assessment of data, or of experimental design;
 - (B) significant failure to comply with relevant federal or provincial statutes or regulations; or national or international standards for the protection of investigators, human subjects, or the health and safety

of the public, or for the welfare of animals; or significant failure to meet other legal requirements that relate to the conduct of scholarly/creative activity;

- (C) failure to reveal any relevant and substantial conflict of interest to the agencies funding the Member's University scholarly/creative activity, to those who commission such scholarly/creative activity, to an editor or to an agency requesting the Member to undertake reviews of grant applications or manuscripts for publication, or to an agency requesting the Member to test products for sale or distribution to the public; or
- (D) failure to reveal to the Board any material financial interest in a company that contracts with the University to supply goods or services directly pertaining to the Member's University scholarly/creative activity. Material financial interest includes ownership, substantial stock holding, a directorship, substantial honoraria or consulting fees, but does not include routine stock holding in a large publicly traded company.

(iii) Members shall indicate their affiliation with the University and their reliance on the work and assistance of others, if any, in their scholarly/creative works.

11.03.4 *Responsibilities of Members (excluding Sessional Lecturers) in Administrative and Committee Work*

- (a) Members (excluding Sessional Lecturers) shall have the responsibilities in administrative and committee work to be active members of their academic units and Faculty Councils, and are expected, when called upon, to participate to a reasonable extent in other bodies dealing with University governance.

11.04 Conflict of Interest and/or Commitment

- 11.04.1 Members are expected to avoid actual or potential conflicts of interest and/or commitment as defined in [Article 11.04](#).
- 11.04.2 No Member shall knowingly participate in any decision-making process that directly and preferentially benefits the Member or any individual with whom the Member has an immediate family, financial, personal or business relationship.
- 11.04.3 An actual or potential conflict of interest arises when a Member is placed in a situation in which their personal or financial interests or the interests of their immediate family, or persons with whom the Member has a personal or business relationship, conflict or appear to conflict with their responsibilities to the University as provided in this Collective Agreement.

11.04.4 An actual or potential conflict of commitment arises when the external activities or commitments of a Member are so substantial or so demanding of the Member's time and attention that they interfere with their responsibilities to the University as provided in this Collective Agreement.

11.04.5 The existence of a current or anticipated conflict of interest and/or current or anticipated conflict of commitment does not necessarily preclude the Member's involvement in the situation where the conflict has arisen, or may arise. There may be situations where a conflict of interest and/or conflict of commitment once declared can be managed so as to enhance rather than undermine the Member's contributions to the University.

11.04.6 ***Process for Resolving Conflicts of Interest***

- (a) If there is reasonable cause to believe that a current or anticipated conflict of interest and/or current or anticipated conflict of commitment may exist, the Member must formally disclose it in writing to the Member's Dean as soon as possible after the Member becomes aware of it.
- (b) Following consultation with the Member and other appropriate persons, the Dean will notify the Member whether a current or anticipated conflict of interest and/or conflict of commitment exists and if so, decide how it is to be resolved or managed. The Dean shall state in writing the appropriate manner in which to deal with the current or anticipated conflict of interest and/or conflict of commitment.
- (c) Consultation and notification shall be conducted in an expeditious manner and approval for proposals to resolve or manage conflicts of interest and/or conflicts of commitment shall not unreasonably be withheld.
- (d) The decision of the Dean shall be subject to appeal to the Vice-President (Academic).

11.05 Complaints about Members

11.05.1 Complaints about a Member alleging a violation of [Article 11.02](#) shall be addressed to the Member, unless the complainant has good reason to fear personal harm or offense. If so, or if the complainant is dissatisfied with the response, the complaint shall be addressed to the Member's Dean, with copies to the Association.

11.05.2 If the Dean cannot hear, receive or act on the complaint(s) in a reasonable time, or should not hear or receive the complaint(s) for reasons of a reasonable apprehension of bias, the complaint(s) shall be referred to that person among the remaining Deans with the most decanal service at the University, and this person shall have the

authority to act as the appropriate Dean in this matter. If necessary, the Office of the Vice-President (Academic) shall direct the complaint to the appropriate Dean.

- 11.05.3 Complaints about a Member that are found to have merit may be entered into the Member's Personal File by the Dean, following the procedures in [Article 14.11](#) (Materials other than confidential letters of reference), and may be subject to other actions under the provisions of [Article 19](#).
- 11.05.4 In the event that action against the Member is taken under [Article 19](#), the complainant may be informed under condition of confidentiality with respect to the disposition of their complaint.

Article 12: Equity, Diversity, and Inclusion (EDI)

12.01 In accordance with [Article 11.02.5](#) (Freedom from Discrimination), the Board and the Association are committed to promoting equity, diversity, and inclusion in the Academic Staff complement employed at the University.

12.01.1 The Parties are committed:

- (a) to the creation and promotion of policies, practices, and systems shown by research to have a favourable effect on the recruitment, hiring, salary, retention, and promotion of members of the Academic Staff complement from diverse groups including, but not limited to, protected characteristics identified by legislation;
- (b) to the identification and revision of policies, practices, and systems shown by research to have an unfavourable effect on the recruitment, hiring, salary, retention, and promotion of members of the Academic Staff complement from diverse groups including, but not limited to, protected characteristics identified by legislation;
- (c) to recognize and support the value that diversity brings to the academic activities of the University; and
- (d) to promote and support a positive and inclusive working climate for all Members.

12.01.2 The Parties agree that in the evaluation of candidates for initial appointment, reappointment, salary, Continuing Appointment, tenure and/or promotion:

- (a) the criteria used in Academic Staff Collective Agreement procedures must not systematically discriminate against any Member and shall be reviewed periodically to ensure that they do not undervalue work of any group of Members; and

- (b) Members shall not be disadvantaged by reason of career interruptions related to any ground protected by legislation.

12.01.3 **Joint Committee on EDI**

- (a) The Parties agree that there shall be a Joint Committee on EDI (JCEDI). The JCEDI will include three (3) Board representatives and three (3) Association representatives who are Members. JCEDI membership should draw on the broad diversity of perspectives and EDI expertise of University administration and the Association. Committee members shall normally serve two to three (2–3) year staggered terms as best meets the Committee’s needs, ensuring some continuity within the JCEDI at any time.
- (b) Each Party shall designate one (1) of its representatives as a co-chair.
- (c) Quorum shall consist of at least two (2) Board representatives and at least two (2) ULFA representatives who are members of the JCEDI. The vote of an absent member may be cast by a proxy (designated by that member), but shall not count toward quorum.
- (d) The purpose of the JCEDI is to work collectively to:
 - (i) identify EDI issues that may affect Academic Staff and that may require study and redress;
 - (ii) provide advice around possible approaches for addressing these issues; and
 - (iii) ensure regular and systematic collecting, monitoring, and reporting of data regarding EDI issues.
- (e) The Office of the Executive Director of EDI and the JCEDI may exchange advice and available information where the JCEDI deems that information is necessary and relevant to its work.
- (f) The Board and the Association shall cooperate with and provide training, where appropriate, to JCEDI members.
- (g) The Board and the Association representatives participating in the JCEDI shall comply with privacy obligations established by legislation or this Collective Agreement. The JCEDI representatives may share information with the Association Executive or the Board, provided the JCEDI approves the content and timing of the information to be shared.
- (h) The JCEDI shall report annually on its activities to the Board and the Association, reflecting the University’s progress and standing on EDI issues reviewed or currently under study, including relevant aggregate data.

12.01.4 **EDI Studies**

- (a) The Parties agree that EDI studies, including pay equity studies, will
 - (i) be conducted with the appropriate regularity pertaining to the topic of exploration;
 - (ii) be conducted according to best practices in post-secondary education; and
 - (iii) have any inequities discovered by any pay equity study redressed within a reasonable timeframe, normally not to exceed twelve (12) months of the study's completion, unless mutually agreed otherwise by the Board and the Association.
- (b) The process, scope, and time frames for each study will be determined by the JCEDI, using expert advice. In addition to any other relevant outcomes, each study shall include recommendations for revision of practices and procedures that have the potential to, or in fact do, adversely affect any marginalized or equity-deserving group.
- (c) The JCEDI may recommend procedures and methodologies for any EDI study.
- (d) No Member shall have their salary reduced as a result of this Article.

12.02 **Accommodation**

12.02.1 The Board and the Association have an obligation to accommodate Members on any grounds protected by legislation, up to the point where it causes undue hardship to the University. This requires meaningful accommodation across the full range of assigned duties (teaching, research, and service), for all categories of academic staff, at all stages of career, and with respect to all configurations of assigned duties, including any configuration of duties assigned under a study leave arrangement.

12.02.2 Accommodation is understood as any temporary or permanent measure used to remove a barrier which prevents an otherwise qualified Members from performing all or part of their normal duties to at least satisfactory performance standards. Accommodation may include, but is not limited to:

- (a) adjustments to physical workspace;
- (b) provision of tools or equipment;
- (c) modification of a Member's duties, workload, or work practices; and/or

- (d) modification of work plans, annual assessments or timing of probationary/re-appointment/Continuing Appointment/tenure/promotion reviews.
- 12.02.3 The purpose of accommodation is to promote the Member's full participation and integration into the workplace. The Member therefore has the right to suggest reasonable accommodations.
- 12.02.4 A Member may be required by the Board to provide relevant documentation to support an accommodation request. In the case of mental or physical disability, an appropriate Medical Certificate (as defined in [Article 2.18](#)) shall be required. Costs associated with documentation required by the Board to establish and support the duty to accommodate request shall be covered by the Board.
- 12.02.5 The Board will offer biannual training to Members regarding the legal right to accommodation and the requirements and processes associated with providing those accommodations, and will ensure that supervisors of academic staff have regular training on these issues.

Article 13: Criteria for Performance Evaluation

13.01 Teaching Effectiveness

- 13.01.1 Effectiveness as a teacher implies a concentrated and successful effort to create the best possible learning situation for students. It involves continuing attention to course work, course design and related activities; and to the supervision of students in alternative modes of learning. It may involve participation in seminars and colloquia, the design of innovative methods of teaching, or other contributions to the teaching activities of the University and beyond. Effectiveness in teaching may be assessed by a variety of means including but not limited to: self-reflection; appraisals by fellow Members or pedagogical experts; examples of lectures, class materials, exams and assignments; presentations, articles and practice guides; prizes or awards; evidence of pedagogical leadership, impact, mentorship of others; receiving mentorship or training. When student appraisals are used:
- (a) an appropriate, user-friendly, intelligible and easily accessible mode of presentation of these data shall be used;
 - (b) the data is relevant to the individual Member and comparisons between Members based on this data shall not be used to evaluate teaching effectiveness; and
 - (c) assessors and evaluators shall be educated in inherent and systemic biases in certain kinds of student appraisals of teaching

effectiveness, and shall take these biases into account when using such appraisals.

13.02 Performance as a Professional Librarian

13.02.1 Effectiveness as a Professional Librarian is the primary criterion for the performance of Professional Librarians. Factors to be considered include the ability to perform consistently at an appropriate professional level in such areas as reference and information service, collection development, bibliography and cataloguing; instruction in library use and research methods; management of library personnel and operations; and innovative development of library services, collections, and operations.

13.03 Research, Professional Development, Scholarly Work, and Creative Activity

13.03.1 Efforts shall be made to evaluate the quality and originality of both published and unpublished scholarly work; "publication" in this context shall be interpreted to include exhibitions and performances, as appropriate. For Professional Librarians, scholarly work includes work which has had an impact upon the profession of librarianship, the provision of library services, or the dissemination of information and knowledge.

13.03.2 In the case of Professional Librarians, recognition is given to personally initiated research conducted over and above regularly assigned Performance as a Professional Librarian.

13.03.3 For Faculty Members, research/creative/scholarly work shall be evaluated which:

- (a) concerns topics, ideas, theories, or methods used in the teaching program of the Member's Department, including the scholarship of teaching and learning or, where there is no department, comparable administrative unit;
- (b) directly relates matters arising from [Article 13.03.3\(a\)](#) above to topics, ideas, theories, or methods of other areas in interdisciplinary fashion; or
- (c) concerns topics, ideas, theories, or methods in the teaching programs of other areas.

13.03.4 For Professional Librarians, research and professional development which shall be considered for evaluation:

- (a) concerns topics, ideas, theories, or methods used in the performance of professional activities;

- (b) directly relates matters arising from [Article 13.03.4\(a\)](#) above to topics, ideas, theories, or methods of other areas in interdisciplinary fashion.
- 13.03.5 Beyond [Articles 13.03.3](#) and [13.03.4](#), the onus shall lie with the Member to demonstrate that their work should be evaluated.
- 13.03.6 Factors that may be considered in the evaluation of research and creative activity include, but are not limited to, grant application writing; the publication of books, monographs and contributions to edited books; papers in both refereed and non-refereed journals; the academic planning of, or papers delivered at, professional meetings; consulting work and other professional activities involving research competence; participation in panels; any other dissemination to appropriate communities; unpublished research including current work in progress; editorial duties; refereeing; creative works and performances; and scholarship as evidenced by the Member's depth and breadth of knowledge and general contributions to the research life of the University.
- 13.03.6 For Professional Librarians, factors may also include the innovative development of library service, collections, or operations which have an impact on the profession of librarianship, and scholarship as evidenced by the candidate's advanced study and research in library and information science and/or a subject specialization.

13.04 Service to the University and to Society

- 13.04.1 Service shall generally be seen as contribution to the smooth running or effectiveness of organisations, groups, and individuals. Service includes professional evaluation of scholars and of scholarly work. Members contribute at many levels to the functioning of the University through administrative work, committee assignments, and mentorship. Service encompasses service to students, to colleagues, to the University, service to professions, and service to the community, to the public, or to society, as it relates to the Member's University appointment.
- 13.04.2 Recognition shall be given to the contribution of the Member to the intellectual life and academic climate of the University through for example:
 - (a) non-teaching support provided to students and to student groups; support, mentorship, and feedback provided to colleagues; seminars, recitals, discussions, readings and debates; outreach and recruitment for the University;
 - (b) contributions to the functioning of the University through activities and work on University, Faculty, Library, Department/Area/Program, and Association committees, working groups and task forces, as well as work for specialized units such as Research Services or the Teaching Centre;

- (c) administrative activities related to the research and teaching functions of the University through duties such as Department/Area Chair or through other administrative assignments.

13.04.3 Recognition shall also be given for service to professions and to professional associations, including the administrative organisation of workshops and conferences. General contributions to society shall include arranging for or delivering public lectures, contributions to and participation in professional, academic, or governmental activities and organizations, and service to organizations, groups, or individuals in the community that relates to the Member's University appointment by making available the Member's expertise and knowledge.

13.04.4 Service obligations to communities that arise as a result of research are also recognized as valid and valuable contributions, and shall be recognized as either research or service at the Member's discretion.

13.05 Within the limitations set by the provisions of this Article, Faculty Councils or the Professional Librarians' Committee may develop supplementary policies, subject to the approval of the General Faculties Council, relating to the criteria in [Article 13](#). Such policies shall be readily available and the location made known to all affected Members. Such policies are secondary to this Collective Agreement and may neither restrict nor prescribe outside the criteria in [Article 13](#).

13.06 Personal or social compatibility shall not be a criterion for performance evaluation, including but not limited to extension of probation, tenure, promotion, or salary increments.

Article 14: Personal Files

14.01 The appropriate Dean shall maintain a Personal File for each Member for purposes defined by this Collective Agreement.

14.02 Personal Files shall be kept in accordance with the University's Records Management Policy.

14.03 A Personal File shall contain only personal information relating to the Member's employment and educational history and other information necessary for the administration of this Collective Agreement.

14.04 The Member's Personal File shall not include records or testimony pursuant to

14.04.1 the Employee and Family Assistance Program (EFAP);

14.04.2 any confidential mediation process.

14.05 All materials considered by a Personnel Committee regarding a Member and all materials forming the basis of a disciplinary decision regarding a Member shall have been entered in that Member's Personal File.

14.06 All use of material in the Personal File shall be in accordance with the principles of procedural fairness and principles of natural justice, defined in [Article 2.26](#).

14.07 Access

14.07.1 Information contained in a Personal File shall be made available to persons who require access to perform their duties as specified by an Article of this Collective Agreement. In the conduct of their duties, Senior Academic Administrators shall have access to the Personal Files at all times.

14.07.2 A Senior Academic Administrator may seek internal or external advice about items in a Member's Personal File subject to and in compliance with the requirements of any relevant legislation. Otherwise, the information shall be made available only as authorized in writing by the Member, or as required by law.

14.07.3 Copies of documents in a Member's Personal File must be handled to the same standard of access and security as the originals, and may be made only for Collective Agreement purposes.

14.08 Curriculum Vitae

14.08.1 A Member shall maintain a curriculum vitae in their Personal File; it shall be updated annually as part of the documentation submitted in relation to Professional Activities reporting, or at the commencement of each contract period if the Member is a Sessional Lecturer.

14.09 Confidential Letters of Reference

14.09.1 A Member's Personal File shall include all confidential letters of reference pertaining to that Member.

14.09.2 Unless otherwise designated by the author of the letter, subject to [Article 14](#) all letters containing assessments of a Member's performance shall be deemed confidential.

14.09.3 All confidential letters of reference shall be signed and dated by their authors; letters which are not signed and dated shall not be entered into a Member's Personal File.

- 14.09.4 When the President or Dean requests a confidential letter of reference, they shall inform the referee of the provisions of [Article 14](#) respecting disclosure of confidential information.
- 14.09.5 Before confidential information is disclosed concerning letters of reference that have not been solicited by the President or Dean, the President or Dean receiving such letters shall inform the author of the unsolicited letter of the provisions of [Article 14](#) in writing. The unsolicited letter shall be destroyed or returned, whichever is more appropriate, if the author of the letter does not respond or refuses to agree with the provisions of [Article 14](#).
- 14.09.6 Letters of assessment submitted by a Member for inclusion in their Personal File shall be dealt with in accordance with [Article 14.11](#).

14.10 Fair summary of confidential letters of reference

- 14.10.1 A Member shall, upon written request, be given by the President or Dean the names of authors of the confidential letters of reference in their Personal File with a fair summary of the contents of those letters, except where fewer than three letters are involved, in which case only the fair summary shall be provided. In this context a fair summary may include quotations from the letter itself.
- 14.10.2 The President or Dean shall attempt to preserve confidentiality; however, the requirement of a fair summary shall take precedence over the need for confidentiality where there is a clear conflict between the two principles.
- 14.10.3 The decision of the President or Dean respecting a fair summary and the manner of preservation of confidentiality shall be subject to Interpretation under [Article 9](#).
- 14.10.4 When a fair summary is presented to a committee in the course of a process under this collective agreement, the Committee members shall have access to the original letter and a right to comment on the accuracy and suitability of a fair summary provided.

14.11 Materials Other Than Confidential Letters of Reference

- 14.11.1 Materials other than confidential letters of reference may be entered into a Member's Personal File only if they are signed and dated by the author and/or institutional source and comply with [Article 14.03](#).
- 14.11.2 The Member shall be informed within ten (10) Working Days that materials have been placed in their Personal File.
- 14.11.3 Materials not signed and dated shall enter a Member's Personal File only with that Member's written authorization in each specific instance.

- 14.11.4 Electronic mail is considered material that is not signed unless signed with a valid digital signature.

14.12 Materials Obtained Pursuant to the Evaluation of Teaching

- 14.12.1 Materials obtained pursuant to a policy on teaching evaluation established according to the provisions of [Article 13.01](#) shall be dealt with according to [Article 14.09](#) where individually written assessments of teaching are included, and according to [Article 14.11](#) where other forms of assessment are included, including materials from students.
- 14.12.2 Procedures shall be used that ensure the identity of the student respondent is protected to the maximum extent permitted by [Article 14](#).

14.13 Inspection and Comment by a Member

- 14.13.1 A Member shall have the right, with reasonable notice in writing, to inspect the contents of their Personal File, except for confidential letters of reference.
- 14.13.2 The Member shall not remove their Personal File or any part of it.
- 14.13.3 Upon written request, the Member shall be able to obtain copies of the materials which they have the right to inspect.
- 14.13.4 A Member shall have the right to have included in their Personal File their written comments upon the accuracy and/or meaning of any of the contents of that Personal File, and to add materials to the Personal File.

14.14 Removal of Materials from a Personal File

- 14.14.1 The Member, the Association on behalf of the Member, the President or the Dean shall have the right to request in writing the removal and destruction of materials included in a Member's Personal File on the grounds that the materials violate a provision of [Article 14](#), or do not constitute fair and/or relevant comment on the Member's performance.
- 14.14.2 Subject to [Article 14.14.4](#), records relating to progressive supervision and/or minor discipline undertaken according to [Article 19](#) shall be removed from the Member's Personal File and destroyed after two (2) years at the request of the Member.
- 14.14.3 Subject to [Article 14.14.4](#), records relating to major discipline according to [Article 19](#) shall be removed from the Member's Personal File and destroyed after five (5) years at the request of the Member.

- 14.14.4 Should the Dean disagree with a request to remove and destroy material from the Personal File under this Article, they must provide a specific rationale in writing to the Member, with a copy to the Association.

Article 15: Salary Schedules and Economic Benefits

- 15.01** Salary schedules and stipends shall be as set forth in [Schedule A](#), and shall include the following:
- 15.01.1 A salary schedule for Faculty Members/Professional Librarians, specifying the minimum salary for each rank.
 - 15.01.2 A salary schedule for Instructors/Academic Assistants, specifying minimum and maximum salaries for each class.
 - 15.01.3 Minimum stipends for the ranks of Sessional Lecturer I and Sessional Lecturer II, exclusive of holiday pay and other statutory benefits
- 15.02** The salary or stipend of a Member is paid in arrears in monthly instalments.
- 15.03 Salary on Initial Appointment**
- 15.03.1 A Member's initial salary will be set within any limits given in [Schedule A](#), and based on qualifications, experience and the Member's pre-appointment proficiency in the range of duties of the Member.
- 15.04** When a salary schedule adjustment is authorized, each Member whose salary, after the addition of any applicable salary increments, is less than the newly established minimum salary for their rank, shall receive an increase to this minimum salary.
- 15.05** Economic benefits shall be as set forth in [Schedule B](#).

Article 16: Holidays

- 16.01** The following days are University holidays: New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Heritage Day, Labour Day, the National Day for Truth and Reconciliation, Thanksgiving Day, Remembrance Day, Christmas Day, Boxing Day and any other day so proclaimed by the Federal, Provincial, or University authorities.
- 16.02** When any of the aforementioned holidays falls on a Saturday or Sunday, the President shall designate the Working Day immediately preceding or following as the holiday.
- 16.03** A Member shall not receive additional remuneration in the event they choose to work on a holiday.
- 16.04** Regularly scheduled classes shall not be held on a holiday.
- 16.05** Except as required by the Collective Agreement or legislation, Members will ensure adherence to the instructional time per academic course as described in the Academic Schedule of the most recently published edition of the University Calendar.

Article 17: Vacations

- 17.01** A vacation is a period in which Members need not be accountable to the University for the performance of their duties.
- 17.02** In addition to University holidays defined in [Article 16](#), Members shall be entitled to an annual vacation or payment in lieu of vacation according to the following provisions:
- 17.02.1** Members holding a twelve (12) month appointment: twenty-two (22) Working Days. After ten (10) years of service, entitlement shall increase one (1) Working Day each year to a maximum of thirty-three (33) Working Days.
- 17.02.2** Members holding an appointment for other than twelve (12) months: a proportionate equivalent taken during the period covered by that appointment.
- 17.02.3** Members holding less than 0.5 Full Time Equivalent (FTE) appointments, including Sessional Lecturers: vacation pay in lieu of time off at the rate indicated in the Alberta Employment Standards Code.

- 17.03** Unless authorized in advance by the Dean, entitlement to vacation shall not be cumulative.
- 17.04** Members shall be paid during vacation but there shall be no remuneration in excess of salary in the event a Member chooses to work through all or part of their vacation period.
- 17.05** A Member may take their annual vacation allotment at any time or times that is/are mutually agreeable to the Member and the Dean. Such agreement shall not be unreasonably withheld. In order to obtain mutual agreement, a Member shall inform the Dean of the Member's proposed period of vacation.

Article 18: Intellectual Property

18.01 General

- 18.01.1** Intellectual Property means any result of intellectual or artistic activity that is created by a Member and that can be owned by a person. Intellectual Property includes, but is not limited to inventions, publications, computer software, works of visual art and music, industrial and artistic designs, plant cultivars, integrated circuit topography as well as all other creations that can be protected under patent, copyright, trademark or similar laws.
- 18.01.2** The Board and the Association recognize and affirm:
- (a) that the common good of humanity depends upon the scholarly search for knowledge in all fields of study and upon its free exposition;
 - (b) that a central, defining responsibility of the University is the creation and dissemination of new knowledge, and that this knowledge stems from scholarly research into basic aspects of nature and other forms of creative intellectual and artistic investigation;
 - (c) that because this process of discovery is supported by the citizens of Canada and Alberta, these citizens should share in the benefits flowing from it;
 - (d) that in all cases these benefits are ultimately to be enjoyed by means of public exposition of new knowledge or creative works through publications, presentations, exhibitions, performances, or teaching;
 - (e) that the Board has no interest in Intellectual Property created by a Member where that creation is unrelated to the expertise that is the basis for the Member's employment by the Board, or in

Intellectual Property where the Member can demonstrate that the creation is unrelated to the Member's employment by the Board; and

- (f) that the benefits of research may also be shared through commercialization or other means of transfer of Intellectual Property.

- 18.01.3 In order that the Member has control over the direction, integrity and use of their scholarly or creative work, ownership of all types of Intellectual Property shall rest with the Member who creates it, even if it is produced during the course of employment and with the use of the Board's facilities and resources. The only exception is addressed in [Article 18.01.4](#).
- 18.01.4 In cases where a Member is explicitly instructed to create work as part of the Member's assigned duties according to [Article 21](#), Intellectual Property rights in any such work belong to the Board.
- 18.01.5 No Member shall be obliged to engage in or to permit the commercial exploitation or transfer of Intellectual Property derived from their scholarly or creative work or to publish or provide commercial justification for the scholarly or creative work.
- 18.01.6 No Member shall enter into or shall be obliged to enter into any agreement requiring the Member to permanently refrain from the publication of the results of the Member's work.
- 18.01.7 The Board shall give reasonable assistance to Members to protect ownership of the Intellectual Property in which the Board has an agreed interest and to prevent any use of this property not authorized by the Members concerned.
- 18.01.8 Any timelines specified in this Article may be adjusted by mutual written agreement of the Board and the Association. Wherever possible, actions pursuant to this Article shall be expeditious.
- 18.01.9 Disagreements concerning ownership or disposition of Intellectual Property involving any Member may be referred by any of the parties to the disagreement to the Committee on Intellectual Property.

18.02 Committee on Intellectual Property

- 18.02.1 On an annual basis for a term covering July 1st to June 30th, the Board and the Association shall create a Committee on Intellectual Property composed of two (2) members appointed by the Board, and two (2) Members appointed by the Association. A Chair shall be selected in accordance with the process outlined in [Article 18.02.2](#).
 - (a) Should there be one (1) or more active disagreements at the Academic Year end, the existing Committee on Intellectual Property members will continue to function as the acting

Committee on Intellectual Property with respect to those issues until the disagreements are resolved.

- 18.02.2 Upon receipt of a disagreement, the Committee shall choose a Chair by mutual agreement between the members appointed by the Board and the Association unless a Chair has already been selected for the Academic Year in which the disagreement was received.
- (a) The Chair shall be a faculty member/professional librarian at a Canadian university and shall not be a member appointed by either the Board or the Association under [Article 18.02.1](#).
 - (b) If a mutual agreement concerning the Chair is not achieved within ten (10) Working Days of receipt of a request, the matter shall be referred to the Interpretation Committee of [Article 9](#).
 - (c) If the Chair is an external faculty member/professional librarian, any travel and accommodation expenses of the Chair resulting from the work of the Committee on Intellectual Property shall be covered by the Board.
- 18.02.3 Operating as a five (5) person Committee, the Committee on Intellectual Property shall meet within fifteen (15) Working Days of the appointment of a Chair. It shall consider Intellectual Property cases referred to it either by the Association, by Members or by the Board.
- (a) The Committee may solicit such confidential, expert advice as it requires to inform its decision. Any fees associated with such advice shall be borne by the Board.
 - (b) The Committee shall render a decision within forty (40) Working Days of receipt of a request.

18.03 Copyright

- 18.03.1 Copyright applies to all original literary, dramatic, artistic and musical works as well as sound recordings, performers' performances, and communication signals.
- 18.03.2 Copyrighted works include but are not limited to published and unpublished books, texts, articles, monographs, glossaries, bibliographies, cartographic materials, posters, study guides, laboratory manuals, interactive textbooks, course work delivered on the Internet, multimedia instructional packages, syllabi, tests and work papers, lectures, musical or dramatic compositions, choreographic works, films, filmstrips, charts, transparencies, other visual aids, videos, computer programs, programmed instructional materials, drawings, paintings, sculptures, photographs, and other works of art. Copyrighted other subject-matter include performers' performances, sound recordings, and communication signals.
- 18.03.3 No contract or written agreement between the Board and a Member shall contain a clause waiving moral rights.

18.03.4 *Transfer of Copyright Ownership*

- (a) In the cases referred to in [Article 18.01.4](#) involving copyrighted material, the Board will normally transfer its copyright in such material to the author (or group of authors) provided:
 - (i) any author who seeks to secure the ownership of copyright applies to the President for such a transfer on an Assignment of Copyright Form ([Schedule C](#)); and
 - (ii) the applicant has obtained and provided to the President prior signed written agreement of all co-authors of the material.
- (b) The Board will transfer by written agreement its ownership of copyright in the material under the following conditions:
 - (i) that the University shall have unhampered use of the material for its internal instructional and research activities;
 - (ii) that the author named in the agreement shall return to the Board fifty percent (50%) of the royalty the author may receive from use of the copyright; and
 - (iii) that the author, if so requested by the Board, shall display the University's name on the material if it is published, publicly displayed, performed, or exhibited.

18.04 Patents and Inventions

- 18.04.1 An invention is any new and useful product, composition, machine, or process or a new and useful improvement in a product, composition, machine, or process, regardless of whether it is protected by a patent.
- 18.04.2 The discovery or creation of inventions is not a basic purpose of university research, nor is it a condition for support of such research. The Board agrees that Members shall have no obligation to seek patent protection for the results of research or scholarly or creative work or to modify research or scholarly or creative work to enhance patentability.
- 18.04.3 A Member may sell, transfer, or publicly disclose information concerning any invention that they have discovered or created as they choose, except when prevented by a signed written agreement between the Member and the Board covering the invention.
- 18.04.4 The Board shall make no claim to the revenue from any invention made by a Member, except when such a claim is authorized by a signed written agreement between the Member and the Board covering the invention.
- 18.04.5 If the Board is not a partner through signed written agreement to commercialize an invention of the Member, the Member shall fully

disclose to the Board their intention to pursue commercialization of their invention.

- (a) The Member and the Board shall maintain the confidentiality required to protect the ownership of the invention and applicable patent(s).
- (b) A Member shall disclose to the Board any changes in ownership, licensing, formation of a company to manage the invention, or other forms of disposition of the invention.

18.04.6 In the event that the Member chooses to pursue a partnership collaboration with the Board in the commercialization of the Member's invention, the Member shall disclose to the Board all of the details of the invention.

- (a) The Board shall have one hundred (100) Working Days to complete an evaluation of the invention, during which time the Member shall cooperate with the evaluation process.
- (b) "Net Revenue" means all consideration received by the Member or the Board from third parties, from the sale or licensing or other form of commercialization of the Member's invention, less the out-of-pocket expenses paid by the Board or the Member.
 - (i) Whenever Net Revenue is shared between the Member and the Board, it shall be calculated on the basis of audited financial statements of the entity managing the invention. Such statements shall be made available to the Member, the Association, and the Board within sixty (60) Working Days of the University's fiscal year end.
- (c) If the Board decides not to partner with the Member, it will notify the Member of its decision in writing.
- (d) If the Board decides to partner with the Member, it will notify the Member of its decision in writing.
 - (i) The Board and the Member will have thirty (30) Working Days from the notification of the Board's decision to partner to establish a signed written agreement covering reimbursements of costs of evaluation and patenting, sharing of Net Revenue, use of the Board's time and resources, and other substantive matters involved in commercialization of the invention.
 - (ii) Normally, the Board's share of Net Revenue will be ten percent (10%) of the first million dollars and then twenty five percent (25%) of all Net Revenue in excess of one million dollars.
- (e) The Member becomes free to use the invention in any way that they choose without any encumbrance by the Board under any of the following conditions:

- (i) if the Member has been notified by the Board under [Article 18.04.6\(c\)](#) of its decision not to enter into a partnership; or
- (ii) if one hundred (100) Working Days have passed since the disclosure in [Article 18.04.6](#) without the Member receiving a written decision from the Board to partner under [Article 18.04.6\(d\)](#); or
- (iii) if the Board agrees to partner in commercialization but a signed written agreement under [Article 18.04.6\(d\)\(i\)](#) is not reached before the deadline given in [Article 18.04.6\(d\)\(i\)](#). In this case the Member will reimburse the Board from Net Revenue (if any) for all of the Board's mutually agreed upon out-of-pocket costs in evaluating the invention.

18.04.7 It is understood that successful commercial translation of the invention is of interest to both the Member and the Board. However, ongoing commercialization activities by the Member should not take place at the University and should not use the University's resources, unless those activities are explicitly permitted through a signed written agreement between the Member or a third party and the Board. In the absence of any such signed written agreement, ongoing research and development by the Member in their capacity as an employee of the Board to improve the commercial potential of the invention should be completed within twelve (12) months of the disclosure of intention to commercialize or after completion of the process of evaluation by the Board.

Article 19: Supervision and Discipline

19.01 Principles of Responsible Supervision and Progressive Discipline

- 19.01.1** In recognition of the principle of responsible supervision and progressive discipline, the supervising Dean will make every reasonable effort:
- (a) to bring the conduct which could be the subject of concern or of disciplinary proceedings to the attention of a Member in a manner that will assist the Member to correct their conduct;
 - (b) to specify, in consultation with the Member, an appropriate amount of time for the Member to correct the conduct in question; and
 - (c) to undertake disciplinary action under [Article 19](#) only when supervisory actions have been attempted and have failed.

- 19.01.2 Discipline may be imposed only after an appropriate investigation, for just, reasonable and sufficient cause for violations of responsibilities described within this Collective Agreement, or for non-performance or unsatisfactory performance of duties, and in accordance with the provisions of [Article 19](#).
- 19.01.3 Discipline under [Article 19](#) shall be:
- (a) limited to the specific complaint(s) about the Member that have been upheld by an appropriate investigation, and other related complaint(s) that may have been identified, investigated and upheld during such an investigation;
 - (b) commensurate with the breach of professional duties and/or responsibilities under [Article 11](#) determined by the investigation; and
 - (c) subject to Procedural Fairness, defined in [Article 2.26](#).
- 19.01.4 Normally, Major Discipline will represent the culmination of a process of responsible supervision and progressive discipline, directed to correcting the impugned behaviour of the Member and allowing sufficient time to determine the disciplinary action was effective.

19.02 General

- 19.02.1 Whenever possible, actions pursuant to [Article 19](#) shall be expeditious. Specified time limitations in [Article 19](#) may be altered by mutual consent given in writing and signed by the Parties.
- 19.02.2 In every instance where written notification to the Member is required by [Article 19](#), that notification shall take place by signed letter delivered electronically to the Member's University of Lethbridge e-mail account or in person verified by an affidavit of service.
- 19.02.3 Where [Article 19](#) calls for a meeting between the Member and a Senior Academic Administrator, the Member shall be reminded of their right to accompaniment under [Article 11.02.6](#).
- 19.02.4 The Association shall receive copies of all letters that are sent or copied to Members pertaining to Minor and Major Discipline.
- 19.02.5 The Dean/Vice-President (Academic) may suspend or terminate an investigation when the conduct alleged in the complaint becomes the subject of an investigation beyond the authority of the Board and shall provide written reasons for this action to the Member, the complainant Dean (where appropriate), and the Association.
- 19.02.6 Members accused of a criminal offence(s) shall be treated as innocent of that criminal offence(s) until proven guilty. The Parties recognize that a criminal charge or conviction is not in itself grounds for discipline, independent of an adjudication of the facts of the case under [Article 19](#).

- 19.02.7 Where appropriate to the cause of supervisory or disciplinary action, the Member may be given the opportunity to seek treatment/counselling.
- 19.02.8 Disciplinary measures may be mitigated, altered, reduced or suspended by the Vice-President (Academic) on consideration of factors that influenced the behaviour resulting in the complaint.
- 19.02.9 The effective date of any discipline shall be as determined by the Vice-President (Academic) for Major Discipline or the Dean for Minor Discipline.

19.03 Personal File

- 19.03.1 Documents relating to any action taken under [Article 19](#), including any written record of non-disciplinary measures, must be placed and remain in a Member's Personal File, subject to [Articles 19.13.4](#), [19.08.5](#), [19.12.6](#), and the time limits in [Article 14.14](#).

19.04 Supervision and Progressive Discipline

- 19.04.1 The Dean shall have general supervision over and direction of their Faculty/Library and the performance and academic work of its Members subject to this Collective Agreement.
- 19.04.2 Any violations by Members of the University's Policies, or a Member's responsibilities under [Article 11](#) are subject to appropriate supervisory action and/or disciplinary action, that shall normally be initiated by the Member's Dean.
- 19.04.3 Supervisory actions are non-disciplinary actions and include such measures as verbal discussions and letters of guidance.
- 19.04.4 Minor disciplinary actions include such measures as disciplinary letters of warning and letters of reprimand.
- 19.04.5 Major disciplinary actions include such measures as suspensions with or without pay, and dismissal for cause.

19.05 Supervisory/Disciplinary Processes and Assessment of Members

- 19.05.1 Supervisory/disciplinary processes must be kept separate and distinct from the processes of academic assessments such as those culminating in Extensions of Probation, Tenure, Continuing Appointment, Promotion, re-appointment and evaluation for salary adjustment. Accordingly, such assessments may be undertaken if supervisory processes or measures have been initiated under [Article 19.06](#) but no such assessments will be undertaken while

[Article 19](#) disciplinary processes are in progress against a Member. All timelines for such academic assessments and decisions shall be suspended for the duration of any investigations and procedures relating to [Article 19](#) disciplinary processes. [Article 19.05.1](#) shall not be used in a manner that might be construed to arbitrarily suspend or delay the academic assessment of Members.

19.05.2 The fact that an action has been imposed under [Article 19](#) cannot, in itself, independent of the facts of the case, be considered in the assessment of a Member with regard to: reappointment; the award of Extension of Probation; Continuing Appointment, Tenure; Promotion or evaluation for salary adjustment.

19.05.3 It may be the case that facts relating to actions that have triggered supervisory/disciplinary action under [Article 19](#) are also relevant to a Member's academic assessment, and these facts may appropriately be put before an STP committee. Where there is an intention to place such facts before an STP committee, the appropriateness of such action will be subject to the provisions of Procedural Fairness and the processes governing the deliberations of that committee under this Collective Agreement.

19.06 Supervisory Processes

19.06.1 Verbal Discussion

- (a) Where an issue is raised with respect to a Member's conduct, the first step will normally be a verbal discussion between the Member and the Member's Dean, who shall keep a record of the content of that discussion. The Dean's record of the discussion shall be entered in the Member's Personal File, and a copy of that record, together with a written statement that it has been placed in the Personal File, shall be sent to the Member.

19.06.2 Letter of Guidance

- (a) Where the impugned conduct of a Member continues after a verbal discussion under [Article 19.06.1](#), the Dean shall meet with the Member to discuss what measures may be necessary to effect satisfactory performance of responsibilities and duties under [Articles 11](#) and [21](#). After this meeting, or after the Member has declined the invitation to attend such a meeting, the Dean will write a Letter of Guidance to the Member specifically identifying the actions the Member should take to correct the conduct. A copy of the letter will be placed in the Member's Personal File and the Member shall be so informed.
- (b) A Letter of Guidance shall state that it is a step in responsible supervision that may lead to progressive discipline. It shall give the Member a reasonable time to correct the conduct described.

- (c) When the Member's performance has not improved to an acceptable extent within a reasonable time after the issuing of a Letter of Guidance, the Dean may initiate formal disciplinary proceedings under the following sections of this Article.

19.07 Minor Disciplinary Measures and Process, excluding Sessional Lecturers

- 19.07.1 Where the Dean is satisfied that there is reasonable cause to believe that a situation exists that may lead to disciplinary action against the Member in the form of a Letter of Warning or a Letter of Reprimand, the Dean may undertake an investigation or may appoint an appropriate person to undertake an investigation on their behalf. An investigation conducted under [Article 19](#) does not constitute a disciplinary action. A summary of the findings of any such investigation shall be provided to the Member as soon as possible after its conclusion.
- 19.07.2 Before a Dean initiates an investigation, they shall as soon as practicable, send a notice in writing to the Member, identifying the nature of the conduct or event that is to be investigated and informing the Member that disciplinary action in the form of a Letter of Warning or a Letter of Reprimand is being considered.
- 19.07.3 The notice shall request a meeting between the Dean and the Member to discuss the matter and to give the Member the opportunity to respond to the allegations. This meeting will normally be held within ten (10) Working Days of the Member's receipt of the notice. The Dean may have a representative of their choice also attend the meeting.
- 19.07.4 The intent of the meeting or meetings under [Article 19.07.3](#) is to facilitate a full disclosure by both the Dean and the Member so that the matter can be dealt with at the earliest stage possible and so that the matter can, if possible, be resolved on a mutually acceptable basis.
- 19.07.5 After the meeting or meetings with the Member under [Article 19.07](#), and after such further discussions as the Dean considers necessary or in light of any investigation that the Dean has conducted, they shall decide whether the minor disciplinary action of a Letter of Warning or a Letter of Reprimand, or greater disciplinary action, is warranted. In the case where the Dean decides that a Major Disciplinary Measure is warranted, the Dean shall invoke the Major Discipline Process beginning with [Article 19.08.1](#).
- 19.07.6 A Letter of Warning or a Letter of Reprimand must be sent to the Member clearly identified as a disciplinary measure, must contain a clear statement of the reasons for issuing the Letter and must state the actions that the Member should take to correct the conduct.

19.08 Major Disciplinary Measures and Process, excluding Sessional Lecturers

- 19.08.1 When a Dean believes that Major Discipline may be warranted, the Dean shall write to the Vice- President (Academic), specifying the complaint(s) against the Member supplying whatever supporting documentation the Dean deems appropriate. The letter must be written within sixty (60) Working Days of the date the alleged conduct became known or ought reasonably to have been known to the Dean. The letter and the documentation shall be copied to the Member and to the Association.
- 19.08.2 Upon receipt of the letter of [Article 19.08.1](#), the Vice-President (Academic) shall immediately and in writing advise the Member against whom the complaint lies of:
- (a) the nature of the complaint;
 - (b) the right of the Member to Association services under [Article 11.02.6](#) (Participation and Accompaniment); and
 - (c) the Member's right to meet directly with the Vice-President (Academic) or designate within ten (10) Working Days to discuss the complaint. The Member may, without prejudice, decline to meet with the Vice-President (Academic).
- 19.08.3 Within fifteen (15) Working Days following receipt of the complaint, the Vice-President (Academic) shall make one of the following decisions:
- (a) authorize an investigation of the complaint;
 - (b) dismiss the complaint;
 - (c) require the complainant Dean and/or the Member to follow specified alternative measures that fall under [Article 19.13](#).
- 19.08.4 The Vice-President (Academic) shall communicate their decision under [Article 19.08.3](#) in writing to: the Member, the complainant Dean, and the Association.
- 19.08.5 If the Vice-President (Academic) dismisses the complaint, the matter ends with that decision and all materials relating to the complaint are to be removed from the Member's Personal File.

19.09 Investigation Committee

19.09.1 If the Vice-President (Academic) authorizes an investigation of the complaint, they shall within ten (10) Working Days appoint an Investigation Committee consisting of one (1) or three (3) persons to carry out an investigation of the complaint to be completed within a reasonable period of time. If a three- (3-) person committee is appointed, the Vice-President (Academic) shall designate which of the three (3) is to serve as chair.

19.09.2 The following persons are eligible to be members of an Investigation Committee:

- (a) Tenured Faculty Members/Professional Librarians at the University;
- (b) Instructors/Academic Assistants holding a Continuing Appointment at the University;
- (c) Emeritus/Emerita academic staff of the University;
- (d) Tenured Faculty Members or Professional Librarians from another Alberta university; or
- (e) where circumstances warrant, an external investigator may be appointed.

The Association must agree in writing to the specific individual or individuals concerned.

19.09.3 No current Senior Academic Administrator at any Alberta University, and no current member of the ULFA Executive, shall be eligible to serve as a member of an Investigation Committee during their term of office, or for twenty-four (24) months of the end of such term of office.

19.09.4 Any restriction on membership of the Investigation Committee may be waived by mutual agreement of the Parties.

19.10 Investigation Committee Process

19.10.1 The Investigation Committee shall conduct a thorough and fair investigation into the allegations.

19.10.2 The Investigation Committee may meet with such persons as could provide information relevant to the complaint, and may receive additional materials submitted at the investigator's request.

19.10.3 In any meetings between the Investigation Committee and the Member, the Member shall have the right to be accompanied as per [Article 11.02.6](#) (Participation and Accompaniment). The Investigation Committee shall make no inferences based on the willingness of a party to meet with the committee or submit a written representation. Upon completion of the investigation, the Chair of the Investigation

Committee shall submit a written report to the Vice-President (Academic), copied to the complainant Dean and the Member. This report shall discuss the seriousness of the complaint, the extent to which it has been proven, and appropriate recommendations for resolution of the complaint. In the case of a three- (3-) member Committee, the chair shall submit the report after consultation with the other members of the Committee; other members may submit their own separate report to the Vice-President (Academic), with copies to the other members of the Investigation Committee, the Member and the complainant Dean.

19.11 Response to the Report(s) of the Investigation Committee

- 19.11.1 The Vice President (Academic) shall copy all submissions received under [Article 19.10](#) to the Member and the complainant Dean.
- 19.11.2 The Member and the complainant Dean may submit to the Vice-President (Academic) a written response to any report(s) of the Investigation Committee received under [Article 19.10.2](#) within ten (10) Working Days of receipt of that report.
- 19.11.3 The Member and the complainant Dean may submit to the Vice-President (Academic) written rebuttals to any responses received under [Article 19.11.2](#) within ten (10) Working Days of receipt.
- 19.11.4 The response and rebuttal statements of [Article 19.11](#) shall be the last submissions under the complaint, unless the Vice-President (Academic) requests further investigation and/or submissions.
- 19.11.5 If the Vice-President (Academic) requests further investigation and/or submissions, they shall provide a rationale to the Member and the complainant Dean.
- 19.11.6 The procedures of [Article 19.11](#) shall apply to any further investigation and/or submissions requested by the Vice-President (Academic).

19.12 Decision of the Vice-President (Academic)

- 19.12.1 Before making a decision, the Vice-President (Academic) shall offer to meet with the Member.
- 19.12.2 The Vice-President (Academic) shall, in writing, within ten (10) Working Days of the final written submissions under the complaint:
 - (a) dismiss the complaint; or
 - (b) discipline the Member, stating the effective date on which the discipline is imposed. The discipline shall be commensurate to

the offense up to dismissal for cause. Such decision shall be final and binding, subject only to [Article 19.14](#).

- 19.12.3 If the Member is dismissed for cause, then cause shall mean professional incompetence and/or gross misconduct and/or serious and persistent neglect/non-performance of duties or breach of responsibilities.
- 19.12.4 Notwithstanding [Article 19.12.2](#), the Vice-President (Academic) and the Association may agree upon an acceptable resolution to the matter.
- 19.12.5 The Vice-President (Academic) shall advise the Member of the decision in writing, copied to the complainant Dean, and the Association. If the decision is dismissal for cause, the Vice-President (Academic) shall also inform the President.
- 19.12.6 If the Vice-President (Academic) dismisses the complaint, the matter ends with that decision and all materials relating to the complaint are to be removed from the Member's Personal File.

19.13 Alternative Measures

- 19.13.1 If the Vice-President (Academic) decides that the written complaint in [Article 19.08.1](#) shows a breakdown in interpersonal relations, the Vice-President (Academic) shall recommend participation in alternative dispute resolution procedures, such as confidential, professional mediation.
- 19.13.2 If such alternative dispute resolution procedure is successful, the parties shall notify the Vice-President (Academic) in writing, and no further action on the complaint shall be taken. If such procedure is not successful, the Vice-President (Academic) shall be so informed, and the matter shall revert to the Major Discipline Process.
- 19.13.3 If the Vice-President (Academic) deems it appropriate, they may suspend the Major Discipline Process subject to the Member undergoing counselling; should the Member decline such counselling service, the Process shall resume.
- 19.13.4 Proceedings under Alternative Measures are confidential and cannot be used in any proceedings. As specified in [Article 14.04](#), any record of such proceedings will not enter a Member's Personal File.

19.14 Arbitration: Major Discipline (Faculty Members, Professional Librarians and Instructors/Academic Assistants)

- 19.14.1 Within twenty (20) Working Days of receiving the written decision pursuant to [Article 19.12.5](#), the Association may refer the matter to arbitration. The Association shall inform the Vice-President (Academic) whether it is referring the decision, the disciplinary action or both to arbitration.
- 19.14.2 The matter shall be referred to a single arbitrator, who shall be appointed by the agreement of the President of the University and the President of the Association within five (5) Working Days after the Association has given notice of referral. Failing agreement within those five (5) Working Days, the arbitrator shall be appointed following provisions of the Alberta Labour Relations Code.
- 19.14.3 The arbitration shall otherwise be conducted in accordance with the provisions of [Articles 9.03.6\(f\)](#) and [9.03.6\(g\)](#).

19.15 Discipline for Members holding Sessional Lecturer Appointments

- 19.15.1 A Member holding a Sessional Lecturer Appointment may be disciplined for just, reasonable, and sufficient cause, in accordance with [Articles 19.01](#) through [19.05](#), [Article 19.15](#), and [Article 19.16](#).
- 19.15.2 Disciplinary measures which may be taken by the Board against Members holding Sessional Lecturer Appointments shall be commensurate to the offence up to dismissal for cause.

19.16 Disciplinary Process for Members holding Sessional Lecturer Appointments

- 19.16.1 When a Dean has reasonable cause to believe that cause may exist for the discipline of a Member holding a Sessional Lecturer Appointment, the Dean will meet with that Member to seek a response to the allegations against the Member.
- 19.16.2 Following the meeting in [Article 19.16.1](#), the Dean may impose a disciplinary measure commensurate to the offense, or decline to proceed further with the disciplinary process.
- 19.16.3 When the process under [Article 19.16](#) has been commenced by the Dean, they will inform the Member in writing, with respect to the Dean's decision under [Article 19.16.2](#).

- 19.16.4 Within five (5) Working Days of the Dean's letter of [Article 19.16.3](#), the Member may appeal the decision of the Dean to a University Internal Arbitration Committee.
- 19.16.5 The University Internal Arbitration Committee is comprised of three (3) persons: one selected by the Member; one selected by the Dean; and one person jointly selected by the President of the Association and the President of the University.
- 19.16.6 The President of the Association and the President of the University will agree upon the name of the third person of the University Internal Arbitration Committee at the first of their Quarterly Labour/Management Meetings of each Contract Year.
- 19.16.7 The University Internal Arbitration Committee will review the appeal and come to a decision on the matter. The decision of the University Internal Arbitration Committee shall be final and not subject to further appeal.

Article 20: Termination of Appointment

20.01 Resignation

- 20.01.1 A Member (other than a Sessional Lecturer or a Member holding a Term Appointment for less than three (3) years) intending to resign shall submit a letter of resignation to the President, with a copy to their Dean, a minimum of three (3) months before the effective date of resignation. A Sessional Lecturer or a Member holding a Term Appointment for less than three (3) years shall submit a letter of resignation a minimum of one (1) month before the effective date of resignation.
- 20.01.2 The normal effective date of resignation is June 30th or December 31st for all Members except Sessional Lecturers and Members holding a Term Appointment for less than three (3) years.
- 20.01.3 Any accrued vacation time will be considered to have been taken prior to the effective date of resignation.

20.02 Retirement

- 20.02.1 A Member (other than a Sessional Lecturer or a Member holding a Term Appointment for less than three (3) years) will give notice of intention to retire to the President, with a copy to their Dean one (1) year in advance of the proposed retirement date to facilitate planning within the Faculty/Library/Department. Such notice of intention will become irrevocable twenty (20) Working Days after it has been given.

- 20.02.2 If a Member without Long Term Disability Insurance, after completing their maximum eligible medical leave and any other approved leave, including Leave Without Pay (LWOP), is unable to resume any duties after reasonable accommodations to the point of undue hardship have been made, then they shall retire immediately.

20.03 Termination of Probation

- 20.03.1 Termination of probation shall be as provided in [Article 27](#) for Faculty Members, Professional Librarians, and Instructors/Academic Assistants.

20.04 Termination of Appointment due to Financial Emergency or Program Redundancy

- 20.04.1 Termination of appointment due to financial emergency or program redundancy shall be as provided in [Article 34](#).

20.05 Termination through Dismissal

- 20.05.1 Termination through dismissal shall be as provided in [Article 19](#).

20.06 Voluntary Termination by Mutual Agreement

- 20.06.1 Either the Dean or a Member may at any time propose a special arrangement for the purpose of terminating the Member's appointment under mutually acceptable terms. Unless waived by the Association, no agreement to terminate shall be made until twenty (20) Working Days have elapsed following notice in writing given by the President to the Association of the intention to negotiate such an agreement.

