



# The University of Lethbridge



## 2009-13 Business Plan

University of  
Lethbridge





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# Executive Summary

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## ABOUT THE UNIVERSITY

The University of Lethbridge, a member of the system of Alberta universities, offers undergraduate degrees in the humanities, social sciences, natural sciences, and mathematics; certificates, diplomas, and undergraduate degrees in education, fine arts, health sciences, management and nursing; and graduate degrees at the Master's and Doctoral levels. A Board-governed institution, the U of L operates under the *Post-Secondary Learning Act*, a government-approved Mandate Statement, Mission and Vision statements, and a Strategic Plan. The University of Lethbridge continues to build on its reputation as an exceptional research and teaching university and to advance its status as a comprehensive institution.

With a focus on liberal education, smaller class sizes, co-op placements, excellence in teaching, and student involvement in research, The University of Lethbridge provides top-quality education. Our faculty and students are recognized nationally and internationally through their achievement of awards, scholarships, and professional appointments.

## OPPORTUNITIES AND CHALLENGES

Major opportunities facing the U of L include continuing its leadership in research, enhancing its leadership in using technology to support learning, persevering in its efforts to involve First Nations, Métis & Inuit (FNMI) communities in university education and research, growing its Doctoral and Masters programs, and developing and implementing exciting new academic programs.

Important challenges include rising competition from other post-secondary institutions, providing adequate research facilities and in funding the indirect costs of research, recruiting and retaining faculty members, maintaining progressive technology, and declining net assignable space.

## STRATEGIC DIRECTIONS AND PERFORMANCE MEASURES

To help effectively address opportunities and challenges, through its Strategic Plan the University of Lethbridge has set a series of Strategic Directions, with associated Strategic Priorities. There are five broad Strategic Directions: (1) confirm our place as a comprehensive university; (2) enhance the student experience; (3) build internal community and enhance relationships with external communities; (4) promote access to quality post-secondary education; and (5) enhance the environmental sustainability of the university.

The U of L uses eight performance measures to assess its progress related to this Business Plan: (1) enrolment; (2) graduate satisfaction; (3) graduate participation and employment rates; (4) administration expenditures; (5) citation index; (6) research intensity; (7) research impact; and (8) research council grants. Annual reports track yearly progress on these performance measures.

## BUDGET

For 2009-10 the U of L presents a balanced general operating budget of \$147.2 million, an increase of 6.5% over 2008-09. In the near future the University is projecting reductions in the increase to the operating grant and a slight decline in student enrolment. However, the U of L will continue to direct resources to its strategic directions.

The U of L's general fund revenue budget will increase by \$9.0 million in 2009-10. Operating grants accounted for 67% of revenue in 2008-09; the revenue budget estimates government grant increases of 3% for the next three fiscal years. Fee revenue is projected to increase 1.4% for 2009-10 due to a tuition fee increase and credit hour increases in the academic units.

Expenditure line items have not outpaced growth in revenues. Salaries and benefits are the largest components of the expenditure budget, comprising about 79%. Fixed costs continue to grow, including utilities costs and increases in software contracts. The budget includes several reallocations to support the implementation of directions in the Strategic Plan.

## CAPITAL PROJECTIONS

The U of L is facing an acute space crisis, with assignable space not keeping pace with the growing number of graduate students, faculty, and staff and research programs. Available and appropriate space for research has also put strain and demand on current facilities. Another issue is deferred maintenance cost and actual funding for facilities maintenance that is only a fraction of the ideal funding levels.

The U of L has identified several priority capital projects for the next ten-year period:

### New Facility Projects:

- Markin Hall (construction in progress).
- Sports stadium project (construction in progress).
- Science complex.
- Central plant facility.
- Daycare facility (construction in progress).
- Health Sciences high-fidelity simulation suite.
- Distributed learning centre.
- Research transition facility.
- Student residences.
- Office/Classroom/Cultural centre.

### Expansion Projects:

- Expansion of the Canadian Centre for Behavioural Neuroscience building.
- Alberta Water and Environmental Science Building, phases 2 and 3.

### Preservation Projects:

- University Hall and Anderson Hall renovations.
- Dr. Foster James Penny Building upgrades.
- Physical Education building upgrades.
- Tunnel and south plaza replacement.

These projects will help accommodate future planned expansion and continue The University of Lethbridge's commitment to meeting the challenge of increased demand for postsecondary education.

## ENROLMENT PLAN

The University of Lethbridge has proposed general expansions in all faculties and schools to help address unmet market demand.

# 1.0 Institutional Context

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## 1.1 MANDATE STATEMENT

The University of Lethbridge is a Board-governed institution functioning under the *Post-Secondary Learning Act* as a member of the system of Alberta universities. It offers instructional programs at the Bachelor's level in the humanities, the social sciences, the natural sciences, and mathematics within its Faculty of Arts and Science. It also awards University certificates, diplomas, and undergraduate degrees in Education, Fine Arts, Health Sciences, Management, and Nursing. At the graduate level, The University of Lethbridge offers a Master of Education (MEd), Master of Arts (MA), Master of Science (MSc) and a special case Doctor of Philosophy (PhD). It stimulates and supports basic research and scholarly activity in all disciplines in which it gives instruction, and conducts certain lines of applied research of special relevance to the region or to the province.

The University offers collaborative programs with various community colleges, including post-diploma degrees in Agricultural Studies, Environmental Science, Fine Arts, Management, and Nursing. It encourages, through its Management, Education, and Arts and Science faculties, active development of educational opportunities in Native American Studies for Native American students through off-campus and on-campus programs.

The University of Lethbridge provides non-credit continuing education programs throughout the region. It also supports artists' workshops and makes its cultural programs and facilities available to the wider community.

*Approved by the Minister, May 23, 2001*

## 1.2 STRATEGIC PLAN (2009-13)

### Who We Are

A Board-governed public university functioning under Alberta's *Post-Secondary Learning Act*, the University of Lethbridge is a premier institution of higher education and research. A comprehensive university founded on the principles of liberal education, the U of L emphasizes inspiring teaching, a personalized and interactive learning environment, and student engagement in learning, creative activities, and research.

We provide undergraduate and graduate programs in education, fine arts, health sciences, humanities, management, nursing, sciences, and social sciences, leading to academic degrees at the Bachelor, Masters, and Doctoral levels. We offer targeted programming at our campuses in Calgary and Edmonton and through distance delivery. The University collaborates with FNMI peoples to develop programs that are relevant and accessible to them.