20.06.2 *Term Appointments and Sessional Lecturers*

- (a) The term of appointment shall be included within the Member's letter of appointment. There is no obligation on the Board to extend such appointments beyond their term.

Section 3: Applicable to all Members EXCEPT Sessional Lecturers

For clarity, when the term “Member” is used anywhere in this Section, it refers to Faculty Members, Professional Librarians, Instructors, and Academic Assistants, and excludes Sessional Lecturers.

Article 21: Assignment of Duties of Members

21.01 For the purposes of [Article 21](#), consult and consultation shall be taken to mean the opportunity to share information, provide input, and suggest alternatives before a final decision is made by the Dean.

21.02 The duties of a Member shall be deemed to have been assigned to the Member by the Dean according to the following guidelines:

21.02.1 All teaching duties, pursuant to [Article 21.03](#), shall be assigned by the Dean, and duties pursuant to [Articles 21.03.2](#) to [21.03.9](#) shall be deemed to have been assigned by the Dean in consultation with the Member, as appropriate to the nature of the duty, and consistent with [Article 21.02](#).

21.02.2 Research and creative activities are not normally specifically assigned by the Dean; there are, however, clear expectations for the Member as set out in [Article 13.03](#) and elaborated in [Article 11.03.3](#).

21.02.3 Service duties to the University and community are not normally assigned to the Member by the Dean; it is, however, a clear expectation for the Member as set out in [Articles 13.04](#), [11.03.4](#), and [21.03](#). A Member may be involved in service by appointment, designation, delegation, election, professional discretion, or re-assignment.

21.03 Duties shall include one or more of the following:

21.03.1 teaching assigned courses during the Fall, Spring, and/or Summer sessions, including the organization, preparation, and delivery of course material, the evaluation of students' academic progress, and individual discussions with students outside of class or laboratory hours;

21.03.2 supervising and examining graduate students, undergraduate honours theses, independent studies and applied studies;

21.03.3 personal study and research, including study for purposes of academic self-improvement and the advancement of knowledge and understanding;

21.03.4 research, study, retraining, or upgrading leave on- or off-campus;

21.03.5 Library service, in the case of Professional Librarians;

21.03.6 duties consistent with their position description, in the case of Instructors/Academic Assistants;

21.03.7 administrative and committee work at various levels - Department, Library, School, Faculty, University and Association - including

academic administration, assistance at registration, and supervision of examinations;

21.03.8 reassignment of some or all duties to another Department, or comparable academic unit within the Faculty/Library; normally, reassignment of service or administrative duties shall presuppose reassignment of teaching or research duties; all exceptions require approval of the Vice-President (Academic); and

21.03.9 community service.

21.04 The Dean, following consultation with the appropriate Faculty/Professional Librarians Committee, shall establish and publish policies and procedures, subject to the limitations set by this Collective Agreement, to determine the assignments of the Members of that Faculty/Library, subject to the following:

21.04.1 These policies and procedures shall neither be constructed nor applied at any time in such a way as to exclude a Member from consideration for the types of assignments listed in [Article 21.03](#).

21.04.2 In the construction and application of these policies and procedures, an effort shall be made to ensure that the total amount of work undertaken by each Member, including the duties listed in [Article 21.03](#) and [Schedule D](#), shall be reasonable and roughly equivalent in terms of the time and effort required for competent performance of that work.

21.05 The Dean shall consult the Member before determining that Member's assignment; re-assignment shall similarly require consultation and be subject to policies and procedures of this Article.

21.06 The Dean shall give notice in writing to the Member of any assignment of duties, and that notice shall be sufficiently in advance of the assumption of those assigned duties, that the Member shall have enough time to prepare to perform those duties competently.

21.07 Assignments shall fall within the Member's area of competence.

21.08 Assignments to research and study leave shall be subject to the approval of the President.

21.09 The tenure, academic salary, economic benefits and rank of a Member shall not be affected by assignment of duties under [Article 21.03](#), except as provided in [Articles 22.01](#) and [22.02](#).

21.10 The number of Faculty Members assigned to research and study leave each year shall accord with past practice.

21.11 External Professional Activities

- 21.11.1 A Member may engage in external professional activity. External professional activity represents a contribution to the community which can be made by the Member by virtue of their training, advanced study or research, or is of value to maintain or develop their academic competence.
- 21.11.2 A Member shall notify the Dean of the nature and scope of any such activity of a substantial and continuing nature. The Dean shall ensure that such activity does not interfere with the normal activities of the Member.
- 21.11.3 A Member shall make appropriate arrangements in advance with the Dean for the use of facilities, equipment, supplies and other services of the University in the conduct of external professional work.
- 21.11.4 A Member shall obtain the approval of the Dean in advance before accepting remuneration for external professional activities. Such approval shall not unreasonably be withheld.
- (a) A Member shall not be required to report to their Dean receipt of remuneration of \$1,000 or less per occurrence for professional activities including, but not limited to, delivery of guest lectures, serving as an external examiner, and conducting programme and manuscript reviews.
 - (b) A Member shall report to their Dean when the annual total remuneration for the Contract Year (July 1st to June 30th) exceeds \$5,000 for external professional activities.
- 21.11.5 Before accepting remuneration from a research grant or contract, a Member must meet both of the following conditions:
- (a) The Vice-President (Academic) shall concur with the arrangements,
 - (b) The supporting agency shall permit the use of funds to pay supplementary remuneration.

Article 22: Courses Taught in Addition to Assigned Duties, including Summer Session Courses

- 22.01** For course(s) taught over and above a Member's assigned duties, including those taught during Summer Session, the Member will receive the stipend specified in [Schedule A.03](#), subject to the other provisions of [Article 22](#).

- 22.02** The stipend for courses greater than or fewer than three (3) credit-hours shall be subject to individual negotiation. Prior to such negotiation, the Dean shall remind the Member of their right to be accompanied, pursuant to the provisions of [Article 11.02.6](#), Participation and Accompaniment.
- 22.03** In the event that a course under [Article 22](#) is cancelled thirty (30) Working Days or fewer from the scheduled commencement of the course, the Member shall receive the partial stipend specified in [Schedule A.03.1\(c\)](#) to recognize the preparation time of the Member.

Article 23: Evaluation Procedures

23.01 Timelines and Scope

- 23.01.1 Each Member shall submit a Professional Activities Report (as per [Schedule D](#)) on or before September 15th of each year.
- 23.01.2 Before April 30th of each year, the professional performance of each Member shall be evaluated and the Member shall be informed of the result of that evaluation.
- 23.01.3 Normally, the period for assessment shall be the Contract Year immediately preceding the evaluation of performance.
- 23.01.4 The basis for assessment shall normally be the Professional Activities Report, and the contents of a Member's Personal File regarding the period in question.
- 23.01.5 If the Member and the Dean agree, other relevant periods or materials shall be considered.
- 23.01.6 All materials considered shall be part of a Member's Personal File.

23.02 Professional Activities Reports and Documentation

- 23.02.1 Normally, the period covered by the Professional Activities Report shall be the Contract Year, that is, July 1st to June 30th, immediately preceding the evaluation of performance.
- 23.02.2 The report shall describe the duties and responsibilities that the Member has carried out during the period covered (see [Article 13](#) for more about the relevant criteria).
- (a) Faculty Members and Professional Librarians should include a recommendation for weighting the relevant criteria.

- 23.02.3 In a year when the Member's performance is being evaluated, the Member shall submit supporting documentation having a bearing on the relevant criteria for performance evaluation specified in [Article 13](#) and relevant to the evaluation period. The Member shall provide sufficient evidence to permit evaluation of the activities reported.
- 23.02.4 The Member's current curriculum vitae as required by [Article 14.08](#) shall also be submitted with the report.
- 23.02.5 In a year when the Member's performance is not being evaluated (in the case of a Member who is eligible for biennial evaluation under [Article 23.10.3](#)), reporting shall be as described in [Article 23.10.9.a](#).
- 23.02.6 Professional Activities Reports shall be made available to Personnel Committees for uses that comply with the Collective Agreement.

23.03 Evaluation of Indigenous Members' Work

- 23.03.1 In the context of this Collective Agreement, the Parties agree to use the United Nations' working definition of Indigenous Populations to understand the term "Indigenous".
- 23.03.2 Care must be taken to appropriately value the use of traditional Indigenous knowledge and Indigenous knowledge production in all evaluation of Indigenous Members' work.
- 23.03.3 In particular, the ways of doing and knowing that Indigenous Members bring to all aspects of their work must be recognised, acknowledged, and valued.
- 23.03.4 The Parties recognize that in many cases the divisions between teaching, research, and service that have been used at the University and in this Agreement do not appropriately reflect Indigenous practices, and commit to allowing Indigenous Members to report their professional activities (and recommend corresponding weightings) in keeping with their own traditional understandings of their work.
- 23.03.5 When an Indigenous Member's work is being evaluated, the Member shall have the right to request that an individual (referred to hereafter as the expert advisor) be chosen to assist in the evaluation.
- (a) The expert advisor must be an individual who understands the specific Indigenous cultural and ontological context from which the Member is working.
 - (b) The Member shall have the right to approve the selection of the expert advisor. No expert advisor shall be consulted under [Article 23.03.5](#) without the Member's consent.
 - (c) The Member shall have the right to designate which aspects of their work, or which specific tasks, the expert advisor shall be asked to consider.

- (d) Input from the expert advisor shall be sought and considered in any evaluation of the work the Member has designated under [Article 23.03.5\(c\)](#).
- (e) When an Indigenous community withholds consent around the continuation or dissemination of parts of an Indigenous Member's work, the efforts that went into the work up to the point where consent was withheld shall be evaluated as if the work had come to a successful completion.

23.04 Evaluation and Equity Considerations

- 23.04.1 Anyone conducting evaluations of Members' work or making recommendations about such evaluations (including Department/Area Chairs and members of STP committees) shall be required to participate in University-provided equity training, including bias training, before commencing their work. This is intended as an initial step in the implementation of best practices that target equity in the hiring and review processes. Training completed within the previous three (3) years shall qualify for this purpose.
- 23.04.2 The Parties recognise that, particularly in the context of work involving equity-deserving communities, research that does not result in conventionally-measurable outcomes or outputs may nonetheless have significant value, and the efforts that go into such work should be reported by the Member and considered in evaluation of the Member's work.
 - (a) A lack of measurable outcomes may arise as the result of circumstances beyond the Member's control, such as the withdrawal of consent by human participants or by a community.
 - (b) A lack of measurable outcomes does not preclude the possibility that the work has had impacts, both on the researcher and more broadly.

23.05 Weighting for Faculty Members and Professional Librarians

- 23.05.1 For Faculty Members and Professional Librarians, the three relevant criteria outlined in [Article 13](#), further elaborated in [Article 11.03](#), shall be weighted by the Dean in consultation with the Faculty Member/Professional Librarian, in accordance with [Schedule D](#), to reflect the Faculty Member's/Professional Librarian's duties and the relative emphasis of each of the three (3) criteria in the assessment of performance for the period under consideration.
- 23.05.2 The weighting of each Faculty Member's/Professional Librarian's duties shall total 100%.

23.06 Performance Ratings and Overall Performance Scores

23.06.1 Performance ratings shall use the following descending scale of merit: 2.0, 1.75, 1.5, 1.25, 1.0, 0.5 and 0 where 1.0 reflects satisfactory performance and normal career progress.

23.06.2 *Calculations for Faculty Members/Professional Librarians*

- (a) For each Faculty Member/Professional Librarian a performance rating on each of the three relevant criteria from [Article 13](#) shall be proposed by the Dean, in consultation with the Department Chair, if any.
- (b) The performance rating for each criterion multiplied by the weighting of each criterion shall determine a Faculty Member/Professional Librarian's performance score for each criterion. The overall performance score shall be the sum of the three (3) performance scores.

23.06.3 *Calculations for Instructors/Academic Assistants*

- (a) For each Instructor/Academic Assistant, a performance rating shall be proposed by the Dean, and where departments exist, in consultation with the Department Chair.
- (b) An Instructor/Academic Assistant's overall performance score shall be equal to their performance rating.

23.06.4 The ratings, the resulting scores, and a brief statement of the reasons for them shall be communicated to the Member in writing together with an estimate of the distribution of overall performance scores in each Faculty/Library, separated for Faculty Members/Professional Librarians and for Instructors/Academic Assistants.

- (a) To ensure confidentiality, Instructors or Academic Assistants from Faculties/Library with fewer than six (6) Instructors or Academic Assistants shall be grouped with those Instructors and Academic Assistants in the next smallest group.

23.07 Disagreement regarding a performance evaluation

23.07.1 Where the Member disagrees with the Dean's recommendation regarding performance ratings, they shall notify the Dean in writing within five (5) Working Days of receipt of the letter sent pursuant to [Article 23.06.4](#) stating their reasons therefor.

23.07.2 *Step 1: Informal Meeting*

- (a) The Member shall meet with the Dean and present whatever material, evidence, and information they deem necessary to justify their preferred performance ratings (relative to the weighting of the Dean).

23.07.3 **Step 2: Referral to the STP Committee**

- (a) If the Member and the Dean still disagree then the STP Committee shall establish the performance rating for each criterion, and send the results, with reasons, to the Dean.
- (b) All such STP Committee salary increment deliberations shall be completed by June 15th of the same calendar year.
- (c) The Committee's procedures shall be as follows:
 - (i) The Committee Chair shall recommend to the STP Committee performance ratings (relative to weightings) and the resultant performance score.
 - (ii) Before such a recommendation the Chair shall:
 - (A) invite the Member to supply a rationale and whatever material, evidence, and information they presented to the Dean to justify their preferred performance ratings (relative to the weightings of the Dean);
 - (B) request from the Dean the Professional Activities Report, any supporting documentation provided by the Member, and the Department Chair's assessment (where applicable) which were the basis for the Dean's performance rating;
 - (C) invite the Dean to justify their performance rating, a copy of which justification shall be provided to the Member;
 - (D) inform the Member of the right to appear before the STP Committee;
 - (E) The Member shall give as much notice as possible but not fewer than five (5) Working Days' notice if they intend to appear before the Committee.
 - (iii) The Chair shall convene the STP Committee and shall place before it:
 - (A) The items specified in [Articles 23.07.3\(c\)\(ii\)\(A\)](#), [23.07.3\(c\)\(ii\)\(B\)](#), and [23.07.3\(c\)\(ii\)\(C\)](#). Normally, new documentation shall not be presented at this meeting;
 - (B) The motion, which shall be *The Dean's recommendation regarding performance rating be accepted*.
 - (C) If that motion fails, another motion shall be made regarding the appropriate performance rating to be recommended to the President.
 - (iv) After examining the evidence before the committee, the STP Committee may request the Chair to attempt to gather additional evidence within reasonable limits. The Member will be provided with a fair summary of any new documentation

admitted and will have five (5) Working Days to respond to it prior to the Committee considering the new documentation.

- (v) A letter from the Chair of the STP Committee shall be transmitted to the Dean, with a copy to the Member, informing the Dean and the Member of the Committee's recommendation and the reasons therefor.
- (vi) All materials used in the Hearing shall be deemed to be part of the Member's Personal File, subject to the provisions of [Article 14](#).

23.08 Final approval of performance evaluation

- 23.08.1 The Dean shall convey in writing to the President the performance ratings, the resulting overall performance scores, and the reasons therefor.
 - (a) The Dean may submit to the President their own written recommendation differing from that of the STP Committee, if the STP Committee has established the performance ratings.
- 23.08.2 The President may request in writing, giving their reasons therefor, that the originator of performance ratings reconsider the recommendation. The Dean or the STP Committee, whichever is appropriate, shall either confirm its original recommendation or else make some other recommendation originally available to it, and the Dean shall convey the recommendation to the President.
- 23.08.3 The President shall ratify one of the submitted recommendations.

23.09 Unsatisfactory Performance

- 23.09.1 Where any of a Member's primary duties (in the case of Faculty Members, this means teaching and research) are assessed as unsatisfactory, or where reasonable doubt exists about a Member's satisfactory performance in these areas, the Member and the Dean, in consultation with the Department Chair, where Departments exist, shall cooperate, during the subsequent evaluation period, in the collection of data concerning these components of the Member's performance.
- 23.09.2 If a Member's final overall performance score is less than one (1.0), the Dean shall arrange a meeting pursuant to [Article 19.06.1](#).

23.10 Procedures for Biennial Evaluation

- 23.10.1 A Member is subject to annual evaluations unless they meet the provisions of [Article 23.10.3](#).

- 23.10.2 Members subject to annual evaluation will follow the procedures provided in [Article 23](#) each year.
- 23.10.3 To be eligible to have a performance evaluation every two (2) years a Member shall meet the following criteria:
- (a) is tenured or holds a Continuing Appointment, as appropriate;
 - (b) has received an overall performance score of at least one (1.0) for each of the last three (3) years;
 - (c) has not received a report in writing of unsatisfactory performance of academic duties during the last three (3) years; and
 - (d) has not been disciplined under [Article 19](#) in the last three (3) years.
- 23.10.4 When a Member who has been eligible for biennial evaluations loses that eligibility because one or more of the conditions of [Article 23.10.3](#) is no longer satisfied, they shall revert to annual evaluations until the conditions in [Article 23.10.3](#) are met.
- 23.10.5 A Member who becomes eligible for biennial evaluation shall continue to be evaluated on an annual basis until the group to which they are assigned is due for biennial evaluation.
- 23.10.6 At the discretion of the Dean, Members of a Faculty or the Library who are eligible for biennial evaluation shall be evaluated either in one group, all in the same year, or in two (2) groups of approximately equal size with each group being evaluated in alternate years, subject to [Article 23.10.7](#) below.
- 23.10.7 If membership in a Faculty or the Library is divided for the purposes of biennial evaluation, the basis of the groupings shall be similarity of discipline or similarity of criteria for performance rating (e.g. Natural Sciences, Social Sciences, and Humanities).
- 23.10.8 Where there are Departments/areas in a Faculty or the Library, all eligible Members of the same Department/area shall be evaluated in the same year.
- 23.10.9 ***Reporting and scores in non-evaluation years***
- (a) In a year when an evaluation is not required a Member shall provide a maximum one-page summary of the duties which were performed during the preceding Contract Year and a current curriculum vitae. Supporting documentation is not required.
 - (b) For Members subject to biennial evaluation, the procedures provided in [Article 23](#) will be followed every second year. The overall performance score awarded to such a Member according to [Article 23.06.2](#) or [23.06.3](#) will remain the same in each year until the next evaluation.

Article 24: Increments for Members

24.01 A Member shall be awarded a salary increment that is:

24.01.1 recommended in accordance with the provisions of [Article 24](#), and

24.01.2 ratified by the President

24.02 All salary increments shall become effective on July 1st of the calendar year in which they are awarded.

24.03 Eligibility for Salary Increments

24.03.1 *Date of Appointment*

- (a) A Member whose date of initial appointment is not within the previous twelve (12) months is eligible for a salary increment based on the performance rating established under [Article 23](#).
- (b) For Members whose date of initial appointment is within the previous twelve (12) months:
 - (i) A Member whose appointment takes effect in the period July 1st - September 15th is eligible to receive a salary increment on the following July 1st. In the case of an Instructor/Academic Assistant, this increment shall be that associated with an overall performance score of 1.
 - (ii) A Member whose appointment takes effect in the period September 16th - March 31st is eligible to receive, on the following July 1st, a salary increment pro-rated from the value in [Article 24.03.1\(b\)\(i\)](#), according to the completed months they will have served by June 30th.
 - (iii) A Member whose appointment takes effect in the period April 1st - June 30th will not be eligible to receive a salary increment on July 1st of the same calendar year.

24.03.2 *On Terminal Appointment*

- (a) A Member awarded a terminal appointment as provided in [Article 27.05.2](#) shall not be awarded a salary increment for that year of terminal appointment.
- (b) A Member with a Term appointment whose appointment end date falls before July 1st will not be eligible to receive a salary increment on July 1st of the same calendar year.

24.04 Value of Salary Increment

24.04.1 The value of a Faculty Member/Professional Librarian's salary increment is equal to the career progress increment and the merit award, if any.

24.04.2 The value of an Instructor/Academic Assistant's salary increment is equal to the merit award, if any.

24.05 Merit Awards

24.05.1 *Faculty Members/Professional Librarians*

- (a) To establish a Faculty Member/Professional Librarian's merit award, a mean of the overall performance scores will be calculated.
- (b) A Faculty Member/Professional Librarian whose performance score equals or exceeds the mean for their Faculty or the Library shall automatically receive increments from the Merit Pool.
- (c) A Faculty Member/Professional Librarian whose performance score (rounded to the nearest tenth) equals the mean performance score (rounded to the nearest tenth) of their Faculty or Library shall be entitled to one merit unit.
- (d) A Faculty Member/Professional Librarian shall receive an additional merit unit for each tenth by which their performance score (rounded to the nearest tenth) exceeds the mean performance score (rounded to the nearest tenth) of their Faculty or the Library.
- (e) The total number of merit units for a Faculty or the Library will be the sum of these merit units.
- (f) The value of a merit unit will be calculated by dividing the value of the merit pool, as established in [Article 24.06](#), for a Faculty or the Library by the total number of merit units in that group.

24.05.2 *Instructors/Academic Assistants*

- (a) An Instructor's or Academic Assistant's recommended merit award is their overall performance score times the value of a merit increment unit as defined in [Article 24.05.2\(b\)](#).
- (b) The value of a merit increment unit for Instructors/Academic Assistants shall be determined by dividing the merit pool defined in [Article 24.06.2](#) by the sum of the performance ratings awarded to Instructors/Academic Assistants pursuant to the procedures described in [Article 23](#).

24.06 Merit Pools

- 24.06.1 A separate merit pool shall be established and distributed for each Faculty and for the Library as follows:
- (a) for each Faculty Member/Professional Librarian, the per-Member merit pool contribution as specified in [Schedule A](#) shall be part of the merit pool;
 - (b) the merit pool shall be distributed among Faculty Members/Professional Librarians in the form of a merit award on June 30th of each year.
- 24.06.2 A merit pool for Instructors/Academic Assistants shall be established and distributed among Instructors/Academic Assistants in the form of merit awards. The merit pool shall be established and distributed as follows:
- (a) for each Instructor/Academic Assistant eligible to receive an increment, the per-Member merit pool contribution specified in [Schedule A](#) shall be part of the merit pool.
 - (b) for each Instructor/Academic Assistant for whom the difference between their salary and the maximum salary as specified in [Schedule A](#) is less than the value of the per-Member merit pool contribution, only the difference shall be part of the merit pool.
 - (c) The merit pool shall be distributed among Instructors/Academic Assistants in the form of a merit award on June 30th of each year.
- 24.06.3 The Board shall make no per-Member merit pool contributions on behalf of Members, and consequently those Members are not eligible to receive increments from any merit pool, for the period during which they hold appointments as Senior Academic Administrators.
- 24.06.4 Merit pool contributions for Members assigned to a less than 1.0 FTE status are addressed in [Schedule N](#).

24.07 Academic Career Years (Faculty Members/Professional Librarians)

- 24.07.1 If a Faculty Member/Professional Librarian receives recognition for a transfer of seniority, as per [Article 34.04.1](#), including professional experience at the University or elsewhere, the number of years transferred under [Article 34.04.1](#) shall count towards the period of an Academic Career as defined by [Article 2.02](#).
- 24.07.2 Once a Faculty Member/Professional Librarian has accumulated Academic Career Years exceeding the duration of an Academic Career as defined in [Article 2.02](#) and as implemented through

[Schedule E](#), the career progress increment award shall have no monetary value.

24.08 Career Progress Increments (Faculty Members/Professional Librarians)

- 24.08.1 Career progress increments for Faculty Members/Professional Librarians shall be added on June 30th of each year.
- 24.08.2 To establish a Faculty Member/Professional Librarian's career progress increment:
- (a) Every Faculty Member/Professional Librarian with a performance score equal to or above one (1.0) will receive a full career progress increment.
 - (b) Those whose performance scores are less than one (1.0) and greater than or equal to one half (0.5) will receive one half (0.5) of a career progress increment.
 - (c) Those whose performance scores are less than one half (0.5) will receive zero (0) increment.
- 24.08.3 In any event, unless reassigned pursuant to [Article 21](#), less than satisfactory performance in Teaching or Research and Creative Activity (or in the case of a Professional Librarian, in Performance as a Professional Librarian) will lead to a full career progress increment only under exceptional circumstances; otherwise, the Faculty Member/Professional Librarian will receive either one half (0.5) of the career progress increment or zero (0), according to the recommendation of the Dean or the STP Committee.
- 24.08.4 The value of a career progress increment for Faculty Members/Professional Librarians whose Academic Career Years as of June 30th do not exceed the duration per rank of an Academic Career, as specified in [Article 2.02](#) and as applied in [Schedule E](#), is specified in [Schedule A](#).
- 24.08.5 Career progress increments for Faculty Members/Professional Librarians who have exceeded the maximum number of years per rank of an Academic Career as of June 30th as specified in [Article 2.02](#) and applied within [Schedule E](#), shall have no monetary value.
- 24.08.6 The Board shall provide no career progress increments to Faculty Members/Professional Librarians for the period during which they hold appointments as Senior Academic Administrators.

24.09 Information about increments

- 24.09.1 Faculty Members/Professional Librarians shall receive the distribution of career progress and merit increments awarded that year by Faculty/Library no later than September 30th of each year.
- 24.09.2 The President shall inform all Instructors and Academic Assistants, no later than September 30th each year of the distribution of salary increments by Faculty/Library, awarded in that year. To ensure confidentiality, Instructors and Academic Assistants from Faculties/Library with fewer than six (6) Instructors and Academic Assistants shall be grouped with Instructors and Academic Assistants in the next smallest group.
- 24.09.3 Information to be included in salary letters is addressed in [Schedule N](#).

Article 25: Personnel Committees

25.01 Personnel Committees shall be established to fulfil the obligations set forth in this Collective Agreement as follows:

- 25.01.1 Search Committee;
- 25.01.2 Salary Tenure Promotion (STP) Committee;
- 25.01.3 Appeal Committee; and
- 25.01.4 Hearing Committee (External).

25.02 Rights and Responsibilities of Personnel Committees

- 25.02.1 Except as provided in [Articles 29](#) and [25.03.2](#), no person shall be appointed to, promoted to, granted extension of probation, granted Continuing Appointment, or awarded tenure in a full-time or Reduced Load position as Faculty Member/Professional Librarian/Instructor/Academic Assistant by action of the Board except upon:
 - (a) recommendation by a Personnel Committee established under and acting under the provisions of this Collective Agreement; and
 - (b) recommendation by the President.
- 25.02.2 Regarding equity training for Personnel Committee members, see [Article 23.04.1](#).

25.03 Procedure in the Absence of a Recommendation from a Personnel Committee

- 25.03.1 In the event that a Personnel Committee cannot or will not make a recommendation respecting a Member as provided in the Collective Agreement, the powers and duties of the Personnel Committee shall be terminated in that case and the Dean shall make the recommendation, or in the case of an Appeal Committee, the Vice-President (Academic) shall make the recommendation.
- 25.03.2 In the event that a Search Committee cannot or will not make a positive recommendation for any candidate the Dean may recommend a candidate for a Term appointment not to exceed two (2) years.

25.04 Chair of a Search Committee or of a STP Committee

- 25.04.1 The Chair shall either be designated through procedures established by the Faculty Council/Professional Librarians Committee and approved by the General Faculties Council, or, if not so designated, shall be elected by the Committee.
- 25.04.2 The Chair of a STP Committee shall not be the Dean.

25.05 Role of Senior Academic Administrators on Personnel Committees

- 25.05.1 When serving as a member of a Personnel Committee, Senior Academic Administrators and representatives of the Association shall not have a vote but shall have the right to participate in the activities of the Committee in all other respects.
- 25.05.2 It shall be the responsibility of the Dean in the case of a Search Committee or a STP Committee, and of the Vice-President (Academic) in the case of an Appeal Committee, to advise the committee of its rights and responsibilities pursuant to this Collective Agreement, and also of the requirements of Procedural Fairness as defined in [Article 2.26](#), and equitable treatment in general.
- 25.05.3 The Dean, in the case of increment decisions, may also provide evidence for equitable treatment, subject to [Article 14](#).

25.06 Confidentiality

- 25.06.1 The deliberations, proceedings, evidence, documentation, and recommendations of Personnel Committees shall be treated as confidential except for the transaction of the official business of the University as provided by this Collective Agreement. However, if after

the University has taken action based upon the recommendation of the Personnel Committee in their case, the Member makes a public statement about the reasons for that action, the University may treat those reasons as no longer confidential.

25.07 Conflict of Interest/Reasonable Apprehension of Bias

- 25.07.1 A Member shall not participate as a Personnel Committee member and shall either be replaced by the Dean from the pool of available alternative committee members, or absent themself:
- (a) during a hearing of their own case or that of a close family member or common law spouse.
 - (b) during a review or appeal of a recommendation from another Personnel Committee of which they were a committee member.
 - (c) during a hearing in which their participation may lead to a reasonable apprehension of bias. Prior familiarity with the facts of a case does not, by itself, constitute a reasonable apprehension of bias, nor do past friendly or unfriendly relationships.
- 25.07.2 A person disqualified from participating on a Personnel Committee under [Article 25.07.1](#) may appear as a witness.
- 25.07.3 Any dispute regarding the applicability of [Article 25.07](#) and the replacement of the Member on a Personnel Committee by the Dean must be initiated through written and signed complaint to the Vice-President (Academic) within five (5) Working Days of the Member being informed in writing of their replacement. The Vice-President (Academic) will either dismiss or support the Member's complaint and advise the Member and the Dean of the decision in writing within five (5) Working Days of receiving the written complaint.
- 25.07.4 ***Conflict of Interest Concerns Raised by Members***
- (a) When a Member believes a person on a Personnel Committee which will be deciding a matter directly affecting the Member should be removed because of a conflict of interest or a reasonable apprehension of bias, the Member shall raise the concern with the Dean in writing within ten (10) Working Days of being informed in writing of the composition of the Committee.
 - (b) The Dean will respond in writing to the Member within five (5) Working Days of receipt of the concern with a proposed resolution.
 - (c) If the Member views the Dean's proposed resolution as unacceptable, the Member will file a written and signed complaint with both the Association President and the Vice-President (Academic) within ten (10) Working Days of receiving the Dean's response.

- (d) The Vice-President (Academic) will either dismiss or support the Member's complaint and advise the Member and the Dean of the decision in writing within five (5) Working Days of receiving the written complaint.

25.07.5 Any disputes regarding the applicability of [Articles 25.07.3](#) and [25.07.4\(d\)](#) resulting from a complaint shall be resolved using the Interpretation procedure in [Articles 9.04](#) and [9.05](#).

25.08 Eligibility to vote in STP and Appeal Committees

25.08.1 In order to be eligible to vote in a particular case, voting members of a STP or Appeal Committee must be present at all meetings regarding that case.

25.08.2 Notwithstanding the foregoing, an alternate joining such a Committee in place of a regular voting member part way through its deliberations on a particular case shall be eligible to vote provided that:

- (a) the Chair of the Committee has informed the alternate at the alternate's first meeting of the procedures followed and the nature of the Committee's deliberations concerning the case prior to the alternate's membership in the Committee; and
- (b) the alternate has attended all meetings of the Committee concerning the case subsequent to the alternate's membership in the Committee.

25.09 Search Committee

25.09.1 To deal with the appointment of a Member as provided in [Article 10](#) there shall be a Search Committee, whose term of office shall be July 1st through June 30th annually, consisting of:

- (a) **Non-Voting**
 - (i) The Dean
- (b) **Voting**
 - (i) Four (4) persons selected through procedures established by the Faculty Council/Professional Librarians Committee and approved by the General Faculties Council.
 - (ii) In the case of a search for a Professional Librarian for the Curriculum Laboratory of the Faculty of Education, the procedure shall be jointly established by the Professional Librarians Committee and the Education Faculty Council and approved by the General Faculties Council.
 - (iii) The procedures shall provide for a system of alternates. Alternates shall replace regular members whose schedules

would cause unreasonable delay in a committee's proceedings or who would have a conflict of interest.

25.09.2 Quorum for a Search Committee shall consist of the Dean and three (3) of the four (4) voting members.

25.09.3 The affirmative vote of three (3) voting members shall be required to carry any recommendation placed before a Search Committee.

25.10 Salary Tenure Promotion (STP) Committee

25.10.1 To deal with the matters affecting a Member as provided in [Articles 23, 27, and 28](#) there shall be a STP Committee, whose term of office shall be July 1st through June 30th annually, consisting of:

(a) **Non-Voting**

(i) The Dean

(b) **Voting**

(i) Six (6) persons selected through procedures established by the Faculty Council/Professional Librarians Committee and approved by the General Faculties Council, preferably in the case of Faculty Members selected to include strong representation from the disciplinary interests of the Member.

(ii) In the case of a committee for a Professional Librarian for the Curriculum Laboratory of the Faculty of Education, the procedures shall be jointly established by the Professional Librarians Committee and the Education Faculty Council and approved by the General Faculties Council.

(iii) The procedures shall provide for a system of alternates, also preferably in the case of Faculty Members selected to include strong representation from the disciplinary interests of the Member. Alternates shall replace regular members whose schedules would cause unreasonable delay of a committee's proceedings or whose membership could be seen as compromising Procedural Fairness.

(iv) Only tenured Faculty Members may sit on a STP Committee for a Faculty Member.

(v) Only tenured Faculty Members and Professional Librarians may sit on a STP Committee for a Professional Librarian.

(vi) Only tenured Faculty Members and continuing Instructors/Academic Assistants may sit on a STP Committee for an Instructor/Academic Assistant.

25.10.2 Quorum for a STP Committee shall consist of the full membership of the Committee, comprising all voting and non-voting members.

25.10.3 The affirmative vote of four (4) members eligible to vote shall be required to carry any motion placed before a STP Committee.

25.10.4 Procedures of a STP Committee shall be subject to Procedural Fairness as defined in [Article 2.26](#).

25.11 Appeal Committee

25.11.1 To deal with appeals as provided in [Articles 29.02](#) and [29.04](#) there shall be an Appeal Committee, whose term of office shall be September 1st through August 31st annually, consisting of:

(a) **Non-Voting**

- (i) The Chair, a Dean appointed by the Vice-President (Academic).
- (ii) One (1) member, other than the President of the Association or the Association Grievance Committee Chair, appointed by the Association, who is not precluded from membership on this Committee by [Article 11.04](#). In the case of a dispute, resolution shall be provided by [Article 11.04.6](#).

(b) **Voting**

- (i) One (1) tenured Faculty Member from each Faculty and one tenured Professional Librarian selected through procedures established by each Faculty Council, or the Professional Librarians' Committee, as appropriate.
- (ii) The procedures shall provide for a system of alternates. Alternates shall replace regular members whose schedules would cause unreasonable delay in the Committee's proceedings or who would have a conflict of interest or a reasonable apprehension of bias.
- (iii) The Faculty of Arts and Science shall provide three (3) members and three (3) alternates, representing Humanities, Sciences and Social Sciences, where the Appeal Committee member from the Faculty of Arts and Science shall then be that member (or alternate) most closely aligned with the disciplinary interests of the appellant. All other Faculties and the Library shall provide one (1) member and one (1) alternate.

(c) A Member shall not serve as a member of the Appeal Committee during an Academic Year in which they are to be considered for promotion.

25.11.2 Quorum shall consist of the full membership of the Committee, comprising all voting and non-voting members.

25.11.3 The affirmative vote of four (4) members eligible to vote shall be required to carry any motion placed before the Appeal Committee.

- 25.11.4 All Committee members shall be contacted in order to arrange the date and times of the meetings on a case; Committee members and the appellant shall be informed in writing of the date, location and time of the meetings. Notice of meeting dates, locations and times shall be reasonable.
- 25.11.5 Procedures of an Appeal Committee shall be subject to procedural fairness as defined in [Article 2.26](#).

25.12 Hearing Committee (External)

- 25.12.1 To deal with appeals as provided in [Article 29.03](#) there shall be a Hearing Committee consisting of three (3) voting members who are not employees of the University, appointed as follows:
- (a) one (1) member appointed by the Vice-President (Academic);
 - (b) one (1) member appointed by the appellant Member; and
 - (c) a third member who shall be the Chair of the Hearing Committee, appointed jointly by the other two Committee members, with the agreement of those who appointed those two Committee members.
- 25.12.2 All members of the Hearing Committee shall hold tenured appointments at a Canadian University located in any province west of Ontario. Exceptions shall be permitted by mutual written agreement signed by the Vice-President (Academic) and the appellant.
- 25.12.3 No Committee member shall be appointed whose membership on the Committee would cause unreasonable delay in the Committee's proceedings, or who would have a conflict of interest, or a reasonable apprehension of bias.
- 25.12.4 Failure to reach agreement on membership
- (a) The Vice-President (Academic) and the appellant shall make good faith efforts to appoint members as required under [Articles 25.12.1\(a\)](#) and [25.12.1\(b\)](#) within ten (10) Working Days of a notice of appeal.
 - (b) In the event that a suitable appointment cannot be made, either party may request an extension of a further ten (10) Working Days. At the end of this extension, the missing member(s) under [Articles 25.12.1\(a\)](#) and/or [25.12.1\(b\)](#) above shall be appointed by an independent arbitrator mutually agreed to by both parties.
 - (c) In the event that agreement cannot be reached upon the third member and Chair of the Hearing Committee within ten (10) Working Days of the last member being appointed under [Article 25.12](#) above, that member shall be appointed by an independent arbitrator mutually agreed to by both parties.

- 25.12.5 Quorum for the Hearing Committee shall consist of the full membership of the Committee, comprising all three members.
- 25.12.6 The affirmative vote of two (2) members shall be required to carry any motion placed before a Hearing Committee.
- 25.12.7 All Committee members shall be contacted in order to arrange the date and times of the Committee meetings; Committee members and the appellant shall be informed in writing of the date and time of the meetings. Notice of meeting dates and times shall be reasonable.
- 25.12.8 Procedures of the Committee shall be subject to Procedural Fairness as defined in [Article 2.26](#).
- 25.12.9 All members of the Committee shall act as a panel independently of the parties who appointed them.

25.13 Reporting of Personnel Committee Recommendations

- 25.13.1 All recommendations of Search or STP Committees shall be conveyed in writing as soon as possible to the Dean by the Committee chair, and the Dean shall notify a Member as soon as possible in writing and in confidence of any recommendations by a Search or STP Committee, and the reasons therefor, in their case.
- 25.13.2 The recommendation of the Appeal Committee shall be conveyed in writing by the chair to the President. A copy of the recommendation shall be sent to the Dean and to the Member.
- 25.13.3 The recommendation of the Hearing Committee shall be reported according to [Article 29.03.3\(a\)](#).
- 25.13.4 The Dean shall convey in writing to the President, and the President shall convey in writing to the Board, all recommendations of STP Committees that probation be extended, that probation be terminated, that Continuing Appointment be awarded or denied, that tenure be awarded or denied, or that a Member be promoted. The Vice-President (Academic) shall convey in writing to the President, and the President shall convey in writing to the Board, any recommendation of the Appeal Committee or the Hearing Committee.
- 25.13.5 ***Alternate Recommendations***
 - (a) When a Personnel Committee has recommended that probation be extended, that Continuing Appointment be awarded, that tenure be awarded, or that a Member be promoted, the Dean may submit to the President, and the President may submit to the Board, their own written recommendation differing from that of the Personnel Committee.
 - (b) In cases where there has been no Appeal Committee recommendation, if the President intends to submit a

recommendation to the Board which differs from that of a STP Committee, they shall first request, in writing, giving their reasons therefor, that the Dean reconvene the STP Committee to reconsider its recommendation.

- (c) The STP Committee shall either confirm its original recommendation, or else make some other recommendation originally available to it.
- (d) The process set out in [Article 26](#) shall apply to the reconvened STP Committee.
- (e) The Dean shall convey in writing to the President the Committee's recommendation. This recommendation by the Committee shall be deemed its sole recommendation that probation be extended, that probation be terminated, that Continuing Appointment be awarded or denied, that tenure be awarded or denied, or that a Member be promoted or a promotion be denied.
- (f) If the President submits to the Board a recommendation respecting extension of probation, award of Continuing Appointment, award of tenure or promotion differing from that of a Personnel Committee, they shall send a copy of their recommendation to the Dean and to the Member.

Article 26: STP Committee Procedures

26.01 Meetings of the STP Committee shall normally take place between January 1st and March 31st of each Academic Year.

26.02 In any case put before it, an STP Committee shall make one of the recommendations specified in this Collective Agreement as being allowed for that procedure.

26.03 Preparation for STP Hearings

26.03.1 No later than July 15th of the Academic Year in which a case is to be considered, the Dean shall write to all Members who have agreed with the STP Committee Chair to be considered for an STP procedure (other than appeals of performance evaluation), and also to all Members eligible to invoke the right to be considered for such an STP procedure.

26.03.2 The letter shall invite the Member to supply to the STP Committee Chair, by the following September 15th, a rationale and whatever material and information the Member deems necessary to justify their

case, and request the Member to make recommendations regarding additional evidence for the Chair to gather.

- 26.03.3 In all cases where referees are selected, such selection shall be fair and reasonable.
- 26.03.4 The Chair shall keep the Member informed of progress on the collection of such additional information.
- 26.03.5 The evidence and documentation submitted for the consideration of the STP Committee shall consist of four (4) elements, each of which shall be clearly identified:
- (a) first: evidence and documentation submitted by the candidate;
 - (b) second: additional evidence and/or documentation collected by the STP Chair after consultation with the candidate as described in [Article 26.03.2](#);
 - (c) third: such additional evidence and/or documentation collected by the STP Chair as they deem relevant to the proceedings;
 - (d) fourth: material from the Personal File of the candidate directly relevant to the candidate's duties and responsibilities, submitted by the Dean to the STP Chair in accordance with [Article 14.07](#) and accepted by the STP Chair as appropriate. Disagreements between the Dean and the Chair regarding the appropriateness of specific material shall be dealt with through the Interpretation process in [Article 9](#).
- 26.03.6 The STP Committee Chair shall prepare a recommendation for one of the options available to the Committee for that procedure under the appropriate Article of this Collective Agreement.
- 26.03.7 After consultation with the Dean, the STP Committee Chair shall indicate to the Member within fifteen (15) Working Days of receipt of the material in [Article 26.03.2](#), based on this material, what recommendation would be presented to the STP Committee. In particular, the Chair shall inform the Member of any negative evidence which the Member may wish to address. If, in the Chair's view, there is insufficient evidence to justify a positive recommendation, the Chair shall, at this time, advise the Member what additional evidence would overcome the perceived incompleteness or insufficiency, and shall attempt to assist the Member in acquiring such additional evidence.
- 26.03.8 Any additional evidence gathered by the STP Committee Chair or supplied by the Dean or the Member under [Articles 26.03.2](#), [26.03.5](#), and [26.03.7](#) for consideration of the STP Committee shall be provided by January 10th.
- 26.03.9 Not fewer than ten (10) Working Days prior to the first day of the hearing, the STP Committee Chair shall inform the Member in writing of the following:

- (a) the Chair's recommendation and all the reasons for it that will be placed before the STP Committee. In particular, the Chair shall inform the Member of any negative evidence which the Member may wish to address;
- (b) the Member's right to submit, within five (5) Working Days, a written response to the Chair's recommendation; and
- (c) the Member's right to appear before the STP Committee.

26.03.10 The Member shall give as much notice as possible but not fewer than five (5) Working Days notice if they intend to appear before the Committee.

26.04 Process for STP Hearings

26.04.1 The STP Committee Chair shall convene the STP Committee and shall place before it:

- (a) The evidence and documentation the Chair has accumulated in accordance with [Articles 26.03.2](#), [26.03.5](#), and [26.03.7](#), including all materials submitted by the Member. Normally, new documentation shall not be presented at this meeting; the Member will be provided with a fair summary of any new documentation admitted and will have five (5) Working Days to respond to it prior to the Committee considering the new documentation;
- (b) The Chair's recommendation; and
- (c) The Member's written response, if any, under [Article 26.03.9\(b\)](#).

26.04.2 The first motion to be considered shall be:

- (a) That the evidence presented to the Committee is a sufficient basis for a fair and reasonable decision.
- (b) The question is automatically before the STP Committee and requires neither mover nor seconder. Voting shall be in accordance with [Article 25.10.3](#).
- (c) If, after consideration, the motion is not carried, the STP Committee shall request its Chair to accumulate additional evidence that would overcome the perceived incompleteness or insufficiency.
- (d) The Member shall be informed of the additional evidence gathered by the STP Committee Chair, and especially of any negative evidence, and shall have the right to respond within five (5) Working Days either in writing or orally.
- (e) In addition, should the STP Committee Chair change their original recommendation as a result of the new evidence, the Member shall be so informed and shall have the right to respond within five (5) Working Days either orally or in writing.

- 26.04.3 After the motion of [Article 26.04.2\(a\)](#) above has passed, or when the STP Committee votes that reasonable efforts to find significant additional evidence have failed, the Committee shall consider the motion:
- (a) That the quality and quantity of the candidate's academic work relative to the applicable criteria (from those described in [Article 13](#)) merit a positive recommendation.
 - (b) The question is automatically before the STP Committee and requires neither mover nor seconder.
 - (c) Voting shall be in accordance with [Article 25.10.3](#).
 - (d) If this motion fails and the STP Committee still has the option to extend or terminate Probation, [Article 26.04.3](#) shall be repeated with a “positive recommendation” now referring to Extension of Probation.

26.05 Reporting of STP Decisions

- 26.05.1 Within five (5) Working Days of the end of the meeting or meetings dealing with a Member's case, the STP Committee Chair shall convey to the Dean in writing the recommendation of the Committee and a summary of its reasons. This letter shall be included in the Member's Personal File.
- 26.05.2 A draft of the letter from the Dean to the Member, informing the Member of the Committee's recommendation and the reasons therefor, as specified in [Article 25.13.1](#), shall be circulated to members of the STP Committee, and amended by the Dean as appropriate, prior to its transmittal. On request to the Dean, the Chair of the STP Committee shall have the right to read the letter that will be sent to the Member.
- 26.05.3 The Dean shall forward to the Vice President (Academic) the Committee's final letter of [Article 26.05.1](#) regarding its recommendation and the reasons therefor, together with the Dean's recommendation.
- 26.05.4 Except where the Dean or the Vice President (Academic) or both have reasonable cause to believe that one or more of the conditions of [Articles 29.02.3\(a\)\(i\)](#), [29.02.3\(a\)\(ii\)](#), and [29.02.3\(a\)\(iii\)](#) exists, the Vice President (Academic) shall forward the recommendation to the President for consideration.
- 26.05.5 Where the Dean or the Vice President (Academic) or both have reasonable cause to believe that one or more of the conditions of [Articles 29.02.3\(a\)\(i\)](#), [29.02.3\(a\)\(ii\)](#), and [29.02.3\(a\)\(iii\)](#) exists, the Vice President (Academic) shall forward the case to the Appeal Committee of [Article 25.11](#) for its consideration, using the process in [Article 29.02.3](#).

26.06 All materials used in the Hearing shall be deemed to be part of the Member's Personal File, subject to the provisions of [Article 14](#).

Article 27: Probation, Continuing Appointment, and Tenure

27.01 Probationary Appointment

27.01.1 Probationary appointment may be made at any of the ranks for Faculty Members, Professional Librarians, Instructors, or Academic Assistants (see [Articles 35](#), [36](#), and [37](#)).

27.01.2 A Term appointment may be converted to a probationary appointment under the provisions of [Article 10.04](#).

27.01.3 *Minimum and Maximum Probationary Periods*

- (a) Except where the appointment takes effect after July 1st (in which case the initial period of probation shall be altered in accordance with the terms of [Article 10.07.2](#), the initial period of probation shall be:
 - (i) two (2) years for Faculty Members/Professional Librarians; and
 - (ii) three (3) years for Instructors/Academic Assistants.
- (b) The maximum period of probation shall be five (5) years, unless extended under [Articles 10.07.2\(a\)\(ii\)](#), [27.01.4](#), or [27.01.6](#).
- (c) At the request of the Member, a Member appointed to a Probationary appointment shall have prior service considered as comprising part of the maximum probationary period (in the case of an Instructor/Academic Assistant this also applies to Members converted to a Probationary appointment), provided that:
 - (i) for Faculty Members/Professional Librarians the prior service consisted of full years of service on full time employment at this University or another university, or both, to which all of the criteria in [Article 35](#) or [36](#) applied and the Member possessed full academic credentials for the years of service to be considered;
 - (ii) for Instructors/Academic Assistants the prior service is at this University and has been evaluated under [Article 23](#);
 - (iii) appropriate documentation is provided for the entire period; and

- (iv) in the case of an Instructor/Academic Assistant, no more than two (2) years of such service may be considered.

27.01.4 Termination on failure to achieve a specified credential or other obligation

- (a) A Dean may recommend to the President that the period allowed for the Member to meet an obligation specified in the letter of appointment be extended; in that event, the Member may request that the timetable for Extension of Probation and Continuing Appointment/tenure be correspondingly extended; no such request shall be unreasonably denied.
- (b) The Dean may also recommend that the timetable for Extension of Probation and Continuing Appointment/tenure be correspondingly extended.
- (c) Except as provided for in [Article 27.01.4\(a\)](#), a Member on probation who fails to meet a specified obligation respecting academic credentials, or other obligation specified in the letter of appointment, shall not be considered for tenure, for Continuing Appointment, or for Extension of Probation and their probation shall be terminated without recourse to appeal.

27.01.5 Conclusion of the Initial Period of Probation

- (a) In the final year of the initial period of probation, during the interval from January 1st to March 31st, a Member's continued employment at the University shall be considered by an STP Committee.
 - (i) A Faculty Member/Professional Librarian shall be considered for Extension of Probation for a period of three (3) years. The STP Committee shall recommend either that probation be extended or that probation be terminated.
 - (ii) An Instructor or Academic Assistant shall be considered for Continuing Appointment. The STP Committee shall recommend that the Member be offered one of the following:
 - (A) Continuing Appointment at the conclusion of the Probationary Appointment;
 - (B) termination of Probation; or
 - (C) Extension of Probation for a period not to exceed two (2) years, during the last year of which the STP Committee shall make the recommendation of [Article 27.01.5\(a\)\(ii\)\(A\)](#) or [27.01.5\(a\)\(ii\)\(B\)](#), above.
- (b) A Faculty Member/Professional Librarian shall be awarded Extension of Probation if recommended by the STP Committee as provided in this Article and recommended by the President and ratified by the Board.

- (c) At the beginning of the Extension of Probation, a Faculty Member/Professional Librarian shall be given by the Dean a written assessment of their performance during the period of probation just completed and a statement of expectation for their performance during the extension of probation.

27.01.6 Unfair Probationary Period

- (a) An unfair probationary period is an extended period of a Member's Probationary Appointment during which time the Member's efforts to establish their academic record is materially impaired relative to other Members holding Probationary Appointments by violations of [Article 11](#) by another Member.
- (b) A Member who considers that they have been subjected to an unfair probationary period shall make a formal written complaint to the Dean, detailing the specifics of the case and providing supporting evidence, in a timely manner, as specified in [Article 9](#), but in any case not later than August 15th preceding their consideration for Extension of Probation, Continuing Appointment, or tenure. The Dean shall investigate the matter and, if necessary, take action to resolve it not later than twenty (20) Working Days later.
- (c) If the Member is not satisfied with the Dean's resolution of the matter, they shall file a grievance under [Article 9](#) within ten (10) Working Days of receiving the Dean's decision. The grievance shall be resolved not later than December 15th of that year.
- (d) As part of the resolution of action under this Article, whether by the Dean or during a grievance procedure, the Dean may institute additional support or mentoring for the Member; the Member may be granted an extension of up to one (1) year beyond the limits set in [Article 27.01.3\(b\)](#) to prepare for the STP Committee's review of their work, possibly outside the time period specified in [Articles 27.01.3](#) and [27.02](#).
- (e) A Member may invoke [Article 27.01.6](#) more than once. However, the maximum cumulative extra-ordinary extension that may be granted to any individual in all actions under this Article is two (2) years. If a second invocation is successfully made, the Member shall be placed under the direct supervision of the Vice-President (Academic) for the second and final period of extra-ordinary extension.

27.02 Award of Continuing Appointment/Tenure

- 27.02.1 Continuing Appointment/tenure shall mean an appointment which shall continue until retirement unless terminated under a provision of this Collective Agreement.

27.02.2 A Member shall be awarded Continuing Appointment/tenure if recommended by the STP Committee as provided in this Article and recommended by the President and ratified by the Board.

27.02.3 For a Faculty Member/Professional Librarian, the STP Committee may recommend that tenure be awarded; or that the probation be extended but not beyond the maximum probationary period provided in [Article 27.01.3\(b\)](#) (except as provided in [Article 27.01.6](#)); or that probation be terminated.

27.02.4 Tenure shall become effective the date it is awarded by action of the Board.

27.02.5 Continuing Appointment shall become effective at the conclusion of the Probationary appointment.

27.02.6 *Timelines for Tenure*

- (a) A Faculty Member/Professional Librarian shall be considered for tenure during the period from January 1st to March 31st of the fifth (5) year of a Probationary appointment, or earlier under [Articles 27.01.3\(c\)](#) or [27.02.6\(b\)](#). The STP Committee must recommend either that tenure be awarded or that probation be terminated.
- (b) By mutual agreement between the Faculty Member/Professional Librarian and the Dean:
 - (i) A Member who is appointed as Associate Professor or Professor, or as a Librarian III or IV, may be considered earlier; or
 - (ii) A Member who is promoted to Associate Professor or Librarian III before the end of their fifth (5th) probationary year, may be considered for tenure immediately after being promoted (i.e., during the same hearing).
- (c) In both [Articles 27.02.6\(b\)\(i\)](#) and [27.02.6\(b\)\(ii\)](#), the STP Committee may recommend that tenure be awarded, or that the probation be extended but not beyond the maximum probationary period provided in [Article 27.01.3\(b\)](#) (except as provided in [Article 27.01.6](#)), or that probation be terminated.
- (d) Notwithstanding [Article 27.02.6\(b\)](#) and any prior service, in no case shall a tenure hearing be held earlier than the period January 1st – March 31st of the second (2nd) year of the initial Probationary appointment, except in the case of an initial Appointment with tenure.

27.03 Continuing Appointment for a Partial Year

27.03.1 A Continuing Appointment may be awarded to an Instructor or Academic Assistant who has held a Probationary Appointment for a

period of at least eight (8) months per year each successive year of the Probationary Appointment. For an Instructor or Academic Assistant who is employed for fewer than twelve (12) months per year, twelve (12) months of employment shall be considered as a year of service.

27.04 Procedure for Extension of Probation and Award of Continuing Appointment/Tenure

- 27.04.1 The procedure for the hearing of the STP Committee regarding Extension of Probation or the award of Continuing Appointment/tenure shall be as provided in [Article 26](#). Where the Committee has not completed its deliberations by June 30th of the final year of the Member's probationary appointment and the Committee makes a recommendation that probation be terminated, then a terminal appointment as provided in [Article 27.05.2](#) shall be deemed to have begun July 1st immediately following the end of the probationary appointment.
- 27.04.2 If the procedure of [Article 26.04.3](#) (including part [\(d\)](#) where appropriate) concludes with the motion in [Article 26.04.3\(a\)](#) never having passed by an appropriate majority as specified in [Article 25.10.3](#), this constitutes a recommendation by the STP Committee that probation be terminated.

27.05 Termination of Probationary Appointment

- 27.05.1 A Member's probation shall be terminated upon recommendation of an STP Committee as provided in [Articles 27.01.5\(a\)](#) or [27.02.3](#), recommendation of the President, and ratification by the Board.
- 27.05.2 A Member whose probation is terminated shall be awarded a terminal appointment of one (1) year to follow the end of the period of probation.

Article 28: Promotion of Members

28.01 Promotion

- 28.01.1 A Member shall be promoted if recommended by an STP Committee, recommended by the President, and ratified by the Board.

28.02 Consideration for Promotion

28.02.1 A Member may be considered for promotion in any year deemed appropriate in the judgment of the chair of the STP Committee and with the consent of the Member. Normally, promotion to the next higher rank should be considered after five (5) to ten (10) years in a rank.

28.02.2 Consideration of promotion of a Member shall be carried out by the STP Committee, using the procedure provided in [Article 26](#). The STP Committee shall recommend either that the Member be promoted, or that the Member not be promoted.

28.02.3 *Faculty Members/Professional Librarians*

- (a) A Faculty Member/Professional Librarian shall have the right to be considered for promotion in the sixth (6) or subsequent year in which the Member has been in a rank, excepting only that the Member may not apply again to be promoted in the year following an unsuccessful consideration. for promotion in the sixth (6) or subsequent year in which the Member has been in a rank, excepting only that the Member may not apply again to be promoted in the year following an unsuccessful consideration.

28.02.4 *Instructors/Academic Assistants*

- (a) An Instructor/Academic Assistant may request consideration for promotion after five (5) years in a rank, or in any year with the agreement of the Chair of the STP Committee.
- (b) Promotion in rank for Instructors/Academic Assistants follows a number of years of satisfactory performance as judged by annual or biennial performance reviews and requires a proven ability to successfully perform the duties appropriate to the next highest rank and/or increased relevant qualifications, increased scope of practice and relevant expertise. Maintaining relevant competence in the area of expertise is not sufficient in itself to merit promotion.
- (c) In order for promotion of an Academic Assistant to be considered by the STP Committee, the Chair of the relevant Department (or equivalent) and the Dean shall agree that this recommendation may be considered based upon the availability of a continuing assignment appropriate to the higher rank. Such agreement shall not be unreasonably withheld.

28.03 Effective Date of Promotion

28.03.1 A promotion shall normally become effective on but not later than July 1st of a given year providing that:

- (a) the promotion is recommended by the STP Committee on or before the preceding March 31st, or considered by the STP Committee before March 31st and subsequently recommended by the Appeal Committee; and
- (b) the promotion is recommended by the President and ratified by the Board.

Article 29: Appeals of Recommendations by STP Committees and Appeal Committees

29.01 Preamble

- 29.01.1 Appeals dealt with in this Article are logical extensions of the processes for career progression via STP Committee reviews addressed in other Articles of this Collective Agreement. Such STP Committee reviews are based on the principles of peer review, principles of natural justice and any differences between adjudication processes versus appeal processes.
- 29.01.2 Subject to the provisions of [Article 2.26](#) and principles of natural justice, all evidence considered during the Appeal process governed by this Article shall pertain to the review period considered by the original STP Committee or the Appeal process itself.
- 29.01.3 Where an appellant has the right to appear before a committee as part of an Appeal process governed by this Article, the appellant has the right to be accompanied pursuant to the provisions of [Article 11.02.6](#) Participation and Accompaniment.
- 29.01.4 All written communications to an appellant pursuant to the provisions of this Article or written communications pertaining to an appealed recommendation of an STP or Appeal Committee shall be copied to the Association.
- 29.01.5 In every instance where notification of the appellant is required by this Article, that notification shall be in writing, and copied to the Association.
- 29.01.6 All materials pertaining to the Member that are used pursuant to this Article shall be deemed part of the Member's Personal File, subject to the provisions of [Article 14](#).

29.02 Denial of Extension of Probation, Tenure, Continuing Appointment, and Promotion

29.02.1 A Member shall have the right to appeal to the [Article 25.11](#) Appeal Committee a recommendation of the STP Committee respecting their extension of probation, the award of tenure (in case of a Faculty Member/Professional Librarian), the award of a Continuing Appointment (in the case of Instructor/Academic Assistant), or promotion.

29.02.2 The Appeal Committee shall hear only those appeals submitted in writing to the Committee Chair. The appellant must give notice in writing of an intention to appeal within ten (10) Working Days after the Member has received notification of a recommendation of the STP Committee. Full reasons for the appeal must be submitted within ten (10) Working Days of the Chair's acknowledgement of this written notice.

29.02.3 **Process**

- (a) The appellant shall write to the Chair of the Appeal Committee giving notice of an intention to appeal the recommendation of the STP Committee. The Chair of the Appeal Committee shall acknowledge receipt of the request for a hearing, including the template in [Schedule L](#). Within ten (10) Working Days of receipt of the Chair of the Appeal Committee's letter, the appellant shall submit a written request for a hearing of their case, stating the grounds for the appeal, which shall be one or more of the following:
 - (i) That the decision reached by the STP Committee was not fair and reasonable in the light of the documentation and evidence put before it. In this case, the motion for consideration by the Appeal Committee shall be:
 - (A) *That the decision reached by the STP Committee was not fair and reasonable in light of the documentation and evidence put before it.*
 - (ii) That the documentation and evidence considered by the STP Committee were incomplete and/or inappropriate to such an extent as to prevent a fair and reasonable decision, for reasons that were beyond the control of the appellant. The Appeal Committee shall then consider the motion:
 - (A) *That the documentation and evidence considered by the STP Committee were incomplete and/or inappropriate to such an extent as to prevent a fair and reasonable decision, for reasons that were beyond the control of the appellant.*
 - (iii) That the STP Committee procedure provided for in the Collective Agreement was not followed, and the failure to

follow correct procedure materially disadvantaged the appellant. In this case, the motion for consideration by the Appeal Committee shall be:

- (A) *That the STP Committee procedure provided for in the Collective Agreement was not followed, and the failure to follow correct procedure materially disadvantaged the appellant.*
- (b) The Appeal Committee shall satisfy itself that it has sufficient evidence to consider any motion(s) appropriate to the circumstances of [Article 29.02.3\(a\)](#), subject to the provisions of [Article 29.01.2](#).
 - (i) In the case of Appeals brought under [Articles 29.02.3\(a\)\(i\)](#) and [29.02.3\(a\)\(ii\)](#), this evidence shall include:
 - (A) The appellant's letter of [Article 29.02.3\(a\)](#);
 - (B) All materials from the STP Committee hearing, including the Dean's letter of [Article 26.05.2](#) containing the recommendation(s) subject to appeal;
 - (C) Any other evidence the Appeal Committee requires to reach a fair and reasonable decision, subject to the provisions of [Article 29.01.2](#).
 - (ii) In the case of appeals brought under [Article 29.02.3\(a\)\(iii\)](#), this evidence shall include information sufficient to permit the Appeal Committee to determine whether the procedures of the STP Committee were fair and reasonable, notwithstanding the evidence presented to the STP Committee.
 - (iii) In accordance with [Article 2.26](#), the Appeal Committee shall ensure that the appellant has available to them all the information that the Appeal Committee is to use in rendering its decision, and that the appellant has had a reasonable opportunity to provide a response to such information.
- (c) The Appeal Committee shall then consider the motion(s) before it under [Article 29.02.3\(a\)](#). Each motion is automatically before the Appeal Committee at the appropriate time, and requires neither a mover nor a seconder. When more than one ground for appeal is claimed, the Appeal Committee shall consider the motions one at a time, in the order specified in [Article 29.02.3\(a\)](#), subject to the following provisions:
 - (i) Should the motion in [Article 29.02.3\(a\)\(i\)](#) carry by an appropriate majority as specified in [Article 25.11.3](#), the appeal is upheld, and the decision of the STP Committee is reversed. In this case, no subsequent motions shall be entertained, and the appeal is concluded.

- (ii) Should the motion in [Article 29.02.3\(a\)\(ii\)](#) carry by an appropriate majority as specified in [Article 25.11.3](#), the Appeal Committee affirms the grounds for appeal to be valid, and no additional motions from [Article 29.02.3\(a\)](#) shall be entertained. The Appeal Committee shall then direct that the additional evidence required to render a fair and reasonable decision be collected. With all required evidence in hand, the Appeal Committee shall then reconsider the appellant's case anew, as if it were an STP Committee, with all of the associated powers and duties of an STP Committee.
- (iii) Should the motion in [Article 29.02.3\(a\)\(iii\)](#) carry by an appropriate majority as specified in [Article 25.11.3](#), the Appeal Committee affirms the grounds for appeal to be valid, and no additional motions from [Article 29.02.3\(a\)](#) shall be entertained. The Appeal Committee shall then reconsider the appellant's case anew, without gathering any additional evidence, as if it were an STP Committee, with all of the associated powers and duties of an STP Committee.
- (iv) A failure of any motion under [Article 29.02.3\(a\)](#) shall mean that the specific ground for appeal pertaining to that motion is dismissed. The failure of all motions presented to the Appeal Committee under [Article 29.02.3\(a\)](#) shall mean that the appeal is dismissed, and that the Appeal Committee has upheld the recommendation(s) of the STP Committee.

29.02.4 Resolution

- (a) After the Appeal Committee has made its recommendation(s), a draft of the letter from the Chair of the Appeal Committee to the appellant respecting the Appeal Committee's recommendation(s) shall be circulated to members of the Appeal Committee, and amended by the Chair as appropriate, prior to its transmittal to the appellant. Copies of the final version of the letter from the Chair of the Appeal Committee to the appellant shall be sent to the appellant's Dean, the Vice-President (Academic) and the Association.
- (b) When the recommendation of the Appeal Committee is to deny promotion, the decision of the Appeal Committee is final and not subject to further appeal. The appellant may apply anew for promotion, following the process described in [Article 28](#).
- (c) When the recommendation of the Appeal Committee is to terminate probation; or in the case of Faculty Members/Professional Librarians to deny tenure; or in the case of an Instructor/Academic Assistant to deny Continuing Appointment, the recommendation of the Appeal Committee is subject to further appeal, through the process described in [Article 29.03](#).

29.03 Termination of Probation and Denial of Tenure/Continuing Appointment: Hearing Committee Appeals

- 29.03.1 If an appellant is not satisfied with the recommendation(s) of the STP and Appeal Committees subsequent to an [Article 29.02](#) appeal process, the following process may be invoked by the appellant:
- (a) A Member shall have the right to appeal a recommendation of an Appeal Committee to an [Article 25.12](#) Hearing Committee (External) on the grounds that the procedure followed in reaching the recommendation was not fair as defined in [Article 2.26](#) (procedural fairness) including due consideration of the criteria in [Articles 35, 36, or 37](#), elaborated upon in [Article 13](#).
 - (b) Such an appeal shall be heard only if a notice of appeal is submitted in writing to the Vice-President (Academic) giving grounds for the appeal within ten (10) Working Days after the appellant has received notification of the recommendation of the Appeal Committee. Particulars of the grounds for the appeal shall be submitted in writing to the Vice-President (Academic) within fifteen (15) Working Days of the date of the notice of appeal.

29.03.2 *Hearing Committee Process*

- (a) The Committee has a duty to conduct its deliberations in a manner that is fair, in accordance with the definition of procedural fairness in [Article 2.26](#) and subject to any specific provisions in this Collective Agreement. The Committee may, within the preceding restrictions, set its own procedures although it shall provide for all of the following during the course of its operation:
 - (i) The Committee shall review all evidence considered by the STP Committee and/or the Appeal Committee, and the grounds for appeal. Any refusal of the Member to cooperate with the Committee shall not be construed to vacate the appeal, nor shall it prevent the Committee from reaching a decision.
 - (ii) The Committee shall conduct its review based on the evidence in [Article 29.02.3\(b\)](#) above.
 - (iii) The appellant shall have a right to appear before the Hearing Committee.
 - (iv) All evidence heard, presented to, or collected by the Hearing Committee shall pertain to the review period considered by the original STP Committee or the Appeal Committee process as outlined in [Article 29.02](#) and subject to [Article 29.01.2](#).
- (b) If the procedures used, including due consideration of the criteria in [Articles 35, 36, or 37](#) (elaborated upon in [Article 13](#)) by the

STP Committee or the Appeal Committee are found to be unfair, the Hearing Committee shall rectify any unfairness and proceed as if it were an STP Committee, with all the powers and duties of an STP Committee.

- (c) If the Appeal Committee recommendation(s) is/are found to be fair, the Hearing Committee shall affirm the Appeal Committee's recommendation(s).

29.03.3 *Hearing Committee Decisions*

- (a) Within forty (40) Working Days of the third person being named to the Hearing Committee, the Committee shall render its decision in writing to the appellant, with copies to the Dean, Vice-President (Academic), and the Association. If the written rationale is not submitted at this time, it must follow within twenty (20) Working Days following notification of the decision. The rationale shall consist of a brief review of the salient facts of the case and the principles which form the basis of the Hearing Committee's decision.
- (b) The decision of the Hearing Committee is final and binding on the Board, the appellant, and the Association and not subject to further appeal, unless a violation of Procedural Fairness or principles of natural justice has occurred.

29.03.4 *Expenses of a Hearing Committee Appeal*

- (a) The following costs shall be assigned by the Committee:
 - (i) reasonable costs of the Committee; and
 - (ii) an honorarium of \$350 per day or part thereof, of which shall be awarded to members of the Committee for each day or part thereof spent on site.
- (b) All other costs incurred pursuant to this Article shall be borne by the Party who contracts them.

29.04 Salary

29.04.1 A Faculty Member/Professional Librarian/Instructor/Academic Assistant shall have the right to appeal to an [Article 25.11](#) Appeal Committee a recommendation of the STP Committee which results in a performance rating of zero (0) or one-half (0.5).

29.04.2 The Appeal Committee shall hear only those appeals submitted in writing to the Appeal Committee Chair within ten (10) Working Days after the Member has received notification of the recommendation of the STP Committee.

29.04.3 The process for the hearing of an appeal regarding a performance rating or an increment award shall be that for a hearing of an appeal regarding promotion as provided in [Article 29.02](#).

- 29.04.4 The Appeal Committee shall be empowered to deal with the appeal by making any recommendation that the STP Committee is empowered to make in the case under appeal and the Appeal Committee's recommendation shall take precedence over the recommendation of the STP Committee.
- 29.04.5 The recommendation of the Appeal Committee with respect to an [Article 29.04](#) appeal shall be final and binding on the Board, the appellant and the Association and not subject to further appeal, unless a violation of procedural fairness or principles of natural justice has occurred.

Article 30: Travel Fund and Expenses for Board-Assigned Travel

30.01 Travel Fund

- 30.01.1 The Board shall establish a Travel Fund to reimburse expenses incurred in travel by Faculty Members/Professional Librarians to meetings of learned societies, professional associations or similar groups. With the agreement of their respective Dean, Instructors/Academic Assistants may also apply to this Fund. Agreement, within the context of the Instructor's/Academic Assistant's Position Description, shall not be unreasonably withheld.
- 30.01.2 The President shall establish procedures to disburse the Travel Fund based on recommendations from the General Faculties Council in consultation with the Association. These procedures shall include a statement of criteria and priorities for allocation.
- 30.01.3 A Faculty Member/Professional Librarian/Instructor/Academic Assistant who attends an event funded under [Article 30.01](#) shall arrange for coverage of their classes by a qualified substitute, or reschedule missed class(es) at a time convenient to their students, and at no extraordinary expense to the Board or their students.

30.02 Travel Expenses

- 30.02.1 Members shall be reimbursed for expenses incurred while traveling on Board-assigned University business in accordance with University policy pertaining to reimbursement of travel expenses. Expenses reimbursed under [Article 30.02](#) are not Travel Fund expenses.

Article 31: Research Fund

- 31.01** The Board shall establish a research fund to encourage and assist research and creative activities by Faculty Members/Professional Librarians. With the agreement of their respective Dean, Instructors/Academic Assistants may also apply to this fund. Agreement, within the context of the Instructor's/Academic Assistant's Position Description, shall not be unreasonably withheld.
- 31.02** The President shall establish procedures to disburse research funds to applicants based on recommendations from the General Faculties Council. These procedures shall include a statement of criteria and priorities for allocation of such funds.

Article 32: Leaves of Absence

32.01 General

- 32.01.1 Time spent on leave, except leaves without pay and benefits, counts as continuous service for the purposes of Seniority in [Article 34](#) (Termination of Appointment for Financial Emergency or Due to Program Redundancy). Time spent on leaves without pay and benefits interrupts but does not reset the accumulation of continuous service for this purpose.
- 32.01.2 Time spent on unpaid leave, or at less than full-load equivalent as a result of a leave under this Article, does not count as service for the purposes of calculating Academic Career Years, or time towards a Maximum Probationary Period, Probation or Tenure.

32.02 Medical Leave

- 32.02.1 Under [Article 32.02](#), Members may be absent from duties because of a medical condition for up to seventy-five (75) Working Days in any consecutive three hundred and sixty-five (365) day period and subject to [Article 20.02.2](#) without reduction in salary or benefits, and the following conditions shall apply to such Medical Leave.
- (a) The Member notifies the Dean, Department Chair or immediate Supervisor as soon as possible, and before the medical condition affects the execution of the Member's duties where practicable. In the event the period of Medical Leave exceeds ten (10) Working Days, the Member's Department/Area Chair or immediate Supervisor shall advise the Dean and the Wellness Department.

- (b) If the Wellness Department has reasonable doubts about the purported medical condition, the Member may be required to provide a Medical Certificate to support the claim of a medical condition; but in any case, a Medical Certificate shall be provided by the Member when a Medical Leave exceeds ten (10) Working Days.
- (c) If, following review of the Medical Certificate, there is reasonable doubt about the medical capacity of the Member to perform their regular assignment, after consultation with the Dean and the Association, the Member may be required to be examined by an appropriately-qualified health professional, at cost to the Board. Upon examination by such qualified health professional, a Medical Certificate shall be provided by such professional to the Board.
- (d) The Member must provide the Wellness Department a Medical Certificate as evidence that the Member is able to resume their duties prior to the Member returning to duties, following a period of Medical Leave exceeding ten (10) Working Days or Long Term Disability leave. The return to work process will be coordinated by the Wellness Department in consultation with the Member, the Dean, the Association and other appropriate parties.
- (e) A Member who resumes their duties following a Medical Leave and who within twenty (20) Working Days is absent on account of the same or related medical condition shall have the two absences counted as one absence for the purpose of eligibility for Medical Leave and for Long Term Disability benefits.
- (f) After fifty (50) Working Days of Medical Leave for the same or related medical condition have elapsed, the Wellness Department shall advise the Pension & Benefit Department of the possibility of a claim for Long Term Disability benefits and the Wellness Department shall inform the Member of the procedures for filing a Long Term Disability Insurance claim. In the case of a Member applying for Long Term Disability benefits, the Wellness Department shall facilitate the Member's application and provide appropriate updates to the Member and the Association and support during the process of applying for Long Term Disability benefits.

32.02.2 The provisions of the Long Term Disability Insurance Plan shall not be altered except by the mutual consent of the parties.

32.02.3 A Member who does not have Long Term Disability Insurance coverage and is able to resume some duties after Medical Leave, may apply for Reduced Load Status under [Article 33](#), which may not be unreasonably denied. The Member's return to work shall be coordinated by the Wellness Department and the Dean, in consultation with the Member and the Association.

32.03 Maternity and Parental Leave: General Provisions

- 32.03.1 Maternity and Parental Leaves draw on definitions and regulations laid out by Canada's Employment Insurance (EI) program, including its regulation of any Supplemental Unemployment Benefits (SUB) Plan. Adoption Leave is covered under Parental Leave only.
- 32.03.2 A pregnant Member shall have the right to be relocated or reassigned when medical restriction or the performance of their assigned duties presents a risk to the health of themselves or their unborn child(ren), as supported by a Medical Certificate.
- 32.03.3 A Member with pregnancy related illness may access the Medical Leave provision under [Article 32.02](#) where eligible. All provisions of [Article 32.02](#) will apply.
- 32.03.4 To qualify for Maternity and/or Parental Leave under [Article 32.03](#), the Member must meet the following criteria:
- (a) to apply for Maternity Leave the Member must be pregnant;
 - (b) the Member must provide documentation of their EI benefits eligibility;
 - (c) the Member holds a probationary appointment, a tenured appointment/Continuing Appointment, or is in the second or subsequent year of a multi-year Term appointment, or is in the second or subsequent year of consecutive Term appointments;
 - (d) if the University maintains an approved SUB Plan, the Member must comply with the regulations established by that Plan;
 - (e) the Member applies to the Dean as soon as possible in advance of the date of the proposed leave so that the Dean may make adequate arrangements for the performance of the Member's assigned duties;
 - (f) the Member submits to the Wellness Department either a Medical Certificate which specifies the expected date of delivery, or documentation regarding the anticipated date of placement for an adopted child(ren);
 - (g) the proposed period of leave includes the expected date of delivery or of placement, unless otherwise mutually agreed between the Dean and the Member.
- 32.03.5 When the conditions in [Article 32.03.4](#) have been met, the Dean shall act without delay.
- 32.03.6 An alteration to the date of the commencement or termination of a Maternity and/or Parental Leave can only be made with the mutual agreement of the Dean and the Member. Such agreement shall not unreasonably be withheld.

- 32.03.7 Where the non-birth parent Member becomes the parent of a child by birth or adoption, and that Member is not taking any Parental Leave in the year following the birth of the child or the placement of the child for adoption, the Member is entitled to ten (10) Working Days leave with pay at the time the child is born or placed.
- 32.03.8 A Maternity or Parental Leave shall be the same for a single or multiple child birth or placement.
- 32.03.9 All Parental leaves shall be taken within the time specified by the Employment Insurance Program. Any SUB Plan paid leave must be taken before any other Parental Leave. If a Member is taking both Maternity and Parental Leave, the Maternity Leave must precede the Parental Leave.
- 32.03.10 During a Maternity and/or Parental Leave:
- (a) The Member shall maintain rank and status (probationary, tenured, continuing or term), except where the Member's appointment ends because a term contract expires at or before the end of the period of leave.
 - (b) A Member holding a probationary appointment under [Article 10.03](#) shall specify prior to the start of the leave, at the Member's option, whether the period of leave granted under [Article 32.03](#) shall be taken into account in the calculation of the relevant period of service for the extension of probation or the awarding of tenure/Continuing Appointment. Should the Member choose that the period not be taken into account, the period of probation shall be deemed to have been extended by one (1) year; and
 - (c) A Member shall be evaluated on performance based on the period in which the Member was not on Maternity/Parental Leave for the purposes of [Articles 35.03](#), [36.03](#), [37.03](#), and [23](#) unless the Member chooses to have the period of leave taken into account.

32.04 Maternity Leave: Specific Provisions

- 32.04.1 If the Member is qualified for Maternity Leave under [Article 32.03](#) then they shall be entitled to a paid leave (subject to [Article 32.04.2](#)) of up to sixteen (16) weeks. If the Member wishes to return to duties earlier than six (6) weeks from giving birth, they must provide medical documentation stating they are medically fit to return to their duties. A Member may also be qualified for Parental Leave; refer to [Article 32.05](#).
- 32.04.2 During an [Article 32.03](#) Maternity Leave the Member shall receive from the Board an amount equal to the difference between the Member's EI benefits and one hundred percent (100%) of the Member's salary for a period not to exceed sixteen (16) weeks or up

to the end date of the Member's Term appointment, whichever occurs first.

32.05 Parental Leave: Specific Provisions

32.05.1 *Parental Leave where Only the Birth Mother is a Qualified Member*

- (a) Following Maternity Leave, the qualified Member shall be entitled to a Parental Leave consisting of a period up to four (4) weeks SUB Plan Parental Leave and fifty-seven (57) weeks parental leave that is not covered by the SUB Plan, but may be partially paid by EI.
- (b) During the period of SUB Plan paid Parental Leave the Member shall receive from the Board an amount equal to the difference between the Member's actual EI benefits and one hundred percent (100%) of the Member's salary for a period not to exceed four (4) weeks or up to the end date of the Member's Term appointment, whichever occurs first.

32.05.2 *Parental Leave where Only One (1) Parent, who is Not the Birth Mother, is a Qualified Member*

- (a) The qualified Member shall be entitled to a Parental Leave consisting of a period up to twenty (20) weeks SUB Plan paid Parental Leave and forty-two (42) weeks Parental Leave that is not covered by the SUB Plan, but may be partially paid by EI.
- (b) During the period of SUB Plan paid Parental Leave the Member shall receive from the Board (based on EI parental benefits eligibility) an amount equal to the difference between the Member's EI benefits (to be calculated as if the Member takes a standard Parental Leave) and one hundred percent (100%) of the Member's salary for a period not to exceed twenty (20) weeks or up to the end date of the Member's Term appointment, whichever occurs first.

32.05.3 *Parental Leave where Both Parents are Qualified Members*

- (a) Where both parents are qualified Members the shared Parental Leave may be taken consecutively or concurrently except in cases where operational requirements preclude a concurrent leave. Requests for concurrent leave shall not be denied unreasonably.
- (b) Leave is available to either of the Member parents, or may be shared between the parents to a combined maximum of sixty-nine (69) weeks, of which one parent cannot receive more than sixty-two (62) weeks. The total combined SUB Plan paid Maternity and Parental Leave may not exceed twenty (20) weeks; and the total combined Maternity and Parental Leave

may not exceed fifty-six (56) weeks (Standard Parental Benefits) or eighty-five (85) weeks (Extended Parental Benefits).

- (c) During the period of SUB Plan paid Parental Leave the Member(s) shall receive from the Board an amount equal to the difference between the Member's EI benefits and one hundred percent (100%) of the Member's salary. In [Article 32.05.3\(c\)](#), "the Member's EI benefits" shall mean the actual benefits if the Member has taken a Maternity Leave with respect to this child, and shall be calculated as if the Member takes a Standard Parental Leave if the Member has not taken a Maternity Leave with respect to this child. SUB Plan paid Parental Leave shall not extend beyond the end date of the Member's Term appointment. See [Schedule G](#) for examples.

32.06 Members who do not Qualify for Maternity or Parental Leave under [Article 32.03](#)

- 32.06.1 Where the non-birth parent Member becomes the parent of a child by birth or adoption, and that Member does not qualify for Parental Leave in the year following the birth of the child or the placement of the child for adoption, the Member is entitled to ten (10) Working Days leave with pay at the time the child is born or placed.
- 32.06.2 Where a Member who is pregnant has held a probationary appointment, a tenured appointment/Continuing Appointment, or is in the first year of a Term appointment for at least fifteen (15) consecutive weeks, and does not qualify for Maternity or Parental Leave, the Member may be approved for a paid leave, which includes the date of delivery, for a minimum of six (6) weeks and a maximum of twenty (20) weeks. If approved, the Member shall receive from the Board fifty percent (50%) or one hundred percent (100%) of the Member's normal weekly salary less EI benefits, whichever is less, for a period not to exceed twenty (20) weeks. During this period the Board and the Member shall each contribute to all benefit programs as specified in [Schedule B](#). If the Member wishes to return to duties earlier than six (6) weeks from giving birth, they must provide a Medical Certificate stating they are medically fit to return to their duties.
- 32.06.3 Where a Member who is pregnant does not qualify for Maternity or Parental Leave, the Member may be approved for a leave without pay and without benefits, which includes the date of delivery, for a minimum of six (6) weeks and a maximum of twenty (20) weeks or up to the end date of the Member's Term appointment, whichever occurs first. If the Member wishes to return to duties earlier than six (6) weeks from giving birth, they must provide a Medical Certificate stating they are medically fit to return to their duties.

32.07 Economic Benefits, as Specified in [Schedule B](#), During Maternity/Parental Leave

- 32.07.1 During the period of SUB Plan paid Maternity and/or Parental Leave the Board and the Member shall each contribute to all benefit programs as specified in [Schedule B](#).
- 32.07.2 During any period of Parental Leave after the Member's SUB Plan benefits have been exhausted, a Member shall receive no pay from the University, but the Board and the Member shall contribute their regular shares to maintain the Member's Economic Benefits as set out in [Schedule B](#).
- 32.07.3 At the outset of the leave, a Member may decline the coverage of some or all of the Economic Benefits as set out in [Schedule B](#) during the period of Parental Leave after the Member's SUB Plan benefits have been exhausted, in which case neither the Member nor the Board shall contribute to the declined benefits.
- 32.07.4 If the Member opts out of contributions to the pension benefit during the period of Parental Leave, and upon return wishes to purchase back the pension service for that leave, the Member will be liable to pay the cost of both the Board and the Member shares.
- 32.07.5 The Board contracts with third parties to supply Economic Benefits specified in [Schedule B](#), and the Member's options with respect to which benefits may be declined are limited by these contracts; the Board will make available to Members a list of options, which may be amended from time to time as contracts change.

32.08 Personal, Compassionate Care, and Domestic Violence Leaves

- 32.08.1 It is recognized that certain circumstances may arise in a Member's personal family life which may require taking an immediate, limited period of Personal Leave from the University.
- 32.08.2 The Member's Dean shall be informed immediately. No more than five (5) Working Days of paid Personal Leave may be taken by a Member under such circumstances, unless otherwise provided for in [Article 32](#).
- 32.08.3 **Compassionate Care Leave**
- (a) A Member is eligible for an unpaid Compassionate Care Leave of up to twenty-seven (27) weeks if they:
- (i) have been employed by the University for at least ninety (90) consecutive days;

- (ii) give care or provides support to a gravely ill family member at risk of dying within twenty-six (26) weeks, as established by a Medical Certificate; and
 - (iii) give the Wellness Department written notice at least two (2) weeks before the start date of their Leave where practicable, such notice to include an estimated date of their return to work.
- (b) “Family member” is defined in *Division 7.2*, or any such successor section, of the Alberta *Employment Standards Code*.
 - (c) Members on Compassionate Care Leave are considered to be continuously employed for the purposes of calculating years of service.
 - (d) If more than one Member is eligible for Compassionate Care Leave with respect to the same Family Member, both Members may apply to their respective Dean for concurrent Compassionate Care Leave.

32.08.4 Domestic Violence Leave

- (a) A Member is eligible for a paid Domestic Violence Leave of up to five (5) Working Days, followed by an unpaid Domestic Violence Leave of up to five (5) Working Days, if:
 - (i) they have been employed by the University for at least ninety (90) consecutive days;
 - (ii) an act of domestic violence occurs to the Member, the Member's dependent child or a protected adult living with the Member; and
 - (iii) the Member gives reasonable notice to the manager of the Wellness Department before taking the Leave.
- (b) To be an act of Domestic Violence, the act must be defined as such in, and have been caused by a person identified in, *Division 7.6*, or any successor section, of the Alberta *Employment Standards Code*.

32.08.5 A Member on leave under [Article 32.08](#) is responsible, together with the Dean and the relevant Department Chair where departments exist, for taking reasonable measures to minimize the effects of the Member's leave.

32.09 Political Leave

32.09.1 A Member who becomes elected to hold provincial or federal political office shall be given leave of absence without pay for the period of each year in which they hold political office or are otherwise occupied with duties as an elected representative; or the Member may exercise

the option of continuous leave without pay for the term of political office.

32.09.2 Arrangements for leave appropriate to the circumstances shall be made for Members elected to municipal or other local government office.

32.09.3 A Member who is appointed a Minister of the Crown shall be given leave of absence without pay during their tenure of office.

32.10 Leave Without Pay

32.10.1 If requested by a Member, the Board may grant leaves of absence without pay in circumstances not covered by [Article 32](#).

32.11 Secondment Leave and Exchange Leave

32.11.1 A leave of absence without pay to provide professional assistance on a full-time basis to an outside agency or pursuant to an arrangement for faculty exchange may be granted to a Member when the following conditions are met:

- (a) the Member's primary duties can be covered by a replacement deemed to be satisfactory by the University;
- (b) the Board's obligations in [Article 32.11](#) do not extend beyond one (1) year's leave in five (5) years of paid full-time service at the University. Nothing in [Article 32.11](#) shall preclude further leaves of absence being taken by mutual agreement between the Member and the Board; and
- (c) upon the granting of leave, the Board shall specify the extent of the Member's responsibilities, if any, to the University during the period of leave.

32.12 Other Leave

32.12.1 It is recognized that circumstances not otherwise specified in [Article 32](#) may arise requiring a Member to take a period of absence from the University.

32.12.2 Upon application by the Member, the Dean may grant or defer a leave for reasons not otherwise specified which reasonably warrant it. The rate of pay and the applicability of the other Articles of this Collective Agreement shall be specified by the Board and accepted by the Member prior to the granting of leave under [Article 32.12](#).

32.13 Status of a Member on Leave

- 32.13.1 For a Member on Compassionate Care Leave ([Article 32.08.3](#)), political leave ([Article 32.09](#)), leave without pay ([Article 32.10](#)), or in the case of Instructors or Academic Assistants leave without pay for professional development ([Article 37.02.10](#)), during the period of leave:
- (a) none of the Articles of the Collective Agreement shall apply, except that the Member shall retain their rank and tenure; or in the case of Instructors/Academic Assistants, appointment status; and
 - (b) the Member shall be responsible for all Board and Member payments, premiums, fees, and contributions required during the period of leave for the maintenance of all of the economic benefits for which they are eligible, except that the University shall provide the necessary administrative services. The Member may opt to have no University insured benefit coverage during the period of leave.
- 32.13.2 The applicability of the Articles of this Collective Agreement to a Member on secondment leave or on exchange leave shall be specified by the Board and accepted by the Member prior to the award of leave.
- 32.13.3 Other leaves provide a temporary release from employment duties, but all other Collective Agreement provisions apply during such leaves.

Article 33: Gradual Retirement & Reduced Load Status

33.01 General

- 33.01.1 Appointments under [Article 33](#) are generally expected to include duties as outlined in Assignment of Duties of Members ([Article 21](#)), proportional to what would have been expected had the Member remained on a full load basis.
- 33.01.2 Members shall be reminded of their rights under [Article 11.02.6](#) (Participation and Accompaniment) before entering into an agreement for a Gradual Retirement or Reduced Load Status.

33.02 Gradual Retirement

- 33.02.1** Members in a continuing or tenured appointment are eligible to apply for Gradual Retirement under the following conditions:
- (a) The Member is at least fifty-five (55) years of age upon retirement; and
 - (b) The Member has at least five (5) years of service at the University.
- 33.02.2** A Member applying for Gradual Retirement may do so by giving written notice to their Dean at least twelve (12) months in advance of the January 1st or July 1st date on which they would like to commence Gradual Retirement. The earliest a Member may request a Gradual Retirement is within two (2) years of the eligibility criteria identified in [Article 33.02.1](#).
- 33.02.3** Gradual Retirement shall take place over a maximum period of three (3) years. Unless waived by the Association no Gradual Retirement Agreement shall be made until twenty (20) Working Days have elapsed following notice in writing given by the President to the Association of the intention to negotiate such an agreement. All Members approved for Gradual Retirement shall sign a formal, binding and irrevocable agreement to resign their positions at the end of the period of Gradual Retirement.
- 33.02.4** Gradual Retirement arrangements will be as flexible as possible while attempting to meet the needs of the Member and the University. However, the full-load or reduced-load duties and responsibilities of a Member may only be reduced by a maximum of fifty percent (50%) of a full load in any year of a proposed Gradual Retirement.
- 33.02.5** Specific Gradual Retirement arrangements proposed by a Member, to be known as a Gradual Retirement Plan, must be discussed with the Dean. If the Member and Dean establish a mutually agreed Gradual Retirement Plan, the Dean will recommend acceptance of this Gradual Retirement Plan to the Vice-President (Academic). Upon receipt of the recommendation of the Dean the Vice-President (Academic) will either approve or deny the proposed Gradual Retirement Plan. The decision of the Vice-President (Academic) shall be final and binding. The Gradual Retirement Plan and the decision of the Vice-President (Academic) shall be copied to the Association.
- 33.02.6** The duration of the approved Gradual Retirement Plan may be shortened with sufficient, written notice from the Member and subject to approval by the Dean, with copies to the Association. Such approval shall not unreasonably be withheld.

33.03 Reduced Load Status

- 33.03.1 Reduced Load Status is available to Members who hold a probationary appointment, Appointment with tenure or a Continuing Appointment.
- 33.03.2 Reduced Load Status shall continue to retirement unless it is terminated in writing earlier by the mutual agreement of the Dean and the Member, with copies to the Association.
- 33.03.3 Reduced Load Status applies to those with:
- (a) a full-load commitment for less than twelve (12) months but not less than six (6) months of the Academic Year, and to include at least one (1) of the four (4) month periods September 1st - December 31st or January 1st - April 30th; or
 - (b) a commitment less than full-load, but not less than fifty percent (50%) of the full-load equivalent on a twelve (12) month per year basis.
- 33.03.4 For each Reduced Load Status appointment, the proportion of the full-load equivalent and the period(s) of the year the Member's services are to be rendered, shall be set out in writing, referencing [Article 33](#), and agreed to by the Member and the Dean concerned, and approved by the Vice-President (Academic), with copies to the Association. Reduced Load Status will be granted only if satisfactory arrangements for teaching, student supervision and other responsibilities can be made.
- 33.03.5 Subject to the above conditions and by mutual agreement of the Member and the Dean, changes to the proportion of the full-load equivalent and the period(s) of the year the Member's services are to be rendered may be set out in writing and approved by the Vice-President (Academic), with copies to the Association.

33.04 Salary for Gradual Retirement & Reduced Load Status

- 33.04.1 The actual salary paid to a Member on Gradual Retirement or Reduced Load Status shall be proportional, as determined by the duties and responsibilities agreed to in the approved Gradual Retirement Plan or Reduced Load Status agreement, to the nominal salary. The nominal salary shall be that which would be paid to the Member were they employed on a full-load basis.
- 33.04.2 For Members on Gradual Retirement or Reduced Load Status, the Dean will advise the Member in writing annually on the breakdown of their July 1st nominal salary according to prior June 30th nominal salary, cost of living adjustment (if any), career progress increment (if any), and merit increment (if any), along with the resultant Gradual Retirement or Reduced Load Status actual salary.

33.05 Increments for Members on Gradual Retirement or on Reduced Load Status

33.05.1 Increments are to be awarded in accordance with [Article 24](#).

33.05.2 For a Member on Gradual Retirement or Reduced Load Status, the actual value of the increment shall be proportional, as determined by the duties and responsibilities agreed to in the approved Gradual Retirement Plan or Reduced Load Status agreement, to the size of the salary increment as determined in [Article 24](#).

33.06 Economic Benefits for Members on Gradual Retirement or on Reduced-Load Status

33.06.1 *Pension*

- (a) The terms and conditions for pension coverage shall be subject to the regulations of the Universities Academic Pension Plan.
- (b) If the reduction from full-load is less than or equal to twenty percent (20%), the Member and the Board continue to remit their respective pension contributions based on the full-load salary.
- (c) If the reduction from full-load is more than twenty percent (20%), the Member may opt to purchase the full-load pension contribution entitlement by paying both the Board's and the Member's pension contribution shares on the reduced portion. The Board and Member continue to pay their respective pension contribution shares for the portion as determined by the duties and responsibilities agreed to in the approved Gradual Retirement Plan or Reduced Load Status agreement.

33.06.2 Benefits shall be as in [Schedule B](#).

- (a) As noted in [Schedule B](#), the Professional Supplement and Spouse and Dependent's Tuition Benefit shall be proportional to that determined by the duties and responsibilities agreed to in the approved Gradual Retirement Plan or Reduced Load Status agreement.
- (b) The actual salary as established in [Article 33.04](#) shall govern the level of long-term disability insurance coverage.

Article 34: Termination of Appointment for Financial Emergency or Due to Program Redundancy, Not Applicable to Members Holding Term Appointments or Sessional Lecturer Appointments

34.01 No probationary, continuing, or tenured Member shall be terminated following a declaration of financial emergency or of program redundancy except in accordance with this Article.

34.02 Financial Emergency

34.02.1 A state of financial emergency is defined as a situation in which the University faces a substantial and potentially chronic financial deficit which

- (a) threatens the continued functioning of the University as a whole; and
- (b) cannot be alleviated without reductions from more than one employee group in order to reduce the University's budgetary allocation to salaries and benefits.

34.02.2 The Board may declare that a state of financial emergency exists only after giving thorough and reasonable consideration to a report by the Financial Emergency Commission established under [Article 34.02.6](#).

34.02.3 In the event that the President considers that a financial emergency may exist within the meaning of [Article 34.02.1](#), they shall give notice to the Board, General Faculties Council (GFC), and the Association that they intend to recommend that the Board declare a financial emergency. As of the date of such notice and until the Board has approved a plan to resolve the financial emergency, if it exists, the Board undertakes to make no additional continuing, probationary or Term appointments to the academic, administrative, or non-academic complement, except if required for the maintenance of essential functions and services, as determined by the Board and communicated to the Association.

34.02.4 Within ten (10) Working Days of the President's notice that a financial emergency may exist, the Board shall consult with the Association on the terms of a career transition incentive program which may include but is not limited to a voluntary early retirement program, a voluntary separation program or a voluntary reduced load program. Eligible probationary, continuing, or tenured Members shall indicate in writing, within forty (40) Working Days, their willingness to participate in such career transition incentive program.

34.02.5 Within ten (10) Working Days of the President's notice that a financial emergency may exist, they shall forward to the Association a copy of the documentation they are providing to the Financial Emergency Commission established under [Article 34.02.6](#).

34.02.6 *Financial Emergency Commission*

- (a) Within ten (10) Working Days of the President's notice that a financial emergency may exist, the Board and the Association shall create a Financial Emergency Commission.
- (b) The Financial Emergency Commission shall consist of five (5) Members, two (2) of whom shall be appointed by the Board, and two (2) of whom shall be Members appointed by the Association.
- (c) An independent chair shall be selected by mutual agreement between the Board and the Association.
- (d) In the event that the Board and the Association cannot agree on a chair within five (5) Working Days of the President's notice under [Article 34.02.3](#), the chair shall be named by the Director of Mediation Services for the Province, pursuant to the *Code*.
- (e) The Financial Emergency Commission shall verify the potential financial emergency and shall examine whether or not the Board has explored in good faith a wide variety of methods of avoiding declaration of a financial emergency, including but not restricted to leaves of absence, early retirements, re-deployment, termination of term contracts, and methods of expenditure reduction and revenue enhancement other than layoffs.
- (f) The Financial Emergency Commission shall establish its own procedures, except that
 - (i) the minutes of each of its meetings shall be published to the University community within three (3) Working Days;
 - (ii) its quorum shall be a majority of its members; and
 - (iii) unless the Commission decides otherwise, hearings of oral evidence, if any, shall be open to the University community.
- (g) The costs of the Financial Emergency Commission, other than as provided in [Article 34.02.6\(h\)](#) shall be paid by the Board except that all costs incurred by or for each Party shall be paid by that Party.
- (h) The Financial Emergency Commission may retain the services of a qualified financial consultant to assist it, but the responsibility for the report remains with the Financial Emergency Commission; the costs incurred up to ten thousand dollars (\$10,000) will be borne by the Board; further costs, to a maximum of an additional ten thousand dollars (\$10,000) shall be shared by the Board fifty percent (50%) and the Association fifty percent (50%). Expenses beyond this limit may be incurred only following consultation with and approval by the Board and the Association.

- (i) The Board shall cooperate with the Financial Emergency Commission in its deliberations and shall accommodate any reasonable request for documentation.
- (j) Within thirty-five (35) Working Days of the President's notice under [Article 34.02.3](#), the Financial Emergency Commission shall report in writing to the Board, with copies to GFC, the President and the Association. The report shall indicate
 - (i) whether or not the Committee agrees that a financial emergency is imminent;
 - (ii) a recommendation on the amount of reduction in expenditure required; and
 - (iii) a recommendation on the amount, if any, of the reduction to be achieved from probationary, continuing, and tenured Members' salaries and benefits.
- (k) The Financial Emergency Commission may also recommend steps the Board might take to avoid a financial emergency.
- (l) A failure of the Financial Emergency Commission to report within this time limit shall relieve the Board of the constraint under [Article 34.02.2](#). In the event the members of the Financial Emergency Commission fail to reach a consensus report, individual members or groups of members of the Commission may release a minority report or reports on their own behalf, which shall together constitute the Financial Emergency Commission report for the purposes of this Article.
- (m) After the Financial Emergency Commission reports or if it fails to report, the Board and Association shall have a period of seventeen (17) Working Days to meet to consider the recommendations of the report, if any, and may, notwithstanding any provision to the contrary in this Collective Agreement, negotiate provisions of this Collective Agreement that bear directly on the salaries and benefits of probationary, continuing or tenured Members, or reach other mutually acceptable emergency provisions to reduce expenditures to avert a state of financial emergency. If an agreement is reached, both Parties shall arrange that the necessary ratification votes occur within ten (10) Working Days of the conclusion of negotiations.
- (n) Following the process in [Article 34.02.6\(m\)](#) the Board must decide whether a financial emergency exists. If the Board declares that a financial emergency exists in the University, it may institute layoffs of probationary, continuing, and tenured Members according to the provisions of [Article 34.04](#).
- (o) In the event that the Board decides that a financial emergency does not exist for the reasons originally set out by the Board, as defined in [Article 34.02.1](#), then no notice for the same or substantially similar reasons under [Article 34.02.3](#) shall be given

for a period of twelve (12) months from the date of the original notice under [Article 34.02.3](#).

34.03 Program Redundancy

- 34.03.1 Program redundancy, as defined in [Articles 34.03.2](#) and [34.03.3](#), may be declared only by the Board, after receiving recommendations from GFC. Before GFC makes a recommendation, the Board must provide each academic unit affected with a reasonable opportunity to comment to GFC upon the proposed redundancy. Such a declaration may be made by the Board for reasons defined in [Article 34.03.3](#).
- 34.03.2 A program is defined as a group of credit courses, normally comprising a major that, on completion, leads to the granting of a degree, diploma or certificate. Program redundancy results in one or more positions, vacant or occupied by a probationary, continuing, or tenured Member, being declared unnecessary.
- 34.03.3 A program may be declared redundant for one or more of the following reasons:
- (a) changing Board priorities or restructuring of the University's academic programs: as a consequence of a decision by the Board, after receiving recommendations from GFC;
 - (b) low student enrolment: when recent history and reasonable projections into the future indicate that the level of enrolment, in proportion to the resources committed to that program, will continue for more than three (3) years significantly below the average of the relevant faculty;
 - (c) a material loss of funding given to the Board for the support of the specific program;
 - (d) other external factors which specifically affect enrolment in the particular program and over which the Board has no control, such as changes in the requirements for certification in various professions.
- 34.03.4 After consultation with the appropriate Dean, the Vice-President (Academic) may request that one or more programs be considered for redundancy by writing to the President as Chair of GFC, indicating the program to be considered for termination or reduction and giving detailed reasons for the request; copies of the request and supporting documentation shall be forwarded to GFC, the Board and the Association within ten (10) Working Days of the initial letter of request.

34.03.5 **Redundancy Committee**

- (a) Following the request in [Article 34.03.4](#), the President shall initiate the formation of a Redundancy Committee.
- (b) The Redundancy Committee shall be composed as follows:
 - (i) a chair appointed by GFC;
 - (ii) two (2) other members and one (1) alternate appointed by the GFC;
 - (iii) one (1) member appointed by the Vice-President (Academic);
 - (iv) the Dean of the Faculty involved; and,
 - (v) one (1) member, with voice but not vote, appointed by the Association.
- (c) The alternate member may attend all meetings but may not participate unless required to act as an alternate for a missing regular member.
- (d) In the event that GFC fails to appoint the required members, the President shall appoint them from among the elected members of GFC.
- (e) This committee shall hold its first meeting within ten (10) Working Days of the GFC meeting following the receipt of the request by the President.
- (f) The Redundancy Committee shall establish its own procedures, except that:
 - (i) its hearings shall be open to the University community;
 - (ii) its quorum shall be all of its voting members;
 - (iii) reasonable effort shall be made to schedule meetings to allow attendance by the non-voting member.
- (g) The Redundancy Committee shall assess whether the request to consider a program or programs for redundancy is consistent with the reasons set out in [Article 34.03.3](#). If the Committee considers that a program may be redundant, it may include in its report recommendations for action that may prevent layoffs stemming from the redundancy.
- (h) Within twenty (20) Working Days of its first meeting, the Redundancy Committee shall submit its report in writing to the President as Chair of GFC.
- (i) GFC shall consider the report at its next meeting following the receipt of the report by the President. The President shall forward the report and GFC's recommendations to the Board. A copy of both the report and GFC's recommendations, if any, shall be sent to the Association.

- (j) Following thorough and reasonable consideration of the report and the recommendations made by GFC, the Board may declare the program redundant. The Board shall notify GFC and the Association of the effective date of program redundancy, which effective date will be either January 1st or July 1st.
- (k) A failure of the Redundancy Committee or GFC to submit a report within the timelines specified in [Articles 34.03.5\(h\)](#) and [34.03.5\(i\)](#) shall relieve the Board of any constraints under this Article in declaring the program redundant. In the event the members of the Redundancy Committee fail to reach a consensus report, individual members or groups of members of the Committee may release a minority report or reports on their own behalf, which shall together constitute the Redundancy Committee Report for the purposes of this Article.

34.03.6 Career Transition Incentive Program

- (a) After consultation with the Association, the Board shall offer to each probationary, continuing, or tenured Member in a redundant program a career transition incentive program which may include but is not limited to a voluntary early retirement program or a voluntary separation program. Within forty (40) Working Days of the offer, the Member shall indicate in writing whether they accept.
- (b) Concurrent with any offer under [Articles 21.03.8](#) or [34.03.6\(a\)](#), the Board shall make reasonable efforts to offer to each probationary, continuing, or tenured Member in a redundant program one or more of the following, as deemed appropriate by the Board:
 - (i) reassignment according to [Article 34.03.7](#);
 - (ii) any other alternative which may be implemented with the mutual consent of the Board and the Member.
- (c) The Vice-President (Academic) shall consult with probationary, continuing, and tenured Members in the affected program or programs to develop proposals for the options listed in [Articles 34.03.6\(b\)\(i\)](#), or [34.03.6\(b\)\(ii\)](#) above.
- (d) The Member shall have at least fifteen (15) Working Days to accept any offer under [Articles 34.03.6](#) or [34.03.7](#).
- (e) The Member shall accept at most one of the offers in [Articles 34.03.6\(a\)](#) and [34.03.6\(b\)](#).
- (f) If the Member does not accept the option offered under [Article 34.03.6\(a\)](#), and if no proposal under [Article 34.03.6\(b\)](#) is satisfactory to both the Member and the Board, the Member shall be laid off pursuant to [Article 34.04](#).

34.03.7 *Reassignment*

- (a) From the date of a decision of the Board under [Article 34.03.5\(j\)](#) until the end of the working notice period under [Article 34.04.4](#), probationary, continuing, or tenured Members affected by a program redundancy will be notified of all vacant academic positions, with copies to the Association.
- (b) If the Board declares a program redundancy under [Article 34.03.5\(j\)](#), it shall make reasonable effort to reassign probationary, continuing, or tenured Members affected by the reduction to vacant or newly established Member positions in other programs or to vacant or newly established non-academic positions. Such reassignment shall occur only if, in the judgement of the relevant Search Committee, after its consultation with the Vice-President (Academic), the Member possesses the expertise required to fulfil the responsibilities of the vacant or newly established Member position or vacant or newly established non-academic position or can acquire the expertise within a reasonable time, pursuant to [Article 21.06](#). When a Member accepts a transfer to a non-academic position, the terms and conditions of employment of such position shall apply, and the Member ceases to be a Member of the Association on the date that the transfer becomes effective.
- (c) If a Member is reassigned to another Member position following a declaration of program redundancy under [Article 34.03.5\(j\)](#), their rank, type of appointment, seniority and compensation shall not be altered by the reassignment.
- (d) The Board may require the Member who is reassigned to participate in a retraining program at the Board's expense.
- (e) If a Member is offered a reassignment, with or without retraining provision, and declines, the Member shall be laid off according to the provisions of [Article 34.04](#).
- (f) If there are no positions suitable for reassignment of a probationary, continuing, or tenured Member affected by a declaration of program redundancy, the Member shall be laid off according to the provisions of [Article 34.04](#).