The University of Lethbridge fosters an environment that meets the educational and personal needs of students through excellent teaching, exposure to research, interaction with professors and instructors, academic advising, counseling, and cultural, recreational and extracurricular programs. We value and support many approaches to teaching and learning, and strive to be a leader in using teaching tools, techniques, and technologies to facilitate, ameliorate, and refine the educational experience.

We establish and sustain facilities for pursuing original research and creative activities, and conduct research in all disciplines, developing and sustaining centres of research excellence in areas where we have special expertise or that have particular relevance to the region.

We build mutually supportive relationships and partnerships with governments, institutions, communities, organizations, and individuals, to evolve and improve the value of the University to the region, the province, the country, and the world.



## Why We Exist

The University of Lethbridge exists to build a better society.

We do this in six essential ways:

1. We prepare students for their personal and professional paths.
2. We develop creative discoverers and independent learners at the undergraduate and graduate levels.
3. We create, discover, disseminate, and apply knowledge through excellence in basic and applied research of regional and global impact.
4. We encourage and nurture creative expression.
5. We pursue community engagement.
6. We value, encourage, and celebrate the talents and efforts of our students, faculty, staff, and alumni.

## Where We Are Going

The University of Lethbridge will continue to build a comprehensive university that advances its sense of community, engagement, diversity, and connection.

The University of Lethbridge will be the institution of choice for those seeking an intimate and supportive environment, excellence in research and creative activity, an engaging and challenging learning experience, and respect for diversity. We will continue to broaden the scope of our programs and research while staying committed to our founding principles of liberal education and retaining the intimate academic experiences on which we have established a tradition of excellence.

We will welcome our students to a community of scholars that offers relevant and academically challenging programs. Opportunities for engagement in learning and research will exist across all disciplines and levels of program, from undergraduate to graduate. Rigorous research and creative work will continue to form the basis for inquiry and teaching across the learning contexts we provide.

Our University will continue to increase the diversity of its scholarly activity and contributions. In achieving this we will be defined by collegiality.

The University of Lethbridge community—which includes all students, faculty, staff, and alumni who contribute to its operation and success—will extend beyond the walls of our institution. We will remain an integral part of our communities while fostering scholarly contributions of international excellence. We will support and enrich the diverse communities we serve with fresh insights and new directions.



## 2.0 Opportunities and Challenges

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### OPPORTUNITIES

#### Leadership in Research

The University of Lethbridge is committed to being a leader in research and has the opportunity to reinforce its position as one of the leading smaller research institutions in Canada. Guided by its Strategic Research Plan, and driven by its success in research funding, the U of L will expand its research in areas of special expertise and of relevance to the province or region.

To capitalize on expertise across disciplinary boundaries, the U of L will continue to develop centres of research excellence that span a range of disciplines. There are several examples of the success of this approach:

- **Prentice Institute**—This institute examines big-picture issues relating to global population changes in a broad historical framework while connecting local and regional changes with global trends.
- **Neurosciences**—The U of L's Canadian Centre for Behavioural Neuroscience has remarkable researchers who are ranked in the top 10 Canadian Neuroscientists and whose impact extends far beyond our campus.
- **Water**—The University of Lethbridge is recognized internationally as a leader in water research. The Alberta and Canadian governments have recognized this, partly through their major investment in the Alberta Water and Environmental Science Building.
- **Molecular Biology / Biochemistry**—Epigenetics (the study of heritable changes in gene function that occur without a change in the underlying DNA sequence) has the potential to influence a variety of fields, from cancer research to land reclamation. The Board of Governors has appointed two U of L faculty members as research chairs in this area.
- **Earth Observation**—The U of L has recruited two experts from the internationally-recognized Canadian Centre for Remote Sensing. We have used funds from Advanced Education and Technology to build state-of-the-art earth imaging technology and the U of L will soon be home to Canada's second remote sensing calibration laboratory.

The Government of Alberta has also recognized the opportunity for the province to become a leader in research, and has committed to increasing innovation. The *Roles and Mandates Policy Framework* states:

“as a key player in the innovation system, there is a clear need to expand research capacity within the system, as well as ensuring that the benefits of research are transferred for the benefit of learners, society, and economy/industry”.

This sentiment can also be found in Alberta Advanced Education and Technology's 2008-11 Business Plan:

“A highly skilled and qualified workforce and the innovative development and application of science and technology are essential for the creation, growth, and retention of globally competitive knowledge-intensive companies.”

Pursuing this opportunity to become a leader in research will benefit not only the institution but the entire post-secondary system. Investing in research at the U of L will build capacity in Alberta's post-secondary system in four major ways:

- (1) It will attract more students into the undergraduate and graduate system.
- (2) By linking teaching and learning with research, it will educate these students to a higher standard.
- (3) It will attract the exceptional faculty needed to engage students.
- (4) It will give faculty the best tools to conduct science-based pure and applied research.

## Leadership in Technology

The University of Lethbridge continues to be a leader in the effective use of technology to support learning, with high bandwidth Internet, research network access (including wireless), and state-of-the-art classrooms. In particular, the U of L is a provincial leader in videoconferencing, a technology that enables interactive audiovisual meetings with sites worldwide via high speed networks or telephone lines. The U of L will persist in technology leadership, which brings tremendous opportunities to expand the institution's tradition of excellence.

## Leadership in First Nations Participation

With its ongoing positive relationships with and proximity to First Nations communities, the U of L has the opportunity to be a leader in encouraging and supporting the participation of First Nations people in university education. The University of Lethbridge has established several programming initiatives to connect Aboriginal culture to university culture and to increase access to postsecondary education and program completion rates for FNMI students and will continue to innovate in this area.

Examples of successful projects to encourage FNMI participation in the U of L include the Niitsitapi teacher education program, the M.Ed. FNMI, and Health Science's Support Program for Aboriginal Nursing Students.

## Growth in Graduate Education

The University's continuing development as a comprehensive institution offers the opportunity to develop a greater range of Doctoral and Master's programs and to increase the graduate student population.

## New and Expanded Programs

The expertise of the U of L's diverse faculty and the institution's collaborative, cross-disciplinary environment provide the opportunity to develop and implement a broad range of new academic programs that capitalize on these strengths. One recent example is the Bachelor of Music in Music Technology, an approved new major that offers a unique opportunity for the U of L to be the first university in western Canada to offer a cutting-edge, in-demand program that combines fine arts and high technology.