34.04 **Layoff**

34.04.1 *Seniority*

- (a) For the purposes of [Article 34](#), seniority shall be established by the most recent date upon which continuous employment with the University commenced; however, seniority may be transferred in for full years served in an academic appointment at the University or an appointment at another degree-granting institution provided that:

- (i) the appointment meets all of the criteria in [Article 35.02](#) for Faculty Members, [Article 36.02](#) for Professional Librarians, or [Article 37.03](#) for Instructors and Academic Assistants; and
 - (ii) the Member possessed full academic credentials for the years of service in question.
- (b) Any transfer of seniority shall be specified in the letter of offer. For Members already on staff when this agreement is ratified, time served in a probationary appointment and as a tenured or continuing Member at the University shall be counted toward seniority. Credit for verified prior service meeting the criteria in [Articles 34.04.1\(a\)\(i\)](#) and [34.04.1\(a\)\(ii\)](#) above shall be granted upon application.

34.04.2 *Effect of Leaves of Absence*

- (a) Continuity of employment shall not be affected by leave taken in accordance with this Collective Agreement nor leave taken under any previous versions of this Collective Agreement or previous Faculty Handbooks. Seniority shall be accumulated during leaves of absence with pay and leaves of absence in which Members are paid from a Supplemental Unemployment Benefits (SUB) Plan. Seniority shall not be accumulated during any leave of absence without pay.

34.04.3 *Order of Layoff*

- (a) Under both financial emergency and program redundancy as defined in this Article, Members holding probationary, continuing, or tenured appointments shall be laid off in the order of reverse seniority.
- (b) If two (2) or more Members have equal seniority, the order of layoff, if necessary, will be decided by lot.
- (c) Under financial emergency, the Vice-President (Academic) shall be free to designate a number of Members to be excluded from the list of persons subject to layoff; the number in question shall not exceed twelve percent (12%) of the average number of Members (excluding any such inactive Members) employed during the previous Academic Year.
- (d) Under program redundancy, the proportion of Members who can be so designated shall be limited to twelve percent (12%) of the membership of the program designated redundant with a minimum of one (1) person.
- (e) The case for retention of an individual Member shall be made by the appropriate Dean in writing to the Vice-President (Academic) with copies to the Association, and shall be based upon the requirement of academic plans previously approved by GFC, or the quality of programs of instruction or research.

34.04.4 **Notice Period**

- (a) Following a Board decision on the recommendation of the President, probationary, continuing, or tenured Members who are to be laid off under this Article shall be provided with written notice, with copies to the Association. Layoffs under this Article shall not be recorded as dismissals for cause.
- (b) Each Member with a probationary, continuing, or tenured appointment who is selected for layoff shall receive not less than four (4) months written notice of layoff or salary and benefits in lieu of notice, or a combination of notice plus salary and benefits to the equivalent of four (4) months, plus one (1) month's salary and benefits for each year of service with a minimum of four (4) months and a maximum of twelve (12) months salary and benefits. Benefits in [Article 34.04.4](#) are taken to mean the cash equivalent of the Board's contribution to the Member's benefits at the time of layoff.
- (c) Members who are laid off shall enjoy reasonable access to library and computer network access until alternative academic employment is secured, their recall rights expire, or recall is refused, whichever occurs first. With the consent of the Dean, access to other facilities may be granted. In addition, laid-off probationary, continuing, or tenured Members shall have access to the Tuition Benefit Program during the notice period.
- (d) While a Member is on layoff under the provisions of this Article, the Board will not contribute towards benefits but will permit and facilitate continuance of any coverage if available and if desired by the Member who will pay the applicable premiums.

34.04.5 **Recall**

- (a) Any Member who, under this Article, is laid off, who voluntarily accepts reduced load appointments, or who accepts reassignment to a position outside the Collective Agreement shall have, for a period of two (2) years from the date of lay off, reduced load appointment, or reassignment, a right of first refusal for any Member position in their former academic unit unless the relevant Search Committee determines that the Member does not have the necessary specialized knowledge. For these purposes the academic unit shall be the academic department, where academic departments exist, and in all other cases the relevant Faculty or Library. Throughout this recall period the Board shall notify affected Members of any vacant Member positions in their former academic unit, as such positions become available. If more than one such Member applies for a vacant position, the decision of the relevant Search Committee shall be final.
- (b) Any Member who is laid off under the provisions of [Article 34](#) shall have, for a period of one (1) year from the date of layoff, the

right of refusal for any other vacant Member position in the University for which the Member is qualified, as judged by the relevant Search Committee established under this Collective Agreement. Throughout this recall period the University shall notify laid off Members of any vacant Member positions at the University as such positions become available. If more than one such Member applies for a vacant position, the decision of the relevant Search Committee shall be final.

- (c) The right of first refusal in [Article 34.04.5\(b\)](#) is subsidiary to the right of first refusal in [Article 34.04.5\(a\)](#).
- (d) Any Member who is laid off under the provisions of [Article 34](#), shall, for a period of one (1) year from the date of layoff, be considered, upon application, as an internal candidate for any other vacant non-academic position in the University for which the Member is qualified, as judged by the relevant Search Committee. If more than one such Member applies for a vacant position, the decision of the relevant Search Committee shall be final.
- (e) Individuals who are recalled under [Articles 34.04.5\(a\)](#) or [34.04.5\(b\)](#) shall have up to one (1) month from the time of offer to accept the recall offer, and a period of at least six (6) months from the time of offer, to take up the position. The time of offer shall be measured from the date of mailing of the offer to the last known address of the Member. It is the Member's responsibility to inform the University of their current address.
- (f) A Member who accepts recall under this Article shall, within one (1) year of recall, repay any portion of the combined layoff compensation specified in this Article and the salary and benefits in the new position which exceeds the salary and benefits the Member would have been paid had they continued to occupy their former position.

Section 4: Job Category Specifics

Article 35: Faculty Members

35.01 Ranks

35.01.1 The classification of Faculty Members by rank shall be, in ascending order: Assistant Professor, Associate Professor, Professor.

35.02 Performance Evaluation Criteria for Faculty Members

35.02.1 The criteria to be used in evaluating the performance of Faculty Members are:

- (a) Teaching Effectiveness;
- (b) Research and Creative Activity; and
- (c) Service to the University and to Society.

35.02.2 These criteria are elaborated upon in [Article 13](#).

35.03 Guidelines for the Award of Tenure, Promotion, and Salary Increments

35.03.1 *Award of Tenure*

- (a) To qualify for the award of tenure, a Faculty Member shall have established the effectiveness of their teaching and a reasonable expectation of their ability to create a lengthy and meritorious record of effective teaching. In addition, depending upon the disciplinary area to which the Faculty Member belongs, they shall be expected to show evidence of the development of an independent and productive program of research, scholarship and creative activity leading to a reasonable expectation of their ability to demonstrate some combination of maturity of scholarship and professional achievement.

35.03.2 *Award of Tenure at a Rank other than Assistant Professor*

- (a) The application of the criteria for the award of tenure at a particular rank and salary shall be consistent with the application provided in [Articles 35.03.1](#), [35.03.3](#), [35.03.4](#), and [35.03.5](#).

35.03.3 *Promotion to Associate Professor*

- (a) To qualify for promotion to the rank of Associate Professor, a Faculty Member shall have established the effectiveness of their teaching over a period of years. In addition, depending upon the disciplinary area to which the Faculty Member belongs, they shall be expected to show evidence of some combination of maturity of scholarship and professional achievement.

35.03.4 *Promotion to Professor*

- (a) Promotion to the rank of Professor shall be based upon both a lengthy and meritorious record of effective teaching and significant scholarly or creative contributions to the Faculty Member's field. Letters of reference from external referees shall be required. STP Committees shall scrutinize recommendations for promotion to Professor with extreme care to ensure that the requirements have been met.

35.03.5 *Salary Increments*

- (a) Apart from adjustments in salary proportionate to salary schedule changes, a Faculty Member can anticipate cumulative annual adjustments of salary through the award of salary increments. The awarding of salary increments reflects a well-established academic tradition whereby:
 - (i) normal career progress increments are awarded when continuing satisfactory professional performance is demonstrated; and
 - (ii) especially meritorious professional achievements are recognized through monetary reward in the form of merit increments.
- (b) Since the criteria which determine the award of salary increments are those which apply to promotion, there will be a degree of correspondence between salary and rank. Thus, on promotion or appointment, a Faculty Member will receive a salary which is not less than the minimum for the rank. However, at other times, the characteristics of a Faculty Member's professional performance may be reflected in the award of increments but not in promotion.

35.04 A decision by a Personnel Committee that a Faculty Member not be promoted shall not, in itself, imply that the Faculty Member's performance has been assessed to be unsatisfactory.

Article 36: Professional Librarians

36.01 Ranks

- 36.01.1 The classification of Professional Librarians by rank shall be, in ascending order: Librarian II, Librarian III, Librarian IV.

36.02 Criteria for Extension of Probation, Tenure, Promotion and Salary Increments

36.02.1 The criteria for extension of probation, tenure, promotion and salary increments for Professional Librarians are:

(a) Performance as a Professional Librarian

Effectiveness as a Professional Librarian is the primary criterion.

(b) Research and Professional Development

(c) Service to the University and to Society

36.03 Guidelines For Appointment and Promotion:

36.03.1 *Librarian II*

(a) To qualify for appointment to the rank of Librarian II, the candidate shall have the minimum of a recognized professional degree in Library Science (M.L.S. or equivalent). In addition, there shall be the achievement of, or a reasonable expectation of, the development of a record of successful performance as a Professional Librarian, with a demonstration of a mastery of the skills and techniques of Librarianship as evidenced by effectiveness of professional performance; and evidence of the ability to develop and extend professional, disciplinary, and management expertise.

(b) In addition, the candidate should show some evidence, or the expectation, of research and professional development in one or more of the following areas:

(i) Academic achievement and activities, including additional formal study in Library Science and/or other relevant academic disciplines, programs in continuing education, research, and publication.

(ii) Involvement in professional activities and participation in professional organizations including service on committees, the presentation of papers, the organization of and participation in conferences, seminars, and workshops.

(iii) Contributions to the Library, the University, or the community.

36.03.2 *Librarian III*

(a) The primary criterion for appointment or promotion to the rank of Librarian III shall be professional performance; the successful candidate shall have a record over a period of years, of significant achievement in librarianship, exercising sound independent judgment and creativity. There should be clear

evidence of continuing professional development and demonstrated ability in an area of Library service and/or in an administrative capacity.

- (b) The candidate must also demonstrate achievement in research and professional development in one or more of the following areas:
 - (i) Academic achievement and activities, including additional formal study in Library Science or other relevant academic disciplines, programs in continuing education; research, and publication.
 - (ii) Involvement in professional activities and participation in professional organizations including service on committees, the presentation of papers, organization of, and participation in conferences, seminars, workshops.
 - (iii) Contributions to the Library, the University, or the community.

36.03.3 Librarian IV

- (a) For appointment or promotion to the rank of Librarian IV the successful applicant must have a record of outstanding professional accomplishment with demonstrated initiative, leadership and creativity. There should be evidence of further development and extension of professional expertise reflected by superior achievements and leadership in the field of service or specialization recognized beyond the University. Letters of reference from external referees shall be required.
- (b) In addition the candidate must submit evidence of substantial achievement in at least two of the following areas: research, publishing, professional endeavors including significant involvement in professional organizations; and in general contributions to the profession, the University, and society.

Article 37: Instructors and Academic Assistants

37.01 Ranks

37.01.1 Ranks of Instructors

- (a) **Instructor I**
 - (i) The minimum qualification for appointment as Instructor I is a Bachelor's Degree in the subject of interest, with appropriate relevant experience.

(b) **Instructor II**

- (i) The minimum qualification for appointment as Instructor II is a Bachelor's Degree in the subject of interest, with appropriate relevant experience, or a record of teaching effectiveness over a period of years at the rank of Instructor I. A Master's Level degree in the subject of interest is desirable.

(c) **Instructor III**

- (i) The minimum qualification for appointment as Instructor III is a Master's Degree in the subject of interest, with appropriate experience or appropriate professional qualifications, or a lengthy and meritorious record of teaching effectiveness at the rank of Instructor II. A doctoral degree in the subject of interest is desirable.
- (d) The Vice-President (Academic) on recommendation from a Dean may waive the minimum qualification for appointment of Instructors, in cases where the appointee holds equivalent, relevant experience.

37.01.2 Ranks of Academic Assistants

- (a) Academic Assistant I, where a Bachelor's Degree in the subject of interest or an equivalent academic qualification shall be the minimum qualification.
- (b) Academic Assistant II, where a Master's Degree or equivalent in the subject of interest or a lesser academic qualification plus appropriate experience is required.
- (c) Academic Assistant III, where a Doctoral Degree or equivalent in the subject of interest, or a lesser academic qualification plus appropriate experience and/or professional qualification is required.

37.02 Duties, Responsibilities, and Rights

- 37.02.1 The primary duties of an Instructor are instruction and service. These duties will be described in a Position Description as set out in [Article 37.02.3](#).
- 37.02.2 The duties of an Academic Assistant will be according to a Position Description and will be primarily other than instruction in Department/Faculty/Library offerings. Such positions shall support the teaching and/or research functions of the University.
- 37.02.3 A Position Description shall be developed by the Faculty/Library or Department/Area, as appropriate, and with the approval of the Dean. The Position Description shall form part of the initial offer of appointment, and be subject to alteration in the future with the

approval of the Dean in consultation with the Instructor/Academic Assistant, with a copy to the Association.

- 37.02.4** The principal duty of Instructors is to provide instruction within the Department/Faculty/Library through laboratory, clinical, fine arts studio performance, or other teaching assignments and other duties related to instruction. In every case, the Instructor must be appropriately qualified to deliver the teaching assignment in question.
- (a) Instructor I: Full responsibility for teaching laboratory, fine arts studio performance, physical activity or practicum courses is part of the Instructor's regular assigned duties.
 - (i) Full responsibility for teaching courses other than those mentioned in [Article 37.02.4\(a\)](#) may be assigned by the Dean on an exceptional basis with appropriate supervision.
 - (b) Instructor II: Full responsibility for teaching one or more courses may be part of an Instructor's regular assigned duties.
 - (c) Instructor III: Full responsibility for teaching courses may constitute all or part of an Instructor's regular assigned duties.
- 37.02.5** The professional obligations and responsibilities of Academic Assistants shall consist of those duties and responsibilities described in their Position Descriptions.
- 37.02.6** Instructors/Academic Assistants are not expected to conduct research or scholarship, other than that directly related to their professional development, teaching or Position Description duties or responsibilities. However, research activity which does not prevent Instructors from fulfilling their assigned duties shall be allowed when approved by the Dean in consultation with the Department Chair where Departments exist.
- 37.02.7** Instructors/Academic Assistants have an obligation to develop and maintain competence and effectiveness within their area of expertise. Where teaching is part of their assigned duties, they have an obligation to conscientiously prepare and organize their subject and to revise that subject matter on a regular basis as appropriate for that subject, and have the right and responsibility to ensure their professional development as effective teachers.
- 37.02.8** Instructors/Academic Assistants have full membership rights in their respective Department/Faculty/Library, and are encouraged to attend and take part in Department/Faculty/Library meetings and to vote in such bodies. Such service shall be considered to fulfill part of any service expectation listed in their Position Description.
- 37.02.9** Consistent with their assigned duties, Instructors/Academic Assistants have the right, and are encouraged, to participate in the work of academic and professional associations.

37.02.10 The Dean may provide, or the Instructor/Academic Assistant may request, a re-assignment of duties with full or partial pay for the purpose of professional development.

37.03 Evaluation Criteria for Instructors and Academic Assistants

- 37.03.1 Assessments for salary increments, for promotion and for appointment to a continuing position shall be based upon:
- (a) effectiveness and competence with which assigned duties are carried out;
 - (b) the effectiveness with which the other rights and responsibilities listed in [Article 37.02](#), where applicable, are carried out.
- 37.03.2 The criteria are elaborated upon in [Article 13](#).

Article 38: Sessional Lecturers

38.01 Ranks

- 38.01.1 The ranks of Sessional Lecturers in ascending order are Sessional Lecturer I and Sessional Lecturer II.
- 38.01.2 A Sessional Lecturer shall normally be appointed at the rank of Sessional Lecturer I unless any of the conditions of [Article 38.01.3](#) applies.
- 38.01.3 A Sessional Lecturer shall be appointed at the rank of Sessional Lecturer II if they have not received a performance evaluation that is less than satisfactory within the past three (3) years, and any one of the following applies:
- (a) the individual has taught at least five (5) courses at the University within the past three (3) years;
 - (b) the individual was previously appointed at the rank of Sessional Lecturer II;
 - (c) the individual has held an appointment as a Faculty Member, Professional Librarian, Instructor or Academic Assistant; or
 - (d) the individual teaches more than one course in a semester, as in [Article 10.06.3](#).

38.02 Appointment of Sessional Lecturers (see also [Article 10](#))

38.02.1 The appointment of a Sessional Lecturer will take into account relevant experience, academic qualifications and, where appropriate, prior teaching effectiveness as determined through previous performance evaluations (under [Article 38.03](#), or at another university).

38.02.2 *Appointment Letter*

- (a) The duties of a Sessional Lecturer will be clearly identified by the Dean in a letter of appointment. The letter will:
 - (i) make reference to this Collective Agreement with its URL;
 - (ii) identify the starting and termination dates of the contract;
 - (iii) identify the rank and salary of the appointment;
 - (iv) identify the course(s) to be taught and any special requirements;
 - (v) specify a start date consistent with the Member acquiring Library privileges, computer network access, a University e-mail account and any other relevant services, in advance of the commencement of the semester or session;
 - (vi) provide information on compensation should the course be cancelled (see [Schedule A.03.2](#));
 - (vii) contain any other relevant information.

38.02.3 *Re-appointment*

- (a) At the conclusion of a Sessional Lecturer appointment, the Sessional Lecturer may request in writing of the Dean who recommended the appointment that the Sessional Lecturer be considered for future Sessional Lecturer appointments to the same or similar semester courses, should there be a need for such an appointment. To ensure priority, such letters shall be accompanied by evidence of teaching effectiveness to be evaluated under [Article 38.03](#).
- (b) Letters received under [Article 38.02.3\(a\)](#) shall be maintained on record by the Dean for a period of three (3) years from the expiry of the Sessional Lecturer appointment.
- (c) Sessional Lecturers who have taught within the previous five (5) years shall be considered first for future Sessional Lecturer appointments to teach the same or similar courses, if they have not received a performance evaluation that is less than satisfactory in previous Sessional Lecturer appointments within that period. Priority shall be given to such Sessional Lecturer who has taught the most courses that are the same or similar within

those five (5) years. If that individual refuses the offer, the offer shall pass to the next person in the priority order. In the event of a tie, the choice of appointee within those individuals involved in the tie, rests with the Dean. If no one is available, the choice of appointee rests with the Dean.

38.03 Performance Evaluation (for Teaching Effectiveness)

- 38.03.1 It is a Member's responsibility to provide evidence of teaching effectiveness when seeking Re-appointment under [Article 38.02.3](#).
- 38.03.2 Effectiveness in teaching is elaborated upon in [Article 13](#).
- 38.03.3 Evidence of teaching effectiveness shall be submitted to the Dean within twenty (20) Working Days of the conclusion of the Sessional Lecturer appointment, should the Sessional Lecturer wish to be considered for future Re-appointment under [Article 38.02.3](#).
- 38.03.4 The Dean shall assign an evaluator to provide the Sessional Lecturer with a written assessment of the Sessional Lecturer's teaching effectiveness, based on the evidence provided in [Article 38.03.3](#). The Sessional Lecturer will also be provided with the compiled summary of any student appraisals in courses taught by the Sessional Lecturer.
- 38.03.5 If no assessment is received within thirty (30) Working Days of the Sessional Lecturer's submission under [Article 38.03.3](#), the Sessional Lecturer's teaching effectiveness shall be deemed to have been assessed as satisfactory.
- 38.03.6 A Sessional Lecturer who receives an evaluation that is less than satisfactory may request a re-evaluation by the Dean within five (5) Working Days of receipt of the evaluation. This request shall be in writing, and shall state the reason(s) for requesting the re-evaluation. The Dean's re-evaluation of performance is final.
- 38.03.7 If no re-evaluation is received within thirty (30) Working Days of a request for re-evaluation under [Article 38.03.6](#), the re-evaluation shall be deemed to have assessed the Sessional Lecturer's teaching effectiveness as satisfactory.
- 38.03.8 An unsatisfactory evaluation shall not be relied upon in any hiring decisions until the Sessional Lecturer's option to request a re-evaluation has expired, or an unsatisfactory re-evaluation has been completed.

38.04 Medical Leave

- 38.04.1 "Medical Leave" and "Medical Certificate" are defined in [Article 2](#).
- 38.04.2 A Sessional Lecturer may be absent for a Medical Leave for up to five (5) Working Days without a reduction in salary or benefits.

- 38.04.3 The Sessional Lecturer notifies the Department/Area Chair or immediate Supervisor of their absence as soon as possible with an estimate of its duration, and before the medical condition affects the execution of the Sessional Lecturer's duties where practicable. The Sessional Lecturer may provide a Medical Certificate to their Dean.
- 38.04.4 When a Sessional Lecturer has been absent for a Medical Leave for five (5) Working Days or if the Sessional Lecturer contemplates the Medical Leave will be for longer than five (5) Working Days they will provide a Medical Certificate to their Dean. The Dean shall advise the Wellness Department.
- 38.04.5 When the Sessional Lecturer has been absent for a Medical Leave for more than five (5) Working Days, they will be placed on Medical Leave without pay, until such time as they are able to return to work and resume duties.
- 38.04.6 Normally after ten (10) Working Days of Medical Leave there will be no resumption of the duties specified within the Sessional Lecturer's contract.

38.05 Leave for Special Circumstances

- 38.05.1 Upon application by the Sessional Lecturer and a recommendation of the Dean the Vice-President (Academic), on behalf of the Board, may award leave under circumstances which reasonably warrant it, not elsewhere specified in [Article 38.04](#). The rate of pay, if any, and the applicability of other Articles of this Collective Agreement shall be specified by the Vice-President (Academic) and accepted in writing by the Sessional Lecturer prior to the award of leave.

Section 5: Schedules

Schedule A: Salary Schedules and Stipends

A.01 Salary Schedules and Stipends (July 1, 2020 to June 30, 2024)

	Years 1 and 2 Effective July 1, 2020 to June 30, 2022	Minimum	Maximum	Career Progress Increment per Member	Merit Pool Contribution per Member
A.01.1	FACULTY MEMBERS				
	Assistant Professor	\$70,000	-	\$2,600	\$625
	Associate Professor	\$85,000	-	\$2,600	\$625
	Professor	\$110,000	-	\$2,600	\$625
A.01.2	PROFESSIONAL LIBRARIANS				
	Librarian Grade II	\$70,000	-	\$2,600	\$625
	Librarian Grade III	\$85,000	-	\$2,600	\$625
	Librarian Grade IV	\$110,000	-	\$2,600	\$625
A.01.3	INSTRUCTORS/ACADEMIC ASSISTANTS				
	Instructor/Academic Assistant I	\$53,000	\$112,303.86	-	\$2,800
	Instructor/Academic Assistant II	\$58,000	\$119,443.32	-	\$2,800
	Instructor/Academic Assistant III	\$63,000	\$126,587.90	-	\$2,800
A.01.4	Sessional Lecturers	Minimum Stipend per course			
	Sessional Lecturer I	\$6,212	-	-	-
	Sessional Lecturer II	\$6,500	-	-	-

	Part of Year 3 Effective July 1, 2022 to March 31, 2023	Minimum	Maximum	Career Progress Increment per Member	Merit Pool Contribution per Member
A.01.1	FACULTY MEMBERS				
	Assistant Professor	\$77,000	-	\$2,600	\$625
	Associate Professor	\$93,500	-	\$2,600	\$625
	Professor	\$110,000	-	\$2,600	\$625
A.01.2	PROFESSIONAL LIBRARIANS				
	Librarian Grade II	\$77,000	-	\$2,600	\$625
	Librarian Grade III	\$93,500	-	\$2,600	\$625
	Librarian Grade IV	\$110,000	-	\$2,600	\$625
A.01.3	INSTRUCTORS/ACADEMIC ASSISTANTS				
	Instructor/Academic Assistant I	\$53,000	\$112,303.86	-	\$2,800
	Instructor/Academic Assistant II	\$58,000	\$119,443.32	-	\$2,800
	Instructor/Academic Assistant III	\$63,000	\$126,587.90	-	\$2,800
A.01.4	Sessional Lecturers	Minimum Stipend per course			
	Sessional Lecturer I	\$6,709	-	-	-
	Sessional Lecturer II	\$7,020	-	-	-

	Parts of Years 3 and 4 Effective April 1, 2023 to November 30, 2023	Minimum	Maximum	Career Progress Increment per Member	Merit Pool Contribution per Member
A.01.1	FACULTY MEMBERS				
	Assistant Professor	\$77,963	-	\$2,600	\$625
	Associate Professor	\$94,669	-	\$2,600	\$625
	Professor	\$111,375	-	\$2,600	\$625
A.01.2	PROFESSIONAL LIBRARIANS				
	Librarian Grade II	\$77,963	-	\$2,600	\$625
	Librarian Grade III	\$94,669	-	\$2,600	\$625
	Librarian Grade IV	\$111,375	-	\$2,600	\$625
A.01.3	INSTRUCTORS/ACADEMIC ASSISTANTS				
	Instructor/Academic Assistant I	\$53,663	\$113,708	-	\$2,800
	Instructor/Academic Assistant II	\$58,725	\$120,936	-	\$2,800
	Instructor/Academic Assistant III	\$63,788	\$128,170	-	\$2,800
A.01.4	Sessional Lecturers	Minimum Stipend per course			
	Sessional Lecturer I	\$6,709	-	-	-
	Sessional Lecturer II	\$7,020	-	-	-

	Remainder of Year 4 (if Gain Sharing threshold is not met) Effective December 1, 2023 to June 30, 2024	Minimum	Maximum	Career Progress Increment per Member	Merit Pool Contribution per Member
A.01.1	FACULTY MEMBERS				
	Assistant Professor	\$79,132	-	\$2,600	\$625
	Associate Professor	\$96,089	-	\$2,600	\$625
	Professor	\$113,046	-	\$2,600	\$625
A.01.2	PROFESSIONAL LIBRARIANS				
	Librarian Grade II	\$79,132	-	\$2,600	\$625
	Librarian Grade III	\$96,089	-	\$2,600	\$625
	Librarian Grade IV	\$113,046	-	\$2,600	\$625
A.01.3	INSTRUCTORS/ACADEMIC ASSISTANTS				
	Instructor/Academic Assistant I	\$54,468	\$115,414	-	\$2,800
	Instructor/Academic Assistant II	\$59,606	\$122,750	-	\$2,800
	Instructor/Academic Assistant III	\$64,745	\$130,093	-	\$2,800
A.01.4	Sessional Lecturers	Minimum Stipend per course			
	Sessional Lecturer I	\$6,709	-	-	-
	Sessional Lecturer II	\$7,020	-	-	-

	Remainder of Year 4 (if Gain Sharing threshold is met) Effective December 1, 2023 to June 30, 2024	Minimum	Maximum	Career Progress Increment per Member	Merit Pool Contribution per Member
A.01.1	FACULTY MEMBERS				
	Assistant Professor	\$79,522	-	\$2,600	\$625
	Associate Professor	\$96,562	-	\$2,600	\$625
	Professor	\$113,603	-	\$2,600	\$625
A.01.2	PROFESSIONAL LIBRARIANS				
	Librarian Grade II	\$79,522	-	\$2,600	\$625
	Librarian Grade III	\$96,562	-	\$2,600	\$625
	Librarian Grade IV	\$113,603	-	\$2,600	\$625
A.01.3	INSTRUCTORS/ACADEMIC ASSISTANTS				
	Instructor/Academic Assistant I	\$54,736	\$115,982	-	\$2,800
	Instructor/Academic Assistant II	\$59,900	\$123,355	-	\$2,800
	Instructor/Academic Assistant III	\$65,064	\$130,733	-	\$2,800
A.01.4	Sessional Lecturers	Minimum Stipend per course			
	Sessional Lecturer I	\$6,709	-	-	-
	Sessional Lecturer II	\$7,020	-	-	-

- A.01.5 When a Cost of Living Adjustment (COLA) increase is applied to a Member's salary as per [Schedule A.02](#), salary range ceilings and floors shall be increased by the adjustments calculated as per [Schedule A.02](#). For clarity, these increases are included in the [A.01](#) Salary Schedules tables above.
- A.01.6 When a salary schedule adjustment is authorized, each Member whose salary, after the addition of any applicable salary increments, is less than the newly established minimum salary for their rank, shall receive an increase to this minimum salary.
- A.01.7 Effective July 1st, 2022, the salary range floor for Librarian Grade II, Librarian Grade III, Assistant Professors, and Associate Professors shall be increased by 10% (ten percent). These increases are reflected in the [A.01](#) Salary Schedules tables above.
- A.01.8 Effective July 1st, 2022, the Sessional Lecturer minimum stipend shall be increased by 8% (eight percent). This increase is reflected in the [A.01](#) Salary Schedules tables above.
- A.01.9 The rate for Sessional Lecturer course stipends will be at least the minimum stipend exclusive of vacation pay, holiday pay and other

statutory benefits, the exact amount to be negotiated by the Dean and the Sessional Lecturer.

- A.01.10 For each year in which an Instructor/Academic Assistant receives a merit score that would result in a salary increase that exceeds the maximum amount for their rank, the Board will pay the Instructor/Academic Assistant a non-base, non-recurring merit amount calculated in the following way. After merit increments have been paid out from the merit pools under [Articles 24.06.1\(b\)](#) and [24.06.2\(c\)](#), any residual amount remaining in the merit pools shall be paid out to the Members identified in [Article 24.06.2\(b\)](#) in proportion to each Instructor/Academic Assistant's performance rating.

A.02 Cost of Living Adjustment (COLA) and other Salary Adjustments

- A.02.1 Effective on the dates indicated for the period July 1st, 2020 to June 30th, 2024, any COLA increase provided for in this Schedule will be applied to each Member's prior day salary. Any increase retroactive to December 1st, 2023 will be applied to each Member's November 30th, 2023 salary.
- A.02.2 Effective July 1st, 2022, an increase of 2% (two percent) will be applied to each Assistant Professor/Professional Librarian II's prior June 30th salary. This shall include any Member who is awarded a promotion to Associate Professor/Professional Librarian III in 2022. This increase shall apply after the increase set out in [Schedule A.01.7](#).
- A.02.3 Effective April 1st, 2023, an increase of 1.25% will be applied to each Faculty Member, Professional Librarian, and Instructor/Academic Assistant's March 31st, 2023 salary.
- A.02.4 Effective December 1st, 2023, an increase of 1.5% will be applied to each Faculty Member, Professional Librarian, and Instructor/Academic Assistant's November 30th, 2023 salary.
- A.02.5 In February 2024, if the "Average of all Private Forecasts for Alberta's Real GDP" for the 2023 calendar year is at or above 2.7%, an additional increase of 0.5% will be applied to each Member's prior November 30th salary, retroactive to December 1st, 2023. The retroactive portion of this increase shall be payable on February 29th, 2024.
- (a) "Average of all Private Forecasts for Alberta's Real GDP" for the 2023 calendar year is a simple average of Alberta's Real GDP for 2023 across the following independent forecasting institutions: Conference Board of Canada, Stokes Economics, BMO Capital Markets, CIBC World Markets, Laurentian Bank, National Bank, RBC Royal Bank, Scotiabank, and TD Bank.

A.02.6 Any COLA applied on July 1st will be applied prior to any career progress or merit increment.

A.03 Stipends

A.03.1 *Stipend for [Article 22](#) Courses*

- (a) Minimum of \$5,200 per semester course.
- (b) Travel time allowance of \$10.00 per hour of travel time required to reach destination and return to campus.
- (c) Ten percent (10%) of a stipend is paid to the Member in the event the course or program is cancelled.

A.03.2 Sessional Lecturer Stipends in the Event of Course Cancellation

- (a) Ten per cent (10%) of the stipend agreed upon and declared within the letter of appointment shall be paid to the Sessional Lecturer in the event the course is cancelled.

A.04 Part Time

A.04.1 Salary shall be proportional to the salary which would have been paid had the Member been employed on a full load basis.

A.05 Career Progress Increments

A.05.1 Effective June 30th of each year for the period July 1st, 2020 to June 30th, 2024, a career progress increment will be applied to each Faculty Member's/Professional Librarian's salary in accordance with [Article 24.08](#). Any COLA will be applied to the Faculty Member's/Professional Librarian's prior June 30th salary before the career progress increment is applied.

A.05.2 In the event that negotiations to renew this Collective Agreement have not concluded by June 30th, 2025 a career progress increment will be applied to each Faculty Member's/Professional Librarian's salary in accordance with [Article 24.08](#), in consideration that such career progress increment relates to performance for the evaluation period up to and including June 30th, 2024. No further career progress increments nor COLA will be applied to such Members' salaries at such time or thereafter under the terms of this Collective Agreement, these being matters for negotiation after this Collective Agreement expires.

A.06 Merit Increments

- A.06.1 Effective June 30th of each year for the period July 1st, 2020 to June 30th, 2024, a merit increment will be applied to each Faculty Member's/Professional Librarian's salary in accordance with [Article 24.05.1](#); and to each Instructor's/Academic Assistant's salary in accordance with [Article 24.05.2](#) and [Schedule A.01.10](#). Any COLA will be applied to the Member's prior June 30th salary before the merit increment is applied.
- A.06.2 In the event that negotiations to renew this Collective Agreement have not concluded by June 30th, 2025 a merit increment will be applied to each Faculty Member's/Professional Librarian's salary in accordance with [Article 24.05.1](#); and to each Instructor's/Academic Assistant's salary in accordance with [Article 24.05.2](#) and [Schedule A.01.10](#), in consideration that such merit increment relates to performance for the evaluation period up to and including June 30th, 2024. No further merit increments nor COLA will be applied to such Members' salaries at such time or thereafter under the terms of this Collective Agreement, these being matters for negotiation after this Collective Agreement expires.

A.07 COLA, Career Progress Increments and Merit Increments Applicable to Term of Agreement Only

- A.07.1 For clarity, entitlement to adjustments to salary through COLA as set out in this Schedule shall not extend beyond the terms of this Collective Agreement so as to give rise to further COLA to any Member's salary after June 30th, 2024.
- A.07.2 For clarity, entitlements to adjustments to salary identified in [Schedule A.05.2](#) and [Schedule A.06.2](#) through career progress increments and merit increments are made in recognition that the evaluation of performance for such increments relates to duties performed during the term of this Collective Agreement, from July 1st, 2020 to June 30th, 2024.

Schedule B: Economic Benefits

B.01 [Schedule B](#) shall be effective from July 1st, 2020 to June 30th, 2024, unless noted otherwise. The following shall also apply:

B.01.1 [Schedule B.04.2\(d\)](#) applies to all Members;

B.01.2 [Schedules B.16](#) and [B.17](#) apply only to Sessional Lecturers.

B.01.3 With respect to Term appointments:

- (a) regarding dental coverage, a Member who holds a Term appointment shall be eligible only for basic dental coverage until they shall have completed three (3) consecutive years of service at the University;
- (b) a Member who holds a Term appointment shall be eligible to apply for Long Term Disability Insurance only for the length of that term until they have completed three (3) years of service at the University; and
- (c) after a Member who holds a Term appointment shall have completed three (3) years of service at the University, they shall be eligible for full dental and Long Term Disability Insurance coverage as provided in [Schedule B](#).

B.01.4 All other [Schedule B](#) provisions apply only to Faculty Members, Professional Librarians, and Instructors/Academic Assistants.

B.02 Academic Pension Plan

B.02.1 The provisions of the Employment Pensions Plan Act and Regulations shall apply to Members.

B.02.2 Members are subject to the provisions outlined in the "Plan Document" Universities Academic Pension Plan (UAPP).

B.03 Long Term Disability (LTD) Insurance

B.03.1 Members shall pay all Long Term Disability Insurance premiums.

B.03.2 Long Term Disability Insurance is available to Members up to Age 65.

B.03.3 The provisions of the Long Term Disability Insurance Plan shall not be altered except by the mutual consent of the parties.

B.03.4 While on approved Long Term Disability, responsibility for the payment of premiums and pension contributions is the following:

- (a) For the first two cumulative years on LTD, same illness:

- (i) the Member is responsible for the employee portion of UAPP contributions and any additional costs as identified in [Schedule B.04.3](#).
 - (ii) the University is responsible for the employer portion of UAPP contributions and benefit premium costs as identified in [Schedule B.04.1](#).
- (b) Thereafter, for any remaining period on LTD, same illness:
- (i) the Member is responsible for the employee portion of UAPP contributions.
 - (ii) the University is responsible for the employer portion of UAPP contributions and benefit premium costs as identified in [Schedules B.04.1](#) and [B.04.3](#).

B.04 Benefit Premiums

B.04.1 The Board shall pay up to a maximum per month per Member of the total premium costs of the benefits as identified in [Schedule B.04.2](#) as follows:

	Effective Date	Single	Family
Continuing Members or Term Members with three (3) or more consecutive years of service	Jan 1, 2018	\$129.88	\$298.90
Continuing Members with less than three (3) or more consecutive years of service	Jan 1, 2018	\$116.44	\$257.70

B.04.2 The total premium costs of the benefits paid by the Board, up to the maximums identified in [Schedule B.04.1](#) will be allocated in the following order:

- (a) Extended Health Benefits
- (b) Dental Care Benefits, based on 2022 Alberta Blue Cross Dental Fee Guide
- (c) Vision Care Plan
- (d) Employee and Family Assistance Program (EFAP)
- (e) Basic Life Insurance (The Board shall pay for \$63,000 of coverage for all Members)

B.04.3 The Member is responsible for the premium costs of the benefits in [Schedule B.04.2](#) beyond the maximum paid by the Board as identified in [Schedule B.04.1](#).

B.04.4 If a Member declines a particular benefit identified in [Schedule B.04.2](#), the premium for that benefit shall be retained by the Board.

- B.04.5 If a Member who holds a Term appointment is less than one half (0.5) annual FTE, the Board will pay directly to the Member the equivalent of the benefit premiums in lieu of benefits based on the Term Faculty Member's single rate.

B.05 Flexible Spending Account Plan

- B.05.1 Faculty Members, Professional Librarians, and Instructors/Academic Assistants, excluding ineligible Term appointees and Sessional Lecturers, shall be entitled to a flexible spending account plan of \$250 per calendar year.
- B.05.2 Once per year, on a date determined by the program administrators, each eligible member as per [Schedule B.05.1](#), shall elect to allocate these funds between health spending (non-taxable) and wellness spending (taxable).
- B.05.3 This benefit commences on March 21st, 2022. For the 2022 calendar year, the amount in [Schedule B.05.1](#) above shall be pro-rated accordingly.
- B.05.4 The annual amount in [Schedule B.05.1](#) above is pro-rated for each eligible member based upon the number of months served in a calendar year.

B.06 Benefits for Members Age 65 and Over

- B.06.1 Members will be eligible for Extended Health Benefits, Dental Benefits, and Vision Care Benefits as may be set out in the Plan Documents.
- B.06.2 Members will be eligible for Group Term Life Insurance to age seventy (70) as set out in the Plan Documents.
- B.06.3 Members, who have Voluntary Optional Life Insurance, will cease to have Voluntary Optional Life Insurance the first of the month following the seventieth (70th) birthday, as set out in the Plan Documents.
- B.06.4 Members who become ill during the term, but whose medical leave entitlement is insufficient to take them to the end of term, are eligible for Leave Without Pay (LWOP) following medical leave to the end of the academic term in which the Member commenced the LWOP.
- B.06.5 Long Term Disability Insurance is not available for Members age sixty-five (65) and over.

B.07 Professional Supplement

B.07.1 The Professional Supplement shall be provided annually on or around July 1st as follows:

	Per Member per Year (annual allocation prorated as per Schedules B.07.4 and B.07.5)	Maximum Accumulated Balance per member as of July 1st (maximum prorated as per Schedules B.07.4 and B.07.5)
Faculty Members/professional Librarians	\$2,000	\$8,000
Instructors/Academic Assistants	\$1,600	\$6,400

B.07.2 If the given year's entitlement would put a Member's Professional Supplement balance over the maximum accumulated balance, only the amount required to bring the balance to the maximum accumulated balance will be added.

B.07.3 Effective July 1st, 2014, no funds will be added to or subtracted from any Professional Supplement balance that is already over the maximum accumulated balance as of June 30th.

B.07.4 Per Member entitlement for Professional Supplement is prorated on the basis of the number of months served in the Academic Year.

B.07.5 Members who are: (a) Part Time; (b) less than full-load equivalent; (c) on a Gradual Retirement Plan; or (d) on Reduced Load Status, receive Professional Supplement proportional to what they would have received had they been employed on a full load basis, so long as their full-load equivalent is at least 0.5.

B.07.6 Members holding: (a) a Term appointment; or (b) a less than full-load equivalent appointment of less than 0.5 annual full-load equivalent, are not entitled to Professional Supplement.

B.07.7 Procedures for use of the Professional Supplement are outlined in the University's Professional Supplement Policy.

B.07.8 For Members whose appointment terminated during the year, any unused balance, in accordance with [Schedule B.07.4](#) for the number of months served in the Academic Year, will be allocated to eligible Members on record as of September 30th of each year.

B.08 Member's Tuition Benefit

B.08.1 The Board shall allow each Member a waiver of one hundred per cent (100%) tuition and student administrative fees for undergraduate credit courses or up to a maximum of the Canadian undergraduate course fee for graduate credit courses at the University, up to a

maximum of 15 credit hours per semester. Co-operative education courses will qualify for the tuition fee waiver.

- B.08.2 An administration fee of \$15.00 per semester course shall be charged to Members, to a maximum of \$45.00 per Member per semester.
- B.08.3 Normal regulations on tuition and other course fee payments and deadlines will apply.
- B.08.4 The taxation of the tuition benefit shall be in accordance with Canada Revenue Agency regulations.

B.09 Spouse and Dependent's Tuition Benefit

- B.09.1 The spouse and dependents of a Member shall be entitled to a fifty percent (50%) reduction in tuition fees, including the student administrative fee, charged for a Canadian undergraduate credit course fee or up to a maximum of fifty percent (50%) of a Canadian undergraduate course fee for graduate credit courses at the University, up to a maximum of fifteen (15) credit hours per student per semester. Where both parents are Members the tuition waiver for a dependent is additive to a maximum of one hundred percent (100%), depending upon any proration for less than full-load equivalent Members. Co-operative education courses will qualify for the Tuition Benefit.
- B.09.2 An administration fee of \$15.00 per semester course shall be charged to the student, to a maximum of \$45.00 per student per semester.
- B.09.3 The spouse and dependents of a Member with no less than one (1) year of service, who dies while employed by the University shall be entitled to a waiver of one hundred percent (100%) of the tuition, including the student administrative fee, for a Canadian undergraduate credit course fee or up to a maximum of a Canadian undergraduate course fee for graduate credit courses undertaken at the University for a period of four (4) years following the death of the Member, up to a maximum of fifteen (15) credit hours per student per semester.
- B.09.4 The spouse and dependents of a Member shall be entitled to the provisions of the tuition benefit on the same basis as for other Economic Benefits in [Schedule B](#). The definition of spouse and dependent shall be consistent with the definition used for entitlement to the Extended Health and Dental Plans. The tuition benefit is prorated for Members less than one (1.0) full-load equivalent to the full-load equivalent status of the Member at the start of the applicable semester in which the tuition benefit will be applied.
- B.09.5 Normal regulations on tuition and other course fee payments and deadlines will apply.

B.09.6 The taxation of the tuition benefit shall be in accordance with Canada Revenue Agency regulations.

B.10 Study, Research, Retraining, or Upgrading Leave Relocation Grants

B.10.1 Members awarded study, research, retraining, or upgrading leave are eligible to apply for leave relocation grants to cover costs of relocation of family and personal effects from the domicile near a University campus to the domicile(s) where the leave is to be spent, and return.

B.11 Relocation Allowance

B.11.1 An appointee is eligible for a relocation allowance, from the last place of domicile to a domicile near a University campus, to a maximum of twelve thousand dollars (\$12,000.00).

B.11.2 Relocation allowances are subject to the University Relocation Allowance Regulation, which shall be referred to in the provisional offer of appointment for eligible appointees. Members are eligible for reimbursement under the Regulation upon presentation to the University of an account of expenses and original receipts.

B.12 Workers' Compensation Supplement

B.12.1 In the event of a time-loss injury sustained in the course of employment at the University, a Member continues to receive salary and benefits from the University under the following conditions:

- (a) The Member notifies the Dean and Human Resources as soon as possible, and
- (b) The injury is accepted by Workers' Compensation Board (WCB) as a claim.

B.12.2 The maximum duration of the WCB supplement is the first of the following:

- (a) the number of Medical Leave days available to the Member ([Article 32.02](#)) at the time the injury occurred; or
- (b) the end of a Term appointment.

B.12.3 Payments from WCB related to this injury are remitted to the University.

B.13 EI Rebate

- B.13.1 The Board will distribute the EI Rebate to Members through professional supplement.
- B.13.2 The employee's portion of the EI Rebate for Members from the previous Academic Year, as calculated by Human Resources, is distributed annually to eligible Members, as per [Schedule B.07](#), on record as of September 30th.
- B.13.3 For the purposes of this Article, 'Academic Year' means July 1st to June 30th.

B.14 Strike or Lockout

- B.14.1 In the event of a strike or lockout, benefit coverage under this Article will be continued (subject to the carrier conditions) and the Association agrees to reimburse the University for the full premium costs (both the Board's and Members' premiums) during the strike or lockout.

B.15 Death Benefit

- B.15.1 In the event of the death of a Member other than a Sessional Lecturer, the Board shall pay that portion of the monthly salary earned up to the date of death to the deceased Member's estate. In addition, the Board shall provide a Supplementary Death Benefit that is equal to one-sixth (1/6) of the Member's annual salary in effect at the time of death.
- B.15.2 Such payment to a Member other than a Sessional Lecturer is in full settlement of salary and vacation entitlement to the date of death and shall be paid in accordance with the following:
 - (a) For the purposes of the Supplementary Death Benefit, "salary" is deemed to be the Member's gross basic pay for the performance of the regular duties of employment, excluding any expense allowance, overtime payment, special remuneration, or other similar compensation.
 - (b) Where the Member has designated a beneficiary, the Board shall pay the Supplementary Death Benefit to the deceased Member's designated beneficiary. For the purposes of this provision, and unless otherwise designated by the Member, the beneficiary shall be the designated beneficiary named by the Member under the University Basic Term Life Insurance Plan.
 - (c) Where the Member has not designated a beneficiary, the Board shall pay the Supplementary Death Benefit to the deceased Member's estate.

- B.16** In the event of the death of a Sessional Lecturer, the Board shall pay to the Member's estate a death benefit equivalent in value to the Member's salary for the month in which the Member dies plus one additional month's salary regardless of the month in which the Sessional Lecturer dies.
- B.17** Such payment to a Sessional Lecturer is in full settlement of salary and vacation entitlement to the date of death.

Schedule C: Assignment of Copyright

ASSIGNMENT made this _____ day of _____ 20____

BETWEEN:

**The Board of Governors
of the University of Lethbridge,
in the Province of Alberta
(herein called "the Board")**

AND:

(herein called "the Assignees")

WITNESS that the University hereby sells, assigns and transfers to the assignees all right, title and interest that the said Board has in copyright in Canada, the United States of America and all other countries in the world in the product in consideration for which the Assignees hereby agree to remit to the University Fifty Per Cent (50%) of the gross royalties (or any payments which are similar in nature to royalties) received from exploitation of the copyright on the product described above and also agree to require the display of the University name on all copies of the product.

The Assignees further agree that the Board may make and use copies of the product described above without payment of royalty for its own educational purposes.

IN WITNESS WHEREOF the parties have hereunto set their hands and seals.

THE UNIVERSITY OF LETHBRIDGE

ASSIGNEES

DECLARATION OF AUTHORSHIP

We, the undersigned, declare that we are the authors of: _____
("the work") for which we have requested an assignment of copyright, dated the
_____ day of _____ 20____ from Board of Governors of The
University of Lethbridge.

We further declare that we have discussed our application for assignment of copyright with all persons who have been involved in the production process of the work and have obtained their agreement that the undersigned are the only authors of the work.

Schedule D: Professional Activities Report

D.01 Preamble

D.01.1 The duties described in [Article 21.03](#) are not intended to comprise exhaustive lists, but are stated in general terms, given the nature of the evolution of the academic enterprise at any university. The quality and quantity of all academic work consistent with [Article 21.03](#) undertaken by the Member shall be taken into account in the evaluation of the performance of the Member.

D.02 Member's recommendation regarding weighting of the criteria: Weighting, Teaching, Research, and Service.

D.02.1 Weighting

Category	Weighting
Teaching	
Research	
Service	

D.02.2 Rationale for Weighting Recommendation

D.03 Teaching

D.03.1 List all courses and other instruction, including Summer Session and off-campus Credit Courses, Independent Studies, Applied Studies, undergraduate honours theses, graduate supervision, etc. Comments on each might cover such aspects as the following: whether taught in the previous year, after a longer interval, or for the first time; the time demands generated by the instructional format, by course related duties, and by the number and nature of assignments and the grading procedures.

- (a) Course Title
- (b) Enrolment
- (c) Semester
- (d) Comments

D.04 Research and Creative Activity

- D.04.1 Publications
- D.04.2 Manuscripts submitted for Publication
- D.04.3 Papers presented and other participation at professional meetings
- D.04.4 Creative work and/or Performances
- D.04.5 Editorial, Refereeing, Examining and Adjudicating Activities
- D.04.6 Research & Creative Activity in progress
 - (a) Project
 - (b) Funding Agency
- D.04.7 Anticipated Research Activity
 - (a) Project

D.05 Service to The University and Society

- D.05.1 Contributions to the Intellectual life of the University
- D.05.2 Administrative & Committee Service
- D.05.3 Membership & Service in Professional Organizations
- D.05.4 Community Service

D.06 Professional Development Activities and Achievements

Date _____

Signature _____

Schedule E: Academic Career Implementation

E.01 Effective July 1st, 2019: The language applies to Faculty Members/Professional Librarians hired before July 1st, 2014, except as modified by [Schedule E.01.1](#).

Example: for a Member hired as an Assistant Professor/Professional Librarian II on July 1st, 2013 with a letter of appointment assigning three (3) Academic Career Years, the maximum number of years of career progress available in each of the ranks effective July 1st, 2019 would be as follows:

	Rank				Total
	Academic Career	Assistant Professor/Professional Librarian II	Associate Professor/Professional Librarian III	Professor/Professional Librarian IV	
Initial Letter of Appointment	3				
July 1, 2014	4				
July 1, 2015	5				
July 1, 2016	6				
July 1, 2017	7				
July 1, 2018	8				
July 1, 2019	9	1	15	10	35

Example: for a Member hired on July 1st, 1996 who attained the rank of Associate Professor/Professional Librarian III after ten (10) years, but not yet the rank of Professor/Professional Librarian IV, the maximum number of academic career years available in each rank is as follows:

	Rank				Total
	Academic Career	Assistant Professor/Professional Librarian II	Associate Professor/Professional Librarian III	Professor/Professional Librarian IV	
Number of academic career years as of June 30, 2014	17				
July 1, 2014	18				
July 1, 2015	19				
July 1, 2016	20				
July 1, 2017	21				
July 1, 2018	22				
July 1, 2019	23	0	2	10	35

E.01.1 In the event that an Assistant Professor/Professional Librarian II has been assigned more than five (5) years toward their Academic Career in their written letter of appointment, they may submit a formal, written request to the Dean to transfer a maximum of five (5) years from Associate Professor/Professional Librarian III Academic Career years rank. Upon the recommendation of the Dean and approval of the Vice-President (Academic), the number of Academic Career years for both the Assistant and Associate ranks, or corresponding Professional Librarian ranks, is adjusted accordingly by a letter from the Dean to the Member, with a copy to Human Resources.

Example: for a Faculty Member hired during the 2013/14 academic year with a letter of appointment assigning eight (8) Academic Career years, the maximum adjustment that could be applied pending the approval of the Vice-President (Academic) is as follows:

	Rank				Total
	Academic Career	Assistant Professor/Professional Librarian II	Associate Professor/Professional Librarian III	Professor/Professional Librarian IV	
Initial Letter of Appointment	8				
Without Adjustment	8	2	15	10	35
With maximum Adjustment	8	7	10	10	35

Schedule F: Daycare

WHEREAS the University wishes to establish an on-campus day care facility on the Lethbridge campus of the University;

WHEREAS the Faculty Association has agreed to contribute funding towards the capital/financing costs of a day care facility;

THEREFORE the parties hereto agree as follows:

F.01 University Responsibilities:

- F.01.1 University of Lethbridge will construct a day care facility on its Lethbridge campus if and when the project is approved by the Board of Governors of the University.
- F.01.2 The University of Lethbridge will contribute funding of at least 65% of the capital costs for construction of the day care facility.
- F.01.3 The University of Lethbridge will enter into a Lease with an external day care provider which will include provisions to the following affect:
 - (a) The University as the Landlord will set the initial allocation of spaces for children attending the day care between children of undergraduate students, children of Member, children of graduate students, children of employees of the day care provider and children of others, and shall have the exclusive right to change the allocation of spaces with such change to be effective at the beginning of the next academic semester;
 - (b) The Tenant shall agree to charge a reasonable and competitive day care fee for the day care services provided which will be comparable to the fee charged by the other day cares operating within the City of Lethbridge;
 - (c) The Tenant shall keep the Day Care Centre open for business and in normal operation at least ten (10) hours per day, Monday to Friday inclusive, with the exception of holidays or holiday periods during which the University is closed.

F.02 Faculty Association Responsibilities:

- F.02.1 The Faculty Association shall make a one-time payment of \$20,000.00 towards the construction costs of the day care facility which shall be paid by the Faculty Association to the University on or before September 1st, 2009.
- F.02.2 The Faculty Association agrees that each member of the Faculty Association will contribute the sum of \$1.80 per month for each month that the individual is a member of the Faculty Association commencing September 1st, 2009 with such contributions to continue

by Faculty Members for a period of twenty (20) years following the date the day care opens for operation.

- F.02.3** In the event that the day care facility is not in operation due to the absence of a day care provider prior to September 1st, 2009, the individual monthly contributions by Members of the Faculty Association shall be suspended for the period during which the day care facility is not in operation commencing with the month immediately following the month in which the day care operation was suspended or discontinued with such contributions resuming with the month following the month in which the day care facility recommences operation.
- F.02.4** The Faculty Association agrees that the monthly contributions shall be automatically deducted by the University from the remuneration paid to each Faculty Member and on behalf of each Faculty Member hereby authorizes the University to make such a deduction. In the event that an amendment to the Collective Agreement between the University and the Faculty Association agree to take such steps as may be required to give effect to these provisions, the University and the Faculty Association agree to take such steps as may be required to amend the Collective Agreement accordingly.
- F.02.5** The Faculty Association will provide annual input, by July of each year, to the Vice-President (Finance and Administration) in relation to the annual Landlord/Tenant review meetings on issues or recommendations related to the Day Care Centre.
- F.03** This Agreement shall endure to the benefit of and be binding upon the Parties hereto and their respective successors and assigns.

Schedule G: Maternity and/or Parental Leave Benefit ([Article 32.03](#) to [Article 32.07](#))

The examples below are for illustration purposes only and are based on Employment Insurance (EI) benefit rates assuming the Member's salary exceeds EI weekly insurable earnings maximum as of May 2019. Contact Pension and Benefits for detailed information about your specific situation.

Notes: (1) Before you can start receiving EI benefits, there is a one-week waiting period during which the Member will not be paid by EI. This waiting period is like the deductible paid for other types of insurance.

Table 1: [Articles 32.04](#) and [32.05.1](#)

Maternity + Parental for Birth Mother with Employment Insurance Standard Parental Leave			Maternity + Parental for Birth Mother with Employment Insurance Extended Parental Leave		
Week	EI Benefit	University Sub Plan	Week	EI Benefit	University Sub Plan
Maternity Leave					
Week 1	0% (1)	100% Members salary	Week 1	0% (1)	100% Members salary
Week 2-16	55% to a maximum of \$562/week	100% less Member's EI benefit (\$562/week)	Week 2-16	55% to a maximum of \$562/week	100% less Member's EI benefits at 55% (\$562/week)
Parental Leave					
Week 17-20	55% to a maximum of \$562/week	100% less Member's EI benefit (\$562/week)	Week 17-20	33% to a maximum of \$337/week	100% less calculation based on Member's EI benefits at 33% (\$337/week)
Week 21- 51	55% to a maximum of \$562/week	0%	Week 21- 51	33% to a maximum of \$337/week	0%

Table 2: [Article 32.05.2](#)

Parental for non-Birth parent (including adoption) with Employment Insurance Standard Parental Leave			Parental for non-Birth parent (including adoption) with Employment Insurance Extended Parental Leave		
Week	EI Benefit	University Sub Plan	Week	EI Benefit	University Sub Plan
Parental Leave					
Week 1	0% (1)	100% Members salary	Week 1	0% (1)	100% Members salary
Week 2-20	55% to a maximum of \$562/week	100% less EI benefit (\$562/week)	Week 2-20	33% to a maximum of \$337/week	100% less calculation based on Member's EI

					benefits at 55% (\$562/week)
Week 21-36	55% to a maximum of \$562/week	0%	Week 21-36	33% to a maximum of \$337/week	0%

Table 3: [Articles 32.04](#) and [32.05.3](#)

Maternity for Birth Mother + Shared Parental Leave between parents with Employment Insurance Standard Parental Leave			Maternity for Birth Mother + Shared Parental Leave between parents with Employment Insurance Extended Parental Leave		
Week	EI Benefit	University Sub Plan	Week	EI Benefit	University Sub Plan
Maternity Leave					
Week 1	0% (1)	100% Members salary	Week 1	0% (1)	100% Members salary
Week 2-16	55% to a maximum of \$562/week	100% less Member's EI benefit (\$562/week)	Week 2-16	55% to a maximum of \$562/week	100% less Member's EI benefits at 55% (\$562/week)
Parental Leave					
Week 17-20	55% to a maximum of \$562/week	100% less Member's EI benefit (\$562/week)	Week 17-20	33% to a maximum of \$337/week	100% less calculation based on Member's EI benefits at 33% (\$337/week) for birth mother or 100% less calculation based on Member's EI benefits at 55% (\$562/week) for non-birth parent
Week 21- 51	55% to a maximum of \$562/week	0%	Week 21- 51	33% to a maximum of \$337/week	0%
Week 52-56 (If 2 parents share Standard Parental Leave minimum 5 weeks for 2 nd parent)	55% to a maximum of \$562/week	0%	Week 79-85 (if 2 parents share Extended Parental Leave minimum 8 weeks for 2 nd parent)	33% to a maximum of \$337/week	0%

The last row of Table 3 reflects Leave that can be taken concurrently by both Members.

Table 4: [Article 32.05.3](#)

Shared Parental Leave between parents for adoption with Employment Insurance Standard Parental Leave			Shared Parental Leave between parents for adoption with Employment Insurance Extended Parental Leave		
Week	El Benefit	University Sub Plan	Week	El Benefit	University Sub Plan
Parental Leave					
Week 1	0% (1)	100% Members salary	Week 1	0% (1)	100% Members salary
Week 2-20	55% to a maximum of \$562/week	100% less EI benefit (\$562/week)	Week 2-20	33% to a maximum of \$337/week	100% less calculation based on Member's EI benefits at 55% (\$562/week)
Week 21-36	55% to a maximum of \$562/week	0%	Week 21-36	33% to a maximum of \$337/week	0%
Week 37- 41(If 2 parents share Standard Parental Leave minimum 5 weeks for 2 nd parent)	55% to a maximum of \$562/week	0%	Week 63-70 (if 2 parents share Extended Parental Leave minimum 8 weeks for 2 nd parent)	33% to a maximum of \$337/week	0%

The last row of Table 4 reflects Leave that can be taken concurrently by both Members.

Table 5

Does not qualify for Employment Insurance (refer to Article 32.06.2)		
Week	El Benefit	University Sub Plan
Week 1-6	0%	50% of Member's Salary
Week 7-20	0%	0%

Schedule H: Conflict of Interest and/or Conflict of Commitment and Declaration

Memorandum of Understanding

Between

THE BOARD of GOVERNORS of the UNIVERSITY OF LETHBRIDGE

(the “Board”)

and

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

(“ULFA”)

Further to agreement reached at bargaining in 2013, the parties agree that Members shall complete a web-based Employee Declaration Disclosure Form (attached) for the declaration of any conflict of interest and/or conflict of commitment.

This disclosure is made when the Member's appointment commences and annually thereafter at the beginning of the calendar year. It replaces the paper declaration form previously submitted with the Members annual Professional Activities Report.

If at any time during the year, there is reasonable cause to believe that a current or anticipated conflict of interest or commitment may exist ([Article 11.04](#)), the Member must disclose this to their Dean as soon as possible after the Member becomes aware of it, and record it through the web-based form. Notification of approval, if granted, will come through the web-based system from the Associate Vice-President (Human Resources & Administration) on behalf of the Dean.

Further information can be found within the Conflict of Interest and/or Commitment Policy.

CONFLICT OF INTEREST AND/OR CONFLICT OF COMMITMENT ULFA MEMBER WEB-BASED DECLARATION DISCLOSURE FORM

I declare that the information contained in this Disclosure Form is true and correct to the best of my knowledge, information and belief.

I have read and agree to abide by the provisions of the Collective Agreement that bear on Conflict of Interest and/or Commitment, including but not limited to the following:

[Article 11.03.2\(a\)\(ix\)](#)

which deals specifically with current or anticipated conflicts of interest with respect to evaluative and supervisory relationships between Members and students;

[Articles 11.03.3\(a\)\(ii\)\(C\)](#) and [11.03.3\(a\)\(ii\)\(D\)](#)

which deal specifically with current or anticipated conflicts of interest with respect to Members' responsibilities as scholars;

[Articles 11.03.3\(a\)\(ii\)\(C\)](#), [11.03.3\(a\)\(ii\)\(D\)](#), and [21.11](#)

which deal specifically with current or anticipated conflicts of commitment with respect to Members' external professional activities;

[Article 11.04](#)

which defines the terms Conflict of Interest and/or Commitment and provides a process for a Member to report any current or anticipated conflicts and a means to evaluate and resolve any such conflicts in consultation with the Member's Dean;

[Article 25.07](#)

which deals specifically with current or anticipated conflicts of interest or reasonable apprehension of bias with respect to Members' participation on personnel committees.

I understand that if I have indicated that I anticipate becoming involved in activities which could give rise to a conflict of interest and/or conflict of commitment, I shall not engage in these activities until such time as the conflict considerations are assessed and resolved. If I have indicated that I am currently involved in activities which could give rise to a conflict of interest and/or conflict of commitment, I understand that I may continue the activities until such time as the conflict considerations are assessed and resolved, unless I am directed by the Dean to cease the activity.

I understand that the direction to cease the activity shall stand until such time as the conflict considerations are assessed and resolved.

I understand that the personal information requested is collected under the authority of Section 33(c) of the *Alberta Freedom of Information and Protection of Privacy Act* for the purposes of determining possible conflict of interests and conflict of commitments.

I hereby consent to the use of the information provided by the University for the purpose of assessing conflict.

I understand that I will be advised if certain public disclosure of information is deemed appropriate in managing an assessed conflict. I understand that consent for any such public disclosure will be addressed at that time.

FINANCIAL CONFLICT OF INTEREST		
	Yes	No
With the exception of your normal compensation, will you, your corporation, a member of your family, or persons with whom you have a personal or business relationship now receive or anticipate receiving a financial benefit from University funds over which you exercise influence that might be viewed by a reasonable individual to constitute a potential conflict of interest for you?		

NON-FINANCIAL CONFLICT OF INTEREST		
	Yes	No
Do any of your current or anticipated university teaching, research/scholarly creative activities, administrative, consulting or service (volunteer) activities involve you in dealings with individuals, corporations or other organizations in ways that might be viewed by a reasonable observer as a conflict of interest?		

CONFLICT OF COMMITMENT		
	Yes	No
Are any of your current or anticipated external activities or commitments so substantial or demanding of your time and attention as to interfere with your responsibilities, obligations and commitments to the University?		

OTHER CONFLICTS		
	Yes	No
Do you intend to use the services of University students, University employees, or others under contract to the University over whom you exercise supervisory or academic responsibility, for a purpose beyond those directly associated with your employment obligations to the University? Note: Prior written permission from the Dean needs to be obtained before using the services of students and/or employees for purposes beyond their educational or employment obligations.		
Will you make significant use (meaning a use beyond that of a purely incidental nature) of University space, facilities, general supplies, and/or equipment, including communication devices, and confidential information to support any activities that do not directly pertain to your employment obligations to the University?		
Are you aware of any other potential conflicts of interest or commitment, real or perceived, which will affect you as an employee of the University?		

If you answered "yes" to any of the above questions, please provide details of the activity(s). Should your Dean wish to consult with you regarding this disclosure, you will be contacted and the matter discussed as outlined under [Article 11.04.6](#) in the Faculty Handbook.

I will promptly submit a revised Disclosure Form if at any time during the disclosure period circumstances warrant a different response to any of the questions in this Declaration.

I agree to the Declaration above

Schedule I: Harassment & Discrimination Policy
MOU

Memorandum of Understanding

Between

THE BOARD of GOVERNORS of the UNIVERSITY OF LETHBRIDGE
(the “Board”)

and

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION
(“ULFA”)

Harassment and Discrimination Policy

In the matter of resolving an ULFA policy grievance dated June 21st, 2016, the parties to this MOU agree to the following remedies:

1. that a clear directive ("interface") already exists in the Harassment & Discrimination Policy at section 1.2.1 (Appendix B) that directs all formal complaints involving academic staff members to the Faculty Handbook; and
2. that the parties agree to explore and propose language in Faculty Handbook pertaining to complaints against an academic staff member that involve harassment, discrimination, and/or sexual violence as part of the next Faculty Handbook negotiations.

Schedule J: Agreement Re. Hiring ULFA Employees as Sessional Lecturers MOU

Memorandum of Understanding

Between

THE BOARD of GOVERNORS of the UNIVERSITY OF LETHBRIDGE

(the “Board”)

and

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

(“ULFA”)

Hiring ULFA Employees as Sessional Lecturers

Following from a meeting of September 13th, 2017, the Board and ULFA agree to resolve an unfair labour practice complaint without bringing it to the Labour Relations Board regarding the decision not to hire the Executive Director of ULFA for a Sessional Lecturer position with the University of Lethbridge.

The following agreement resolves the complaint:

The Board formally acknowledges the obligation to support ULFA membership and participation among its faculty members and potential faculty members.

The Board will not prohibit the employment with the University of Lethbridge of an employee of ULFA because of their employment with ULFA, in conjunction with number 3 below ensuring all required qualifications are appropriate for appointment and approval.

Any application for employment with the University of Lethbridge by an employee of ULFA will be assessed solely on the criteria relevant to the position being sought.

Both parties agree that this Collective Agreement applies to employees of ULFA who work as Sessional Lecturers, as it does to employees of other external employers seeking such employment; they further agree that ULFA employees will not be subject to unusual treatment under this Collective Agreement because of their status as employees of the union.

Schedule K: Grieving Administrative Suspensions
MOU

Memorandum of Understanding

Between

THE BOARD of GOVERNORS of the UNIVERSITY OF LETHBRIDGE
(the “Board”)

and

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION
(“ULFA”)

Grieving Administrative Suspensions

- K.01** The parties agree that all disputes related to an administrative suspension imposed on a member of the ULFA bargaining unit under the terms of the Faculty Handbook or the Post-secondary Learning Act are subject to the grievance and arbitration provisions set out in [Article 9](#) of the Collective Agreement or any successor provisions to [Article 9](#).

Schedule L: In Resolution of Format of Communications by Appeal Committee Chair to Appellant Regarding Appellant's Evidence for Appeals MOU

Following an [Article 9.03.4](#) meeting of September 25th, 2017, the Board and ULFA ("the Parties") agree to the following resolution regarding communications from the [Article 25](#) Appeal Committee Chair to appellants, with respect to evidence the appellant may present in relation to [Article 29.02](#) or [29.04](#) appeals of [Article 25](#) STP Committee recommendations. As of the date of this Memorandum of Understanding (MOU), [Article 25](#) Appeal Committee Chairs will include the following template language in written communications with appellants, regarding such evidence.

As the STP Appeals Committee Chair, I am writing to confirm that I have received your letter dated X, where you give notice of your intention to appeal the recommendation of the XX STP Committee, communicated to you in the [Dean of ...'s / University Librarian's] letter of XXX.

In accordance with [Article 29.02.3](#) you have ten (10) working days from your receipt of this letter to submit a written request for a hearing of your case, stating the grounds of your appeal. Pursuant to [Article 29.01.3](#), I draw your attention to your right to appear before the Appeal Committee, and your [Article 11.02.6](#) right of accompaniment by another Member of the Faculty Association should you choose to appear before the Appeal Committee.

I also draw your attention to [Article 29.01.2](#), which stipulates that "(s)ubject to the provisions of [Article 2.26](#) and principles of natural justice, all evidence considered during the Appeal process... shall pertain to the review period considered by the original STP Committee or the Appeal process itself." Further, please note that such evidence is determined according to the tests to be applied by the Appeal Committee, in accordance with the grounds for your appeal (which grounds are described in [Article 29.02.3\(a\)\(i\)](#) to [29.02.3\(a\)\(iii\)](#)). [Articles 29.02.3\(b\)\(i\)](#) and [29.02.3\(b\)\(iii\)](#) provide the context through which the above-noted tests are applied.

The parties agree that the elements contained in this Memorandum of Understanding constitute a full resolution the issues raised in the pre-grievance meeting.

Schedule M: Memorandum of Understanding: In Resolution of Academic Career Year Grievances

Following a meeting of February 21st, 2018, the Board and ULFA ("the Parties") agree to the following in resolution of individual grievances claimed by ULFA on September 27th, 2016 and a policy (group) grievance claimed by ULFA on September 13th, 2016, regarding the implementation of Academic Career years:

1. This Memorandum of Understanding only applies to ULFA Members who hold tenurable Faculty Member or Professional Librarian appointments.
2. This Memorandum of Understanding affirms that the Board cannot unilaterally change the Academic Career years assigned in a Member's letter of appointment.
3. For Members who have no Academic Career years assigned in their letter of appointment, Academic Career years are to be counted from the date of their probationary appointment or appointment with tenure.

This MOU has been redacted to remove material not of relevance to what remains.

The Parties agree that the elements contained in this Memorandum of Understanding constitute a full resolution of the grievances.

Schedule N: In Resolutions of Merit Pool/Fund Contributions Grievances MOU

The Board and ULFA ("the Parties") agree to the following in resolution of two individual grievances and a policy grievance claimed by ULFA on August 15th, 2017 regarding the [Articles 24.06.1/24.06.2](#) merit pool/fund contributions on behalf of academic staff who are employed on less than full-time equivalent (FTE) contracts:

1. Merit pool/fund contributions are established in Faculty Handbook [Article 24](#), and are for each Member who is eligible to access the merit pool/fund, in [Schedule A, Table A.01](#) (the "Per Member Contribution").
2. Beginning with the 2017/18 evaluation period, the Per Member Contribution shall be made at the full load merit pool/fund levels as specified in [Schedule A, Table A.01](#), regardless of whether the Member is assigned to a less than 1.0 FTE status.
3. For the 2017/18 evaluation period, the Board agrees to make the following on-time only contributions:
 - (a) A lump-sum contribution to the merit pool as defined in [Article 24.06.2](#) for Instructors/Academic Assistants, in the amount of \$11,000; and
 - (b) A lump-sum contribution in the aggregate amount of \$3,500 for all the Faculty/Library merit pools as defined in [Article 24.06.1](#) for faculty members and professional librarians to be allocated amongst the Faculty/Library merit pools proportionally to the number of faculty members and professional librarians eligible to receive funds from each merit pool.
4. As of July 1st, 2019, letters summarizing annual salaries as of July 1st each year shall be issued to each Member, containing the following:
 - (a) June 30th salary;
 - (b) cost of living adjustment amount and percentage (if any);
 - (c) career progress increment amount (if any);
 - (d) merit increment amount (if any); and
 - (e) the resultant July 1st salary, as the sum of a. to d. in this clause.
5. As of July 1st, 2019, the letters described in clause [4](#) above shall also include, for each faculty member and professional Librarian in an academic unit, a summary of:
 - (a) how the academic unit's merit pool is calculated;
 - (b) the number of merit units being awarded in that academic unit;
 - (c) the monetary value of a merit unit in that academic unit;
 - (d) the distribution of merit units within that academic unit.

6. As of July 1st, 2019, the letters described in clause [4](#) above shall also include, for each Instructor/Academic Assistant, a summary of:
 - (a) the number of Members for whom contributions are being made to the merit fund;
 - (b) the total monetary value of the merit fund; and
 - (c) the monetary value of a merit fund award for an Instructor/Academic Assistant with a performance rating score of 1.0.
7. All elements within this Memorandum of Understanding are agreed to by the Parties without prejudice to any other unresolved grievances between the Parties.

The Parties agree that the elements contained in this Memorandum of Understanding constitute a full resolution of the grievances.

Schedule O: Written Notice During Pandemic

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On Written Notice During the Pandemic

May 14, 2020

WHEREAS the University of Lethbridge has been significantly impacted as a result of the COVID 19 Pandemic (“Pandemic”)

AND WHEREAS the University of Lethbridge Academic Staff Collective Agreement (“Collective Agreement”) requires temporary amendments during the Pandemic to address the current situation which was not contemplated at the time of ratification of the Collective Agreement.

AND WHEREAS the Government of Alberta declared all Post-Secondary institutions were prohibited from having in person classes effective March 13th, 2020.

AND WHEREAS the Government of Alberta declared a Public Health Emergency on March 17th, 2020.

AND WHEREAS the Board and ULFA wish to work proactively and collectively in the best interest of the University of Lethbridge.

NOW THEREFORE the parties agree as follows:

1. Capitalized terms have the meaning prescribed in the Collective Agreement or this MOU as the case may require.
2. This MOU may be executed in one or more counterparts, and may be delivered by electronic mail in Portable Document Format (PDF), each of which when so executed shall be deemed to be part of the original and shall have the same force and effect as the original, and all of which together shall constitute one and the same MOU.
3. This MOU is being made in response to the specific circumstances of the Pandemic and shall have no precedential value outside the circumstance of the Pandemic.

Written Notice

4. Where written notice is called for in the Collective Agreement, that electronic mail shall be deemed adequate means for correspondence between the Association and the Board. This includes [Article 9](#) (Grievance and Interpretation) and [Article 19](#) (Supervision and Discipline) previously exempted in [Article 6.01.2](#).

Schedule P: Library Single-Service Point Services

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On Library Single-Service Point Services

November 17, 2020

The parties agree as follows:

1. Capitalized terms have the meaning prescribed in the Collective Agreement or this MOU as the case may require.
2. This MOU may be executed in one or more counterparts, and may be delivered by electronic mail in Portable Document Format (PDF), each of which when so executed shall be deemed to be part of the original and shall have the same force and effect as the original, and all of which together shall constitute one and the same MOU.
3. When Professional Librarians are assigned to Reference Desk shifts, whether for OAD purposes or at the Library Single-Service Point, they shall respond to the best of their abilities and training to the full range of queries arising from Library patrons when working Reference Desk shifts.
4. Where necessary, appropriate training will be provided to Professional Librarians under Clause [\(3\)](#) above.
5. It is not the intention to assign Professional Librarians to the General Services Desk (GSD). Such work is separate and distinct from Reference Desk work performed at the Online Assistance Desk (OAD). The GSD is staffed by non-academic staff and student assistants.

Schedule Q: Performance Evaluation During COVID-19

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On Performance Evaluation During COVID-19

April 5, 2021

Any capitalised terms or other terms used in this Memorandum of Understanding (MOU) with specific meaning prescribed in the Academic Staff Collective Agreement (ASCA) between the Board and ULFA (the Parties) have the same meaning in this MOU.

Owing to the potential impacts to Members' performances as a result of the COVID-19 Pandemic (the "Pandemic"), it is hereby agreed that with respect to a Member subject to performance evaluation pursuant to the provisions of ASCA [Article 23](#), the following provisions are in effect, pertaining to each category of member below.

It is recognised that the Pandemic could have/will affect(ed) how Members perform(ed) their duties. Members who submit Professional Activity Reports (PAR) are encouraged to honestly report on their professional activities, including how those activities could have been impacted and altered by the Pandemic. Such honest reporting may include atypical weighting recommendations by the Member in [Schedule D.02.1](#) of the PAR. Such weighting recommendations shall be accompanied by a rationale in [Schedule D.02.2](#). Such atypical weightings with accompanying rationales will not be unreasonably refused.

In post-Pandemic years, Salary, Tenure and Promotion (STP) Committee considerations, and any other evaluation processes including the Pandemic period, will be given consideration in assessing the historical performance of Members' duties when a supporting rationale for such consideration is provided by the Member.

(1) Members subject to biennial evaluation, and scheduled to submit a Professional Activities Report (PAR) by September 15th, 2020 (for review of 2018/2019 and 2019/2020 performance) and September 2022 (for review of 2020/2021 and 2021/2022 performance).

- (a) The Member may choose to opt out of their biennial evaluation for the 2018/2019 and 2019/2020 review period (submission due, September 15th, 2020), and instead their performance score from their last performance evaluation will be used as their performance score for this evaluation period.

- (i) All Members seeking to avail themselves of Clause (a) above must do so by submitting a written request to their Dean/University Librarian by April 15th, 2021.
- (b) And/or the Member may choose to opt out of their biennial evaluation for the 2020/2021 and 2021/2022 review period (submission due September 15th, 2022), and instead their performance score from their last performance evaluation will be used as their performance score for this evaluation period.
 - (i) All Members seeking to avail themselves of Clause (b) above must do so by submitting a written request to their Dean/University Librarian by September 15th, 2022.
- (c) All Members as defined in Clause (1) above will return to their standard cycle of biennial evaluation with their September 2024 PAR submission (for review of 2022/2023 and 2023/2024) whether or not they have availed themselves of Clauses (a) and/or (b) above.

(2) Members subject to biennial evaluation, and scheduled to submit a PAR by September 15th, 2021 (for review of 2019/2020 and 2020/2021 performance) and September 15th, 2023 (for review of 2021/2022 and 2022/2023 performance).

- (a) The Member may choose to opt out of their biennial evaluation for the 2019/2020 and 2020/2021 review period (submission due, September 15th, 2021), and instead their performance score from their last performance evaluation will be used as their performance score for this evaluation period.
 - (i) All Members seeking to avail themselves of Clause (a) above must do so by submitting a written request to their Dean/University Librarian by September 15th, 2021.
- (b) And/or the Member may choose to opt out of their biennial evaluation for the 2021/2022 and 2022/2023 review period (submission by September 15th, 2023), and instead their performance score from their last performance evaluation will be used as their performance score for this evaluation period.
 - (i) All Members seeking to avail themselves of Clause (b) above must do so by submitting a written request to their Dean/University Librarian by September 15th, 2023.
- (c) All Members as defined in Clause (2) above will return to their standard cycle of biennial evaluation with their September 15th, 2025 PAR submission (for review of 2023/2024 and 2024/2025 performance) whether or not they have availed themselves of Clauses (a) and/or (b) above.

(3) Members subject to annual evaluation, and who have a previous performance score.

- (a) The Member may choose to opt out of their annual evaluation for the 2019/2020 review period (submission due, September 15th, 2020), and instead their performance score from their last performance evaluation or, at the Member's discretion, the average of their last two annual performance scores will be used as their performance score for this evaluation period.
 - (i) All Members seeking to avail themselves of Clause (a) above must do so by submitting a written request to their Dean/University Librarian by April 15th, 2021.
- (b) And/or the Member may choose to opt out of their annual evaluation for the 2020/2021 review period (submission due, September 15th, 2021), and instead their performance score from their last performance evaluation or, at the Member's discretion, the average of their last two annual performance scores will be used as their performance score for this evaluation period.
 - (i) All Members seeking to avail themselves of Clause (b) above must do so by submitting a written request to their Dean/University Librarian by September 15th, 2021.
- (c) And/or the Member may choose to opt out of their annual evaluation for the 2021/2022 review period (submission due, September 15th, 2022), and instead their performance score from their last performance evaluation or, at the Member's discretion, the average of their last two annual performance scores will be used as their performance score for this evaluation period.
 - (i) All Members seeking to avail themselves of Clause (c) above must do so by submitting a written request to their Dean/University Librarian by September 15th, 2022.
- (d) All Members as defined in Clause (3) above will return to the standard cycle of annual evaluation beginning with their September 15th, 2023 PAR submission (for review of 2022/2023 performance) whether or not they have availed themselves of Clauses (a) and/or (b) and/or (c) above.

(4) Members subject to annual evaluation, but who have not yet been subject to performance evaluation and so have no previous performance score.

- (a) The Member may choose to opt out of their annual evaluation for the 2019/2020 review period (submission due, September 15th,

2020), and their performance score will be assigned at a value of 1.0 (non-evaluated normal career progress).

- (i) All Members seeking to avail themselves of Clause (a) above must do so by submitting a written request to their Dean/University Librarian by April 15th, 2021.
- (b) If the Member availed themselves of Clause (a) above, and thus still has no previously assessed performance score, they may opt out of their annual evaluation for the 2020/2021 review period (submission due, September 15th, 2021) and their performance score will be assigned at a value of 1.0 (non-evaluated normal career progress).
 - (i) All Members seeking to avail themselves of Clause (b) above must do so by submitting a written request to their Dean/University Librarian by September 15th, 2021
- (c) If the Member availed themselves of both Clause (a) and (b) above, and thus still has no previously assessed performance score, they may opt out of their annual evaluation for the 2021/2022 review period (submission due, September 15th, 2022) and their performance score will be assigned at a value of 1.0 (non-evaluated normal career progress).
 - (i) All Members seeking to avail themselves of Clause (a) above must do so by submitting a written request to their Dean/University Librarian by September 15th, 2022.
- (d) If the Member did not avail themselves of either Clause (a) or (b) above, they will have a performance score, and are thus subject to the provisions of Clause (3) above in subsequent years.
- (e) All Members as defined in Clause (4) above will return to the standard cycle of annual evaluation beginning with their September 15th, 2023 PAR submission (for review of 2022/2023 performance) whether or not they have availed themselves of Clauses (a) and/or (b) and/or (c) above.

(5) Members subject to either annual or biennial evaluation, and where the performance score from the last evaluation was 0.0 or 0.5 (unsatisfactory).

- (a) Provisions for these Members will be made on a case-by-case basis. The Member should discuss provisions with their Dean.

(6) The deadline of April 30th, 2021 in [Article 23.01.2](#) is hereby extended to May 31, 2021; the deadline of June 15th, 2021 in [Article 23.07.3\(b\)](#) is hereby extended to July 15th, 2021; and the deadline of September 30th, 2021 in [Articles 24.09.1](#) and [24.09.2](#) is hereby extended to October 31st, 2021.

Schedule R: Confidentiality Agreements

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On Confidentiality Agreements

April 16, 2021

Any capitalised terms or other terms used in this Memorandum of Understanding (MOU) with specific meaning prescribed in the Academic Staff Collective Agreement (ASCA) between the Board and ULFA (the Parties) have the same meaning in this MOU.

The Board and ULFA agree to the following resolution of a policy grievance claimed by ULFA on December 2nd, 2020, regarding the use of confidentiality agreements which ULFA claims could limit academic freedom for academic staff.

The Parties agree to one standard Employee Code of Conduct Confidentiality Agreement (henceforth called the Confidentiality Agreement) for ULFA Members on the following conditions:

- 1) Subject to applicable legislation, amendments to the agreed upon Confidentiality Agreement contained within this MOU must be mutually agreed upon by both Parties.
- 2) This will be the only Confidentiality Agreement that academic staff are obliged to sign as a condition of employment.
- 3) The Board will provide training to academic staff with respect to the nature and use of Confidential Information, consistent with this MOU.

The agreed upon Confidentiality Agreement is as follows:

Employee Code of Conduct Confidentiality Agreement for academic staff

I hereby agree to the following:

1. I will comply with all applicable privacy laws and regulations that apply to the collection, use and disclosure of personal information. For the purposes of this Confidentiality Agreement, Confidential Information means Personal Information as defined in the Freedom of Information and Protection of Privacy Act, RSA 2000 Chapter F-25. No Member may disclose such Confidential Information, except in accordance with the provisions of this Act.
2. This Confidentiality Agreement will not be interpreted or applied so as to limit or amend the provisions contained in the ASCA.

3. I will not access Confidential Information unless it is necessary for the performance of my duties in the course of my employment with the University of Lethbridge.
4. I will use Confidential Information only for the purposes for which it was collected.
5. When I become aware that Confidential Information has been lost or stolen; disclosed in an unauthorized way; or subject to a privacy breach; I will immediately disclose the matter to my Dean/University Librarian/the Associate Vice President, Human Resources, as appropriate.
6. I will maintain Confidential Information in strict confidence, disclosing it only to others at the University of Lethbridge authorized to receive it and who require it for the performance of their duties, or disclosing it to others outside of the University of Lethbridge only as allowable by law and by the code of conduct of a regulated profession.
7. This Agreement shall survive the conclusion of my employment at the University of Lethbridge.
8. I will immediately return to the University all electronic or written documents or records in my possession that contain, or may contain, Confidential Information at the conclusion of my employment.
9. If uncertain whether information is Confidential Information, I will check with my Dean/University Librarian before accessing, using or disclosing it.
10. I understand that a breach of confidentiality or misuse of Confidential Information could result in disciplinary action in accordance with the ASCA, up to and including termination of employment, and legal action during or following my employment with the University.

Schedule S: SARCC-19P

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On Special Academic Relations Committee on the COVID-19 Pandemic

April 21, 2021

Any capitalised terms or other terms used in this Memorandum of Understanding (MOU) with specific meaning prescribed in the Academic Staff Collective Agreement (ASCA) between the Board and ULFA (the Parties) have the same meaning in this MOU.

- (1) This MOU is being made in response to the specific circumstances of the COVID-19 Pandemic (“the Pandemic”) and shall have no precedential value outside the circumstance of the Pandemic.
- (2) Any modifications Parties have made to labour relations procedures in response to the specific circumstances of the Pandemic shall have no precedential value outside the circumstance of the Pandemic.
- (3) The Parties agree to the formation of a *Special Academic Relations Committee on the COVID-19 Pandemic* (SARCC-19P).
- (4) The Parties agree that the purpose of the SARCC-19P is to provide a fast, efficient and interest-based method for both Parties to review potential impacts of the Pandemic on the terms and conditions of employment articulated in the ASCA.
- (5) The SARCC-19P will consist of up to three representatives from ULFA and three representatives of the Board. Additional resource persons may attend as required by either Party.
- (6) The SARCC-19P will meet bi-weekly, or as required.
- (7) The SARCC-19P is intended to supplement rather than replace existing channels for raising issues between the Parties, such as [Article 7](#) Quarterly Meetings and [Article 9](#) processes, in particular:
 - (a) SARCC-19P has an operational focus rather than the typical [Article 7](#) meeting; and
 - (b) SARCC-19P meetings do not imply that there is a claim that there has been a violation, improper application, non-application of, or ambiguity, or uncertainty of the ACSA as required by [Article 9.02](#) (Grievance) or [Article 9.04](#) (Interpretation).

- (8) If an issue related to the Pandemic cannot be resolved by the SARCC-19P, and is alleged to be a violation, improper application, or non-application of the ASCA or applicable legislation, either Party has the option of proceeding to an [Article 9.03.4](#) Step 1: Informal meeting of the grievance process.
- (9) The time during which an issue is before the SARCC-19P is not counted for purposes of [Article 9](#) timelines.
- (10) The SARCC-19P will cease to exist one calendar year following an announcement by the Government of Alberta that the Pandemic is no longer a Public Health Emergency, or by mutual agreement of the Parties.
- (11) Any issue related to the Pandemic that may be discussed at SARCC-19P may instead be addressed through the normal grievance processes contained in [Article 9](#) of the ACSA at the behest of either the Board or ULFA. Furthermore, the discussion of any issue at SARCC-19P will not in any way prohibit or prejudice any grievances on these same issues through the normal [Article 9](#) processes of the ACSA.

Schedule T: Extension of Maximum Probationary Period

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On Extension of Maximum Probationary Period

April 21, 2021

Any capitalised terms or other terms used in this Memorandum of Understanding (MOU) with specific meaning prescribed in the Academic Staff Collective Agreement (ASCA) between the Board and ULFA (the Parties) have the same meaning in this MOU.

The Parties hereby rescind Clause 6, **Probationary Appointments**, in the MOU between the Parties dated April 29th, 2020. All other terms and clauses in that MOU remain in full effect.

Clause 6, **Probationary Appointments**, of the April 29th, 2020 MOU between the Parties is replaced with the following terms and conditions pertaining to probationary appointments, owing to the significant impacts as a result of the COVID-19 Pandemic (the "Pandemic").

- (1) A Member currently holding a probationary appointment, or accepting a probationary appointment at the University during the Pandemic, may request an extension of their maximum probationary period by one year.
- (2) Extensions under Clause (1) above may be made to Members whose ability to execute their duties has been compromised by virtue of the Pandemic.
- (3) A Member requesting an extension of their maximum probationary period must submit their request for such an extension, with a rationale, to the Provost and Vice-President (Academic):
 - (a) by October 15th, 2020 in the case of Members subject to review by an STP Committee in Spring, 2021 review cycle; and
 - (b) by September 15th in the year prior to the following Spring, in which their review by an STP Committee is to be held, up to September 15th, 2026 after which date this MOU expires and is of no further effect.
- (4) A request made by a Member under Clause (1) above shall not be unreasonably denied.

Schedule U: Term/Sessional Letters of Offer

A LETTER OF COMMITMENT

PROVIDED BY

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

TO THE

UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

March 16, 2022

The President provides a report making certain information available to the Association pursuant to [Article 6.03](#) of the Collective Agreement. By operation of [Article 6.03.1\(e\)\(xv\)](#), the President provides to ULFA the reason for a Term Appointment or for a Sessional Lecturer.

Information concerning active members is provided annually no later than October 31st of each year with the information to be complete as of September 30th.

The past practice has been to provide this information for employees who are active at that point in time. As a result, ULFA does not receive a report and possibly may not receive information for spring and summer sessions.

The Board makes the following commitment that shall be binding for the term of the collective agreement:

- The Letter of Offer made to a Term or Sessional Appointment shall include a line referencing which Article of the Collective Agreement under which the appointment is being made.
- The Letter of Offer shall be carbon copied to the Association and Human Resources when it is provided to the Member for execution.

This letter will not be used in any grievance currently filed pursuant to the expired collective agreement. It represents a good faith effort to resolve a matter in collective bargaining on a go forward basis.

Schedule V: Consecutive Term Appointments

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On Consecutive Term Appointments

March 18, 2022

The Board accepts the principle that at some juncture an employee who has been given consecutive contracts in substantially the same discipline area will convert to a continuing appointment at a similar FTE. The Parties shall work collaboratively and in a timely way to assess the range of circumstances currently existing at the University, the length of time before conversion (6 years or less), the process and mechanism for enacting a conversion for Members who desire such a conversion, whether the conversion is automatic or assessed, the status to which they convert, the terms of the Collective Agreement that may or may not apply and any other matter the Parties identify as material and relevant.

To this end, the Parties, not more than sixty (60) days after the ratification of the 2020-2024 Collective Agreement or whatever longer period the Parties agree upon, shall meet and commence researching and investigating this matter in good faith and make every reasonable effort to develop a mutually agreed to language that addresses the issues that have been identified and can be incorporated into the Collective Agreement in the next round of negotiations. If the Parties are unable to agree on language, they can prepare separate advice to inform the bargaining committees for the next round of negotiations.

The Association agrees to hold the grievance concerning conversion of Term Appointments in abeyance, until the Parties agree on language pursuant to this process or in the next round of collective bargaining, and devote their full time and attention to this positive initiative. If the Parties do not agree on language pursuant to this process or in the next round of collective bargaining, the Association may revive their grievance.

Schedule W: Teaching Professoriate

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On the Desirability of Establishing a Teaching Professoriate

March 15, 2022

1. The Parties shall establish a Teaching Professoriate working group (the “Working Group”) within thirty (30) days of the ratification of the Agreement.
2. The Working Group shall be composed of two (2) Members appointed by the Association and two (2) Senior Administrators appointed by the Board, unless otherwise agreed.
3. The Working Group shall determine its own process and procedures. The Working Group shall meet within one (1) month of their appointment and at the first meeting shall determine the schedule for future meetings.
4. The Working Group shall assess the feasibility and desirability of creating a Teaching Professoriate, including a career path for Instructor IIIs, which will include reviewing models that involve teaching-stream Members at other Universities.
5. The Working Group as a whole or any members of the Working Group as see fit may produce a Report recommending that a Teaching Professoriate is either desirable or undesirable or feasible or unfeasible.
6. If the recommendation is that the Teaching Professoriate is desirable and feasible, the Working Group shall make recommendations on the form and content of the model, the terms and conditions that may support the initiative, and recommendations on the implementation of such an initiative.
7. Any Reports that are prepared shall be produced to both Parties on or before April 15th, 2023.

Schedule X: Joint Economic Benefits Committee

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On the Feasibility of Establishing a Joint Economic Benefits Committee

March 15, 2022

1. The Parties shall establish an Academic Benefits working group (the "Working Group") within thirty (30) days of the ratification of the Agreement.
2. The Working Group shall be composed of two (2) Members appointed by the Association and two (2) representatives appointed by the Board, unless otherwise agreed.
3. The Working Group shall determine its own process and procedure. The Working Group shall meet within one (1) month of their appointment and at the first meeting shall determine the schedule for future meetings.
4. The Working Group shall be provided with the relevant information needed to support the work of the Working Group in a timely manner. Requests for information from the Association's representatives for the work of the committee shall not be unreasonably refused.
5. The Working Group shall assess the feasibility and desirability of creating a Joint Academic Benefits Committee and the terms of reference for such a committee.
6. The Working Group as a whole or any members of the Working Group as see fit may produce a Report making recommendations as they deem fit.
7. In the event the Working Group recommends a Joint Academic Benefits Committee, the Report may make a recommendation on incorporating such a recommendation into the provisions of the Collective Agreement.
8. During the course of this review, the Board will advise ULFA of any recommended changes to the plan and will receive the advice of ULFA. The Board has no present intention or plan to change any of the terms of the plan.
9. Any Reports that are prepared shall be produced to both Parties on or before April 15th, 2023.

Schedule Y: Reorganisation of the Collective Agreement

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE BOARD OF GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE

AND

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION

On Reorganisation of the Collective Agreement

March 16, 2022

1. The Parties hereby agree to form a Working Group consisting of one member from each Negotiating Team, along with one Human Resources staff member and one ULFA staff member, to oversee reorganisation of language in the context of preparing the final version of the 2020-2024 Collective Agreement. All members of the Working Group shall in good faith endeavour to ensure that a final version of the Collective Agreement is available expeditiously after the conclusion of bargaining.
2. The goal of this Working Group shall be to complete the reorganisation of the Collective Agreement that was agreed to in Schedule S.07 of the 2018-2020 Collective Agreement, and according to the MOU on the Conclusion of Bargaining, signed by the Parties on May 21, 2019. The outcomes of this Working Group's efforts shall be understood by both Parties to fulfil and complete that reorganisation.
3. The intent of this reorganisation is not to change either Party's understanding of any of the language that will be moved or reworded in the course of the reorganisation. Nevertheless, the Parties understand and agree that rewording, merging of similar clauses, modifications, and additional non-substantive language may be required in order for the existing substantive language to make sense in a new location, and agree that the Working Group has the full authority of both Parties to make such changes by mutual agreement.
4. The Parties empower and instruct the Working Group to carry out any reasonable housekeeping changed throughout the Collective Agreement, including:
 - a. Binary gendered language (he/she, him/her, his/hers, etc.) shall be replaced with gender-neutral language (they, them, their, etc.).
 - b. Dates (such as June 30 or July 1) shall have "th" or "st" etc. (as appropriate) added.
 - c. Any additional housekeeping items as articulated in Schedule S.06 of the 2018-2020 Collective Agreement.

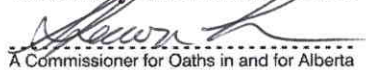
Schedule Z: Term of Academic Staff Collective Agreement

- Z.01** The effective date for this agreement is July 1st, 2020 unless specifically stated otherwise. The term of the agreement is four (4) years, from July 1st, 2020 to June 30th, 2024.

This is Exhibit " P " referred to
in the Affidavit of

Paul Viminitz

Sworn before me this 27 day
of July, 2023


A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

University of
Lethbridge



University of Lethbridge

Comprehensive Institutional Plan
2019/20 – 2021/22

Approved by the Board of Governors on June 13, 2019

Approved by General Faculties Council on May 6, 2019
(Academic and Research sections only)

Outcomes of our student-focused university



Jamie Lewis
Undergraduate student
Anthropology & Religious Studies



Kat Chief Moon-Riley
(BSc '14, MSc '17)
Undergraduate / Graduate alumna
Neuroscience / Individualized Multidisciplinary



Bryn Hewko (MFA '16)
Graduate Student alumna
New Media



Chris Isaac (BSc '17)
Master's student
Biochemistry

On the cover:

Jamie Lewis

Undergraduate student
Anthropology and Religious Studies

Jamie helped make traditional knowledge available to Blackfoot youth and families through the Raising Spirit Digital Library Project (a U of L's Institute for Child and Youth Studies and Opokaa'sin Early Intervention Society collaborative project) as part of a co-op work term. She also worked on the Retention Squared Project, investigating how team-based learning environments help university students retain more information and build social connections. Jamie was a member of the inaugural Water and Sustainability Global Citizenship Cohort, which, with the support of faculty members, founded the World University Service of Canada (WUSC) Local Committee at U of L. They raised \$26,000 to sponsor a refugee to become a permanent resident and student. She later spearheaded a successful referendum to fund one refugee student every year through the WUSC Student Refugee Program.

Kat Chief Moon-Riley (BSc '14, MSc '17)

Undergraduate and Graduate alumnus

As an undergraduate student at the University of Lethbridge studying neuroscience, Kat Chief Moon-Riley noticed there was limited information published about the biological impacts of residential school on the next generation. As part of her Master of Science thesis, she examined the impact of residential school on biological health in the next generation. The research, published in the journal [SSM Population Health](#), found that adult children of mothers who attended residential school had increased impairment in biological regulation compared to those whose mothers had not attended residential school. Kat worked under the supervision of Drs. Cheryl Currie, Gerlinde Metz and Jennifer Copeland. She is now a medical student at the University of Saskatchewan.

Bryn Hewko (MFA '16)

Graduate Studies alumnus
New Media

Bryn completed his degree while founding a successful start-up company. He broke new ground in crafting his Master of Fine Arts thesis, exploring novel ways to use virtual reality technology in a cinematic context. The work inspired a new way of looking at cinema and spawned his highly successful business venture, OUTPUT, a studio that uses virtual reality along with a suite of technology to help companies make compelling content. To create a sustainable local cultural sector that will attract and retain skilled artists and designers, Bryn makes annual internship opportunities available for new media students, providing them with valuable hands-on industry experience. He recently hired two new media alumni who had completed the internship program, keeping talented young individuals in the city. Bryn was recognized as the 2018 Young Alumnus of the Year.

Chris Isaac (BSc '17)

Master's student
Biochemistry

Chris has been part of U of L's iGEM (International Genetically Engineered Machine) program since he was in Grade 11 and remained active in iGEM throughout his undergraduate experience and now as a master's student. Last year, the iGEM team's project focused on combining molecular biology techniques with engineering concepts to develop a tool that can be widely used by everyone from educators to hobbyists to scientists. The project attracted the attention of iGEM International, while its focus on biosecurity issues also earned interest from the FBI and the Dutch Institute for Public Health. Chris was subsequently chosen to be part of the iGEM Foundation's delegation to the Biological Weapons Convention in Geneva to discuss the role of iGEM in promoting good biosecurity practices.

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1.0 EXECUTIVE SUMMARY

1.1 INTRODUCTION

Located on traditional Blackfoot Confederacy territory, the University of Lethbridge continues to grow and serve the people of southern Alberta through programs, research and creative activity that contribute to social and economic prosperity locally and globally. With the establishment of the School of Liberal Education in 2017, the University recommitted to its original teaching and learning foundation for students to gain the knowledge to contribute fully to society as engaged and informed global citizens and leaders. The collaboration and integration inherent in Liberal Education has distinguished the University of Lethbridge as an attractive comprehensive academic and research university of choice for students. Its transdisciplinary focus and transformational learning experience unify the University of Lethbridge, sets its programming apart from other institutions and will be greatly enhanced by the completion of the Destination Project.

The two phases of the Destination Project will ensure our ability to continue to be an innovative and influential educational leader in the twenty-first century. The completion of Phase I, the new Science and Academic Building (SAB), in 2019, represents a transformative moment in our history, as it replaces our aging science facilities with world class teaching and research, designed to put us at the forefront of collaborative, interdisciplinary research – the emerging shared science culture. Not only do we continue to challenge traditional disciplinary boundaries in large, flexible and adaptable laboratory spaces, but we also connect with our local community through science-on-display and dedicated outreach spaces and enhance innovation and entrepreneurship through our new Agility makerspace.

Phase II of the Destination Project - the revitalization of University Hall – is even more critical, as it will breathe new life into the academic heart of the University for decades to come. The expansion, upgrading and modernization of our teaching, research and creative activity spaces in University Hall will secure our place as a comprehensive university and as a leader in the Fine Arts, Humanities and Social Sciences, while providing facilities to highlight our Indigenous identity and extensive art collection and gallery activity. Our art collection – one of the most extensive in the nation – will be complemented by the creation of an innovative visual study area for the Faculty of Fine Arts. Through the two phases of the Destination Project, the University of Lethbridge will stay true to its mission to uphold the value of a Liberal Education, continue to challenge traditional disciplinary boundaries, provide our students with active and experiential learning opportunities and skills, and solidify our status as a comprehensive research leader. Predictable, continuous operating support is required to reach the full potential of such an expansion and to achieve the academic and research mission of a comprehensive academic and research university (CARU).

The University of Lethbridge recognizes and embraces its role as a CARU within Campus Alberta. We are committed to the responsibility of this sector: we provide opportunities for study at all levels (undergraduate and graduate) and across a full breadth of disciplines; and we conduct high-quality, innovative research. As a university, we provide a broadly integrated and complex approach to life-long learning. The U of L excels in providing this critical integrative experience for students through our Liberal Education foundation with a focus on indigenization, internationalization, applied research at all levels and a range of learning opportunities such as Co-operative Education and applied studies. All that we do in programming and student support services is based on a student first approach. While we are steadfast in the commitments made in our Strategic Plan, we remain flexible to lead future programming for an evolving community identifying student needs and responding to societal needs and government requests.

Because the University of Lethbridge was formed from the aspirations and needs of our local communities, access to the University with its creative, supportive and collaborative environment is a fundamental value. The U of L is committed to providing supports and new pathways to ensure all qualified students have access to high-quality academic programs. Through a range of collaborations and partnerships, students have access to exciting research opportunities within their undergraduate programs, to excellent Co-operative Education programs, to international exchanges, and to entrepreneurial skill development. We are looking to build more work integrated learning experiences for our students. Our connection to local communities is integral to our success. This entails community member engagement with the University, including the regular use of our facilities, and the reciprocal collaboration of University members with Lethbridge and the surrounding communities. A particularly popular U of L initiative that is important to rural southern Alberta communities is the Fine Arts programming in music, drama and art at the Coutts Centre for Western Canadian Heritage near Nanton. Collaborative initiatives such as Dual Credit and Dual Admission enable students to connect with the U of L prior to their actual attendance. Our partnership with Volunteer Lethbridge further provides students with meaningful experiences and opportunities to help them become future society leaders.

Our boundaries are not defined by geography as we strive to build an international reputation of excellence in teaching, research and creative activity. The University of Lethbridge’s overall goal is to build a graduation culture in which all qualified students have access to inspiring academic programming and a range of supports and opportunities that enable them to reach their full potential and contribute to a learning, healthy, prosperous, and progressive society. As part of this broad goal, the U of L aims to continue contributing to the further diversification of the Alberta economy and to continue to strive to uphold our promise to students “to do our best, so they can be their best.”¹

Part of doing our best is managing our risks. For continued quality improvement, the U of L maintains a comprehensive risk registry to identify, track and mitigate administrative, financial, and academic challenges.

1.2 KEY STRATEGIC INITIATIVES

In line with the adult learning system objectives of accessibility, affordability, quality, and coordination, we have five key strategic initiatives for the next three-year period that will provide students with a superior learning experience and many opportunities to develop the confidence and skills they need to be successful and to successfully contribute to society.

These key initiatives are:

1. Continuing our commitment to integrate our Liberal Education principles throughout our teaching, learning programming, and service supports
2. Enhancing undergraduate and graduate student access to research opportunities
3. Integrating Indigenous content and analyses throughout the curriculum
4. Encouraging global awareness and international student access
5. Increasing the number of graduate student opportunities
6. The continued evolution of U of L as a Comprehensive Academic and Research University

The University of Lethbridge is committed to providing a comprehensive and diverse array of undergraduate, graduate and postgraduate quality academic programs. To this end, we are developing new programs and opportunities that capitalize on institutional strengths and address student, societal, and labour market demands while always integrating the principles of Liberal Education. Balancing between institutional strengths and outside demands ensures that we are making the best use of our resources to meet our mandate. As has long been our practice, the U of L will continue to identify and articulate areas of provincial and national need, and develop programmatic responses that match institutional strengths and capacities to provide students with high quality and supported learning experiences. A new proposed program that responds to area needs and builds on our strengths is a Bachelor of Engineering degree. In addition to addressing industry demands, an Engineering program will further support our mandate as a CARU. (Appendix B)

As a destination university, the University of Lethbridge strives to create a diverse and inclusive community where students, faculty and staff feel welcome, are treated equitably, and can thrive in their various endeavours. The U of L’s commitment to addressing the calls to action of the Truth and Reconciliation Commission and to Indigenous students continues to evolve and develop. At our spring 2019 convocation we were honoured to install Charles Weaselhead, former chief of the Blood Tribe and Treaty 7 Grand Chief, as our 14th chancellor. His appointment will strengthen the important partnership between the University and the people of the Blackfoot confederacy.

The President’s Advisory Committee on Diversity, Equity and Inclusion submitted its report with recommendations to the President’s Executive in January 2019 and to the University community in March. The recommendations include immediate and longer-term actions and strategies to increase diversity and equity at the U of L, and to advance the meaningful inclusion of individuals from underrepresented and equity-seeking groups. Developing a diversity, equity and inclusion strategic plan will be a key priority over the next year. Implementation of the plan will be vital to being prepared to sign onto the made-in-Canada Athena SWAN Charter, and to participate in accompanying programs. The U of L is committed to implementing measures to make meaningful progress in ensuring a diverse and inclusive campus in which all students, faculty and staff can thrive.