The University of Lethbridge will continue to explore partnership and collaborative degree program opportunities with postsecondary institutions as such opportunities arise. In all future developments the university will continue to focus on providing and increasing access to students. The U of L is proactive in establishing transfer programs with other institutions and will continue to maintain and enhance these agreements and expand working alliances with other educational service providers and stakeholders.

The Calgary and Edmonton campuses, which make the U of L a truly pan-Alberta university, afford the opportunity to provide greater access to post-secondary education for Albertans and to meet the needs of the adult learner.

## CHALLENGES

### Increased Competition

There is increasing competition for students among post-secondary institutions in Canada, making it more of a challenge to maintain our market share. However, the U of L has numerous features that students value: smaller classes; a sense of community; partnerships with professional communities; more access to faculty and undergraduate research opportunities; national and international opportunities; state-of-the-art teaching space and laboratories; and access to cutting-edge computer technology. The U of L offers top quality programs and services, and we believe quality will prevail when it comes to attracting students.

### Research Facilities and Indirect Costs

The U of L's continuing success in research funding and programs leads to an ongoing challenge to: (1) provide the office and laboratory space necessary to conduct new and expanded research programs; and (2) fund the indirect costs of such research.

Indirect research costs to the institution are an estimated 40¢ for each dollar spent on research. For a small institution, this is a significant drain on resources. The indirect costs funding from Industry Canada on federal research grants helps significantly, but the challenge persists.

### Faculty Attraction & Retention

Attracting and retaining faculty members is an ongoing challenge. The specific challenges that the institution faces are threefold:

- (1) Hiring new faculty to meet emerging needs.
- (2) Retaining faculty who are still relatively early in their careers.
- (3) Retaining mid and late-career faculty with strong academic records, who are urgently needed to guide the development of junior faculty.

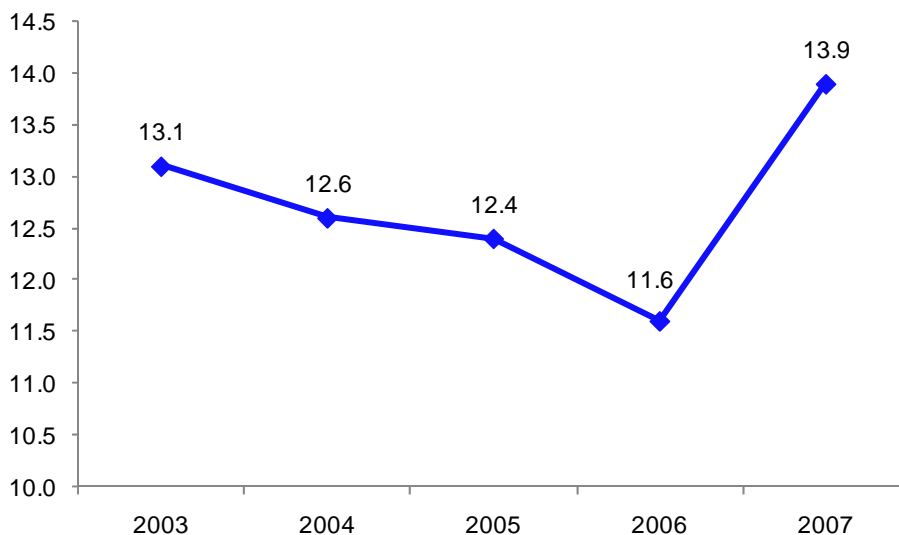
### Applicable Technology

The U of L is progressive in providing technology to its students. A recent student survey showed that 85% of our students think access to computer technology on campus is exceptional. Our challenge will be to maintain this level of satisfaction, and to keep the U of L at the forefront of applicable technology. This can be difficult, in terms of both effort and cost.

## Space

The U of L faces an acute, ongoing lack of space. The institution's net assignable space per undergraduate student FLE has been declining, with an increase in 2007 due to the opening of the 1<sup>st</sup> Choice Savings Centre for Sport and Wellness ( Figure 1). With the projected opening of a newly constructed facility, Markin Hall (for Health Sciences and Management) in 2010, the additional space along with the capability to renovate the vacated space in University Hall by the Faculty of Management and the vacated space in Anderson by the Faculty of Health Sciences, hopefully some of the strain for new space will be alleviated.

Figure 1: Net Assignable Space per Undergraduate FLE (sq.m. per FLE), 2003 to 2007



## 3.0 Strategic Directions

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Taken from the 2009-13 Strategic Plan, the Strategic Directions, and their associated Strategic Priorities and examples of specific actions that could be taken to implement them, are the key areas of action to reach our preferred future.

### A. CONFIRM OUR PLACE AS A COMPREHENSIVE UNIVERSITY

The University of Lethbridge has an excellent reputation as an undergraduate institution, and will maintain that dedication to quality at the undergraduate level while continuing to develop as a Comprehensive Academic and Research Institution (as it is defined in the Roles and Mandates Framework). This involves growing graduate education and fostering and expanding research and innovation, while continuing to deliver the high-quality undergraduate experience we are known for.

<b>STRATEGIC PRIORITIES:</b>	<b>EXAMPLES OF SPECIFIC ACTIONS:</b>
<ol style="list-style-type: none"> <li>1. Create and grow graduate programs and a culture of graduate education.</li> <li>2. Broaden our base of undergraduate programming.</li> <li>3. Grow the financial resource base of the University.</li> <li>4. Create a physical and intellectual environment that fosters and promotes creativity, research, and innovation.</li> <li>5. Preserve and enhance our focus on teaching excellence.</li> <li>6. Hire excellent professors that contribute to the continued success of the university in teaching and research.</li> </ol>	<p>Develop Doctoral and Masters programs in a broader range of disciplines.</p> <p>Develop and enhance the programs and profile of the Centre for the Advancement of Excellence in Teaching and Learning.</p> <p>Develop programming niches at undergraduate and graduate levels (e.g., M.Ed. FNMI).</p> <p>Evaluate existing and develop new programs of study that contribute to the notion of a comprehensive university (e.g., programs of study supporting the Prentice Institute).</p> <p>Grow endowments to support student scholarships.</p> <p>Expand our facilities to enhance our teaching and research.</p> <p>Develop existing and new revenue streams, such as research funds, donations, and targeted capital funding.</p> <p>Develop a new academic building that includes lab and classroom space.</p>

## B. ENHANCE THE STUDENT EXPERIENCE

The University of Lethbridge offers a premium student experience at both the undergraduate and graduate levels, and will continue to improve its services to students and build a greater sense of community and belonging for all students.