In the “People Plan 2016-2019: A community that is diverse, inclusive and welcoming,” the U of L committed to fostering an environment in which our over 2500 employees can contribute, excel, thrive, grow and belong as we continue on our journey to be Canada’s destination comprehensive, research-intensive, liberal education based university. The office of Human Resources will lead a collaborative process with all units of the University to develop the next People Plan, a five-year plan for 2020-2025, which will include specific goals, benchmarks and a reporting mechanism. This will enable the building of a Human Resources operational plan in alignment with the Academic Plan and the Research Plan.

¹ Destination 2020 Strategic Plan, uleth.ca/planning-and-reporting/our-promise-students

To ensure the University of Lethbridge campuses are safe and respectful places for all members of the University community, a stand-alone Sexual Violence Policy was developed separate from the University’s Harassment and Discrimination Policy. A new position – Sexual Violence Support and Education Coordinator – was created to increase the support, training, and education opportunities available across campus to all constituents. Because of our ongoing commitment to student mental health, we are strengthening our collaborative community partnerships through a Primary Care Network (PCN) to ensure students access the best and most appropriate care. (See the Sexual Violence Support and Education goal table on page 11 and Appendix F for more information.)

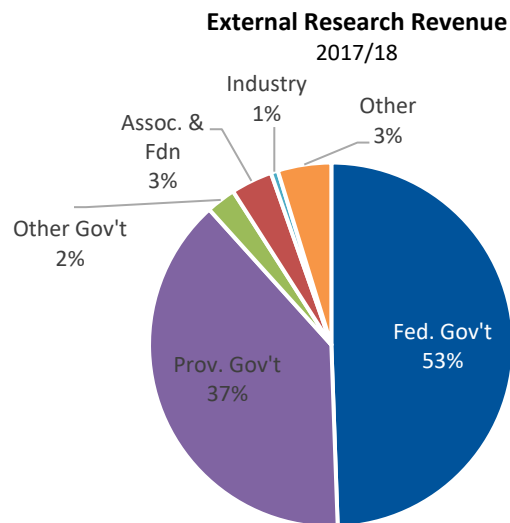
As part of our identity as a CARU, the University of Lethbridge also integrates the principles of Liberal Education into our research endeavours. Students are inspired, in the classroom, the laboratory, field or stage, by some of the country’s leading academic scholars who are recognized for their achievements in teaching excellence, scientific inquiry, creative expression, and community citizenship. From this unique vantage, we proudly distinguish ourselves as a university where synergies between teaching and research are placed amongst the highest of academic ideals.

In line with these ideals, the key priorities for the 2017/18 – 2019/20 Research Plan are:

1. Elevate research, inquiry, and creative activity
2. Support industry engagement and knowledge mobilization and translation
3. Enhance community outreach and engagement
4. Prepare the next generation

1.3 RESEARCH FUNDING

Approximately 63% of the U of L’s funding for research comes from sources other than the Provincial Government. We were particularly pleased with the 2018 announcement by the Federal Government to increase funding for research infrastructure, basic science research, research chairs for early career researchers, and research innovation.



	2014/15	2015/16	2016/17	2017/18
Fed. Gov't	\$7,582,000	\$9,023,000	\$7,435,000	\$7,937,000
Prov. Gov't	\$7,255,000	\$6,950,000	\$5,846,000	\$5,486,000
Other Gov't	\$623,000	\$472,000	\$394,000	\$285,000
Assoc. & Fdn	\$280,000	\$84,000	\$554,000	\$464,000
Industry	\$63,000	\$206,000	\$95,000	\$134,000
Other	\$605,000	\$934,000	\$714,000	\$461,000
TOTALS	\$16,408,000	\$17,669,000	\$15,038,000	\$14,767,000

Source: U of L Institutional Analysis

1.4 RESOURCES AND CAPITAL

The University of Lethbridge employs a budget process that ensures the University is in the best position to make informed financial decisions on resource allocations that will advance its mandate and strategic directions. Academic, research, people and strategic plans enable us to maintain our focus on our established priorities while providing flexibility to respond to new opportunities.


The proposed operating budget for the 2019/20 fiscal year is \$185,971,477. The total consolidated budget for 2019/20 is \$225 million.

The continuing capital priorities for 2019 – 2022 for the U of L to support and serve our academic programming are directly tied to our ability to deliver our mandate:

- (1) Destination Project – Phase II – Planning and Construction
 - University Hall planning
 - District Heating and Cooling Plant equipment replacement
 - University Hall renewal
- (2) Repurposing and Renewal (Canadian Centre for Neuroscience Building, Hepler Hall and Anderson Hall)
- (3) Student Residences (Apartment building)

1.5 ACCOUNTABILITY STATEMENT

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



Kurt Schlachter
Chair, University of Lethbridge Board of Governors

1.6 MISSION STATEMENT

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 endeavour, experiential opportunities, and community engagement.

1.7 INSTITUTIONAL MANDATE

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

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

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

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

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

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

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

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

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

advancededucation.alberta.ca/media/277273/uleth.pdf

(We are in the process of working with staff at Advanced Education to amend our Institutional Mandate statement to reflect the closing of the Edmonton campus.)

2.0 GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

The tables on the following pages outline U of L goals and initiatives for the next three-year period in line with Advanced Education’s adult learning principles of accessibility, affordability, quality and coordination. Collectively, these initiatives, along with our ongoing activities, strategically focus our advancement as a comprehensive university committed to providing students with quality programming rooted in a Liberal Education tradition and in the community, supported by a range of services and experiential and research opportunities.

University of Lethbridge goals for 2019/20 to 2021/22

Destination Project, Phase II	Provide students, faculty and the community with a supportive, innovative and safe science and academic building that inspires transdisciplinary research, learning and creativity Revitalize, expand and modernize our teaching, research and creative activity spaces in University Hall to enhance fine arts, humanities and social sciences programming, and to highlight our Indigenous identity, art collection and gallery activity
Adult Learning System Principles:	Accessibility; Quality
Improve access for underrepresented groups	Increase the enrolment and persistence to graduation of Indigenous identified students at both the undergraduate and graduate levels
Adult Learning System Principles:	Accessibility; Affordability; Coordination
Support the Student Experience	Provide opportunities and supports to enable students to access academic programs and services that match their needs and enable them to persist towards graduation
Adult Learning System Principles:	Accessibility; Affordability; Quality
Sexual Violence Support and Education	Create an “only with consent” campus culture, increase awareness about sexual violence and its prevention, and enhance supports and resources
Adult Learning System Principles:	Accessibility
Community Engagement	Continue to provide opportunities for members of various communities to engage and experience the many diverse aspects of University of Lethbridge knowledge acquisition and creative activity
Adult Learning System Principles:	Affordability; Accessibility; Coordination
Integrate Liberal Education Programming	Integrate and promote the U of L’s commitment to and delivery of its founding Liberal Education principles and philosophy to enhance students’ development as creative explorers and innovative thinkers
Adult Learning System Principles:	Quality
Programming	Develop new undergraduate programs and partnerships to meet learner, society and business needs, particularly in southern Alberta Increase opportunities to enable learners to continue their education in southern Alberta through increased and enhanced graduate programs
Adult Learning System Principles:	Quality; Accessibility; Coordination
Quality Assurance	Ensure continuous improvement in all academic programs and units, and in research Centres and Institutes, through a process of internal reflection and constructive, formative criticism by qualified external reviewers
Adult Learning System Principles:	Quality
Research	To fulfill our vision as a comprehensive university by continuing our upward trajectory in research and creative activity inspired by curiosity and imagination, in order to inform our teaching with frontline research, spark the development of sustainable prosperity within Alberta, Canada, and the world, and advance human knowledge.
Adult Learning System Principles:	Quality; Coordination; Accessibility
Internationalization	Develop, promote and advance internationalization to enable students, faculty and staff to be engaged global citizens and to increase the diversity of the campuses
Adult Learning System Principles:	Quality; Accessibility
Increase/Improve Learner Pathways	Provide a range of opportunities and pathways for students to access a degree from the U of L and in support of transfer pathways in the province
Adult Learning System Principles:	Coordination; Accessibility; Affordability

Goals, Priority Initiatives and Expected Outcomes

Accessibility			
Goals	Priorities	Expected Outcomes	Performance Measures
<p>1. DESTINATION PROJECT, PHASE II</p> <p>G1 Provide students, faculty, staff and the community with a supportive, innovative and safe science and academic building that inspires transdisciplinary and collaborative research, teaching, learning and creativity</p> <p>G2 Revitalize, expand and modernize our teaching, research and creative activity spaces in University Hall to enhance fine arts, humanities and social sciences programming, and to highlight our Indigenous identity, art collection and gallery activity</p>	<p>1. Provide state-of-the-art, safe, teaching and research laboratories to meet the increasing demand for enhanced science programming</p>	<p>1. Increased student seats in science programs</p> <p>2. Access to improved and appropriate space and equipment</p> <p>3. Enhanced innovative programming</p>	<p>1. Enrolment increases in science programs (undergraduate and graduate)</p>
	<p>2. Provide opportunities for transdisciplinary research and teaching</p>	<p>1. Increased impact of science research undertaken at the UofL</p> <p>2. Enhanced learning opportunities and experiences for graduate and undergraduate students</p> <p>3. Enhanced research funding outcomes</p>	<p>1. Increased trans-disciplinary research output</p> <p>2. Increased student enrolment and undergraduate participation in experiential learning via research</p> <p>3. Increased student satisfaction</p>
	<p>3. Create a space for a student driven innovation hub</p>	<p>1. A large innovation space that will form the central hub of the Agility program that provides an interface between technology, innovation and applied learning</p>	<p>1. Development of new products, initiatives, start-ups, programs, and innovations</p> <p>2. Active participation by a range of students across disciplines</p>
	<p>4. Enhance access for community programming and engagement</p>	<p>1. Improved and expanded delivery of K to 12 science programming</p> <p>2. Enhanced opportunities for community engagement through summer camps, public lectures, science-on-display, etc.</p>	<p>1. Increased participation in ASPIRE & Destination Exploration programming</p> <p>2. Increased visits to campus by members of the community, including from area reserves</p>
	<p>5. Provide enhanced faculty office space for increased collaboration and program delivery; and student studying and gathering spaces</p>	<p>1. Increased awareness of fine arts, humanities and social sciences programs</p> <p>2. Increased awareness of Ikaisskini Gathering Place</p> <p>3. Increased awareness of the Dr. Margaret (Marmie) Perkins Hess Art Gallery</p> <p>4. Enhanced transdisciplinary collaborations</p>	<p>1. Enrolment increases in non-science programs</p> <p>2. Increase in use of and activity in Ikaisskini and art gallery</p>

Accessibility

Goals	Priorities	Expected Outcomes	Performance Measures
2. IMPROVE ACCESS FOR UNDERREPRESENTED GROUPS Increase the enrolment and persistence to graduation of Indigenous identified students at both the undergraduate and graduate levels	1. Enhance promotion of the First Nations Transition program and expand access to components of the program to additional students. (The First Nations Transition program is a first year credit program providing Indigenous students with a more flexible admission route and the supports to succeed at UofL.)	1. Increased enrolment and retention of Indigenous students into degree programs 2. Increased enrolment in graduate programs	1. Enrolment and graduation numbers of Indigenous students 2. Increased proportion of Indigenous students to 5.5% of total enrolment by 2020
	2. Targeted summer programming for Indigenous middle and high school students	1. Build on our existing pool of Indigenous high school students interested in attending PSE	1. Participation and enrolment numbers of Indigenous students
	3. Develop an Indigenization Strategic Plan in consultation with our local Indigenous community	1. Increase in courses with Indigenous history, perspectives, ways of knowing 2. Increased opportunities for students, staff and faculty to learn about Indigenous history and perspectives	1. Completion of an Indigenization Strategic Plan 2. Increased student satisfaction 3. Increased retention of all students
	4. Expand experiential learning options for undergraduate Indigenous students	1. New community partnerships developed on and off reserve 2. Enhanced community engagement and collaboration with local businesses 3. An increase in the number of Co-op placements, Applied Study and volunteer opportunities for Indigenous students	1. An increased number of Indigenous students completing experiential learning options

Accessibility			
Goals	Priorities	Expected Outcomes	Performance Measures
<p>3. SUPPORT THE STUDENT EXPERIENCE</p> <p>Provide opportunities and supports to enable students to access academic programs and services that match their needs and enable them to persist towards graduation</p>	<p>1. Enhance and expand a range of Mental Health initiatives, including incorporating Blackfoot concepts related to mental health</p>	<p>1. Greater availability of a range of mental health supports and interventions for students</p> <p>2. Greater comfort of Indigenous students in accessing mental health services</p>	<p>1. Improved access to supports as measured by student participation in mental health services and programs</p> <p>2. Increased use of mental health services by Indigenous students</p>
	<p>2. Strategically increase student enrolment through student recruitment and retention initiatives</p>	<p>1. Improved match between student applicants and U of L programs. Improved program enrolment rates.</p> <p>2. Increased conversion rates from offer of admission to registration</p> <p>3. Improved retention to graduation</p>	<p>1. Increased enrolment</p> <p>2. Retention rates</p>
	<p>3. Continue to improve academic and non-academic supports for students</p>	<p>1. Improved retention and completion rates; increased help-seeking behaviour, and reduced stress as reported in the Healthy Minds survey, and the National College Health Assessment</p> <p>2. Enhanced supports for Indigenous students</p> <p>3. Enhanced accommodation strategies for students with disabilities</p>	<p>1. Increased student access of support services</p> <p>2. Increased student satisfaction</p> <p>3. Retention rates</p> <p>4. Increased opportunities for Indigenous students to access advising in multiple locations</p> <p>5. Number of culturally relevant support workshops offered</p>
	<p>4. Continue to enhance students' experience applying for and receiving financial support and increase students' financial literacy.</p> <p>Encourage donor support and stewardship.</p>	<p>1. Improved allocation of funding to students to support their persistence and success</p> <p>2. Increased financial support for Indigenous students</p> <p>3. Improved financial literacy</p> <p>4. Improved donor stewardship and donor/student connections.</p>	<p>1. Increased scholarship applications</p> <p>2. Increased number of Indigenous students receiving scholarships</p> <p>3. Attendance rates at financial literacy events.</p> <p>4. Thank you acknowledgement rates</p> <p>5. Attendance rates at donor events</p>

Accessibility

Goals	Priorities	Expected Outcomes	Performance Measures
3. SUPPORT THE STUDENT EXPERIENCE, continued	5. Provide appropriate housing space for students. For the long term develop plans to meet the goal to provide 20% of Lethbridge campus students with on-campus housing by 2025	1. Improvements to current residences and development of plans to build additional residence space	1. Increased enrolment and retention rates 2. Occupancy rates
	6. Enhance the range and number of work-integrated learning opportunities for undergraduate and graduate students	1. Increased student interest in and preparedness for experiential learning opportunities 2. Expanded number of available experiential learning options 3. Increased participation in Agility and THRIVE	1. Increase in the number of students completing Co-op, Applied Studies or volunteer experiences
4. SEXUAL VIOLENCE SUPPORT AND EDUCATION Create an “only with consent” campus culture, increase awareness about sexual violence and its prevention, and enhance supports and resources	1. Develop appropriate resources and materials to support community learning and education about the revised policy and procedures.	1. Availability of information related to the policy and procedures that is accessible and inclusive. 2. Continual enhancement and promotion of the Sexual Violence & Education website	1. Distribution and promotion of appropriate print and online materials and resources to inform students, faculty and staff about the policy and the procedures
	2. Continue to develop collaborative and comprehensive prevention, training, education, and awareness initiatives and programming to engage a broad scope of campus community members.	1. Further development of partnership opportunities with student groups via the Preventing Sexual Violence Action Committee and the Sexual Violence Support Ambassadors. 2. Provision of sexual violence prevention education to employee and student groups	1. An increase in the number of partnerships established 2. Increase in the number of Sexual Violence Support Ambassadors 3. Number of educational sessions conducted
	3. Ensure access to appropriate supports and resources for individuals who have experienced sexual violence	1. Engagement with the campus community via a survey to inform the process of support and recovery on campus. 2. Enhanced capacity of campus community to respond to incidents of sexual violence, through increased frequency and access to training opportunities.	1. Completion of a climate survey within the University community to identify barriers to accessing support and resources 2. Development of support approaches and education programming in response to survey results

Affordability			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1. COMMUNITY ENGAGEMENT Continue to provide opportunities for members of various communities to engage and experience the many diverse aspects of University of Lethbridge knowledge acquisition and creative activity	1. Continue to provide a range of accessible K to 12 experiences and programming, on and off campus	1. More capacity for youth to have meaningful University experiences 2. Opportunities available in addition to the sciences and the arts	1. Greater demand for and participation in programs, camps, etc.
	2. Continue to provide a broad range of adult oriented programming both on and off campus	1. Greater community engagement with the University	1. Increased or sustained attendance at events, performances, activities
	3. Explore the development of Continuing Education programming and the promotion of Open Studies courses	1. Greater community engagement with the University 2. Increased interest with life-long learning	1. Availability of a range of credit and non-credit courses 2. Increased enrolment in Open Studies courses

Quality			
Goals	Priorities	Expected Outcomes	Performance Measures
<p>1. INTEGRATE LIBERAL EDUCATION PROGRAMMING</p> <p>Integrate and promote the U of L's commitment to and delivery of its founding Liberal Education principles and philosophy to enrich students' development as creative explorers and innovative thinkers</p>	<p>1. Actively promote the integration of Liberal Education throughout the institution</p> <p>Integrate and promote the Blackfoot turtle symbol in School of Liberal Education programming</p>	<p>1. A more integrated and trans-disciplinary approach to Liberal Education throughout Faculties, Schools and Library</p> <p>2. Explicit integration of the principles and four pillars of Liberal Education into all undergraduate courses, into research programs, services and other endeavours.</p> <p>3. Honouring the Blackfoot culture through the integration of the turtle symbol in Liberal Education programming</p>	<p>1. Development of innovative curriculum and research collaborations</p> <p>2. Liberal Education principles and/or pillars in a majority of course syllabi</p> <p>3. A Liberal Education minor for Bachelor of Education students</p> <p>4. Student feedback; faculty feedback</p> <p>5. Increased visibility of the turtle symbol associated with Lib Ed</p>
	<p>2. Develop integrated retention strategies and initiatives</p>	<p>1. Increased collaborative retention activities</p> <p>2. Increased student satisfaction, confidence, sense of belonging</p> <p>3. Improved support for students</p> <p>4. Increased knowledge and skill sets for the changing labour market</p>	<p>1. University-wide initiatives to best support student enrolment and engagement</p> <p>2. Increased enrolment in LBED1500 First Year Experience course</p> <p>3. Increased student retention</p> <p>4. Engaged students leading innovative initiatives</p>
	<p>3. Continue to grow the UVolunteer* aspect of Liberal Education</p> <p><i>*UVolunteer is a collaboration between the U of L and Volunteer Lethbridge to encourage volunteerism among U of L students and to document their volunteer work experiences</i></p>	<p>1. Increased awareness of volunteerism among students, staff and faculty</p> <p>2. Increased experiential learning opportunities for students</p> <p>3. Development of a Student Experiential Transcript</p>	<p>1. Development of mechanisms for measuring and reporting participation</p> <p>2. Increased participation in community volunteer opportunities across students, faculty and staff</p>
	<p>4. Develop additional opportunities for students to explore Liberal Education</p>	<p>1. Increased opportunities, support and means for students to develop a strong foundation in Liberal Education</p> <p>2. Development of Intercultural Communication Course</p> <p>3. Themes in Innovation to be regularized as a LBED course</p>	<p>1. Increased applications and enrolment in a range of programs and courses</p>

Quality			
Goals	Priorities	Expected Outcomes	Performance Measures
<p>2. PROGRAMMING</p> <p>G1 Develop new undergraduate programs and partnerships to meet learner, society and business needs, particularly in southern Alberta</p> <p>G2 Increase opportunities to enable learners to continue their education in southern Alberta through increased and enhanced graduate programs</p>	<p>1. Identify unmet needs for new undergraduate programs in Southern Alberta</p>	<p>1. Development or expansion of programs with high demand or potential demand</p> <p>2. Enhanced exploration of blended learning opportunities for summer students and the Calgary campus</p>	<p>1. Number of new programs with significant enrolment and enhanced University graduation statistics</p> <p>2. Number of new courses and work-integrated learning opportunities</p>
	<p>2. Continue and enhance implementation of an integrated Graduate Enrolment Management model</p>	<p>1. Increase in applications from U of L grads, international, Indigenous and other prospective students</p> <p>2. Increase in the number of graduate students completing a degree</p>	<p>1. Increase in graduate applications and subsequent enrolment, from U of L graduates and graduates from other institutions</p>
	<p>3. Develop minors in the Agility* program</p> <p><i>* Agility is a university wide program that creates and supports innovative learning experiences for students.</i></p>	<p>1. Students across disciplines will develop the knowledge, skills and abilities necessary for the start-up and development of family and small business organizations.</p> <p>2. Students across disciplines will develop skills and the mindset to transform ideas into products, services or processes.</p>	<p>1. Number of students enrolled in one of the minors, and/or the Agility courses</p>
	<p>4. Expand laddering opportunities for undergraduate and graduate students</p>	<p>1. Increased flexible learning options for students to meet their educational goals</p> <p>2. Students better prepared to meet labour market demands</p>	<p>1. Number and range of laddering opportunities</p>

Quality			
Goals	Priorities	Expected Outcomes	Performance Measures
<p>3. QUALITY ASSURANCE</p> <p>Ensure continuous improvement in all academic programs and units, and in research Centres and Institutes, through a process of internal reflection and constructive, formative criticism by qualified external reviewers</p>	<p>1. Review all academic programs and units at least once by 2020 (QA to 2020)</p>	<p>1. By 2020, every academic program or unit has had at least one quality assurance review initiated or completed</p>	<p>1. Number of reviews closed (completed) 2. Progress against the QA review schedule</p>
	<p>2. Quality Assurance Process Review</p>	<p>1. Action plan for process improvement</p>	<p>1. Progress reporting on action plan</p>
	<p>3. Initiate reviews of Research Centres and Institutes</p>	<p>1. Pilot review of one research Centre or Institute underway 2. Assessment of pilot research Centre or Institute review procedure</p>	<p>1. Completion of pilot review 2. Completion of assessment of pilot review</p>

Quality

Goals	Priorities	Expected Outcomes	Performance Measures
4. RESEARCH To fulfill our vision as a comprehensive university by continuing our upward trajectory in research and creative activity inspired by curiosity and imagination in order to inform our teaching with frontline research, spark the development of sustainable prosperity within Alberta, Canada, and the world, and advance human knowledge.	1. Build connections through networks of expertise that extend across all sectors (public, private, and not-for-profit)	1. Broader research partnerships that facilitate greater engagement with community associations and industrial partners	1. Number of new research partnerships
	2. Develop a comprehensive, cross-disciplinary strategy to identify and obtain alternative sources of external funding for research	1. Balanced research portfolio	1. An increase in external research funding from non-governmental sources
	3. Strengthen our research Centres and Institutes	1. Demonstrated clusters of research excellence and identified institutional strengths in research and teaching.	1. Establishment of Centre for Agricultural Research and Agri-business Innovation 2. Number of research centres and institutes
	4. Leverage investments in infrastructure to support leading-edge research and enhance training opportunities for students	1. Enhanced capacity to support research excellence	1. Number of graduate students supervised 2. Enhanced graduate capacity and research output
	5. Provide strategic matching funding	1. Enhanced and/or established critical mass in key strategic areas	1. Increase in the value of external research grants and contracts
	6. Facilitate student access to entrepreneurial programs and work-integrated learning opportunities	1. Creation of an innovation ecosystem that will foster collaboration and translation, address applied research questions, and capitalize on the academic strengths of our institution	1. Number and type of Intellectual Property outcomes developed within or supported by the U of L, such as invention disclosures and patents

Quality			
Goals	Priorities	Expected Outcomes	Performance Measures
<p>5. INTERNATIONALIZATION</p> <p>Develop, promote and advance internationalization to enable students, faculty and staff to be engaged global citizens and to increase the diversity of the campuses</p>	<p>1. Implement strategic enrolment management strategies as outlined in the Internationalization Strategic Plan</p>	<p>1. Increase the size and diversity of the international student populations thus enhancing the student learning experience for all U of L students</p> <p>2. Expand enrolment in the English for Academic Purposes (EAP) program</p> <p>3. Enhanced potential to generate revenue through EAP, ESL and recreational programs</p>	<p>1. Increase international student enrolment to 10% of total student population by 2021</p> <p>2. Maintain 85% retention rate for all international students.</p> <p>3. Maintain EAP enrolment of 100 students each Fall and Spring term.</p>
	<p>2. Develop international partnerships and enhance student mobility and experiences</p>	<p>1. Current agreements maintained or enhanced and new collaboration with key partners developed</p> <p>2. More students having an international experience</p> <p>3. Participation in Higher Education World University Rankings</p>	<p>1. Increase number of active international partnerships from 40 to 50.</p> <p>2. Increase number of U of L students enrolled in out-going international exchanges from 80 to 100. Maintain number of incoming students at 100.</p> <p>3. Increase number of students completing short-term study tours from 60 to 75 students.</p>
	<p>3. Encourage and support international research and faculty engagement</p>	<p>1. Increased international co-publications/ collaboration will enhance U of L's reputation internationally.</p>	<p>1. Achieve 75% faculty engagement in using UNIWeb</p> <p>2. Increase external funding by 10%</p> <p>3. A 20% student participation rate in international or collaborative research</p>
	<p>4. Develop increased opportunities for internationalization at home</p>	<p>1. Improved understanding of different cultures, and the challenges facing international students.</p> <p>2. Enhanced positive cross-cultural communication, relationships, and cooperation</p> <p>3. Participants will be better prepared to work in international settings.</p>	<p>1. Achieve participation in intercultural competency training for 20% of all full-time faculty and staff members.</p> <p>2. Showcase one international event each year to celebrate diversity and internationalization at the U of L</p>

Coordination

Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1. INCREASE/IMPROVE LEARNER PATHWAYS Provide a range of opportunities and pathways for students to access a degree from the U of L and in support of transfer pathways in the province	1. Continue and expand Dual Credit opportunities for high school students	1. Greater interest in attending U of L among local high school students 2. Better preparedness for University programming among dual credit students 3. Increased retention results from better prepared students	1. Increase dual credit course offerings and student completions 2. Increased retention from enrolled Dual Credit students 3. Increase in percentage of U of L student body from Lethbridge area
	2. Develop additional Dual Admission opportunities with college partners	1. Greater commitment among diploma students to complete a degree at U of L	1. Increase in transfer students and graduation rates
	3. Continue to improve the course transfer process for transfer students	1. Shorter timelines for assessing courses for transfer	1. Increase in transfer students and easier transition into U of L academic programs
	4. Continue to develop strategic enrolment management practices	1. An increased graduation culture	1. Increased conversion rate of applicants to registrants 2. Increased registrations 3. Improved retention rate 4. Increased graduation rates

Alberta Adult Learning System Principles

The following list identifies all of the U of L goals for the 2019/20 – 2021/22 period that address each of the Alberta Adult Learning System Principles.

Accessibility

- Destination Project
- Improve Access for Underrepresented Groups
- Support the Student Experience
- Sexual Violence Support and Education
- Increase/Improve Learner Pathways (Dual Admission and Dual Credit)
- Programming
- Research
- Internationalization
- Community Engagement

Affordability

- Community Engagement
- Increase/Improve Learner Pathways
- Improve Access for Underrepresented Groups
- Support the Student Experience

Quality

- Integrate Liberal Education Programming
- Programming
- Quality Assurance
- Research
- Internationalization
- Destination Project
- Support the Student Experience

Coordination

- Increase/Improve Learner Pathways
- Programming
- Improve Access for Underrepresented Groups
- Research
- Community Engagement

Appendices

Appendix A.....	FINANCIAL AND BUDGET INFORMATION
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Appendix C.....	RESEARCH, APPLIED RESEARCH AND SCHOLARLY ACTIVITIES
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Appendix K.....	LIBERAL EDUCATION
Appendix L.....	INSTITUTIONAL CONTEXT
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Appendix A

FINANCIAL AND BUDGET INFORMATION

A consolidated three-year institutional budget is designed for long range planning and allows for critical assessment of the long-term financial viability and sustainability of the institution. The budget encompasses all funding sources since it is the aggregate of all resources that enable the institution to deliver on our Government approved mandate. To remain financially sustainable, an institution needs to align its limited financial resources to its strategic priorities. The budget is prepared on a three-year horizon (upcoming year plus subsequent two-year forecasts for longer term planning as any structural changes require a time horizon of longer than one year to implement). As mandated by the *Post-Secondary Learning Act (PSLA)*, the University is required to achieve a balanced budget for approval by the Board of Governors.

The highly anticipated new 38,430 square meter Science and Academic building opens for operation in 2019-20. The building will be a place for community engagement and outreach, and a hub for innovative laboratories. The latest in technology and the most environmentally friendly equipment and services will be implemented to reduce the new building's operating costs and carbon footprint. Even with these proactive measures the estimated lights-on-funding costs to operate the new facilities is estimated to be \$3.5 million per year. The University was fortunate to receive a \$3 million one-time lights-on-funding grant from Advanced Education for 2019-20, however, if the University does not receive an approximately 3.5% increase in the continuing Campus Alberta Operating grant to cover the additional costs of operating this facility, there will be a significant negative impact on the institutional budget.

In light of the uncertainty regarding future Campus Alberta Operating grants due to the change in the provincial government and because of the costs to operate the new Science and Academic building, it is important the University remains committed to directing as many of its scarce resources as possible towards enhancing our position as a Comprehensive Academic and Research University (CARU). If reductions are required to achieve a balanced general operating budget, senior administration will make every effort to ensure that the quality of our academic programs and services to our students are maintained.

The format of the University's consolidated budget is prepared using Public Sector Accounting Standards (PSAS), which is consistent with the reporting required for the annual audited financial statements. The budget reflects the entire operations including both unrestricted and restricted funds.

Budget Values

A framework of values developed in 2013-14 guides the Budget Advisory Committee (BAC) in deciding how budget allocations and any necessary reductions are made. The values, reaffirmed by both the General Faculties Council and the Board of Governors, are:

- i. **Our people define our University and are our greatest strength**
People are the essential resource of our institution and as such the University will strive to preserve employment. All University employee groups will be treated with fairness and with respect in all that lies ahead in our work to maintain our student centred focus and to ensure the continued financial sustainability of our institution.
- ii. **High quality is central to all that we do**
Our commitment to maintaining high quality undergraduate and graduate academic programs is key to our University mission to build a better society. High quality instruction and teaching are essential to this commitment. Research and creative activity are also key to our mission and their vitality and vibrancy serve as a differentiating feature of our institution and a central part of our culture as a comprehensive academic and research university. High quality facilities and services support our mission and best serve our students, staff, and academic staff.
- iii. **Access to our University is a foundational value**
As a Comprehensive Academic and Research University, dedicated to liberal education that was born out of the needs and aspirations of our local communities, we are committed to providing student access to our high quality academic programs throughout the province without creating unnecessary financial barriers. Community engagement with our University and community use of our facilities play a role in defining us as a public institution.

It is the combination of the Comprehensive Institutional Plan (CIP) goals and budget values that provide the direction to the BAC in developing the three-year budget with a long-term view. BAC does consider the optimization of restricted funds, wherever possible within funding restrictions, to further the goals and values of the University; however, the main focus of BAC is on the general operating fund.

2019-20 General Operating Budget Assumptions

Revenues and expenditures fluctuate year-to-year, but in order to start planning and formulating a budget at least six months in advance of the new budget year, certain assumptions must be made. In making these assumptions, the BAC adopted a conservative approach to ensure that any variations from these assumptions will still allow for sufficient resources to provide for a balanced budget. There are nonetheless inherent risks to the University’s financial environment and the major financial risks facing the institution along with ongoing mitigation strategies are articulated below.

The University is required by the *PSLA* to achieve a balanced budget in the upcoming year and therefore cannot present a budget deficit. Given this, budget reductions or increases in revenue are required whenever expenditure projections of the University exceed revenue projections.

Revenue Assumptions

- i. The Campus Alberta operating grant will remain at the same level as 2018-19.
- ii. Tuition Fee rates and mandatory non-instructional fees remain at 2014-15 rates (\$0 change), as per Provincial Government tuition fee freeze regulations. Due to the uncertainty regarding future Campus Alberta Operating grants, 2019-20 tuition backfill to offset the tuition freeze has not been built into the budget assumptions.
- iii. Tuition Fee revenue projections will increase by approximately \$465 thousand. This change represents \$100 thousand increase in application fees for undergraduate and returning students, \$250 thousand increase in international fee revenue from the new International Dhillon School of Business Finance Program and other cost recovery adjustments totaling \$115 thousand for Music Conservatory and Sport & Recreation Services. The 2019-20 undergraduate credit hours projections were based on conservative estimates of the enrolment targets. The 2019-20 budgeted credits include projections for students who withdrew from classes after the tuition refund deadline and therefore budget projections will always exceed actual credit hours.

Undergraduate Credit Hours					
	Budgeted 2018-19	Actual 2018-19	Proposed 2019-20	Proposed 2020-21	Proposed 2021-22
All Faculties	197,531	189,600	197,531	197,531	197,531

- iv. Investment income budget will remain constant at \$4.25 million. The 2018-19 actual Operating realized investment income was \$5.3 million however this amount is anticipated to decrease in 2019-20 since substantial funds will be redeemed from investments to provide cash flow to pay for the University’s internal contributions to the construction of the Science and Academic building. As per the University’s Investment Management Policy the investment portfolio has been diversified to mitigate risks against down turns in the markets.
- v. Ancillary Services operates on a financially self-sustaining model. Ancillary Services contributes \$1.2 million and Campus Mobility contributes \$485 thousand towards the Operating budget.

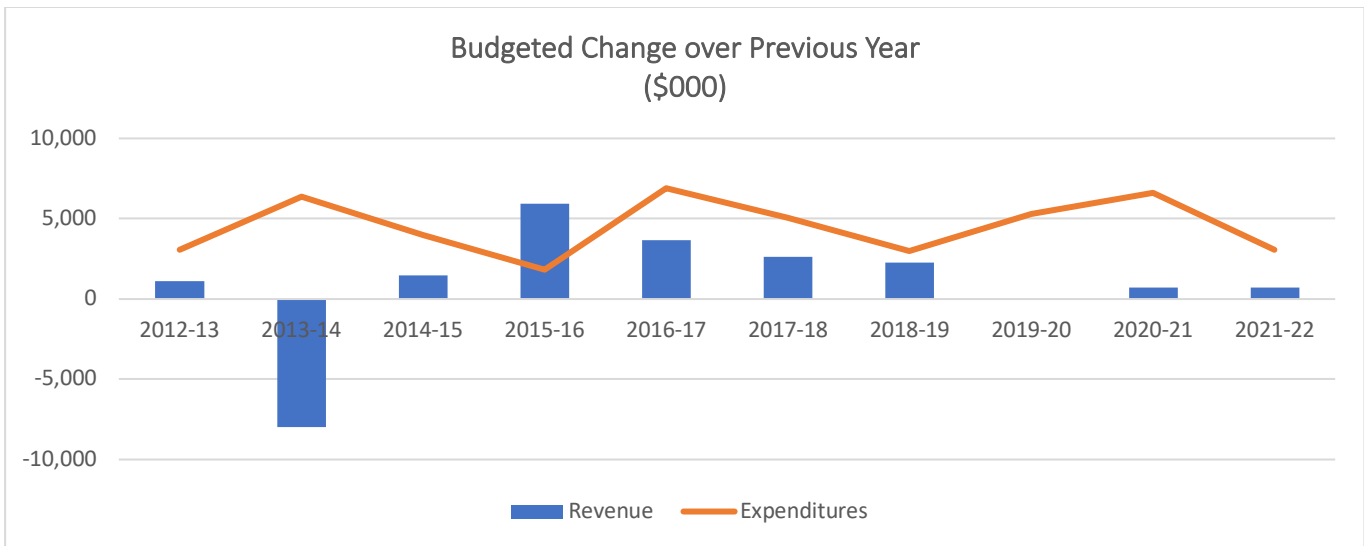
Expense Assumptions

- i. Salary and benefit changes have been applied based on collective agreement terms and other anticipated salary and benefit increases. To offset some of the \$3.5 million in salary increases for career progress and merit increases for bargaining employee groups, differential continuing position funds of approximately \$790 thousand was applied. Differential continuing employment position funds is the salary difference between the employee leaving the position and the incoming new employee's salary. Senior Administration, Administrative Professional Officers (APO's) and Exempt Support Staff (ESS) employee groups remain on a compensation freeze until September 30, 2019, as mandated by the Provincial Government.
- ii. Information Technology (IT) maintenance and site license contracts are projected to increase by 7% in 2019-20. The 2019-20 projections are based on a combination of contract price increases and new maintenance and site licenses, offset by concerted efforts to not renew or to negotiate more favourable terms for the University in existing site licenses.
- iii. Utilities budget will increase by 10% in 2019-20, approximately \$480 thousand. This increase is mainly due to the utilities cost for operating the new Science and Academic building (Destination Project) upon completion of construction in January 2019 and the provincial carbon levy which was implemented in January 2017, with annual increases in the levy. The new Provincial Government has indicated that it will cancel the Alberta carbon levy, but it is unknown at this time what the impact of this change will be as this may trigger a carbon levy from the Federal Government.
- iv. Insurance premiums are anticipated to increase by 8% (\$73 thousand). There is no change in coverage.
- v. Workers Compensation Board (WCB) premiums will decrease by 27% (\$129 thousand) due to a positive reduction in claims history.
- vi. Investment manager fees have increased by 2% (\$15 thousand). As the market value of the investment portfolio increases this results in increases in investment management fees.
- vii. The University purchases a significant amount of goods and services in US dollars. The only budget adjustments for foreign exchange differences were for IT contracts and Library acquisitions. The IT contracts are adjusted on an annual basis and there is a library acquisitions contingency of \$300 thousand for fluctuations in the exchange rate. The University spends approximately \$3.6 million annually in US dollars so fluctuations in the exchange rate have a significant impact on the budget.
- viii. Based on a 10 year average the expense categories (utilities, IT contracts, insurance, etc.), excluding salaries and benefits, have increased by approximately 7% per year.
- ix. Construction of the Science and Academic building (Destination Project – Phase I) was completed in January 2019. The new facility is 38,430 m², which is approximately 23% of the total m² of all University of Lethbridge buildings. Classes are scheduled to begin in fall 2019 in the new facility, therefore, approximately 350 faculty and staff began moving into the facility in April 2019. University Hall and other existing vacated space will be repurposed for essential University programs, meaning that the University will not realize significant facility operating savings once the new building is opened. When the project and the project's funding was approved by the Provincial Government, continuing operating funds for the facility were also pledged to be granted to the University by way of increased operating grant funding. Unfortunately, due to the Province's deteriorated financial situation, this on-going funding has not materialized, and it is unclear if it will be provided in the future. The University is grateful for the Provincial Government's one-time grant of \$3 million for lights-on funding for 2019-20, although it is 14% below the required \$3.5 million costs for operating the facility and it has only been granted as one-time funding. The most significant component of the operating costs is utilities, estimated at 34% of the total required operating costs for the facility.

Proposed Operating Fund Budget Changes
(cash basis - excluding amortization)
(\$000)

	2019-20		2020-21	2021-22
	Projected Budget using Budget Assumptions	Allocation of Revenue & Expense Changes	Proposed	Proposed
Prior Year Budgeted Expenditures (excludes amortization):	165,840		165,840	173,170
Cost Increases (Decreases) for existing programs				
Compensation	3,543	(1,126)	2,416	2,664
Materials & Services	(465)	(269)	(734)	386
Science & Academic Building - One Time Lights on Funding	-	(3,000)	(3,000)	-
Capital & Equipment / Lifecycle Reinstatement	2,207	(170)	2,037	-
Operating Funds Required	171,124	(4,565)	166,559	176,220
Prior Year Budgeted Revenue (excludes amortization and reserves):	165,840		165,840	167,275
Campus Alberta Grant Change/Tuition Backfill	49	-	49	-
Other Alberta Grant Change - Technology Transfer Initiative	68	-	68	-
Research Support Fund Grant Change	(89)		(89)	-
Tuition Fee Change	215	250	465	730
Endowment Management - Administrative fee	-	500	500	-
Miscellaneous Other Revenues	(274)	-	(274)	-
Operating Funds Available	165,809	750	166,559	167,275
Annual Reductions Required	(5,315)	5,315	-	(5,895)
Cumulative Reductions Required	(5,315)	5,315	-	(8,215)

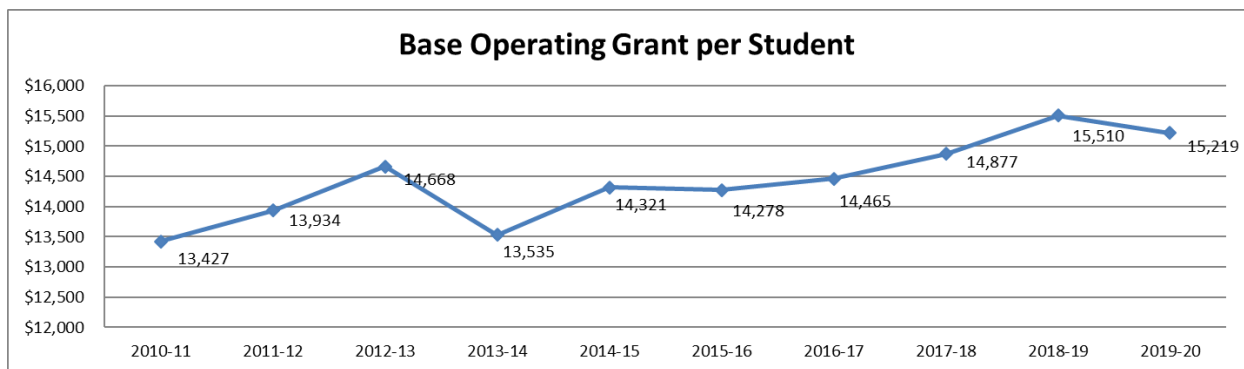
In light of the significant 2020-21 and 2021-22 projected budget deficits, BAC will continue to pursue additional revenue generating and expenditure reduction options. The following graph indicates the change in the University’s operating revenue and expenditures in current dollars over a 10-year period (projections for 2020-21 and 2021-22).



The \$3 million one-time grant from the Provincial Government for the Science and Academic building is a restricted grant and therefore is reported as a reduction in Operating expenses in the 2019-20 budget. The 2019-20 budgeted expenditure increase includes the reinstatement of the \$2 million life cycle program for essential equipment.

For the past six years the budgeted expenditure increases have exceeded the budgeted revenue change. The exception was in 2015-16 due to the change in the Provincial Government and the subsequent change in the Campus Alberta operating grant midway through the year. The Provincial Government reversed the 1.4% decrease in the 2015-16 Campus Alberta operating grant previously announced under the former Progressive Conservative government and committed an additional 2% increase in the Campus Alberta operating grant. The new Government also announced on June 18, 2015 a freeze to tuition fees and mandatory non-instructional fees at 2014-15 levels and required the rollback of the Faculty of Management tuition market modifier which was previously approved in spring 2015. For 2015-16 the government compensated the University \$753 thousand for the tuition fee freeze and \$1.3 million for the Faculty of Management market modifier, rolling this funding into the Campus Alberta operating grant. The provincial government has compensated the University every year (tuition backfill), except 2017-18, for the tuition fee freeze based on the 2014-15 enrolment.

The Campus Alberta operating grant is currently based on an incremental increase and the actual student full load equivalent (FLE) is not a factor in determining any changes in the grant. Based on the current FLEs reported to Advanced Education, our projected base operating grant per student in 2019-20 is \$15 thousand.



CONSOLIDATED BUDGET BY FUNCTION
(\$000)

	2018-2019 Original Budget	2018-2019 Actual	2019-2020 Proposed Budget	2020-2021 Proposed Budget	2021-2022 Proposed Budget
REVENUES					
Government of Alberta grant	134,680	132,046	136,691	136,691	136,691
Federal and other government grants	12,659	9,976	13,796	13,796	13,796
Student tuition and fees	45,645	46,001	46,110	46,826	47,556
Sales of services and products	17,770	18,186	17,653	17,922	18,272
Donations and other grants	3,685	5,221	3,849	3,849	3,849
Investment income	6,944	7,132	7,011	7,008	7,020
Insurance proceeds	-	1,010	-	-	-
	221,383	219,572	225,109	226,090	227,184
EXPENSES					
Academic costs and institutional support	158,376	149,338	156,322	162,871	165,923
Sponsored research	16,491	15,132	15,644	15,644	15,644
Special purpose and trust	6,552	7,172	6,996	6,996	6,996
Ancillary services	19,955	15,640	18,823	19,101	19,421
Facility operations and maintenance	18,898	24,982	25,887	25,888	25,887
	220,271	212,264	223,673	230,501	233,871
ANNUAL OPERATING SURPLUS (DEFICIT)	1,111	7,308	1,436	(4,411)	(6,688)
Surplus (Deficit) comprises:					
General Operating	-		-	(5,895)	(2,320)
Ancillary Services					
Ancillary Operating	(57)		263	229	185
Campus Mobility Services	1,168		1,173	1,255	1,342
	1,111		1,436	(4,411)	(793)

CONSOLIDATED BUDGET BY OBJECT

(\$000)

	General Operating	Ancillary Enterprises	Eliminate Internal Transactions	Restricted Funds	Special Purpose & Trust Funds	Capital Funds	2019-2020 Proposed Budget	2020-2021 Proposed Budget	2021-2022 Proposed Budget
REVENUES									
Government of Alberta grant	109,168	-		2,136	1,702	23,685	136,691	136,691	136,691
Federal and other government grants	2,128	-		7,797	70	3,800	13,796	13,796	13,796
Student tuition and fees	46,110	-		-	-	-	46,110	46,826	47,556
Sales of services and products	4,694	14,386	(1,711)	-	872	-	18,241	18,509	18,860
Donations and other grants	209	92		1,465	2,083	-	3,849	3,849	3,849
Investment income	4,250	106		-	2,270	385	7,011	7,008	7,020
Reserve	(588)	-		-	-	-	(588)	(588)	(588)
Amortization of deferred capital contributions	19,000	-		-	-	(19,000)	-	-	-
TOTAL REVENUES	184,971	14,584	(1,711)	11,398	6,996	8,870	225,109	226,090	227,184
EXPENDITURES									
Salaries	113,175	3,317		6,538	2,524	-	125,554	128,690	130,946
Benefits	24,617	656		500	384	-	26,157	26,700	27,257
Supplies and service	18,012	5,541	(1,711)	3,061	1,689	-	26,591	28,525	28,867
Utilities	3,896	382		-	-	-	4,278	5,297	5,437
Repairs and maintenance	470	390		-	-	1,870	2,729	2,884	2,927
Scholarships, bursaries and awards	3,481	-		1,300	2,400	-	7,181	7,181	7,181
Cost of goods sold	5	2,802		-	-	-	2,807	2,846	2,881
Capital	2,315	-		-	-	-	2,315	2,315	2,315
Amortization of capital assets	19,000	61		-	-	7,000	26,061	26,062	26,060
TOTAL EXPENDITURES	184,971	13,148	(1,711)	11,398	6,996	8,870	223,673	230,501	233,871
EXCESS REVENUE OVER EXPENDITURES	-	1,436	-	-	-	-	1,436	(4,411)	(6,688)

Statement of Cash Flows

Figures are in thousands of dollars

	2017-18 Actual	2018-19 Actual	2019-20 Proposed Budget
Operating transactions:			
Annual surplus	\$ 2,559	\$ 7,873	\$ 1,436
Add (deduct) non-cash items:			
Amortization of tangible capital assets	19,535	19,584	28,376
Expended capital recognized as revenue	(12,737)	(13,619)	(17,000)
Loss on disposal of tangible capital assets	61	18	-
Gain on sale of portfolio investments	(5,522)	(6,522)	(7,500)
Gift in kind received	(475)	(264)	(200)
Decrease in employee future benefit liabilities	(3,660)	(3,597)	(2,000)
Total non-cash items	(2,798)	(4,400)	1,676
Change in non-cash items			
Decrease/(increase) in accounts receivable	1,005	(1,198)	885
Decrease/(increase) in inventories for resale	140	(16)	(10)
Increase/(decrease) in accounts payable and accrued liabilities	14,987	(21,729)	(2,000)
(Decrease)/increase in deferred revenue	(45,624)	(29,581)	1,000
(Increase)/decrease in inventories for supplies	(20)	7	(50)
(Increase)/decrease in prepaid expenses	(806)	733	50
Cash applied to by operating transactions	(30,557)	(48,311)	2,987
Investing transactions:			
Purchases of portfolio investments	(8,655)	(6,684)	-
Proceeds on sale of portfolio investments	8,421	6,548	13,000
Cash applied in investing transactions	(234)	(136)	13,000
Financing transactions:			
Debt repayments	(464)	(487)	(510)
Increase in spent deferred capital contributions, less expended capital recognized as revenue	124,399	80,013	14,966
Cash applied to financing transactions	123,935	79,526	14,456
Capital transactions:			
Acquisition of tangible capital assets, less in-kind donations	(133,064)	(90,072)	(27,083)
Proceeds on disposition of tangible capital assets	114	33	-
Cash applied to capital transactions	(132,950)	(90,039)	(27,083)
Decrease in cash and cash equivalents	(39,806)	(58,960)	3,360
Cash and cash equivalents, beginning of year	104,752	64,946	5,986
Cash and cash equivalents, end of year	\$ 64,946	\$ 5,986	\$ 9,346

Public Sector Accounting Changes

The budgetary impact of the following two new Public Sector Accounting Standards that will take effect for fiscal year starting April 1, 2021 have not been built into the 2021-22 projected budget:

PS 3280 Asset Retirement Obligation
PS 3450 Financial Instruments

The University is in the process of evaluating the future impact that these new accounting standards will have on the financial statements and for future budgets.

Deficits

The University is projecting a deficit for 2020-21 and 2021-22. The majority of this deficit is attributable to the \$3.5 million continuing operating costs associated with the new Science and Academic building. The University continues to investigate options to mitigate these future projected deficits. Some of the strategies that will be implemented include:

Salaries and Benefits

- Allocating all differential employment position fund savings to partially offset the deficit. This strategy is effective; however, it diminishes the institution's ability to strategically fund new initiatives and new pilot projects.
- Senior Executive will continue to assess all replacement employment positions to determine if the positions are essential, if the positions should be replaced on a term or continuing basis, and/or if the positions should be replaced as a full-time or part-time basis.

Revenue diversification

The University recognizes that in order to remain financially sustainable there needs to be a balance between cost reductions and additional revenue sources to offset the projected deficits. The strategies that are being investigated include but are not limited to:

- Increasing credit hours by creating micro-credentials (post-diplomas, certificates) that ladder into the graduate programs.
- The University continues to have discussions with the Ministry and the student associations on proposed new exceptional tuition fee increases and other mandatory non-instructional fees.
- Diversifying revenue sources.

Tuition and Mandatory Non-Instructional Fees

Tuition and mandatory non-instructional fees are the second largest component of the University's revenue budget. The 2019-20 budget includes student fee increases such as an application fee increase, and an increase in international tuition fee revenue based on projected enrolment growth. The budget assumptions for the projected tuition increases for 2020-21 and 2021-22 only include the estimated tuition Consumer Price Index increase since the implementation of exceptional tuition increases continues to be explored.

Appendix B

ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

Enrolment

University of Lethbridge enrolment is expected to grow from 6,990 full load equivalents (FLEs) in 2017/18 to 7,510 by the 2021/22 academic year.

Undergraduate enrolment in the Faculty of Arts and Science is anticipated to increase by 12% by 2021/2022. The U of L had 1,745 FLEs in the Bachelor of Science program in 2017/18 and is expected to grow to 1,917 by 2021/2022. The Academic and Science building is crucial to meeting future demand for Science programs. Enrolment in the Bachelor of Arts program is expected to grow 15% during the same time frame. The planned renovations to University Hall will be crucial to accommodating this increased demand and to further enhancing enrolment in the social sciences, humanities and fine arts through improved facilities and supports.

In the Faculty of Health Sciences, growth has occurred in the Bachelor of Therapeutic Recreation program and it has now reached capacity. The program had 59 FLEs in 2017/18 and is anticipated to stabilize at 66 FLEs in 2019/20. Enrolment is projected to decrease in the Bachelor of Nursing program over the next three years due to the end of one-time grant funding from Alberta Advanced Education.

It is expected that growth in graduate enrolment at both the Master and the Doctoral levels will continue. The Master of Nursing program had 4 FLEs when it was introduced in 2015/16 and is expected to increase to 13 FLEs by 2021/22. The breadth of graduate programs at the U of L has increased. The Graduate Certificate in Health Services Management and the Master of Health Services Management programs will begin in the 2019/20 academic year. Several other graduate program proposals are under development.

International FLE enrolment is projected to grow by 64% from 2017/18 to 2021/22. Current international student enrolment is 6.7% of overall enrolment. The University has capacity to support an increase in the international student population to 10% of total enrolment. International students comprise a small percentage of undergraduate enrolment and are dispersed throughout the Faculties, Schools, and programs. International students do, however, represent a significant proportion of our graduate students. In 2017/18, international students comprised 26.2% of student enrolment at the Master level and 46.1% at the Doctoral level. International students do not displace domestic students, at any level.

Self-declared Indigenous student enrolment increased by 2.9% from 351.9 FLEs in 2016/17 to 362.1 FLEs in 2017/18, with the growth occurring at the Master and Doctoral levels. In 2016/17, self-declared Indigenous student enrolment represented 5.0% of overall enrolment; in 2017/18, self-declared Indigenous student enrolment increased to 5.2% of overall enrolment.