STRATEGIC PRIORITIES:	EXAMPLES OF SPECIFIC ACTIONS:
<ol style="list-style-type: none"> <li>1. Refine and promote liberal education.</li> <li>2. Evaluate and evolve student recruitment strategies.</li> <li>3. Develop and implement student retention strategies.</li> <li>4. Expand the internationalization of the University.</li> <li>5. Promote and enhance diversity within the University.</li> <li>6. Engage students in a welcoming environment that supports learning, discovery, and creativity and promotes model citizenship.</li> <li>7. Enhance the experience of FNMI students.</li> <li>8. Continue to encourage academic and administrative units to work together to enhance the student experience.</li> <li>9. Ensure the health, safety, and security of students.</li> <li>10. Recognize and promote the essential role of staff in keeping the campuses welcoming, functioning, and modern.</li> </ol>	<p>Increase student residence space on campus.</p> <p>Establish campus collegiums, places of belonging for students that enhance their connection to the University community.</p> <p>Develop an FNMI social/cultural space.</p> <p>Promote international exchange opportunities.</p> <p>Enhance existing and provide new support structures for students.</p> <p>Target scholarships and bursaries to increase participation by under-represented Albertans.</p> <p>Establish an on-campus day care operation.</p> <p>Continue to innovate and expand student use of computer technology and the Internet to access information.</p> <p>Establish guaranteed scholarships for students that meet a certain academic standard.</p> <p>Develop a bursary and scholarship system that rewards and highlights achievement, motivation, and participation in democratic and learning institutions.</p>

## C. BUILD INTERNAL COMMUNITY AND ENHANCE RELATIONSHIPS WITH EXTERNAL COMMUNITIES

The University of Lethbridge believes that making connections between individuals and groups benefits learning and development and enriches all involved. The University will strive to enhance connections and build a sense of community on campus and, recognizing that the University is a part of a wider community, will continue to build connections to individuals, groups, and communities outside the institution.

STRATEGIC PRIORITIES:	EXAMPLES OF SPECIFIC ACTIONS:
<ol style="list-style-type: none"> <li>1. Continue to build a healthy, supportive, and collaborative environment and culture that promotes student, faculty, staff, and alumni success and satisfaction.</li> <li>2. Continue to develop bridges to Lethbridge and southern Alberta communities.</li> <li>3. Strengthen links to regional centers of excellence in research and development.</li> </ol>	<p>Build more social spaces on campus.</p> <p>Establish a community-friendly outreach presence in downtown Lethbridge in the Penny Building.</p> <p>Develop arts facilities, including an art gallery, and academic space for the arts.</p> <p>Continue to engage alumni to help promote the U of L.</p> <p>Enhance the Human Resources Recruitment Office and its welcome and orientation activities.</p>

## D. PROMOTE ACCESS TO QUALITY POST-SECONDARY EDUCATION

The University of Lethbridge will make itself accessible to as many qualified individuals as possible. This increased accessibility will be enabled by innovative, responsive and collaborative programming, the strategic use of technology, and strategic thinking about program delivery within and outside the immediate community.

<b>STRATEGIC PRIORITIES:</b>	<b>EXAMPLES OF SPECIFIC ACTIONS:</b>
<ol style="list-style-type: none"> <li>1. Develop a sustainable strategy for delivering programs outside of Lethbridge.</li> <li>2. Maintain and enhance working alliances with other educational service providers and stakeholders.</li> </ol>	<p>Develop a strategy for the future of the Calgary and Edmonton campuses.</p> <p>Explore the development of collaborative programs with other post-secondary institutions.</p> <p>Develop a strategy for articulating blended program delivery using technology.</p> <p>Explore the best means of meeting the needs of adult learners.</p>

## E. ENHANCE THE ENVIRONMENTAL SUSTAINABILITY OF THE UNIVERSITY

The U of L has a responsibility to continue to decrease the environmental footprint of the institution through sustainability initiatives and policies.

<b>STRATEGIC PRIORITIES:</b>	<b>EXAMPLES OF SPECIFIC ACTIONS:</b>
<ol style="list-style-type: none"> <li>1. Continue to transform the University into a sustainable community.</li> <li>2. Wherever possible, incorporate sustainability into teaching, learning, and research.</li> <li>3. Promote sustainability inside and outside the University.</li> </ol>	<p>Develop an overall U of L sustainability strategy that includes ways to reduce the consumption of non-renewable energy and water.</p> <p>Continue to construct environmentally sustainable buildings using the Leadership in Energy and Environmental Design (LEED) certification as a guide in the development of new facilities and the renovation of existing facilities.</p> <p>Continue to meet ethical and environmental purchasing standards.</p> <p>Develop further waste reduction strategies.</p> <p>Develop a strategy to decrease the number of vehicles driven to campus.</p> <p>Continue to use certified green cleaning products.</p>



### 3.1 RELATIONSHIP OF STRATEGIC PRIORITIES TO MINISTRY GOALS

U of L Strategic Directions	U of L Strategic Priorities	Related Government of Alberta Ministry Goals		
		<i>Advanced Education and Technology</i>	<i>Employment and Immigration</i>	<i>Alberta Government</i>
A. Confirm our place as a comprehensive university.	<ol style="list-style-type: none"> <li>1. Create and grow graduate programs and a culture of graduate education.</li> <li>2. Broaden our base of undergraduate programming.</li> <li>3. Grow the financial resource base of the University.</li> <li>4. Create a physical and intellectual environment that fosters and promotes creativity, research, and innovation.</li> <li>5. Preserve and enhance our focus on teaching excellence.</li> <li>6. Hire excellent professors that contribute to the continued success of the university in teaching and research.</li> </ol>	<p>Goal One: Alberta's advanced learning and research capacity aligns with learner and labour market demand and serves the needs of a knowledge-intensive society.</p> <p>Goal Two: Albertans are able to participate fully in lifelong learning.</p> <p>Goal Four: Alberta's research capacity supports enhanced excellence in research and innovation in strategic areas.</p> <p>Goal Five: Value is captured from research and innovation.</p>	<p>Goal One: Alberta is able to meet its labour force requirements.</p>	<p>Goal One: Alberta will have a prosperous economy.</p> <p>Goal Two: Albertans will be well prepared for lifelong learning.</p> <p>Goal Three: The high quality of Alberta's environment will be sustained.</p>

U of L Strategic Directions	U of L Strategic Priorities	Related Government of Alberta Ministry Goals		
		<i>Advanced Education and Technology</i>	<i>Employment and Immigration</i>	<i>Alberta Government</i>
B. Enhance the Student Experience	<ol style="list-style-type: none"> <li>1. Refine and promote liberal education.</li> <li>2. Evaluate and evolve student recruitment strategies.</li> <li>3. Develop and implement student retention strategies.</li> <li>4. Expand the internationalization of the University.</li> <li>5. Promote and enhance diversity within the University.</li> <li>6. Engage students in a welcoming environment that supports learning, discovery, and creativity and promotes model citizenship.</li> <li>7. Enhance the experience of FNMI students.</li> <li>8. Continue to encourage academic and administrative units to work together to enhance the student experience.</li> <li>9. Ensure the health, safety, and security of students.</li> <li>10. Recognize and promote the essential role of staff in keeping the campuses welcoming, functioning, and modern.</li> </ol>	<p>Goal One: Alberta's advanced learning and research capacity aligns with learner and labour market demand and serves the needs of a knowledge-intensive society.</p> <p>Goal Two: Albertans are able to participate fully in lifelong learning.</p>	<p>Goal One: Alberta is able to meet its labour force requirements.</p>	<p>Goal One: Alberta will have a prosperous economy.</p> <p>Goal Two: Albertans will be well prepared for lifelong learning.</p> <p>Goal Nine: Alberta will have strong and effective municipalities and self-reliant Aboriginal communities.</p>

U of L Strategic Directions	U of L Strategic Priorities	Related Government of Alberta Ministry Goals		
		<i>Advanced Education and Technology</i>	<i>Employment and Immigration</i>	<i>Alberta Government</i>
C. Build Internal Community and Enhance Relationships with External Communities.	<ol style="list-style-type: none"> <li>1. Continue to build a healthy, supportive, and collaborative environment and culture that promotes student, faculty, staff, and alumni success and satisfaction.</li> <li>2. Continue to develop bridges to Lethbridge and southern Alberta communities.</li> <li>3. Strengthen links to regional centers of excellence in research and development.</li> </ol>	<p>Goal One: Alberta's advanced learning and research capacity aligns with learner and labour market demand and serves the needs of a knowledge-intensive society.</p> <p>Goal Two: Albertans are able to participate fully in lifelong learning.</p> <p>Goal Three: Alberta has an affordable advanced learning system.</p> <p>Goal Four: Alberta's research capacity supports enhanced excellence in research and innovation in strategic areas.</p> <p>Goal Five: Value is captured from research and innovation.</p>	<p>Goal One: Alberta is able to meet its labour force requirements.</p>	<p>Goal One: Alberta will have a prosperous economy.</p> <p>Goal Two: Albertans will be well prepared for lifelong learning.</p> <p>Goal Three: The high quality of Alberta's environment will be sustained.</p> <p>Goal Eight: Albertans will have the opportunity to enjoy the province's natural, historical and cultural resources.</p> <p>Goal Nine: Alberta will have strong and effective municipalities and self-reliant Aboriginal communities.</p>
D. Promote Access to Quality Post-Secondary Education.	<ol style="list-style-type: none"> <li>1. Develop a sustainable strategy for delivering programs outside of Lethbridge.</li> <li>2. Maintain and enhance working alliances with other educational service providers and stakeholders.</li> </ol>	<p>Goal One: Alberta's advanced learning and research capacity aligns with learner and labour market demand and serves the needs of a knowledge-intensive society.</p> <p>Goal Two: Albertans are able to participate fully in lifelong learning.</p> <p>Goal Three: Alberta has an affordable advanced learning system.</p>	<p>Goal One: Alberta is able to meet its labour force requirements.</p>	<p>Goal One: Alberta will have a prosperous economy.</p> <p>Goal Two: Albertans will be well prepared for lifelong learning.</p>
E. Enhance the Environmental Sustainability of the University.	<ol style="list-style-type: none"> <li>1. Continue to transform the University into a sustainable community.</li> <li>2. Wherever possible, incorporate sustainability into teaching, learning, and research.</li> <li>3. Promote sustainability inside and outside the University.</li> </ol>		<p>Goal Four: Alberta has a fair, safe and healthy work environment.</p>	<p>Goal One: Alberta will have a prosperous economy.</p> <p>Goal Three: The high quality of Alberta's environment will be sustained.</p>

## 3.2 PERFORMANCE MEASURES

The University of Lethbridge uses eight performance measures to assess progress related to the institution's Business Plan:

- **Enrolment**—The total number of students enrolled at The University of Lethbridge.
- **Graduate Satisfaction**—In conjunction with other Alberta universities and university colleges, we conduct surveys of graduates, which include rating how satisfied graduates are with the education they received at The University of Lethbridge. We will use these data to assess our progress related to the Academic Excellence and Student Services goals.
- **Graduate Participation and Employment Rates**—This performance measure tracks how well U of L graduates fare in the workforce. Data will show the participation rate and employment rate of graduates. The participation rate is the proportion of graduates who are active in the workforce. The employment rate shows the proportion of these active participants that are currently employed. These data will be useful in measuring the success of its strategies and actions under the Academic Excellence and Research Excellence goals.
- **Administration Expenditures**—Administration expenditures as a percentage of total expenditures less ancillary expenditures will be a useful measure of the efficiency of The University of Lethbridge administration.
- **Research Intensity**—The value of sponsored research divided by the value of provincial operating grants.
- **Research Impact**—This measure shows how well the University attracts research money from community and industry sources. Research impact is calculated by dividing the value of community and industry sponsored research by the value of total sponsored research.
- **Research Council Grants**—This performance measure tracks the grant monies that The University of Lethbridge receives from the Natural Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC), and Canadian Institute of Health Research (CIHR).

Annual reports show data that track progress for each performance measure.

# 4.0 Budget Information

## 4.1 BUDGET OVERVIEW

The University of Lethbridge is presenting a balanced general operating budget for the 2009-10 fiscal year, with a budget of \$147.2 million. The budget is an increase of \$9.0 million (6.5%) over the previous year. As in prior years, budget decisions were made in consultation with the University Budget Committee (UBC) and the University's various budget units, and within the context of the University's 2009-13 Strategic Plan.