Specific breakdowns of actual/preliminary and targeted FLE enrolment by program follow beginning on page 23.

Programming Changes

With two campuses in the province, the University of Lethbridge continues to demonstrate its commitment to serving southern Alberta. A chart of proposed new programming proposals including descriptions of market demand, proposed delivery methods and planned implementation timing follows on page 30. Consultations with employers and educators inform the proposed new programming outlined in the charts. Several of the proposed programs, if approved, will not require new funds but will be offered using existing resources. The proposed Engineering program, however, cannot be offered without additional funding. If the program is approved, we will apply for technology funding from the "Talent Advisory Committee on Technology" funding envelope.

Full-Load Equivalent (FLE) Enrolment by Level, Faculty/School, Program, and Specialization (Major)

A full-load equivalent (FLE) is a unit measure of enrolment in which one FLE represents one student for a year of study (typically September through April) taking a full load of courses. For undergraduate students, this would be 10 courses of 3 credit hours each. For graduate students, the determination depends on the specific program. FLE values are calculated to three decimal places. Any apparent addition errors below are due to rounding. The 2017/18 actual enrolment figures are taken from the Learner and Enrolment Reporting System (LERS) submissions to Alberta Advanced Education. The 2018/19 enrolment figures are based on information provided in the preliminary enrolment survey to Advanced Education Target projections are based on historical enrolment trends from 2015/16 to 2017/18.

The FLEs do not, however, tell a complete story. For example, while there were only 50.765 FLEs (representing 71 students) in an undergraduate Geography specialization (major) in the BA, BSc, and BASc programs in the 2017/18 academic year, Geography courses are integral to nine other specializations (majors) (e.g., Agricultural Studies, Environmental Science, Urban and Regional Studies). Other programs such as the BFA - Native American Art, the BA in Canadian Studies, and the unique BSc in Remote Sensing are multidisciplinary programs drawing from courses that are also required in other programs and specializations. Programs such as these (essentially packages of existing courses) provide students with a broader range of tailored options without additional operating expense while enhancing cross-department synergies and collaboration. These transdisciplinary programs add value to the university experience for students, simultaneously providing them with breadth and depth within their programs.

These transdisciplinary programs also highlight the difference between departments and programs. While every department offers a minimum of one program, many programs are not associated with a single, particular department. For example, there is neither a Remote Sensing department nor any Remote Sensing professors. The BSc in Remote Sensing comprises Geography, Mathematics and Physics courses, all of which are also included in other specializations (majors).

In addition, some departments have a relatively small number of students but offer courses that are integral to our Liberal Education foundation and are very well subscribed. Religious Studies is one example of a department that offers courses that help students learn to think critically and develop broad perspectives of the world. Many students take Religious Studies courses towards their Liberal Education requirement with some students completing a minor in the subject.

For the Bachelor of Arts and Science (BASc) program, students complete one arts specialization (major) and one science specialization (major). In the table below, only one of the specializations (majors) for each student is represented because recording both would result in the double counting of students in that program. It is natural then for the first specialization (major) listed to record more FLEs than others.

Full-load equivalents for students in combined degrees programs (students simultaneously completing two distinct degrees) are also recorded in the table below in a manner to avoid double counting. The relevant FLEs are divided between the constituent programs and specializations (majors).

While the numbers of FLEs in some of the specializations (majors) below may appear to suggest that those related courses are undersubscribed, the story is clearly more complex than that. Our Liberal Education approach combined with the transdisciplinarity of many programs results in students taking a broad range of courses supported across the University by the many programs and specializations (majors).

Full-Load Equivalent (FLE) Enrolment by Level, Faculty/School, Program, and Specialization (Major)

UNDERGRADUATE STUDENT ENROLMENT

Faculty/ School	Program and Specialization	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22	
		Actual	Preliminary	Target	Target	Target	Variance	
Arts & Science	Bachelor of Arts Total	1,279.402	1,332	1,416	1,444	1,471	191	
	Agricultural Studies	16.100	17					
	Anthropology	32.646	34					
	Archaeology and Geography	10.800	11					
	Art	31.000	31					
	Canadian Studies	4.800	7					
	Dramatic Arts	21.600	22					
	Economics	37.459	39					
	English	157.732	149					
	French	21.370	26					
	French/Spanish	24.953	21					
	General Humanities	69.200	79					
	General Social Sciences	146.423	148					
	Geography	10.400	12					
	History	124.200	127					
	Kinesiology	138.440	148					
	Music	19.950	26					
	Native American Studies*	16.600	21					
	Not Declared	4.350	1					
	Philosophy	15.000	13					
	Political Science	83.416	81					
	Psychology	200.793	230					
	Religious Studies	3.900	3					
	Sociology	67.350	64					
	Urban and Regional Studies	16.820	17					
	Women and Gender Studies	4.100	5					
		Bachelor of Arts and Science Total	121.006	136	135	139	142	21
		Anthropology	8.600	9				
	Art	8.500	7					
	Dramatic Arts	3.400	3					
	Economics	6.100	9					
	English	6.200	4					
	French/Spanish	0.300	--					
	Geography	2.300	2					
	History	3.300	5					
	Kinesiology	21.200	25					
	Music	1.000	1					
	Native American Studies	1.600	2					
	Philosophy	3.900	6					
	Political Science	4.200	5					
	Psychology	28.833	36					
	Religious Studies	2.133	1					
	Sociology	18.400	20					
	Women and Gender Studies	1.100	1					

*The name of this specialization will change to Indigenous Studies effective 2019/20.

Faculty/ School	Program and Specialization	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22
		Actual	Preliminary	Target	Target	Target	Variance
Arts & Science	Bachelor of Science Total	1,745.205	1798	1844	1880	1917	172
	Agricultural Biotechnology	22.866	23				
	Agricultural Studies	41.933	42				
	Applied Statistics	12.100	13				
	Archaeology and Geography	14.400	12				
	Biochemistry	107.195	107				
	Biological Sciences	231.729	226				
	Chemistry	50.665	53				
	Computer Science	174.756	190				
	Computer Science & GIS	11.898	13				
	Environmental Science	108.672	109				
	Exercise Science	0.600					
	General Sciences	158.472	174				
	Geography	38.065	40				
	Kinesiology	292.693	278				
	Mathematics	76.446	90				
	Neuroscience	239.845	253				
Physics	37.300	43					
Psychology	122.770	128					
Remote Sensing	2.800	5					
	Pre-Professional Transfer - Engineering Total	33.050	26	29	30	31	-2
Faculty of Arts & Science Total		3,178.723	3293	3424	3492	3561	382

Dhillon School of Business	Bachelor of Management Total	1,265.843	1162	1187	1242	1304	38	
	Accounting	380.275	337					
	Computer Science	10.666	11					
	Economics	24.499	25					
	Finance	212.445	209					
	First Nations' Governance	7.100	--					
	General Management	257.024	245					
	Human Resource Mgt & Labour Relations	153.518	127					
	Indigenous Governance & Business Mgt	--	5					
	International Management	35.291	34					
	Marketing	178.665	161					
	Political Science	6.360	9					
		Management Certificate Total	10.900	9	10	10	10	-1
	Finance	1.000	1					
	First Nations' Governance	0.600	--					
	General Management	4.400	3					
	Human Resource Mgt & Labour Relations	3.800	4					
Indigenous Governance & Business Mgt	--	0						
Marketing	1.100	0						
	University Diploma – Accounting Total	24.365	13	20	22	25	1	
Dhillon School of Business Total		1,301.108	1184	1217	1274	1339	38	

Faculty/ School	Program and Specialization	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22
		Actual	Preliminary	Target	Target	Target	Variance
Education	Bachelor of Education Total	420.683	459	394	387	387	-34
	Art Education	25.533	26				
	Career and Technology Studies	20.900	23				
	Drama Education	12.650	16				
	English Language Arts Education	71.350	60				
	Mathematics Education	33.050	38				
	Modern Languages Education: French	15.550	14				
	Modern Languages Education: French/Spanish	5.700	12				
	Music Education	18.500	25				
	Native Education*	12.200	11				
	Physical Education	59.500	67				
	Science Education	68.100	83				
Social Studies Education	77.650	83					
Faculty of Education Total		420.683	459	394	387	387	-34

* The name of this specialization will change to Indigenous Education effective 2019/20.

Fine Arts	Bachelor of Fine Arts - Art Total	68.950	60	69	69	71	2
	Art	24.750	19				
	Art History/Museum Studies*	9.900	12				
	Art Studio	34.300	29				
	Bachelor of Fine Arts - Dramatic Arts Total	93.800	87	109	111	115	22
	Dramatic Arts	34.800	34				
	Performance	39.700	35				
	Technical/Design	18.300	18				
	Theatre Studies	1.000	--				
	Bachelor of Fine Arts - Multidisciplinary Total	13.100	13	16	16	16	3
	Bachelor of Fine Arts - Native American Art Total	3.000	3	3	4	4	1
	Art History/Museum Studies	0.900	0				
	Art Studio	2.100	3				
	Bachelor of Fine Arts - New Media Total	131.413	123	131	132	135	4
	Bachelor of Music Total	139.100	130	150	151	152	13
	Digital Audio Arts	57.400	48				
	Music	81.700	82				
Faculty of Fine Arts Total		449.363	415	478	482	493	43

*Will change to B.A. Art History/Museum Studies pending Ministerial approval

Faculty/ School	Program and Specialization	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22
		Actual	Preliminary	Target	Target	Target	Variance
Health Sciences	Bachelor of Health Sciences Total	265.510	287	280	315	320	54
	Aboriginal Health	9.000	8				
	Addictions Counselling	127.500	129				
	Public Health	129.010	149				
	Bachelor of Nursing Total	245.688	260	238	238	238	-8
	Bachelor of Therapeutic Recreation Total	58.900	84	66	66	66	7
Faculty of Health Sciences Total		570.098	630	584	619	624	54

Open Studies Total	336.383	298	292	294	296	-40
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UNDERGRADUATE TOTAL	6,256.358	6,280	6,388	6,548	6,699	443
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GRADUATE STUDENT ENROLMENT

Faculty/School	Program and Specialization	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22	
		Actual	Preliminary	Target	Target	Target	Variance	
MASTERS								
Arts & Science	Master of Arts Total	88.329	78	81	83	84	-4	
	Anthropology	2.500	2					
	Archaeology	1.500	--					
	Cultural, Social, and Political Thought	13.500	12					
	Economics	9.500	7					
	Education	2.997	2					
	English	3.000	3					
	French	1.333	2					
	Geography	0.833	--					
	History	11.500	9					
	Individualized Multidisciplinary	9.000	8					
	Kinesiology	1.000	1					
	Native American Studies*	3.500	5					
	Philosophy	7.333	7					
	Political Science	3.500	6					
	Religious Studies	3.000	2					
	Sociology	9.333	8					
	Urban and Regional Studies	3.000	1					
	Women and Gender Studies	2.000	4					
		Master of Science Total	236.329	235	241	245	249	13
		Agricultural Studies	3.000	1				
		Biochemistry	21.333	22				
		Biological Sciences	59.499	58				
	Chemistry	18.500	15					
	Computer Science	36.500	43					
	Environmental Science	9.500	9					
	Geography	10.500	5					
	Individualized Multidisciplinary	6.497	6					

*The name of this specialization will change to Indigenous Studies effective 2019/20.

Faculty/School	Program and Specialization	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22
MASTERS		Actual	Preliminary	Target	Target	Target	Variance
	Kinesiology	7.000	7				
	Mathematics	6.000	6				
	Neuroscience	42.000	43				
	Physics	9.500	9				
	Psychology	6.500	9				
Faculty of Arts & Science Total		324.658	313	322	328	333	8
Dhillon School of Business	Master of Science - Management Total	35.330	36	31	31	52	17
	Accounting	4.000	2				
	Finance	5.500	8				
	Human Resource Mgt & Labour Relations	9.166	10				
	International Management	6.500	6				
	Marketing	5.499	3				
	Policy and Strategy	4.665	8				
Dhillon School of Business Total		35.330	36	31	31	52	17
Education	Master of Counselling Total	53.500	56	49	40	45	-9
	Applied Psychology	53.500	56				
	Master of Education Total	107.851	89	97	104	101	-7
	Counselling Psychology	46.349	14				
	Educational Leadership	34.316	37				
	General	27.186	39				
Faculty of Education Total		161.351	145	146	144	146	-15
Fine Arts	Master of Fine Arts Total	12.500	10	16	16	16	4
	Art	5.000	4				
	New Media	7.500	5				
	Theatre and Dramatic Arts	--	1				
	Master of Music Total	3.500	6	6	6	6	3
Faculty of Fine Arts Total		16.000	16	22	22	22	6
Health Sciences	Master of Nursing Total	10.569	14	13	13	13	2
	Master of Science Total	24.166	21	17	26	29	5
	Health Sciences	24.166	21				
Faculty of Health Sciences Total		34.735	35	30	39	42	7
Health Sciences/ Dhillon-Business	Graduate Certificate in Health Services Management	--	--	2	2	2	2
	Master of Health Services Management	--	--	16	16	16	16
Health Sciences/ Dhillon-Business Total		--	--	18	18	18	18
MASTERS TOTAL		572.074	544	569	582	613	41

Faculty/School	Program and Specialization	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22
DOCTORAL		Actual	Preliminary	Target	Target	Target	Variance
Arts & Science	Doctor of Philosophy Total	147.500	170	172	174	177	30
	Biomolecular Science	23.000	31				
	Biosystems and Biodiversity	5.500	6				
	Cultural, Social and Political Thought	14.500	22				
	Earth, Space and Physical Science	30.500	31				
	Evolution and Behaviour	19.500	21				
	Neuroscience and Cognitive Behaviour	36.500	41				
Theoretical and Computational Science	18.000	18					
Arts & Science	Doctor of Philosophy Total	147.500	170	172	174	177	30
Arts & Science/ Health Sciences	Doctor of Philosophy Total Population Studies in Health	3.500	8	7	7	7	4
Education	Doctor of Philosophy Total	10.500	11	11	11	14	4
Doctoral Total		161.500	189	190	192	198	37
GRAND TOTAL		6989.932	7,013	7,147	7,322	7,510	520

International (Visa) Student Enrolment (included above)

Level	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22
	Actual	Preliminary	Target	Target	Target	Variance
Undergraduate	247.875	285	324	411	500	253
Master's	150.000	122	166	179	179	29
Doctoral	74.500	44	87	92	92	18
International Total	471.375	452	577	682	771	300

Notes:

Only Programs and Specializations with students enrolled in 2017/18 and 2018/19 are listed in the table.

2017/18 actual FLE values are taken from the U of L Learner and Enrolment Reporting System (LERS) submissions to Alberta Advanced Education.

FLEs for 2018/19 are based on a preliminary enrolment survey sent to Alberta Advanced Education.

Target FLEs for 2019/20 to 2021/22 are based on an average ratio of FLEs to heads from 2015/16 to 2017/18. The following programs are exceptions because they are new:

- Graduate Certificate in Health Services Management
- Master of Health Services Management

Targeted Enrolment Expansion		2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2017/18 to 2021/22
Faculty of Health Sciences	Specialization	Actual	Preliminary	Target	Target	Target	Variance
Bachelor of Health Sciences	Aboriginal Health	9.000	8	15	16	19	10
	Addictions Counselling	127.500	129	136	145	145	18
Bachelor of Therapeutic Recreation	Therapeutic Recreation	58.9	84	68	68	68	9

PROPOSED PROGRAMMING CHANGES
(as of 23 April 2019)

Program Name and Description	Labour Market Demand	Delivery Methods	Status and Implementation
<p>Bachelor of Arts - Cinema & Media Studies</p> <p>The program description for this course-based degree is under development.</p>	Under development	Face to face instruction on the Lethbridge campus	Under internal development
<p>Bachelor of Engineering</p> <p>The engineering program includes a two-year broad-based common core which incorporates principles of chemistry, computer science, mathematics, and physics as well as a solid foundation for project analysis and the professional practice of engineering. It also includes appropriate complementary courses as required by the Canadian Council of Professional Engineers and enables the student to develop a strong foundation and tool-kit of skills for the third and fourth year.</p> <p>Through a problem solving and collaborative project approach, students will complete an engineering major in the third and fourth year that will include more specialised knowledge and applications and a range of options and technical electives.</p>	Under development	Face to face instruction on the Lethbridge campus.	Under internal development If approved, additional funding will be required to offer this program.
<p>Graduate Certificate in Health Services Management</p> <p>Jointly offered by the Dhillon School of Business and the Faculty of Health Sciences, this certificate is primarily designed for individuals with an undergraduate degree in health care, who are working full-time and would like to move into (or have recently been promoted into) a managerial role. In the GCHSM students take a reduced load, which lowers their annual costs and may suit their time constraints more effectively.</p> <p>The GCHSM will consist of 15 credit hours delivered within five modules: Design; Financial Structure; Leading and Bridging; Political Environment; and Conceptualization.</p>	The GCHSM is important to the national healthcare system because a program geared towards junior and middle health managers does not currently exist anywhere in Canada and there is evidence of projected significant labour shortages in this area.	Combination of blended learning techniques and residential sessions Offered on the U of L Calgary campus	Approved Implementation date Sept. 2019 Upon successful completion, students may apply to ladder their courses into the Master of Health Services Management

Program Name and Description	Labour Market Demand	Delivery Methods	Status and Implementation
<p>Graduate Certificate in Advanced Clinical Study of Addiction</p> <p>This program prepares clinicians and students with in-depth study of the latest research on addictive processes and disorders. This program is appropriate for those holding a bachelor's degree in health services, social services, or sciences or social sciences, or counsellors or health professionals seeking specialization in the study of addiction.</p>	<p>The impacts of Canada's opioid crisis have been particularly severe in southern Alberta. Additionally, the legalization of cannabis necessitates the delivery of cannabis related services and raises policy questions. Consequently, there is high demand for advanced training in addictions for health and social service professionals such as counsellors, psychologists, social workers, nurses, and public health officials. This program will address the needs of graduates of the Addictions Counselling major in the B.H.Sc. program, and others, who routinely seek out graduate training in counselling and addictions. This program will appeal to professionals from a range of disciplines seeking flexible training options.</p>	<p>Part-time, online delivery</p>	<p>Under internal development</p>
<p>Graduate Diploma in Addiction and Mental Health Psychotherapy</p> <p>This program will prepare students for careers in psychotherapy with a special emphasis on addiction and mental health. It provides training in the knowledge and skills needed to provide psychotherapy and is appropriate for students seeking careers in psychotherapy and counselling.</p>	<p>The impacts of Canada's opioid crisis have been particularly severe in southern Alberta. Additionally, the legalization of cannabis necessitates the delivery of cannabis related services and raises policy questions. Consequently, there is high demand for advanced training in addictions for health and social service professionals such as counsellors, psychologists, social workers, nurses, and public health officials. Graduates of the Addictions Counselling major in the B.H.Sc. program, and others, routinely seek out graduate training in counselling and addictions. This program will appeal to professionals from health and social service disciplines who are seeking careers in psychotherapy.</p>	<p>Part-time, blended delivery</p>	<p>Under internal development</p>
<p>Graduate Certificate in Epidemiology and Biostatistics</p> <p>This new program will provide students with advanced, rigorous training in public health research methods and analysis. This certificate is ideal for the students who would like to strengthen their ability to design, coordinate, execute, analyze and report on the findings of epidemiologic studies, and analyze large public health surveillance data sets, without completing an MSc thesis.</p>	<p>Under development</p>	<p>Part-time</p> <p>Will ladder into the M.Sc. Health Sciences, Public Health specialization</p>	<p>Under internal development</p>

Program Name and Description	Labour Market Demand	Delivery Methods	Status and Implementation
<p>Graduate Certificate in Public Health Program and Policy Planning and Evaluation</p> <p>This new program will provide students with advanced training in planning high quality evidence-based programs, expertise in project management and reporting, hands-on training in public health program evaluation, and a broad understanding of current and emerging health policy issues in the context of today's globalized world.</p>	Under development	Part-time Will ladder into the M.Sc. Health Sciences, Public Health specialization	Under internal development
<p>Master of Health Services Management</p> <p>Jointly offered by the Dhillon School of Business and the Faculty of Health Sciences, the MHSM program is intended to provide interdisciplinary knowledge and experience for individuals with an undergraduate degree in health care or a related discipline, who are working full-time, and who would like to move into (or have recently been promoted into) a managerial role.</p> <p>The program is designed as a cohort-based, part-time program.</p>	This program will help address projected shortages for managers in health, education, social and community services.	Blended learning techniques involving a combination of face-to-face sessions and distributive learning methods. Offered on the U of L Calgary campus	Approved Implementation date Sept. 2019
<p>Ph.D. – Chemistry</p> <p>Full program description under development.</p> <p>The quality assurance review of the Ph.D. program recommended a review to “determine whether the current program areas should continue as interdisciplinary programs and whether there is the academic capacity and interest for single discipline programs.” The review of Ph.D. program areas concluded that there is the capacity and interest to move to a single discipline Ph.D. program in Chemistry.</p>	Under development.	Under development.	Under internal development.

Laddering

The University of Lethbridge has long partnered with a range of institutions across Canada (and one in each of the U.S. and Singapore) to offer students opportunities to ladder their diplomas into U of L degrees. Current agreements provide block transfers to enable students to build on their diplomas in the following degree programs:

- B.A. in Agricultural Studies
- B.Sc. in Agricultural Studies
- B.Sc. in Computer Science
- B.Sc. in Environmental Science
- B.Sc. in Geography, with concentration in Geographical Information Science
- B.F.A. – Art
- B.F.A. – Dramatic Arts
- B.F.A. – Multidisciplinary
- B.H.Sc. in Addictions Counselling
- B. Management
- B. Music
- B.H.Sc. in Public Health
- B. Therapeutic Recreation

In addition to these post-diploma programs and the new proposed programs in the table above, the U of L is developing new programs to allow students more options and flexibility to stack credentials in ways that meet their needs. Proposals for new undergraduate, post-baccalaureate or graduate certificates and diplomas are in various stages of discussion and development. New credentials will be designed to ensure continued response to changing labour market demands, offering opportunities that meet students' needs and fit the U of L Mandate. Many of the ideas being explored will include the option of laddering into a Bachelor's or Master's degree. New credentials will offer students increased educational opportunities in specialized areas including cross-disciplinary groups of courses. Discussions are taking place across Faculties to identify potential collaborations.

The Faculty of Health Sciences has proposed three new certificates and one diploma as noted in the table above. Once approved, the two Public Health Certificates would ladder into the M.Sc. Health Sciences, Public Health specialization.

In addition to these proposed new credentials, discussions are underway in other Faculties to explore the development of new pathways to provide students with a range of flexible options that can stand alone or can complement existing or subsequent programs. For example, the Dhillon School of Business is considering a new undergraduate diploma that could ladder into a Bachelor of Management degree and a post-graduate certificate in Business that would ladder into the existing M.Sc. in Management. An exploration of options and models is being reviewed in the Faculty of Fine Arts to enhance student programming and encourage post-graduate studies. For example, they are exploring the possible development of a graduate certificate in Theatre Technology and Design, and a post-baccalaureate certificate or diploma in Art History/Museum studies.

The Master of Health Services Management program (beginning Fall 2019) serves as a model of cross Faculty collaboration to meet projected labour market demand with innovative and flexible offerings. The Faculty of Fine Arts and the Dhillon School of Business are in early discussions to explore the possibility of synchronizing course scheduling for a New Media certificate and a Marketing certificate. Although distinct certificates, there are interesting and useful synergies between them that would make it beneficial and attractive for students to complete the certificates simultaneously. A hybrid Management certificate or diploma that combines a core of business courses with special courses in students' specific disciplines in other Faculties would help better prepare graduates for a changing work environment. For example, students graduating with Master or PhD in the sciences would greatly benefit from business courses that train them how to excel in a science environment that entails managing a large research lab.

The Faculty of Arts and Science has been similarly exploring the possibility of developing a range of certificates designed to address the rising demand for graduates with a diverse set of technology related skills. All of these credentials under consideration are cross-disciplinary in nature, reflecting the need to offer programs that are simultaneously specialized and broad. One example is a certificate in geographical information systems which in addition to offering standard courses would include a work-integrated-learning experience. We are well positioned with our Co-operative Education Program and Agility (entrepreneurial program) courses to provide work-integrated-learning opportunities.

Appendix C

RESEARCH, APPLIED RESEARCH AND SCHOLARLY ACTIVITIES

The Alberta Research and Innovation Framework (2017)² outlines a strategic vision to focus resources and foster collaboration. Guiding these efforts are four interrelated outcomes: economic diversification and job creation; environmental stewardship and climate leadership; effective resource management; and engaged individuals and communities for a healthy Alberta. Achieving these outcomes requires world-class research and highly qualified people, both of which can be found at the University of Lethbridge. Through its curiosity-driven research, the University of Lethbridge is committed to helping diversify the economy, promoting healthy environments, and encouraging the effective and efficient use of our resources. Through our commercialization and social innovation efforts, we are developing agile thinkers, innovators and entrepreneurs of tomorrow who will become responsible global citizens and advance socioeconomic development in southern Alberta and beyond.

As a Comprehensive Academic and Research University (CARU), the University of Lethbridge places complementary emphases on teaching, research and community engagement. To achieve this goal, the University of Lethbridge fosters an environment that prioritizes student engagement in learning, research endeavours, and creative activities in all disciplines and levels of instruction, from undergraduate to graduate studies. We are committed to developing individuals who are creative and innovative discoverers, leaders and independent learners, well-prepared to contribute significantly to their local, national and global communities.

We are committed to creativity and discovery of new knowledge through basic and applied research; however, we face several challenges including aging infrastructure. The transdisciplinary Science and Academic Building (Destination Project, Phase I) is crucial to University of Lethbridge researchers' abilities to maintain their record of research excellence and contributions. A revitalized University Hall (Destination Project, Phase II) will provide enhanced research and creative production space for faculty members in the Social Sciences, Humanities, and Fine Arts.

1.0 RESEARCH DIRECTIONS

The University of Lethbridge has built and continues to build an outstanding record of research that has consistently placed us among the top ranks of competition amongst our peers. The most recent publication of ReSearch Infosource ranked the University of Lethbridge as the second in the undergraduate category. This accomplishment substantiates the foundation of research that will continue to provide our students with a unique educational experience and mobilize our journey to confirming our place as a comprehensive university.

We are committed to preserving and expanding the breadth of scholarship that distinguishes our vibrant research and creative community and confirms our identity within the Canadian university landscape. In fulfilling our comprehensive mandate relative to research quality, impact and capacity, the University of Lethbridge is committed to the following four research directions:

- Elevate research, scholarly inquiry, and creative activity.
- Prepare the next generation.
- Enhance community outreach and engagement.
- Support industry engagement and knowledge mobilization and translation.

On the following page is an overview of the priority initiatives over the next three years and their alignment with the Government of Alberta's priorities, as defined in the *Alberta Research and Innovation Framework*.

² Available at alberta.ca/alberta-research-innovation-framework.aspx

Strategy	Initiative	Alignment with Provincial Outcomes				
		Diversified Economy	Effective Resource Management	Environmental Stewardship	Healthy Albertans	
Research Direction: Elevate Research, Scholarly Inquiry, and Creative Activity						
Attract/retain researchers	Build capacity within the Water Institute for Sustainable Environments (WISE)	✓	✓	✓	✓	
Enhance existing research networks and develop new collaborations	Establish Centre for Agricultural Research and Agri-business Innovation	✓	✓	✓		
	Establish a Collaborative Health Research Institute in Southern Alberta	✓				✓
	Establish “Health through the Life Span” collaborative research consortium	✓				✓
	Establish a Southern Alberta Genome Sciences Centre	✓	✓	✓		✓
	Support the development of a “Healthy Pregnancies and Children Team”	✓				✓
Enhance infrastructure	Establish a Canadian Centre for Hydrodynamics (CCH)	✓				✓
	Update the vivarium	✓				✓
Research Direction: Prepare the Next Generation						
Increase capacity to attract, retain and mentor undergraduate and graduate students and postdoctoral fellows	Develop “The University Network for Development and Research of Cryogenics, Composites and Experimental Astrophysics Technologies”	✓				
	Develop a training program in Environmental Science and Monitoring and ICT-GeoSpatial Technologies	✓	✓	✓		
Research Direction: Enhance Community Outreach and Engagement						
Increase the relevance and impact of the University’s research, scholarly inquiry, and creative activity.	Establish an MOU with Lethbridge College, Agriculture and Agri-Food Canada Lethbridge Research Centre, Animal Diseases Research Institute, and Alberta Agriculture and Forestry	✓	✓	✓		✓
	Establish an MOU with the Blood Tribe	✓	✓	✓		✓
Research Direction: Support Industry Engagement and Knowledge Mobilization and Translation						
Expand and enhance partnerships with the public, private and not-for-profit sectors	Foster innovation and entrepreneurship in southern Alberta	✓	✓	✓		✓
	Identify avenues of collaboration with government and industry to accelerate the translation of University of Lethbridge research.	✓	✓	✓		✓
	Explore food from smart agriculture	✓	✓	✓		✓
	Explore Indigenous, rural and remote water management	✓	✓	✓		✓

2. PRIORITY INITIATIVES

The University of Lethbridge deliberately focused development both in programs of instruction and in research, in order to develop excellence and depth of expertise in a rich and sustainable environment. Priority initiatives integrate long-standing areas of excellence with emerging areas of inquiry, and those of strategic importance to our community. They provide the framework for the knowledge investment, capacity building and innovative and creative outcomes that define our strategic direction and form our national and international impact. These initiatives transcend disciplinary boundaries and promote collaborative research across the Faculties of Arts & Science, Education, Fine Arts, Health Sciences and the Dhillon School of Business.

2.1. ELEVATE RESEARCH, SCHOLARLY INQUIRY, AND CREATIVE ACTIVITY

This direction will be achieved through our commitment to recruit and retain outstanding scholars, our commitment to the scholarly development of our faculty, and our commitment to providing our students and postdoctoral trainees with an educational experience that is enhanced by the research activity at our institution.

Initiative	Description
Attract/retain researchers	<ul style="list-style-type: none"> • <i>Build capacity within the Water Institute for Sustainable Environments (WISE).</i> The University of Lethbridge’s multi- and transdisciplinary approach to water research explores ways to conserve water, diversify water sources, protect water quality, and mitigate and adapt to the impacts of climate change. By collaborating with stakeholders in the broad water community, research findings are translated to inform public policy, improve water management practices and to develop climate adaptation solutions that improve sustainability outcomes. The University of Lethbridge is recruiting a Tier II Canada Research Chair in Aquatic Environments to ensure the continued growth and development of this key research priority.
Enhance existing research networks and develop new collaborations	<ul style="list-style-type: none"> • <i>Establish Centre for Agricultural Research and Agri-business Innovation (CARAI).</i> Southern Alberta is the point of convergence for fluctuations in temperature and precipitation. Its economic prosperity is vulnerable, more so than urban centres, because the economy is reliant primarily upon agriculture; and industry is dependent upon water availability. Located within a strong farming and ranching belt, the University of Lethbridge is uniquely positioned to house an integrated centre to study the relationship among agricultural production, the environment and society. CARAI will conduct research and training focused on ensuring that Alberta plays a key role in meeting new market demands from growing global populations with high quality, safe and nutritious food. It builds on significant investments in people, infrastructure, and organizational effort over the past decade. It brings together a consortium of researchers from a wide spectrum of disciplines in the natural, life and social sciences whose research expertise ranges from the adaptation of plants to changing environments and value added agriculture to the socio-economic impacts of agriculture. It will explore new approaches in agricultural finance, concentrations on value-added agri-business, data driven agriculture, plant science and genetics and improved agronomy. The centre will also look to capitalize on Alberta’s position in irrigated agriculture and livestock production. • <i>Establish a Collaborative Health Research Institute in Southern Alberta (CHRISA).</i> Health research with the highest impact for improving the overall health, quality of life, and well-being of citizens is increasingly understood to be interdisciplinary, patient-focused, and community-based. CHRISA will be a cross-disciplinary institute where collaborative relationships occur between researchers, students, and external members (patients, community groups, clinicians, and decision makers) to pursue research that will answer critical questions related to individual, family, and community health.

	<ul style="list-style-type: none"> • <i>Establish a “Health through the Life Span” collaborative research consortium.</i> The University of Lethbridge will foster an integrated approach to health and wellness that incorporates a range of disciplines including the social sciences, natural sciences, health sciences and education. The expertise of this extensive network of researchers spans health and wellness issues ranging from childhood to aging adults, and with small city and rural health issues. The University of Lethbridge’s health research capacity is magnified through the coalescence of these cross-disciplinary health researchers. • <i>Establish a Southern Alberta Genome Sciences Centre (SAGSC).</i> Omics technologies are driving innovation in today’s food and agriculture industry, health care services, and sustainable energy sector, which are vital pillars of Alberta’s economy. SAGSC will facilitate the creation of a bioinformatics core that will manage, analyze, and integrate the omics data produced at the University of Lethbridge and elsewhere. • <i>Support the development of a “Healthy Pregnancies and Children Team” (hPACT).</i> The team, which intends to address the Great Obstetrical and Neonatal Syndromes (GONS), has the potential to reduce complications in pregnancy and provide early detection and treatment of potential disease in newborn infants. hPACT is a collaboration of researchers from the University of Alberta, University of Lethbridge, Université de Montreal and its affiliated hospital CHU Sainte-Justine, and Laval University.
Enhance infrastructure	<ul style="list-style-type: none"> • <i>Establish a Canadian Centre for Hydrodynamics (CCH).</i> To further broaden the reach of research activities within the Alberta RNA Research and Training Institute (ARRTI), the University of Lethbridge seeks to develop a biophysical hydrodynamics research and training program. The outputs of CCH will be critical for the study of molecules involved in human disease, including cancer; HIV; Alzheimer’s, Parkinson’s, and other neuro-degenerative diseases; diabetes; and contribute to new information to future the understanding of basic molecular processes occurring in the cell. The University of Lethbridge submitted a CFI John R. Evans Leaders Fund application to support this initiative. • <i>Update the vivarium.</i> The relocation of the vivarium within the Canadian Centre for Behavioural Neuroscience (CCBN) to the Destination Project, the new science and academic building currently under construction, provides the University of Lethbridge with the opportunity to update the rat and mouse housing infrastructure. The identified infrastructure will allow for a higher density of rodent populations, which will decrease its footprint; will reduce allergen spread into space occupied by staff, researchers, and trainees; will enable individualized control over environmental factors, such as temperature and humidity; and will reduce the likelihood of spread of airborne pathogens from rack to rack.

2.2. PREPARE THE NEXT GENERATION

Our goal is to be a leader in the training and development of highly qualified researchers and practitioners who will contribute to a knowledge driven future. The University of Lethbridge is uniquely positioned to provide undergraduate and graduate students with high quality research experiences across disciplines through undergraduate and graduate theses, independent and applied study courses, and as research assistants. Indeed, the Agility and THRIVE programs are examples of unique experiential learning programs that foster an environment of creative discovery, nurture entrepreneurial thinking and provides the supports needed for students to develop and implement innovative solutions that impact and vitalize society.

The University of Lethbridge’s initiatives to support this research direction over the next 3 years are:

Initiative	Description
Increase capacity to attract, retain, and mentor undergraduate and graduate students and postdoctoral fellows	<ul style="list-style-type: none"> • <i>Develop “The University Network for Development and Research of Cryogenics, Composites and Experimental Astrophysics Technologies.”</i> The AIG research environment is an ideal training ground for graduate students and postdoctoral fellows. This initiative will leverage the AIG’s long-standing track record of success in the development of space- and ground-based instrumentation systems. It provides a pathway to train the next generation of researchers in the building and testing of innovative designs for cryogenic instruments under development for the next generation of space exploration missions within the CSA, European Space Agency, and NASA. • <i>Develop a training program in Environmental Science and Monitoring and ICT-GeoSpatial Technologies.</i> The Alberta Terrestrial Imaging Centre (ATIC) proposes to develop a training program that builds upon its training program on hyperspectral remote sensing technology. This new program will offer significant research training programs remote sensing, imaging spectroscopy, and LiDAR for natural resources and environmental monitoring for the goal of global sustainability.

2.3. ENHANCE COMMUNITY OUTREACH AND ENGAGEMENT

Research at the University of Lethbridge is firmly connected to the local community, the local geography, our national landscape, and further afield, to a broad range of international settings and partners. Connecting researchers and their world-class research with end users, be it community organizations, governmental agencies, non-governmental organizations, industry and the public, emphasizes our commitment to foster collaborative opportunities – both on campus and across the region and enables the university to respond to the specific needs of the communities we serve.

The University of Lethbridge’s initiatives to support this research direction over the next 3 years are:

Initiative	Description
Increase the relevance and impact of the University’s research, scholarly inquiry, and creative activity.	<ul style="list-style-type: none"> • <i>Establish an MOU with Lethbridge College, Agriculture and Agri-Food Canada Lethbridge Research Centre, Animal Diseases Research Institute and Alberta Agriculture and Forestry.</i> The MOU recognizes that agriculture and agri-business are dominant activities within southern Alberta and will provide a framework and process for exchanges, transfers, and cooperation among the agencies and academic institutions. • <i>Establish an MOU with the Blood Tribe.</i> Built on the banks of the Oldman River, the University of Lethbridge rests upon traditional Blackfoot territory. The University of Lethbridge is in discussions with members of the Blood Tribe to establish an MOU to strengthen the relationship between the University of Lethbridge and Indigenous communities, particularly with regard to agriculture and adaptive technologies.

2.4. SUPPORT INDUSTRY ENGAGEMENT AND KNOWLEDGE MOBILIZATION AND TRANSLATION

Discovery research is the fuel that ignites curiosity, discovery and innovation. Knowledge gained from research must be moved for application and utilization to achieve community impact and offer valuable benefits. New creative ventures, new applications and informed public discourse can bolster Alberta’s social, cultural and economic prosperity and its civic integrity. To this end, we endeavour to create mutually supportive relationships and partnerships with all sectors (public, private and not-for-profit) having a shared vision to ensure cogent and efficient translation from ideas, to creative and artistic expression, to innovation, or to commercialization.

The University of Lethbridge’s initiatives to support this research direction over the next 3 years are:

Initiative	Description
Expand, enhance and nurture, partnerships and networks with the public, private and not-for-profit sectors	<ul style="list-style-type: none"> • <i>Foster innovation and entrepreneurship activities in southern Alberta.</i> Through its partnership in RINSA (Regional Innovation Network of Southern Alberta), the U of L offers innovation support, assistance with technology transfer and commercialization programs, and networking opportunities to faculty and students that have a desire to mobilize and translate the knowledge gained from their research and creative activity. • <i>Identify avenues of collaboration with government and industry to accelerate the translation of University of Lethbridge research.</i> The University of Lethbridge boasts a strong cadre of researchers, whose expertise has the potential to sustain and improve our quality of life, our society, and the natural environment. As a result, the University’s Commercialization Office has spurred collaborations with government and industry in the areas of plant/seed cultivar improvements on the hemp/cannabis sectors, biotechnology, precision agriculture, genomic engineering, health diagnostics, energy, consumer-focused information technologies, and entrepreneurship. • <i>Explore Food from Smart Agriculture.</i> Led by the University of Lethbridge, this research project seeks to establish Alberta a global leader in sustainable production of high-quality food and nutrition; where Alberta’s producers operate with globally-recognized best practices in food production and environmental performance, and where there is a thriving value-added and forward-looking agribusiness community focused on meeting the demands of domestic and global markets. • <i>Explore Indigenous, rural and remote water management.</i> The focus of this research project is on developing and improving upon the understanding, the technologies, and the best practices of water management in Indigenous communities and rural regions. This will ensure Alberta, and Canada, have a wide-range of actionable options and solutions to assure access to safe, secure drinking water; for improved environmental sustainability to support and recognize cultural identity and knowledge, and to support economic development related to safe, secure water supplies.

Appendix D

UNDERREPRESENTED LEARNERS

LEARNERS WITH DISABILITIES

The Accommodated Learning Centre (ALC) facilitates equity of access and inclusive practices within the University of Lethbridge environment. Students with a wide range of documented disabilities are connected to resources and supports needed to achieve their full potential. Using a strength-based approach, the ALC provides flexible, individualized services that include learning plan development, advising and consultation, exam accommodations, personalized support staff, assistive technologies, and assistance with funding options including applying for and managing grants. The U of L maintains an *Academic Accommodations for Students with Disabilities* policy that adheres to federal and provincial legislation related to the "duty to accommodate," and the provision of equitable access to education for students with disabilities.

Accommodated Learning Centre services are accessed by 7% of the total student population. Of those students, the most frequent documented primary disabilities were learning disabilities, Attention Deficit/Hyperactivity Disorder (and psychiatric conditions) with the most common secondary disabilities being psychiatric and ADHD. In addition to exam accommodations, the most recommended assistive services the ALC provided to students included note taking, tutoring and teaching learning strategies.

Pro-active outreach on and off campus, a holistic approach and strategic support staff recruitment has broadened the ALC reach and increased the diversity of registered students. Lack of natural support and developing life skills can have a significant, negative impact on overall well-being, particularly for students with disabilities. Positive impact and success can be attributed to the relationships built and the culture of safety and support established. The ALC staff work closely with students, campus student services, faculty and community to build a network of support and increased opportunities for success. We strive to ensure students feel a sense of belonging and recognition that they help to enrich campus life.

New initiatives encourage skill development, independence and self-advocacy within a supportive environment. Student Services recently collaborated to develop and co-facilitate a series of exam anxiety workshops. As a response to growing demand for exam accommodations, a third, centrally located testing centre was designed to provide group exams with minimal distractions. Web based assistive technology will provide text reading to all members of the campus community and has been installed in computer labs. The ALC continues to partner with stakeholders toward a universally designed, accessible environment and inclusive practices that improve the campus experience for all individuals.

INDIGENOUS LEARNERS

A crucial part of renovating University Hall will be moving Iikaiskini Gathering Place, home of Indigenous Student Affairs and a meeting place for students, Elders and community members, into the centre of campus. Establishing Iikaiskini in a visible and accessible space will be an important aspect of ongoing efforts to enhance the Indigenous aspect of our campus and provide a central, welcoming space for Indigenous students and faculty. A more visible and central location will improve student and faculty access to Elders for guidance and consultations and will enhance the practice of ceremony, such as smudging.

First Nations Transition Program

The First Nations Transition Program is uniquely designed to help Indigenous students who are returning to university after an absence or who may not meet all of the requirements for general admission to make a smooth transition to university life. It is a first-year university credit program that provides Indigenous students who are not fully admissible to the University of Lethbridge an opportunity to enter into and succeed at university life. The program provides a solid foundation of core skills in a supportive cohort environment that attends to Indigenous ways of knowing and learning. The program also provides cultural and peer support, advising, and academic skills development to create a positive first year experience that positions students for success in the undergraduate program of their choice. When space permits, those who qualify for general admission may also access the First Nations Transition Program. This is a full-time university program that may qualify for loans and other sources of funding.

Successful completion of the First Nations Transition Program provides students with 7 to 10 university credit courses to use toward their chosen undergraduate degree program and prepares them for successful completion of that degree. It is an eight-month (two semester) program running from September to April structured to provide students with the necessary content, skills and supports to succeed in university. Students learn effective writing skills, creative thinking techniques, math and computer skills, library research, academic disciplinary content, how to bridge cultures and build interdisciplinary knowledge, and how to incorporate the wisdom of Indigenous culture into their University learning experience. Academic courses (all but one of which count in subsequent degrees) are supplemented by tutorials, clubs, and regular access to Elders.

Indigenous Outreach Programs

The Indigenous Outreach Program provides safe, culturally relevant community learning environments for Indigenous high school students to build positive engaging experiences while learning about science, technology and math (STM). Engaging Indigenous students in STM early in culturally relevant ways will enable their success and open doors to Post-Secondary Education STM career choices.

With support from Scotiabank, the Dhillon School of Business offers a high school student mentorship program to First Nation, Métis and Inuit students enrolled in middle or high school in the local area. In a culturally sensitive, safe and caring environment, mentors provide positive encouragement to Indigenous youth in all their educational endeavours. Mentors are U of L Indigenous student volunteers who spend time with mentees engaging in social activities while discussing academic interests, studies and plans. Mentors also host the students at events and activities on the U of L campus.

Community Collaboration

Through our ASPIRE program, Destination Exploration at the U of L provides science programming for the kindergarten class at Opokaa'sin Early Intervention Society. This eight-week program exposes the kindergarten students to STEM learning both at Opokaa'sin and on campus in an undergraduate wet lab. The University's Traveling Lab Coat program visits the grades 1 through 6 classes at Napi's Playground School on the Piikani Nation and grades 7 & 8 at Piikani Nation Secondary School to provide Alberta curriculum-based STEM workshops to each class. This program is sponsored by Actua, of which we are a network member. New in 2018, a Science and Technology Club was established at the Kainai Public Library involving youth from that community.

The Community Based Environmental Monitoring project is a new research collaboration focusing on student skill development and community capacity building. Using emerging technologies from geographic information science (GIS) and information management, this flagship community-based monitoring project will empower the Piikani Nation to collect, store, monitor, secure and control their own environmental data for use in economic decision-making. This initiative directly employs members of the community in the development, use, and application of emerging technologies to deliver the data and access that industry desires. Specifically, graduate and undergraduate Indigenous students enrolled at the University of Lethbridge, along with community members and youth, will receive on-the-job training and gain STEM skills through this program. Such skill development will enable the community to focus on business pathways and increased opportunities for interdisciplinary work especially in areas of greatest interest to the community and will enable Indigenous students to gain valuable work-integrated-learning experience.

Authentic and dependable data will provide Piikani with an equitable voice at any negotiating table and rebalance the power dynamic between Indigenous communities and proponents, mainly in the government/industry/Indigenous sector. Using GIS technology developed by Environmental Systems Solutions in Australia, (an Indigenous led and developed system) we will further develop and tailor this software, data collection and storage system for Indigenous community-based environmental monitoring needs in Southern Alberta, after piloting it with Piikani Nation. The basic focus is on capacity building through *Reconciliation Economy*, i.e. economic development driven by social and ecological restoration that engages and trains community members—most critically the youth—who will become entrepreneurs and project developers able to compete in today's and future markets. The project is funded through Western Economic Diversification Canada and Alberta Energy Regulator.

Indigenization Initiatives

With one of the first Native American Studies departments (established in 1975) at a Canadian university, the University of Lethbridge has long provided students with the opportunity to explore a wide range of issues from a unique perspective. The Native American Studies programs enable students to explore Indigenous history, heritage and culture as well as current substantive issues of importance to Indigenous communities. The U of L has made a commitment to encouraging the integration of Indigenous history, perspectives and ways of knowing, and critical analysis into course curriculum where possible and to increase student access to relevant courses. This will enable all students the opportunity to develop knowledge about Indigenous communities, knowledge that is crucial to their roles as informed and engaged citizens.

To reflect a more inclusive and Canadian approach, the department of Native American Studies has changed its name to Indigenous Studies, effective Fall 2018. The names of all of the courses will be changed to Indigenous Studies effective Fall 2019. The process is underway to request that all majors currently named Native American Studies be changed to Indigenous Studies. A minor in Indigenous Language Revitalization has been proposed.

Led by the Teaching Centre and Indigenous Student Affairs, a series of conversations and workshops on teaching and research over the past year helped set the stage for Faculties and individual faculty members to develop institutional responses and plans to the TRC Calls to Action. Faculties are in the process of developing strategies for indigenizing curriculum with all future programming and support being grounded in our Liberal Education philosophy.

Red Crow Community College and the University of Lethbridge have a longstanding general Memorandum of Understanding as well as several program and initiative specific MOUs. The president of Red Crow Community College has expressed strong interest in revisiting the inter-institutional MOU with a view to expanding and building upon it. Discussions between the two presidents are now underway.

The Niitsitapi teacher education program is a unique partnership between Red Crow Community College and the Faculty of Education at U of L. Two core courses that address Blackfoot language, values, and ways of knowing form the foundation of the program. The program prepares teachers to work effectively with Blackfoot children and youth while meeting all of the expectations and competencies within the Alberta Teaching Quality Standard. Indigenous students interested in the thoughtful infusion of Blackfoot culture, language and knowledge into their teaching education are particularly encouraged to apply to the program.

The inaugural Common Book Project, taken up in a range of first year courses, was *The Education of Augie Merasty: A Residential School Memoir*. In Fall of 2017 the book was read and discussed by 900 students and in the 2018/19 academic year, over 1000 students, staff and Senate members read it. The common book chosen for the 2019/20 academic year is *Moon of the Crusted Snow* by Waubgeshig Rice.

We have updated and formalized our territorial acknowledgement statement has through a consultative process with internal stakeholders and with the Blackfoot Confederacy. (See Appendix J for the updated statements.) The University's Blackfoot and Aboriginal Protocol Handbook is being updated and refined to better support things such as smudging and pipe offering locations and the holding of sweat lodges on campus.

An Indigenous Strategy and Implementation Plan is being developed. The Plan will reflect the work already being undertaken at the University towards reconciliation and will ensure robust responses to the TRC's calls to action that are relevant to post-secondary learning and institutions.

The following chart provides a list of ongoing Indigenous related programming, supports and activities.

CURRENT INDIGENOUS PROGRAMMING AND ACTIVITIES

Academic Programming	Activities/Supports/Resources
Department of Indigenous Studies	Iikaisskini – FNMI Gathering Place
Language courses: Blackfoot; Cree	Indigenous student recruiter
First Nations Transition Program (Arts & Science)	Support Program for Aboriginal Nursing Students
Bachelor of Arts with a major in Indigenous Studies	FNMI Student Services – including FNMI Student Advising
Bachelor of Education in Indigenous Education combined with a B.A. in Indigenous Studies	Support Services for indigenous students in the Faculty of Health Sciences and in the Dhillon School of Business
Bachelor of Fine Arts - Indigenous Art*	Indigenous Students' Union
Bachelor of Health Sciences in Aboriginal Health	FNMI Alumni Chapter
Bachelor of Management in Indigenous Governance and Business Management	Medicine Rock Elders
Post-Diploma Bachelor of Management in Indigenous Governance and Business Management	Indigenous Awareness Days (every March)
Management Certificate in Indigenous Governance and Business Management	FNMI website
Master of Arts in Indigenous Studies	Iniskim Education Committee (formerly the Truth and Reconciliation Commission Action Committee)
Minors: <ul style="list-style-type: none"> • Indigenous Governance • Indigenous Business Management • Aboriginal Health • Indigenous Education (with B.Ed. only) 	FNMI Annual BBQ
Collaborations with Red Crow College – Memorandum of Understanding (2014)	Blackfoot Digital Library
FNMI Curriculum Collection (Faculty of Education)	Indigenous focused research in various Faculties
Niitsitapi Teacher Education Program (Faculty of Education & Red Crow College) prepares teachers for teaching within the Blackfoot culture	FNMI Convocation Ceremony
Canada Research Chair in Indigenous Music, Culture and Politics	Summer Programming: Aboriginal Outreach
Common Book Project: The Education of Augie Merasty: A Residential School Memoir; Moon of the Crusted Snow	The Blackfoot Confederacy flag flies alongside the provincial and University flags
	Workshops for current Indigenous students on a broad range of relevant and timely topics
	Man U'Matapu Nursing Student Award (for Indigenous nursing students)
	MOU with Red Crow College
	Territorial acknowledgement statement

*Name change pending Ministerial approval.

Appendix E

COMMUNITY INITIATIVES AND REGIONAL STEWARDSHIP

The University of Lethbridge engages in ongoing efforts to build strong connections with southern Alberta communities by promoting and utilizing on and off campus facilities such as 1st Choice Centre for Sports and Wellness, Max Bell Regional Aquatic Centre, Community Sports Stadium, Northside Recreation Facility, Dr. Foster James Penny Building, CASA, Coutts Centre for Western Canadian Heritage, Gushul Studio in Crowsnest Pass, and the Westcastle Field Station. We continue to present public speakers who engage, enrich and challenge community members through individual guest speakers and popular series offered both on campus and in the community. We are exploring extended learning programming to uphold our commitment to community engagement and serve the needs of our community members.

We provide opportunities for experiences, learning, mentoring and enhancing the education experience of all students leading to life-long learning and careers in their chosen field. Through experiential, do-it-yourself science and other activities (ASPIRE, Destination Exploration, Experience Fine Arts Day) we provide children and youth with opportunities that lead to a progression towards research and innovation. Using inclusive, cross-cultural activities we inspire, engage and spark the curiosity for lifelong learning in the people of Lethbridge and Southern Alberta. Our collaboration with Volunteer Lethbridge is expanding students' participation in volunteerism and civic engagement, both on and off campus.

Through our Dual Credit opportunities, local high school students are developing the skills and confidence that will enable them to succeed in post-secondary education. We have offered Dual Credit courses for three years with four school districts and are in discussions with these and other local school districts to expand the offerings and opportunities.