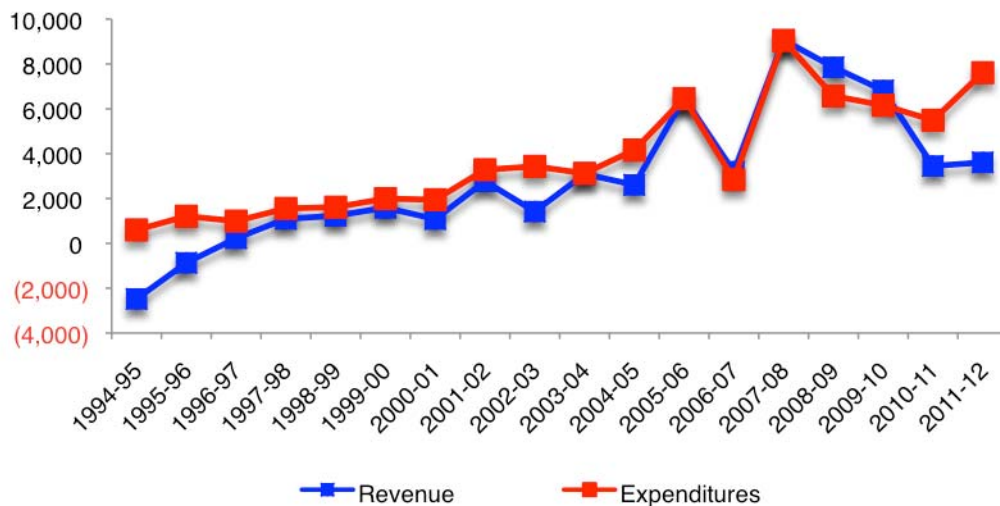
This year's budget was a challenge, as the University of Lethbridge is projecting reductions in the increase to the operating grant in the last three years of the rolling budget, and anticipates a slight decline in student enrolment. Though these revenue reductions could be reasons to put the institution in a holding pattern, the U of L is finding ways, through increased efficiencies and reallocations, to continue to make progress on its strategic priorities.

Using conservative budget assumptions, reducing expenses or finding increased or new sources of revenues will be required in 2010-11 to 2012-13. However, the University will have unallocated general operating funds in 2009-10 of \$306,560. While the fiscal environment is unfavourable for the next four years, the University remains committed to directing as many of its scarce resources as possible towards its strategic priorities and enhancing its position as a comprehensive teaching and research University.

The budget process has several key features that guide decision-making:

- An open budget process that allows for discussion between all units on campus.
- A process that allows resources to be aligned with strategic priorities.
- A process that examines the long-term consequences of short-term decisions.
- A process that concentrates on the long-term financial viability of the University.
- A process that ensures the financial stability and growth of the institution.

Figure 2: Annual \$ Changes in General Operating Revenue and Expenditures, 1994-95 to 2011-12 (\$000)



The four-year budget has three main foci:

1. Ensuring student academic programs and services at the undergraduate and graduate levels are properly funded.
2. Dealing with issues related to the attraction and retention of students.
3. Addressing the internal infrastructure issues.

## 4.2 KEY BUDGET ASSUMPTIONS

The operating budget for the next four years has been modeled on the basis of several assumptions, some of which have been described above, others as shown in Table 1 below. In making these assumptions, UBC has adopted a conservative approach to ensure that any changes to these assumptions will still allow for sufficient resources to provide for a balanced budget.

Table 1: Key Assumptions for General Operating Budget Projections, 2009-10 to 2012-13

	2009-10	2010-11	2011-12	2012-13
<b>Revenue</b>				
Grant increase	6.0%	3.0%	3.0%	3.0%
Instructional fee increase	4.1%	3.0%	3.0%	3.0%
<b>Expenditures</b>				
Compensation				
Merit	3.25 to 4.0%	Approx. 3.5%	Approx. 3.5%	Approx. 3.5%
Market	Pool est.	Pool est.	Pool est.	Pool est.
Benefits	5.0%	5.0%	5.0%	5.0%
Contracts	6.0%	5.6%	5.3%	5.1%
Utilities	12.6%	21.0%	16.3%	3.1%
Insurance	0%	0%	0%	0%
Investment Advisor	7.1%	6.7%	6.3%	5.9%
Library Acquisitions	1.2%	1.2%	1.2%	1.2%

## 4.3 PROPOSED REVENUE BUDGET

The University's overall general fund revenue budget will increase by \$9.0 million in 2009-10. The proposed revenue estimates are realistic and attainable, though there is little room for unexpected revenue swings apart from minor fluctuations, especially in tuition revenue. Past experience shows that budget projections track very closely with realized revenue, but currently there are fluctuations in student enrolment that affect tuition revenue significantly. Therefore, many of the Faculties have reduced their enrolment projections for the next few years.

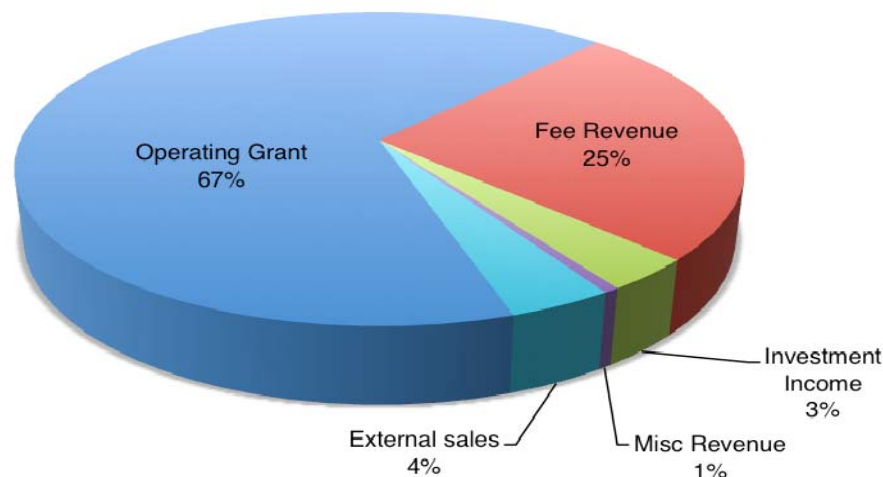
The Government grant provided by Alberta Advanced Education and Technology (AET) has increased 6% in the past three years and in 2009-10. As of publication, the Government has not provided official information on increases after 2009-10, so we have estimated increases for the next three years of the budget. The information we have indicates government grant increases could be in the range of 3%. The total increase in government grants in the coming year is \$8,579,565.

In 2008-09 several Enrolment Planning Envelope (EPE) programs were rolled into the base operating budget. These included the second phase of the New Media program in the Faculty of Fine Arts and the first expansion in the Faculty of Management. The University was provided with three EPE Programs in 2008-09: B.HSc. (Addictions Counselling); B.HSc. (Public Health); and M.Ed. (Educational Leadership). These expansions provide for an additional 194 full load equivalent students (FLEs) by 2012-13.<sup>1</sup>

<sup>1</sup> This increase in FLEs is unlikely to offset the decrease in enrolment due to changes in the Alberta post-secondary system and in age-group demographics.

Figure 3 shows general operating revenue by source. The graph shows general operating funds only; it does not include capital, research, special purpose, endowments, or ancillary operations.

Figure 3: General Operating Revenue by Source, 2009-10



## Grants

The single largest revenue item (67%) for the University is government grants, totaling \$98,708,660. This is an increase of \$8,579,565 in continuing support, most of which is a 6.0% increase in the general operating grant and EPE grants over last year to reflect general cost pressures. AET has not announced details of other additional grants, continuing or one-time, and therefore no other increases have been built into the budget for the coming years.

Specific grant details are:

- General operations grant increase of 6% has been provided for in the budget for 2009-10 (\$6,509,885).
- EPE grant increases related to increases in targeted growth in the programs (\$1,378,955).
- EPE operations grant increase of 6% for 2009-10 (\$138,545).
- Tuition rebate adjustment to reflect actual rebates received from the government (\$552,180).
- Performance Envelope funding which the institution has received in the past on a one-time basis has been discontinued by AET.

## Instructional Fees

Fees are the second largest component of the University's general operating fund revenue budget. For 2009-10 the University projects about \$37 million in fee revenue from all credit and non-credit instructional programs and from the remaining non-mandatory student related fees. This is an increase of \$509,090 (1.4%) over 2008-09. This increase consists of the tuition fee increase and credit hour increases in each academic unit. Approximately ninety percent (91.3%) of tuition and materials and services fees for undergraduate students fund faculty expenditures related to teaching.

Table 2: Current and Projected Tuition and Related Fee Revenues, 2008-09 to 2012-13

Year	Fee Revenue
<b>2008-09</b>	\$36,397,535
<b>2009-10</b>	\$36,906,625
<b>2010-11</b>	\$37,485,500
<b>2011-12</b>	\$38,136,500
<b>2012-13</b>	\$38,733,000



AET introduced a new tuition policy in 2007 that rolled back tuition fees to the 2004-05 level and restricted fee increases to the annual average Alberta CPI (using a twelve month period ending in June each year). The rate used for the 2009-10 increases is 4.1% (c.f. 4.6% in 2008-09). The Board of Governors approved the 2009-10 fee rates at their December 2008 meeting.

Table 3: Current and Proposed Per Course Instructional Tuition Fees, 2008-09 to 2012-13

	Actual 2008-09	% Increase	Proposed 2009-10	% Increase	Proposed 2010-11	% Increase	Proposed 2011-12	% Increase	Proposed 2012-13
<b>Undergrad</b>									
Canadian	458	4.1%	477	3.0%	491	3.0%	506	3.0%	521
Foreign	1,037	4.1%	1,079	3.0%	1,111	3.0%	1,145	3.0%	1,179
<b>Graduate</b>									
Canadian	538	4.1%	560	3.0%	577	3.0%	594	3.0%	612
Foreign	1,200	4.1%	1,249	3.0%	1,286	3.0%	1,325	3.0%	1,365
<b>Co-op Fees</b>	560	4.1%	583	3.0%	600	3.0%	618	3.0%	637
<b>M.Ed. Fees</b>									
Program fee	317	4.1%	330	3.0%	340	3.0%	350	3.0%	360
Course fee	538	4.1%	560	3.0%	577	3.0%	594	3.0%	612
Part-time term fee*	1,034	4.1%	1,076	3.0%	1,108	3.0%	1,141	3.0%	1,175
Full-time term fee*	1,551	4.1%	1,614	3.0%	1,662	3.0%	1,712	3.0%	1,763
<b>Master of Counseling</b>									
Program fee	504	4.1%	525	3.0%	540	3.0%	555	3.0%	570
Course fee	1,105	4.1%	1,150	3.0%	1,185	3.0%	1,220	3.0%	1,225

\*For admitted students only.

Note: International students in the M.Ed. and Master of Counseling Programs are assessed tuition fees at a rate of an additional 125% than that of Canadian Students.

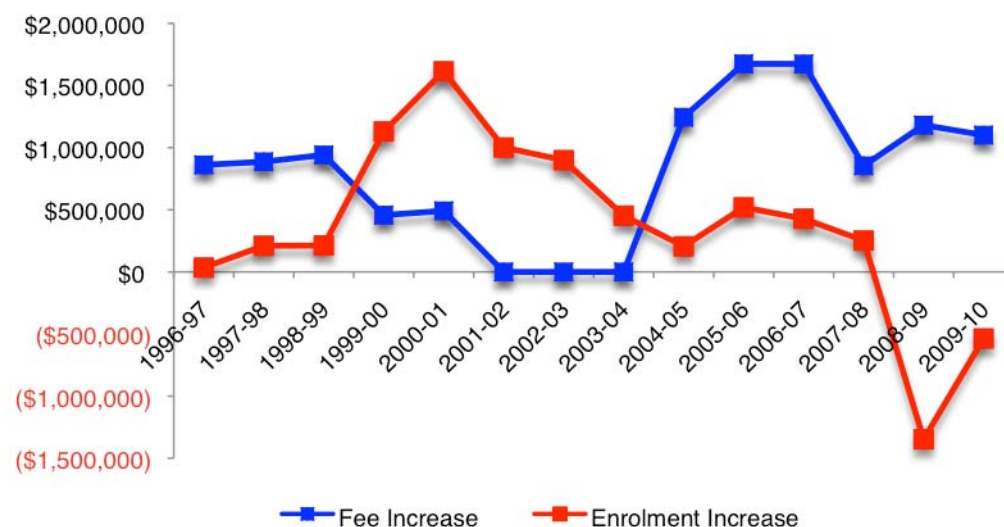
The increase in instructional fee revenue provided in the budget is attributed to increases in fee rates and to planned enrolment changes in some of the academic units. Table 5 shows the credit hour profiles, excluding EPE funded programs, that each faculty and school has planned for the next four years to meet their budget requirements (note that Health Sciences anticipates an increase in credit hours but they are accounted for in EPE).