COMMUNITY OUTREACH PROGRAMMING

ASPIRE – Arts & Science Programs Inspiring Research & Exploration	Sport and Recreation Services
<ul style="list-style-type: none"> • Indigenous Outreach (science outreach to Indigenous schools) • Destination Exploration • Fun with Math • High School iGEM (international Genetically Engineered Machine) competition • Let's Talk Science • Problem-Solving with Puzzles • The Chem Guys • Experiential Learning Week 	<ul style="list-style-type: none"> • Pool • Gym and Indoor Track • Community Sports Stadium • Ascent Climbing Centre • Summer Youth Programs • Summer Aquatic Programs • Annual Family Play Day • Community memberships in 1st Choice Savings Centre for Sport & Wellness
Faculty of Fine Arts	Public Lecture Series & Events
<ul style="list-style-type: none"> • Culture Vulture Programs • Conservatory Programs • Summer Youth Programs • Experience Fine Arts Day • Music Conservatory delivered in collaboration with the City in CASA (downtown arts centre) • Drama and music performances • Film Series • Art Exhibits (on campus & in Dr. James Foster Penny building downtown) • Outdoor art and drama at Coutts Centre for Western Canadian Heritage • Crossing Boundaries • ART Now • Architecture & Design Now 	<ul style="list-style-type: none"> • Owen G. Holmes Lectures • F.E.L. Priestley • Discovery Lecture Series • PUBLIC Professor • Students' Union Speakers • Women Scholars Speaker Series • Physics & Astronomy • Brain Awareness Week • Native Awareness Week • CPA Leadership & Innovation Speaker Series • ARRTI Speaker Series & Seminars • Brenda Milner Lecture Series • Tagg Yoshida Lectures • Centre for Oral History and Tradition Lectures • Community University Research Exchange (CURE) • Driedger History Lecture Series • Alex Johnston Lecture Series (with Lethbridge Historical Society) • Social Justice Symposium (by the School of Liberal Education) • Liberal Education Living Room Speaker Series

Appendix F

GOVERNMENT PRIORITIES

SEXUAL VIOLENCE PREVENTION

The U of L has embarked on a range of initiatives to prevent sexual violence on its campuses and to support those who do experience sexual violence. Collectively, the initiatives are meant to change campus culture to reject sexual violence in any form, reduce the stigma of reporting sexual violence and improve access to support for victims of sexual violence. These are addressed through programs, training and events to educate the campus communities about the attendant issues, to increase awareness about available supports, and to provide skill development to staff and volunteers. Throughout these varied initiatives student input was looked for, encouraged and incorporated.

In 2016, a *Sexual Violence Policy* and set of reporting procedures were approved by the Board of Governors and implemented. Student feedback to the initial policy resulted in creation of the position of Sexual Violence Support & Education Coordinator in the summer of 2017. Students advocated for the role so that individuals who have been subjected to sexual violence and those who support them could receive direct and in-person support in navigating the policy, reporting options, referrals, and resources within the campus and local community. This position also allowed for an extensive consultative process of the Sexual Violence Policy and procedures. Members of both the undergraduate students' union and the graduate association participated in hosting the sessions. After extensive review, the revised policy will be presented to the Board of Governors for approval at their June 2019 meeting.

A Preventing Sexual Violence Action Committee with broad representation works with the Sexual Violence Support & Education Coordinator to develop and implement collaborative campus-wide activities to ensure consistent messaging and to increase awareness throughout all areas and departments of the University. The committee also provided input to the development of the policy and procedures. The committee includes representatives from the following units:

Counselling Services	Student Engagement Office	Faculty members
Campus Safety	U of L Students' Union (undergraduate)	Health Sciences
Campus Women's Centre	Graduate Students' Association	Student Athletics
Indigenous Students' Union	Housing/Organization of Residence Students	CKXU (radio station)
Students	Lethbridge Public Interest Research Group	

A [Sexual Violence Support & Education website](http://www.uleth.ca/sexual-violence) (www.uleth.ca/sexual-violence) is maintained by the Sexual Violence Support & Education Coordinator who also coordinates our First Responder to Sexual Assault and Sexual Abuse Training on campus. The primary objective of this training is to build and enhance the capacity and sensitivity of campus community members in responding to disclosures of sexual violence. The training is offered to a range of campus community members (including employees and students) at least once, though typically twice, per semester.

The Sexual Violence Support & Education Coordinator has helped to develop and support a student-based Sexual Violence Support Ambassadors volunteer group. The Ambassadors plan, organize, and lead various awareness initiatives across campus, including a Sexual Violence Awareness week in October and a Consent Week in February. The peer-to-peer group for sexual violence support is facilitated by the Campus Women's Centre and supported by Counselling Services and the Sexual Violence Support & Education Coordinator. This group provides an opportunity to share stories, resources, and experiences, for building a supportive community on campus.

The Sexual Violence Support & Education Coordinator provides direct, in-person support to any campus community member who is seeking support for an incident or experience of sexual violence. The Sexual Violence Support & Education Coordinator meets with any student or staff member who requires academic accommodations, referrals to relevant services (including community resources), information about reporting options on and off campus, information about sexual violence and consent, or resources related to trauma, self-care, and grounding.

The University of Lethbridge continues to be an active participant in the development of a provincial framework for addressing campus sexual violence, initiated through the Senior Student Service Officers of Alberta.

A more detailed list of specific activities, sessions and events is available in Appendix I of the previous CIP (2018/19 – 2020/21).

STUDENT MENTAL HEALTH

The Mental Health Grant, received annually since 2013, had enabled the University to expand the range and depth of support services and prevention initiatives required to meet the varied, immediate and increasing needs of a growing number of students. We also took significant practical steps to establish a comprehensive, integrated systemic approach to mental health and wellness, and to expand our community partnerships.

A large team of psychologists and clinical social workers provides crisis counselling, available to all U of L students. Specific programming supports the mental health needs of our Indigenous students. A variety of programs and activities to increase awareness of mental health issues and campus supports, to support development of resiliency, and to reduce stigma associated with mental illness are carried out regularly. Examples include Mental Health First Aid training, The Inquiring Mind workshop, 7 Cups of Tea volunteer support program, Pause for Paws therapy dog visits, participation in Bell Let's Talk Day (and many other "days"), distribution of a Mental Health Help folder of information and resources to faculty members and staff. Through such initiatives, students' emotional health is now seen as a campus-wide issue that engages multiple campus departments and stakeholders at both campuses.

While these awareness and educational programs and counselling services are crucial front line supports for students on campus, University mental health staff regularly refer students to community services for specialized and long-term care. As well, the Addictions and Wellness Coordinator collaborates with Alberta Health Services Addiction & Mental Health and ARCHES (community organization) teams to create awareness of the fentanyl crisis in Southern Alberta. Through campus information booths, presentations on fentanyl, and attendance at AHS fentanyl education sessions, the coordinator works to increase awareness of the ongoing crisis for students, faculty and staff on campus.

Our Health Centre and our Counselling Services department work closely with AHS Addiction and Mental Health Community Clinic (Lethbridge) to ensure a seamless referral to addiction services for alcohol, drug and gambling treatment. U of L Mental Health and Counselling staff refer students to AHS Addiction and Mental Health for addiction specific services.

Partnerships have been established in the community with the Community Substance Abuse Awareness Team to collaborate with over 15 community partners (Lethbridge Police Service, AHS Addictions and Mental Health, Lethbridge College, ARCHES, YMCA, McMann Youth Services, South Country Treatment Centre, Lethbridge Family Services, etc.) to coordinate initiatives and resources to prevent and reduce the harm caused by addictions in the Lethbridge Community. The Addiction and Wellness Coordinator has also become a member of the Southern Alberta Mental Health Promotion Committee with the purpose of promoting mental health awareness and education opportunities in the community. The University's goal in these partnerships is to ensure students have access to the appropriate services designed to address their immediate mental health concerns and their long-term mental health concerns.

In anticipation of the significant reduction in funding to support mental health services on campus, the University is developing strategies to attempt to mitigate any potential impact on students. A Service Transition Plan was submitted to Advanced Education in December 2018 outlining the steps we are going to take to adjust to a reduction in funding and to the requirement to only fund non-clinical services through the Mental Health Grant and the Campus Alberta Grant. As identified in our Service Transition Plan, services are being reorganized on campus to address the funding changes while still maintaining the high level of mental health services on which students rely to support their successful degree completion. All one-on-one counselling, group counselling, and psycho-educational groups will continue to be provided by the psychologists and clinical social workers in Counselling Services. Physicians and a psychiatrist in the Health Centre will continue to provide assessment and treatment of mental health concerns. The two departments work closely together to ensure students' needs are met.

The University continues to work towards strengthening community partnerships to ensure seamless transitions for students accessing mental health services by placing greater emphasis on our partnership with the local Primary Care Network. Our Executive Director of Student Services is a Co-Chair of the Lethbridge Regional Post-Secondary Student Mental Health Committee. The mandate of this committee is to work collaboratively with community services to improve the pathways for students accessing support services.

The University is also continuously exploring innovations in services delivery. For example, we were accepted to participate in a research study led by Addiction and Mental Health (AMH), and Maternal, Newborn, Child & Youth (MNCY) Strategic Clinical Networks to implement and evaluate known-effective e-Mental Health (e-MH) tools for young adults. These tools will include Online Peer-to-Peer Support, Internet-Based Cognitive Behavioural Therapy, Internet-Based

Screening for Anxiety and Depression, and Screening and Brief Intervention. These tools have the potential to improve student health and system outcomes such as intervention uptake, reduced wait times, quality of life and symptom control, and barriers to care such as stigma. An application for funding has been submitted for this initiative and a decision will be made in Spring 2019.

A more detailed list of specific activities, sessions and events is available in Appendix J of the previous CIP (2018/19 – 2020/21).

Appendix G

INTERNATIONALIZATION

The University of Lethbridge's strategic and operational goals related to international education for the next three-year period are outlined in the table on page 17. The U of L's capacity for increased international engagement is high in terms of overall enrolment growth. Strategic growth is fostered using a centralized approach that provides innovative, collaborative and integrated leadership in the planning and delivery of institutional internationalization. The U of L has the seat capacity to accept international students without compromising access for Alberta students; we can both meet increased demand from Albertan and Canadian students, as well as from international students. Our domestic students benefit immeasurably from increased opportunities to interact with international students, especially in our corner of Southern Alberta.

With 50 exchange opportunities in 26 countries, U of L students have access to a range of international academic and cultural experiences. Coordinated course transfer assessment processes determine the transferability of courses prior to the exchange thus enhancing students' international academic experience. The International Centre works to increase the diversity and number of exchange and study abroad programs, establish research, exchange and transfer agreements, and promote undergraduate and graduate recruitment. As well, programs such as the annual International Dinner and International Education Week further promote global awareness and cross-cultural exchange by fostering engagement between international and domestic students.

Interactions with students from around the globe helps all students develop cultural competencies and skills they need to navigate and lead in an increasingly diversified global economy. Studying and engaging with international students from around the world enriches the lives of Alberta learners and increases their comfort with different cultures and perspectives. These are skills that will help them compete in the global economy and that will inspire further international exchanges and business opportunities resulting in economic growth, additional research and innovation. As well as benefitting from their Canadian experience, international students who stay in Alberta contribute in unique ways to our communities and the economy. If they return home with Canadian perspectives and ways of doing business, it become easier over time for Canadian companies and organizations to forge global connections. International education should continue to enhance economic growth and job creation, advance research, innovation and development, and prepare graduates for the ever-changing global economy.

We continue to grow our international exchange partnerships to enhance better understanding among students, faculty and staff of our increasingly connected world. The presence of international students, whether enrolled in degree programs or exchange students, enhances the learning experiences of all students, particularly domestic students. All of these partnerships enhance student opportunities to learn and enable students to actively contribute within the global environment. Cultural exchange supports our Liberal Education goal of education for good citizenship and our commitment to develop global citizens. Exchange opportunities also help students develop cultural and social skills and knowledge to participate in an interdependent world with a global world-view.

International students have access to a number of International Entrance awards and after completing two semesters at the U of L, they also have access to continuing student awards that do not require Canadian citizenship or permanent residence status. The International Centre provides a range of supports and services to international students in addition to others available on campus designed to enhance and support student success. Future initiatives will provide students, staff, faculty and community members with increased opportunities to participate in and be exposed to international ideas and experiences. Faculty members are encouraged to incorporate course content that reflects diverse perspectives on economic, political, social, cultural and environmental issues of international and global significance.

The U of L is not participating in any offshore, for-profit, or international ventures. While the University of Lethbridge has many partnerships with international institutions, from long-term to newly signed, we do not have any staff or infrastructure located off shore, nor do we deliver Alberta credentials with non-Alberta institutions.

Appendix H

CAPITAL PLAN

The University of Lethbridge updates its Capital Plan on an annual basis. The 2019-2023 Capital Plan forms the University's request to Government for funding of priority capital projects over the next five years and continues to complement and respond to U of L key strategic documents including but not limited to its Strategic Plan, the Comprehensive Institutional Plan, and the Campus Master Plan. The U of L Capital Plan is also aligned with Government goals, business plans and other key Government strategic documents. University Senior Administration communicates regularly with Ministers and other Government officials to discuss the capital needs and priorities of the U of L. These relations will continue to be important as the University sets new capital priorities and addresses issues affecting existing facilities.

The University of Lethbridge is very excited about the opening of the new Science and Academic Building, the Destination Project – Phase I, in Fall 2019. The new building contains state-of-the-art science facilities that will enhance the University's strong commitment to research and address significant health and safety issues that had existed in the University Hall science facilities. The U of L gratefully acknowledges the Government's confirmed \$260 million investment in the Destination Project – Phase I and will welcome the community to our new building this fall with a grand opening.

With Destination Project – Phase I very near completion, **the University's next capital priorities are Destination Project – Phase II and a District Heating and Cooling Plant.** Initial planning for Phase II of the Destination Project has begun, including planning considerations for University Hall renewal, envelope repairs, and window replacement; upgrading the existing energy/utility centre to create a District Heating and Cooling Plant; Canadian Centre for Behavioural Neuroscience (CCBN), Anderson Hall and Hepler Hall renewals; an Indigenous gathering centre; and a Visual Art Centre. Phase II of the Destination Project is urgently necessary to maintain and repurpose existing buildings on campus that will be largely vacated when departments move into the new Science and Academic Building to enable purpose-built facilities for academic programming. A formal, in-depth planning process for Phase II of the Destination Project needs to be undertaken as soon as possible. The University is requesting \$10 million in funds to begin this planning process for Destination Project – Phase II.

The University of Lethbridge currently has 43 buildings on campus totaling 199,104 gross square metres (gsm) averaging 29 years of age. Due to the aging of the buildings, deferred maintenance on existing facilities continues to be a matter of concern. Although the data shows that the University does maintain its facilities better than most other post-secondary institutions, the large existing deferred maintenance balance continues to be of concern to the University.

The U of L believes that energy efficiency and ease of maintenance are integral to the planning of all capital projects. The University follows the principles of Leadership in Energy and Environmental Design (LEED) in building sustainable facilities that are better for the environment and simultaneously minimize ongoing maintenance and operating costs to the University. Three buildings at the University hold Silver LEED status: the 1st Choice Savings Centre for Sport & Wellness, the Alberta Water and Environmental Science Building, and Markin Hall. The Science and Academic Building of the Destination Project includes Sustainable Design as one of five Charter Goals for the project and is wholly integrating sustainable initiatives that will minimize energy use, emissions, and life cycle costs, while providing an optimal research, teaching, and learning environment. It is expected that the new Science and Academic Building will attain the Silver LEED designation.

Capital Priorities Summary

The University of Lethbridge uses Alberta Infrastructure's BLIMS system for categorizing capital projects into Preservation, Expansion, or New Facilities. The following are the University's identified priority capital projects.

2019-2024 PRIORITY CAPITAL PROJECTS

(as of January 31, 2019)

PROJECTS	New Facilities	Preservation /Renovation	Estimated Project Cost (January 2019 dollars)
1 Destination Project Phase II			
- Planning	-	10,000,000	10,000,000
- District Heating and Cooling Plant (replacement equipment)	-	20,000,000	20,000,000
- University Hall Renewal	-	94,700,000	94,700,000
<i>Destination Project Phase II Total:</i>	-	124,700,000	124,700,000
2 Repurpose/renewal of Existing Facilities		20,000,000	20,000,000
- Canadian Centre for Behavioural Neuroscience (CCBN) Building			
- Hepler Hall			
- Anderson Hall			
<i>Repurpose / renewal of Existing Facilities Total:</i>	-	20,000,000	20,000,000
3 Student Residences (Apartment Building)	35,000,000	-	35,000,000
4 Residence Dining Hall	15,000,000	-	15,000,000
5 Student Residences - upgrade University Hall residences	-	8,500,000	8,500,000
6 Parkade	21,000,000	-	21,000,000
<i>Residences, Dining Hall, Parkade Total:</i>	71,000,000	8,500,000	79,500,000
TOTAL PRIORITY CAPITAL PROJECTS	\$71,000,000	\$153,200,000	\$224,200,000

Projects in Progress

Destination Project Phase I - Science and Academic Building

\$280,000,000

Note: Estimated project costs are in current dollars (January 2019) and will fluctuate depending on construction start dates, as well as on the completion of more detailed designs.

CAPITAL PRIORITIES

Destination Project

This \$280 million project is the most significant capital project for the University of Lethbridge since the construction of its original building, University Hall. Scheduled to open in September 2019 this facility contains state-of-the-art science facilities that accommodate the University's strong commitment to teaching and research. Alberta Advanced Education's commitment of \$260 million towards the project is gratefully acknowledged.

New Science and Academic Building (Phase I)

To continue to excel in research and to further develop as a comprehensive institution with more emphasis on graduate student education while also providing adequate undergraduate student teaching labs, the University required new facilities. The completed Science and Academic Building increases the capacity for training by providing space for principal investigators, new graduate and undergraduate students, and technical support personnel. The new facility also alleviates health and safety issues that resulted from student residences being in the same building as research labs. The new facility includes laboratory and research spaces for the departments of Biological Sciences, Chemistry & Biochemistry, Neuroscience, Psychology, Physics & Astronomy; shared research cores; space for K-12 outreach activities; the Agility program; student support spaces; and general and specialized classroom spaces. The facility intentionally dissolves traditional boundaries between disciplines and will foster creative collaboration among them.

With the construction of Destination Project – Phase I completed in January 2019, 50 years of teaching and research operations were moved from various facilities on campus into the new building over the spring and summer. Including approximately 350 faculty and staff. This new, exciting addition to the Lethbridge campus will have a profound and positive effect on the teaching and research activities at the University and for the people of southern Alberta, but along with the additional space and new opportunities come additional costs to operate the building. It is estimated that \$3 million per year (approximately 3% of the University's Campus Alberta grant) in lights-on-funding will be required to operate the new Science and Academic Building. The latest in technology and the most environmentally friendly equipment and services are being implemented to reduce the facility's operating costs and carbon footprint.

For more details of the project, refer to the [Destination Project website](#).

Planning (Phase II)

Initial planning for Phase II of the Destination Project has begun, including planning for University Hall renewal, envelope repairs, and window replacement; upgrading the existing energy/utility centre to a District Heating and Cooling Plant; Canadian Centre for Behavioural Neuroscience (CCBN), Anderson Hall and Hepler Hall renewal; an Indigenous gathering centre; and a Visual Art Centre. Phase II of the Destination Project is urgently necessary to maintain and repurpose existing buildings on campus that will be largely vacated when departments move into the new Science and Academic Building. A formal, in-depth planning process for Phase II of the Destination Project needs to be undertaken as soon as possible. The University is requesting \$10 million in planning funds to begin the planning process for Destination Project – Phase II.

District Heating and Cooling Plant

The total comprehensive Destination Project (Phases I & II) requires an updated District Heating and Cooling Plant. A District Heating and Cooling Plant will replace the aging energy infrastructure currently housed in University Hall and is required to accommodate the infrastructure needs of the campus.

University Hall Renewal (Phase II)

Most of the departments moving into the new Science and Academic Building are currently housed in University Hall, freeing up existing space in University Hall to be repurposed to include a range of resources such as more informal learning spaces, a Teaching Assistance Centre, a Visual Art Centre (art storage and study space), student support spaces, classrooms and academic programming space, building support services, and administrative space.

The repurposed space will also include an Indigenous gathering centre. One of the Strategic Priorities identified in the University's 2014-19 Strategic Plan is to enhance the experience of Indigenous students. One specific action to accomplish this goal is to develop an Indigenous social and cultural gathering space to provide students with a place that is welcoming and supportive of their academic and social needs. The University is committed to increasing the enrolment and retention of Indigenous students.

A Visual Art Centre is needed to house the University's extensive art collection, allow room for growth, include space for conservation and exhibition preparation, and greatly expand the area for research and study of art works. The current art storage on campus is at capacity and the main storage building is hard pressed to maintain the required environmental standards for storing art works. The current visual study space accommodates only 15 students or visitors and also serves as art storage, preparation space for exhibitions, work space for conservation, and teaching space for Art History/Museum Studies. As a result, class or community tours are quite limited and there is rarely time for individual study. In combination with the existing art gallery activities and the U of L's very significant art collection, new facilities would ensure that students, faculty and visitors to campus will have an exceptional opportunity to experience the best of all aspects our art gallery can provide from exhibitions and events, to in-depth study of works of art, and lectures about or tours of the University's impressive art collection.

The University Hall renewal will also include envelope repairs and window replacements which were identified as being needed in a 2013 external assessment of the facility.

Repurpose/Renewal of Existing Facilities

Canadian Centre for Behavioural Neuroscience (CCBN) Building

Hepler Hall

Anderson Hall

The relocation of science departments into the new Science and Academic Building will necessitate the repurposing and renovating of some of the vacated facilities on campus to accommodate the reallocation of departments and services to ensure efficient and effective operations that will benefit the student experience, teaching and research. Some of the departments that will be moved to the new Science and Academic Building are currently located in the CCBN building and Hepler Hall and the vacated space will be repurposed to better meet academic and research priorities.

The vision for Anderson Hall is to relocate departments which provide services to students into this facility. The services provided will include student support services such as counselling, student wellness centre, medical support and advising.

Student Residences

The University of Lethbridge has student residence beds available for only approximately 13% of its current Lethbridge campus student population. Research indicates that students who live in on-campus residences perform better academically, integrate better into campus life programs and generally have a more positive post-secondary learning experience. The University's strategic goal is to provide up to 20% of its on-campus student population with residence accommodations. Based on the business case commissioned from an external consultant, the University is proposing three phases of on-campus housing construction.

Phase one will consist of an apartment building with housing for 250 new high school students as well as a dining hall with seating capacity for 500 people. The dining hall will include social spaces, flexible gathering spaces, a full catering kitchen, laundry facilities, and a convenience store. The design will support and facilitate student social activities and events along with special events hosted by the University. A critical factor associated with this first phase is the impending closure of University Hall residences for Destination Project Phase II, at which time we anticipate closure of the 275 new high school residence beds on Levels 1 to 4 of that building.

Phase two may be combined with Phase one, as financing allows and will consist of an apartment building with space for 150 new high school students.

Phase three includes the expansion of the Mt. Blakiston Residences with the construction of another two towers, which will create another 240 beds for returning students.

Phase four coincides with the closure of University Hall as Destination Project Phase II commences. This will see the Mt. Blakiston residences converted to new high school student residences to ensure optimum new high school student capacity is maintained. Costs associated with the renovation of University Hall residences are included in Destination Project Phase II costs.

Phase five coincides with the completion of Destination Project Phase II, a re-opening of University Hall, and the introduction of additional new high school student capacity in that facility. Undergraduate Indigenous students will be accommodated in the expanded undergraduate residence spaces with appropriate student life programming support and thoughtful integration with the residence community. The building of student residences will address our strategic plan goals, support economic development in the region and improve social housing programs in the city by having more low-income housing available within the City of Lethbridge.

Parkade

A Campus Parking Services Current Program Assessment review was completed in 2017. The University needs to address the parking access challenges that exist for University Hall and the University Centre for the Arts (UCA). The number of requests for long term handicapped parking continues to rise and competition for available stalls, in particular those which provide access to University Hall and the UCA, is increasing. These two facilities also have parking demands in terms of the servicing of both buildings by internal and external trades/contractors and supporting on-campus events, such as theatre productions.

Appendix I

INFORMATION TECHNOLOGY

Information Technology (IT) investments are planned to support an enhanced student experience on our campuses, support teaching and research, improve administrative systems, and continue to adapt our information security program to address the evolving cyber threat landscape. A variety of systems, services and processes are used to support the U of L's academic and research mission and mandate. The U of L is committed to providing quality technology support to academic staff, students, and support staff in the delivery of academic and research programs on both our Lethbridge and Calgary campuses. IT services are delivered through internal partnerships with the Library, the Teaching Centre, administrative units, IT Services and Faculty IT resources.

IT is critical in supporting every phase of undergraduate and graduate students' life cycle from recruitment through their academic career to their ultimate graduation. IT supports academic staff in the development and delivery of their curriculum, research activities, and collaboration with peers across our campuses and the global academic community. IT provides services to U of L staff in fulfilling their duties through direct support and enhancement of administrative systems, communication and collaboration platforms, and other tools and technologies. At the same time, IT is focused on protecting the information and privacy of all our stakeholders while still enabling them to be successful in achieving their goals and objectives.

Funding and Staffing

In general, the IT initiatives being proposed by the U of L are funded from the University's operating budget (OB), onetime strategic priority funds (SPF), operating reserves (OR), from private or government grants, or from donations (GG). Additional projects are funded through in-kind partnerships with organizations such as Alberta Association of Higher Education IT (AAHEIT), the Canadian University Council of CIOs (CUCCIO), or through related organizations such as CYBERA, CANARIE, and Canada's National Research and Education Network (NREN). This funding methodology is challenging because of the increasing demands for security and enterprise system maintenance and upgrading costs to stay current.

IT funding is a growing area of concern as the support and licensing costs associated with our systems and platforms continue to increase on an annual basis. Funding issues are further exacerbated by the continued weakness of the Canadian Dollar as most of our support contracts are in US Dollars. Also, the rapid pace of technology change and the challenges associated with recruiting into higher education, make it difficult for the U of L to acquire the skills and expertise to implement, manage, and maintain our systems. While we continue to make significant investments in staff development and training, we are not fully able to keep pace with the rate of change.

Enhancing Teaching, Research and the Student Experience

Several phases of our ongoing Network Enhancement project have been completed. This has resulted in increased bandwidth and wireless access in learning spaces to support the use of digital resources as part of the curriculum, and increased bandwidth to student residences to continue to enhance the student life experience on campus. The development of the state-of-the-art Science and Academic Building (SAB) has required the U of L to take a new approach to network design to support growing research data and bandwidth requirements, a merging of legacy building systems with new Internet of Things (IoT) technologies, new pedagogical and curriculum requirements, and IT capacity constraints. To address these new requirements, a new generation of networking – Software-Defined Access (SD-Access) – is being implemented to support the SAB. The SD-Access network is vital to supporting the transdisciplinary research and teaching that are programmed in the design of the SAB as it ensures the safe and secure movement and storage of data. Ultimately these changes will impact the entire U of L campus as this new policy-based infrastructure replaces the existing network enhancing flexibility and security, while also being easier to maintain.

Over the last three years the U of L has developed several new learning spaces including a scale up room, a technology enabled Socratic seminar and two additional seminar spaces in partnership with the Teaching Centre and Facilities. The information on how these rooms have been used is informing the design and technology requirements for the new teaching and learning spaces being developed in the SAB. We continue to modernize our computer labs to ensure students have access to the latest applications to support innovative curriculum and learning opportunities. As our enrolment increases, we are exploring increasing the size of our labs and application of virtualization on student owned

devices to continue to enhance our programs. We completed several enhancements to our Check-In application for residence students, simplifying and enhancing the move in process for students and will expand this service to all students in 2019. IT Services is currently working with the Teaching Centre on adding new features to support Open Learning Resources in our Moodle Learning Management system which is upgraded twice a year with new features.

Administrative System Enhancements

In 2018 the U of L implemented a new student scholarship management system and initiated a project to enhance our student recruitment activities by replacing our client relationship management system (CRM) with a new system to be launched in 2019. Over the past four years significant investments in our Banner enterprise resource planning (ERP) system and associated business process have helped to control support costs and improve services for students and staff. While the Banner 9 Upgrade Project completed in 2018 was ultimately successful, the process exposed growing risks associated with the vendor Ellucian. The vendor has struggled to deliver on their product roadmap and there have been challenges across the higher education sector with provision of effective services and support for the platform. This platform is also based on legacy technologies which, when they reached end of life, resulted in all of their clients needing to complete the upgrade to Banner 9 to stay in support. As a result, we have initiated a two-year project to evaluate the continued viability of the platform and to consider alternatives.

Information Management and Security

As the cyber threat landscape continues to evolve, the U of L continues to invest in people, processes, and platforms to help address this challenge. People and education represent the most effective ways to combat cyber security threats and the U of L continues to develop and introduce new training programs to support this. Since fall 2018 the U of L has used KnowBe4 to enhance our end user awareness training and makes training mandatory for all academic and non-academic staff with initial compliance planned for the end of February 2019. The U of L runs quarterly Phishing campaigns to help improve awareness of these kinds of attacks and increase awareness. We are working in collaboration with the Canadian University Council of CIOs (CUCCIO) to improve Information Security Governance and Security Incident Response processes. Through this collaboration we have developed a new Acceptable Use Policy that is currently under review. We are also chairing the Special Interest Working Group on Cyber Security Incident Response. The Identity and Access Management enhancement project continues while the implementation of Microsoft Identity Manager to replace our existing custom identity management system was delayed from 2018 to 2019 due to the complexity of our system integrations. In 2018 we completed the implementation of JASK to enhance our network security and are continuing our participation in the CANARIE shared security event and incident management project. We updated our security incident reporting to reflect the new Government of Alberta guidelines and continue to actively participate in the cyber security workshops. Updates on the Information Security program, including progress on our 3 Year IT Security Roadmap, are provided regularly to the IT Steering Committee, which includes the Vice Presidents, the CIO and the CTO. Twice a year updates on the three-year IT Security Road map are provided to the Board to ensure they are aware of the current security posture of the institution and our ongoing plans and projects.

Leadership and Collaboration

The U of L has taken on a strong leadership and collaboration role in the Alberta Post-Secondary sector and in the national research context. Currently, the U of L has representation on the Cybera Board and is actively engaged in directing the future of the research and collaboration network in Alberta. We also have representation on the Alberta Association of Higher Education in IT (AAHEIT) Board as the Comprehensive Academic and Research Institutions' representative. AAHEIT has three areas of focus including facilitating collaboration across Alberta post-secondary institutions, reducing procurement costs through standing offers, and managing Advanced Education collaboration grants. The U of L is also actively supporting the development of the ShareIT initiative, which is a partnership between AAHEIT and Cybera to reduce sector costs by creating a shared services organization and pooling our purchasing power to increase economies of scale and reduce procurement costs. We are actively participating in the ShareIT End User Compute standing offer and exploring leveraging the Core Networking standing offer. We continue to participate in the Microsoft Licensing initiative Working Group with Cybera to facilitate the possible transition of that service from Alberta Education to Cybera.

The U of L has been participating in developing an AAHEIT proposal on adopting Software-Defined Access in an initiative being led by Lethbridge College. Subject to funding, this initiative would develop documentation to be used by other institutions when considering adopting Software-Defined Access.

At a national level, the U of L has representation on the Research Data Canada Infrastructure Committee, which focuses on communicating and recommending best practices related to the digital infrastructure that supports research data management in Canada. The U of L is participating in a CANARIE initiative to create a national shared cyber security infrastructure and intelligence network. We also actively participate in the Canadian University Council of CIOs (CUCCIO), which facilitates collaboration at the national level among 52 member universities. Through CUCCIO we are actively engaged in a variety of Special Interest Groups including Security (SIG), Client Service, Project Management, and we are chairing the new Application SIG; we share information and develop best practices for the post-secondary sector. We are continuing to explore hosting CANHEIT on the U of L campus. This annual Canadian Higher Education IT conference will attract IT professionals from across the country to Alberta.

Appendix J

TERRITORIAL ACKNOWLEDGEMENT STATEMENTS

It is anticipated that individuals at the University will open each University meeting and gathering with an acknowledgement of the Blackfoot Confederacy territory. Further, individuals may, at their discretion, use either the long or short statement for opening remarks in University gatherings. These statements are presented as examples to use in acknowledging the Blackfoot people and their territory.

Long Statement for large institutional meetings or small public events:

Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge acknowledges and deeply appreciates the Siksikaitapii peoples' connection to their traditional territory. We, as people living and benefiting from Blackfoot Confederacy traditional territory, honour the traditions of people who have cared for this land since time immemorial. We recognize the diverse population of Aboriginal peoples who attend the University of Lethbridge and the contributions these Aboriginal peoples have made in shaping and strengthening the University community in the past, present, and in the future.

Sample Short Statement for opening remarks at small, internal events/meetings:

Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.

Sample Statement for Calgary Campus to be used at events/meetings at the Calgary Campus:

Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University of Lethbridge is located on the Bow Valley College Campus located in traditional Niitsitapi territory in the City of Calgary. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.

- * Siksikaitapii (Sik-si-kay –tsida-be) is Blackfoot for Blackfoot Confederacy
- ** Blackfoot Confederacy comprises the Kainai, Piikani, Amskapiipikani, and Siksika First Nations
- *** Niitsitapi is Blackfoot for "Blackfoot-speaking real people"
- **** Blackfoot Elder Bruce Wolf Child named the University of Lethbridge "Iniskim"

Appendix K

LIBERAL EDUCATION AT THE UNIVERSITY OF LETHBRIDGE

The new School of Liberal Education's website can be found here: ulethbridge.ca/liberal-education.

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. Our Liberal Education philosophy guides the academic and research activities that enable students to develop the skills to think critically and creatively, communicate clearly, work collaboratively, solve complex problems, and contribute fully to society as engaged and informed global citizens and leaders. The collaboration and integration inherent in Liberal Education have distinguished the University of Lethbridge as an attractive destination for potential students. This transdisciplinary focus and transformational learning experience unify the University of Lethbridge and set our programming apart from other institutions. The qualities developed in a Liberal Education are important for citizens in a democratic society, and with these qualities, University of Lethbridge graduates gain a competitive advantage to succeed in their chosen disciplines.

"Liberal Education is an education that is "liberal" in that it liberates the mind from the bondage of habit and custom, producing people who can function with sensitivity and alertness as citizens of the whole world."

Martha C. Nussbaum, *Cultivating Humanity*, 1997

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

**Liberal
Education
Definition:**

Liberal Education at its broadest encompasses four main aspects or pillars.

- 1) **Breadth across disciplines** is seen as foundational: students should be exposed to multiple ways of looking at and studying the world, beyond their own disciplinary boundaries.
- 2) **The ability to connect and integrate** knowledge across disciplines is crucial.
- 3) **Critical thinking and problem solving skills are emphasized**: students need to know how to identify an argument, evaluate evidence and reasoning, produce informed decisions, and communicate and defend those decisions.
- 4) **Education for citizenship** encourages students to be contributing community members on all levels from local to global, and to participate in the running of those communities.

**Liberal
Education
Objective:**

To develop the transdisciplinary learning and thinking skills to enable individuals to contribute to their communities at all levels.

The University of Lethbridge Liberal Education model based on the four pillars will provide students with the following **competencies and skills** to enhance employability and cultivate the values of good citizenship.

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

The University of Lethbridge **Liberal Education Lists** provide students with opportunities to fully explore a wide range of disciplines as embedded in the academic programming.

- 1) **Fine Arts & Humanities:** The exploration of the human experience including culture, history, language, thought, religion, ethics, arts and creativity.
- 2) **Social Sciences:** The study of individuals and their relationships within society.
- 3) **Sciences:** The study of the natural world and conceptual modelling of reality.

There are **many pathways** to a Liberal Education at the University of Lethbridge that students may access.

Pathways to Liberal Education at the University of Lethbridge	
• Combined Degrees programs	• Liberal Education Lists
• Variety of possible minors	• Co-operative Education
• Individual Multidisciplinary Majors (IMM)	• Independent and Applied Studies
• Cross-listed courses	• Arts & Science Global Citizenship Cohort
• Liberal Education Program courses	• Undergraduate research opportunities
• Liberal Education 1500 First Year Experience course	• Tutorial leader positions
• Dual Credit courses; e.g. Lib Ed 1000	• Volunteer and service learning

Appendix L

INSTITUTIONAL CONTEXT

The University of Lethbridge is located in the heart of Blackfoot Confederacy lands. We are honoured to have the name “Iniskim” (Sacred Buffalo Stone) and we are committed to creating a welcoming environment that enhances the University’s Indigenous heritage. The University is committed to delivering on its Government approved mandate statement for the benefit of all Albertans. Beginning with our recruitment and student support activities, the U of L maintains a student perspective as we continuously enhance students’ learning experiences. Teaching is fundamental to our role as a CARU and our history of development as an institution. As we continue to expand our graduate program offerings, graduate student learning opportunities will be expanded without compromise to the undergraduate students. To ensure the continued high quality of our academic programming, the U of L engages in robust Quality Assurance review processes to strengthen our teaching and learning outcomes. Since reinvesting in this quality assurance model in 2010, we have become the leader in academic programming reviews in the post-secondary sector in Alberta by openly sharing our process and the results of the reviews.

Across our two campuses in Lethbridge and Calgary, the University of Lethbridge will pursue the following, which are shaped by Alberta Education’s Adult Learning System Principles and the Alberta Research and Innovation Framework:

- Develop and maintain high quality academic programs that serve the interests and needs of society, based on our founding principles of a student-centred, Liberal Education that optimizes preparation for future success;
- Strive to create seamless learning opportunities in collaboration with high schools, colleges and other universities, i.e., ensure access and enhance coordination;
- Facilitate students’ goals to apply to professional programs such as engineering, medicine, social work, and dentistry, i.e., enhance access
- Advance knowledge for the improvement of society through a significant program of pure and applied research and creative activity, i.e., enhance and maintain quality;
- Develop and evolve centres and institutes of research excellence in areas of expertise and/or relevant areas of interest in the region or province, i.e. support innovation;
- Provide access to the University to as many qualified students as possible, and engage with the members of the communities it serves, i.e., support access;
- Continually strive to find ways to advance and improve teaching, learning and experiential opportunities, and enrich the student experience, i.e., ensure quality;
- Offer expertise, facilities, and services for the benefit of the community it serves; i.e., ensure affordability;
- Advance the sustainability of the institution so as to enhance affordability and accessibility;
- Remove barriers to access through scholarships, bursaries, etc. and innovative program models.

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

University Level Plans

Destination 2020 – Strategic Plan
Academic Plan
Strategic Research Plan
Budget Plan
Campus Master Plan
Capital Plan
Comprehensive Institutional Plan
People Plan

Faculty/Unit Plans

Faculty level strategic plans
Faculty Academic Plans
School of Graduate Studies Academic Plan
Library Academic Plan
Unit level strategic plans
Internationalization Strategic Plan
Strategic Recruitment Plan

The University of Lethbridge will use its fundamental principles³ as outlined in Destination 2020, our strategic plan, to inform how it meets its commitments for implementing our Mandate as a Comprehensive Academic and Research University in Alberta’s post-secondary education system to enable students to fully explore the world around them, all of its opportunities, and reach their full potential as engaged members of society.

³ See: uleth.ca/planning-and-reporting/strategic-plan-document

Appendix M

CONSULTATION PROCESS

Over fifty years ago the University of Lethbridge was formed from a grass roots movement of citizens working in partnership to form and develop a local University. Consultative and collaborative processes with the community continue to be our foundation for the development of academic programming, and research and creative activity. Because we are a CARU, most of our planning processes entail consultation with a wide range of stakeholders including faculty members, students, businesses and industry, research organizations, community groups, government departments, school districts, and other Post-Secondary Educational institutions. Our Strategic, Academic, Research, and People Plans are developed via highly collaborative and consultative processes to inform the CIP. Undergraduate and graduate student representatives are full and active members of General Faculties Council (GFC), the Board of Governors, and the Senate. Among other community members, undergraduate and graduate student representatives participate in the development of the Strategic Plan. Students also participate in the development and review of University policies and sit on significant search committees and academic councils. In their capacity as members of GFC and the Board, student representatives participate in the review and approval of the University's major planning documents and programs. The Vice-Presidents (Finance) of the Students' Union and of the Graduate Students' Association are on the University's Budget Advisory Committee. In addition to providing the student perspective, the student representatives acquire valuable experience.

Each iteration of the University's five-year Strategic Plan is developed through a two-year process carried out by a committee of representatives from all groups across campus. The Strategic Planning Committee guides a full consultation process that engages and facilitates stakeholder participation in the strategic planning process. The Committee also monitors the University's progress in addressing the strategic priorities and ensures that the high-level actions and achievements in support of the Strategic Plan are reported to the University community.

The University's Academic Plan is informed by the individual plans of the Faculties, the School of Graduate Studies and the Library. The next iteration of the institution's Academic Plan will also include the development plan for the new School of Liberal Education. The Student Affairs and Information Technology units each support academic planning and help ensure our student-first focus. Each of these academic and administrative units develops their plans through collaborative processes (internally and externally) and submits them to their respective councils for review and approval prior to submitting to the Provost & Vice President (Academic). The University Academic Plan incorporates these plans and is then sent for review and feedback by support units. In turn, the Strategic Enrolment Planning & Direction Committee, Strategic Enrolment Operationalization Committee, Provost's Committee, Statutory Deans' Council, and President's Executive review and provide feedback. Finally, the Academic Plan is sent to General Faculties Council for review and final approval. The University Academic Plan is now a three-year plan (2017 – 2020).

The University Research Plan has been restructured as a three-year plan in line with the Academic Plan. The development of the Research Plan (2017 – 2020) began with extensive consultations over the course of 2016 with faculty members and researchers, department chairs, Faculty Deans, directors of centres and institutes, and with the University Library. A draft plan was reviewed at Faculty councils and received individual faculty feedback. These consultations informed the structure, the strategies, and the initiatives for the new, three-year plan. Consultations with industry partners were carried out related to individual specific research priorities, e.g., PGSA, McCain and Weston for potato research. The Research Plan is sent for review and feedback to the Provost's Committee, Statutory Deans' Council, and President's Executive. Finally, the Research Plan is sent to General Faculties Council for review and final approval.

Major internal policy and planning documents that inform the CIP:

- Destination 2020 Strategic Plan
- Academic Plan
- Research Plan
- Internationalization Strategic Plan
- Destination Project
- Capital Plan
- People Plan
- Budget

Internal approval process:

- Provost and Vice-President Academic
- Provost's Committee
- Statutory Deans' Council
- President's Executive
- General Faculties Council
- Board of Governors

In keeping with our early formation, we focus on forming partnerships locally, provincially, nationally and internationally for developing and growing our academic programming, and research and creative activities. These partnerships begin with consultation and collaboration with non-profit organizations, business and industry, other secondary and post-secondary institutions, and government authorities. We value these stakeholders in our local communities as allies in our mandate to educate citizens in southern Alberta. The results of these consultations and partnerships help to strengthen our academic and research programming.

All of these partnerships and consultations enhance student opportunities to learn and to enable them to actively contribute within the global environment. The U of L participates in program development to enhance and increase education pathways for our communities to better society as a whole. For example, we initiated Dual Credit and Dual Admission partnership pathways and programming within the province and across provincial boundaries. We continue to grow our international exchange partnerships to enhance better understanding of our increasingly interdependent world.

As part of the University's development and growth, we collaborate and partner with many external bodies and organizations to ensure we are serving our communities with innovative and responsive programming:

- Wide range of colleges in Alberta and across Canada for Post-diploma programs
- Select colleges in U.S. and internationally for selected Post-diploma programs
- Research chairs such as the Research Chair in Potato Science to support southern Alberta's dominant position in the potato industry
- Tri-agency funding opportunities such as the Canada 150 Chair; the U of L awardee will establish an international centre for hydrodynamics and solution-based biophysics
- Dual Credit – local industry partners; collaboration with secondary education institutions on strategy development
- Dual Admission – collaborative partnership development across provincial boundaries; College of the Rockies, and Medicine Hat College
- Co-operative Education programs – position development in collaboration with industry, businesses, organizations, and government agencies
- Faculty of Education members participate in a number of provincial government committees related to curriculum renewal, or to development and planning for implementation of the new Standards for Teachers, School Leaders and Superintendents. Committees include: Assurance Review Working Group; System Excellence Advisory Committee; Leadership Standards Advisory Committee; and Curriculum Working Groups.
- Dhillon School of Business has a Lethbridge Advisory Board, a Calgary Advisory Board, and an Indigenous Governance & Business Management Advisory Board, each of which includes community members
- Agility program – supported in part by Cor Van Raay Farms; collaborations with a range of local industries
- City of Lethbridge Police – safety issues in Lethbridge
- Volunteer Lethbridge – volunteer opportunities across campus and the region via our collaborative UVolunteer program
- Community of Lethbridge – PUBLIC Professor series of community talks by U of L researchers
- City of Lethbridge – Faculty of Fine Arts and the CASA community centre partner in the delivery of Music Conservatory thus also broadening the cultural horizons of the City
- Southern Alberta Council on Public Affairs – U of L supports SACPA public discussions and debates issues of local, provincial, national and international concern
- Exchange partner institutions in: Argentina, Australia, Belgium (2 institutions), Brazil, Chile, China (3 institutions), Ecuador, France (2 institutions), Germany (4 institutions), Hungary (2 institutions), India (2 institutions), Italy, Japan (8 institutions), Malaysia, Mexico (3 institutions), Netherlands, Poland, Portugal, Slovenia, South Korea (3 institutions), Spain (2 institutions), Taiwan, Turkey, United Kingdom (3 institutions), United States (2 institutions), and Uruguay

Groups Consulted in the Development of the CIP

<p>Senior Academic and Non-Academic Administrators President, Provost & Vice-President (Academic), Vice-President (Finance & Administration), Vice-President (Research), Vice-President (Advancement), Associate Vice-President (Finance), Associate Vice-President (Research), Associate Vice-President (Students), Deans, University Librarian, Registrar, Executive Directors, Managers</p>
<p>Faculties, Schools, and Library Faculties of Arts and Science, Education, Fine Arts, and Health Sciences, Dhillon School of Business, School of Liberal Education, School of Graduate Studies, University Library</p>
<p>Administrative Units Advancement, Ancillary Services, Calgary Campus, Facilities, Financial Services, Human Resources, Information Technology, Institutional Analysis, International, Sport and Recreation Services, Student Affairs, Teaching Centre</p>
<p>Faculty Members Individual faculty members actively participate in the development of new programming via Faculty curriculum committees and the approval process via Faculty and School Councils</p>
<p>Students Members of U of L Students' Union and Graduate Students' Association</p>
<p>Alberta Advanced Education</p>

Academic Planning and Affordability

To thrive and develop the skills and knowledge they will need in a constantly changing landscape, students have told us they must have access to high quality academic education and confidence in that quality. Education funding must be predictable and sustainable to ensure the academic quality and ongoing development of innovative programming to provide students with a foundation for planning their academic careers. Funding must also take into account the differences between undergraduate and graduate students' needs and concerns.

Student Academic Planning Expectations and Concerns Variances between Undergraduate and Graduate Students

	Undergraduate Students' Union	Graduate Students Association
Characteristics	Can work part time Cost of books a concern Jobs/careers/graduate studies after bachelor's degree concerns	Cannot work and complete degree requirements Need to buy books and research or course materials varies depending on program Living costs a concern; difficult to get student loans Concerned re: careers after degree
Quality	Want instructors with PhDs Access to research with professors Broader approach re: societal benefits Access to work experiences Recognize role of predictable funding to maintaining quality education	Development of teaching skills Access to research equipment/support Support to present at conferences Need to publish Recognize role of predictable funding to maintaining quality education
Affordability	Reasonable tuition Open source textbooks Awards Housing; transportation	Teaching assistantships Research assistantships Awards Travel grants
Predictability	Five-year tuition model Sustainability of the sector/system Access to ongoing supports (tutors, mental health, advising, etc.)	Five-year support model Sustainability of the sector/system Access to supports (mental health, skill development)

Appendix N

WORKPLACE PRIORITIES

People are the essential resource of our institution; they define our University and are our greatest strength. Building on the “People Plan 2016-2019: a community that is diverse, inclusive and welcoming,” the University of Lethbridge will foster a working environment in which our 1,200 employees may contribute, excel, thrive, grow and belong as we continue on our journey to be Canada’s destination comprehensive, liberal education-based, research-intensive university. Over the next three years, the U of L will be striving for many meaningful achievements in the workplace.

Promote workplace health, safety and wellness

Based on legislative changes and employee needs assessments, the University will be placing particular emphasis on a number of indicators of workplace health, safety and wellness. Policies on sexual violence, workplace violence, harassment and discrimination will be updated and accompanied by the launch of workplace prevention, awareness and support campaigns. Managers and employees will be encouraged to reflect on work life balance and the opportunity to establish productive, flexible work arrangements. With the increased prevalence of mental health issues amongst our workforce, a mental health strategy and programs will be developed to foster a psychologically safe workplaces and to encourage employees to seek available supports. The results of employee wellness and engagement surveys will be used to build workplace specific action plans.

Foster workplace diversity, equity and inclusion

While there are many areas to be celebrated, it is recognized that there are areas where the University needs to address barriers to diversity, equity and inclusion. Units will be working to enact the recommendations of the President’s Advisory Committee on Diversity, Equity and Inclusion and the Indigenous Strategy Committee. The U of L will be participating in the pilot of “Dimensions: Equity, Diversity and Inclusion Canada” to achieve a research community where all may belong and thrive. Essential to this priority will be the offering of programs to increase awareness, knowledge and competencies in regard to diversity, equity and inclusion subject matter, notably in the areas of human rights, unconscious bias, intercultural competencies, as well as Indigenous ways of knowing, history and culture.

Nurture professional development and performance

Essential to the success of the University is a workforce that maintains currency and grows knowledge, skills and abilities to offer quality services and maintains a clear understanding of its performance priorities. With many professional development offerings regularly available on campus, information on these offerings will be consolidated to facilitate access and increase participation. Leadership, management and supervisory competency frameworks will be developed, and related certificate programs will be launched. Mentoring, job rotation, secondment and other career mobility opportunities will be explored. Performance evaluation methodologies and tools for non-academic staff will be refreshed. Formal and informal recognition programs will be encouraged to ensure there is genuine and regular celebration of contributions and achievements.

Attract and retain qualified talent

Addressing the unique challenges of the regional labour market and of the global academic labour market, the U of L will bolster active talent acquisition and onboarding programs. A new Careers website will be developed, along with other talent acquisition tools including social media, for the community to post roles and attract qualified candidates. Individuals responsible for recruitment and selection will be better equipped to conduct interviews, complete reference checks and manage privacy and confidentiality. Immigration and relocation services will be expanded to better support international recruitment and new international employees. Emphasis will be placed on employee onboarding to foster more welcoming experiences and improve a new employee’s integration into their role, department and the University.

Cultivate our positive and productive employee and labour relations environment

While navigating profound legislative and public policy changes in this area, the U of L will continue to cultivate positive and productive employee and labour relations environments across our many employee groups, built on respect, dialogue, trust and transparency. Many collective agreements will be negotiated over the next three years, with parallel work to address the terms and conditions of employment of non-represented employee groups. Changes to powers, duties, rights and responsibilities in the legislative framework will necessitate a reflection on the collective bargaining process, labour relations business continuity and bargaining unit definitions.

This is Exhibit " Q " referred to
in the Affidavit of

Paul Viminitz

Sworn before me this 27 day
of July, 2023

[Signature]
A Commissioner for Oaths in and for Alberta

SHAWN LECLERC
Barrister & Solicitor

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-
-
-
-

Garnett, Bev

To:

- RO, Room Booking
Wed 2023-01-11 11:49 AM

Lets grab 175 - PHIL presentation (Dr. Paul Viminitz).

Thanks for all your help with this.

Bev

From: RO, Room Booking <[redacted]>
Sent: January 11, 2023 11:41 AM
To: Garnett, Bev <[redacted]>
Subject: RE: room

AH175 (cap. 60, small groups), L1050 (cap. 40, small moveable tables) or M1060 (cap. 43, tiered).

[redacted]

Emily Demyen (*she/her*)
Curriculum & Scheduling Specialist
Student Enrolment and Registrar Services
University of Lethbridge

[redacted]

From: Garnett, Bev <[redacted]>
Sent: January 11, 2023 11:28 AM
To: RO, Room Booking <[redacted]>
Subject: Re: room

Anything smaller for February 1st (~30 capacity)?

[redacted]

Bev

From: RO, Room Booking <[redacted]>
Sent: January 11, 2023 11:15 AM
To: Garnett, Bev <[redacted]>
Subject: RE: room

Ah, yes! I can see that mix up.

[REDACTED]

I have lots of classrooms available on February 1 from 4:30-6:00PM. Some of the larger rooms that are close to parking include L1060, M1040, SA6012, or TH204.

[REDACTED]

Emily Demyen (*she/her*)
Curriculum & Scheduling Specialist
Student Enrolment and Registrar Services
University of Lethbridge

[REDACTED]

From: Garnett, Bev <[REDACTED]>
Sent: January 11, 2023 10:59 AM
To: RO, Room Booking [REDACTED]
Subject: Re: room

I noticed that we are working on two threads here so need to clarify - my mistake.

Prof. Paul Vimitz (Philosophy) needs a room for Wednesday, February 1st (4:30 - 6:00 p.m.).

[REDACTED]

Bev

From: RO, Room Booking [REDACTED]
Sent: January 10, 2023 3:19 PM
To: Garnett, Bev <[REDACTED]>
Subject: RE: room

Hi Bev,

I have oodles of options. Is there a building preference? Maybe upper campus if it's a guest lecturer?

-Emily

Emily Demyen (*she/her*)
Curriculum & Scheduling Specialist
Student Enrolment and Registrar Services
University of Lethbridge

4401 University Drive
Lethbridge, Alberta T1K 3M4

From: Garnett, Bev [REDACTED] >
Sent: January 10, 2023 1:15 PM
To: RO, Room Booking [REDACTED]
Subject: Fw: room

Good afternoon,

Please book a room for 90 minutes on Wednesday, February 1st for Prof. Viminitz -- thanks.

Bev

From: Viminitz, Paul [REDACTED]
Sent: January 10, 2023 12:36 PM
To: Garnett, Bev <[REDACTED]>
Subject: room

Bev, would you please book me a room for a talk at 4:30 on Wednesday, Feb 1st. Let me know what you've booked so I can let my students know. - Paul