Table 4: Credit Hours by Faculty or School, 2007-08 to 2012-13

	Actual 2007-08	Estimated 2008-09	Proposed 2009-10	Proposed 2010-11	Proposed 2011-12	Proposed 2012-13
Arts and Science	108,246	97,751	95,796	95,796	95,796	95,796
Education	13,243	12,849	12,849	12,849	12,849	12,849
Management	35,583	34,652	33,287	31,953	30,676	29,449
Fine Arts	21,212	22,122	22,122	22,122	22,122	22,122
Health Sciences	7,778	9,864	9,816	9,557	8,999	8,999
<b>Total</b>	<b>186,062</b>	<b>177,238</b>	<b>173,870</b>	<b>172,277</b>	<b>170,442</b>	<b>169,215</b>

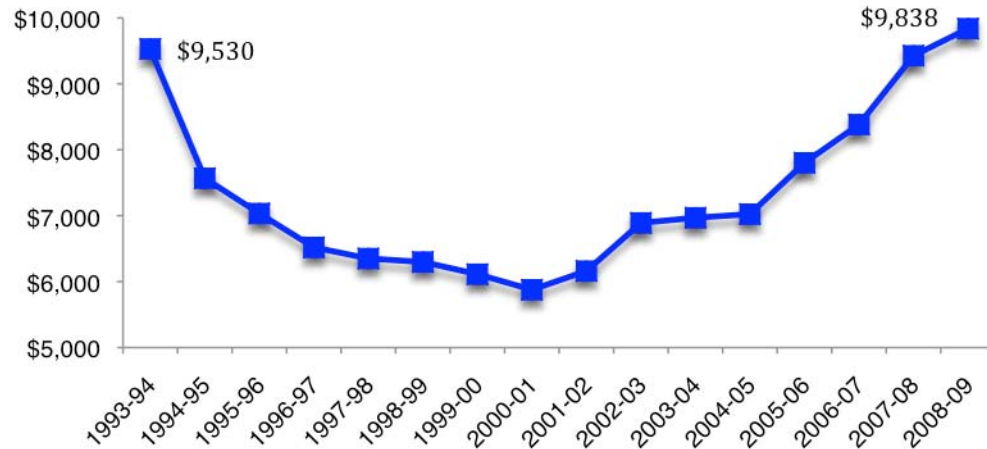
Figure 4 shows the increased revenue provided from instructional fees for the past twelve years and the portions of the increases that are attributed to fee increases and enrolment growth. Between 2001-02 and 2005-06, the entire increase in fees was attributed to enrolment growth, with fees being frozen at the 2000-01 levels. In 2008-09 (and projected for 2009-10) we experienced reductions in enrolment that has resulted in a decrease in fees revenue of \$1.35 million.

Figure 4: Proportions of Instructional Fee Revenue due to Enrolment Increase and Fee Increase, 1996-97 to 2009-10



Although there has been a steady increase in the operating grant, the grant per student decreased steadily until 2002 when Alberta Advanced Education and Technology began to provide unfunded enrolment grants to compensate the universities for the increased access provided to students. Although these grants did not fund the entire cost of students attending the institution, it did provide some relief. Figure 4 shows the base operating grant per full-time student (in absolute dollars, not adjusted for inflation).

Figure 5: Change in General Operating Grant Per Full-Time Student, 1993-94 to 2008-09

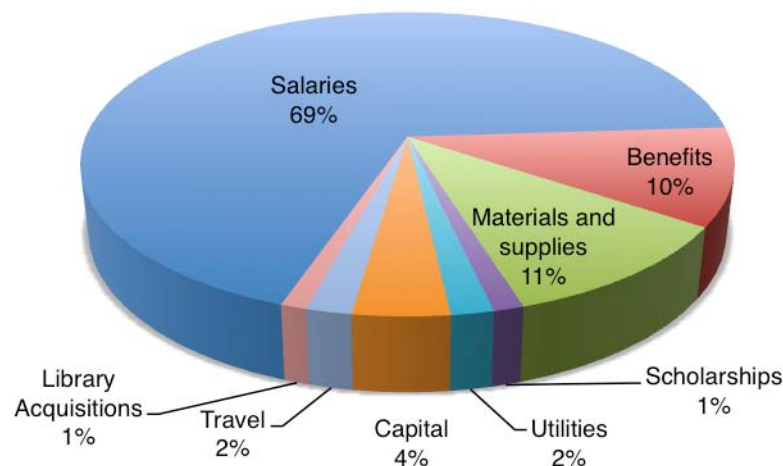


#### 4.4 PROPOSED EXPENDITURE BUDGET

The University is again in a position where our expenditure line items have not outpaced the growth in our revenues. This is due mainly to more funds being provided through the provincial and federal governments, increases in instructional and other fees, and continuing government funds that were previously being used to fund capital projects being freed up for other uses.

As Figure 6 shows, the most notable components of the expenditure budget are salaries and benefits, which together comprise about 79% of the total budget (cash basis, excluding amortization).

Figure 6: Expenditures (Cash Basis), 2009-10



As in previous years, the starting point for the 2009-10 operating budget is the projection of the continuing cost base from 2008-09. Projected expenditures remain at prior year levels unless increases are required through contractual or statutory obligations.

UBC recognizes that this method of budgeting has had consequences for many budget units, including a loss of purchasing power due to inflationary increases. In previous years UBC has tried, through selective reductions, to provide some relief to specific departments. When funds have been available, UBC has made efforts for distribution to provide for increases where required.

Each year contractual or statutory increases—including salaries and benefits, utilities, insurance, software contracts/ maintenance costs, and inflationary increases for library acquisitions—are automatically adjusted in the budget process. These costs are not discretionary and must be paid, and so are fully funded every year.

## Compensation Costs

Comprising about 79% of the total expenditures budget, compensation costs are the largest component of the University of Lethbridge's expenditure budget. Attracting and retaining faculty and staff continues to remain a Board of Governors' priority.

The University is in the second year of a three-year agreement with the University of Lethbridge Faculty Association. The Alberta Union of Provincial Employees contract was re-negotiated this year, with a three-year agreement expiring in June 2011. Exempt Support Staff, Administrative Professional Officers, and Senior Administration compensation rates are reviewed and set annually. We have used the rates set in the contracts and have estimated increases in years where the contracts are to be renegotiated.

With investment returns not meeting budgeted returns in the latter part of 2008, the financial position of the Universities Academic Pension Plan (UAPP) has eroded. With uncertainty regarding the future behaviour of the financial markets the UAPP's Board of Trustees has recommended an increase in contribution rates of 3%, effective July 1, 2009. This increase will be shared equally between employers and employees.

## Fixed Costs

While quite modest this year, fixed costs continue to grow and were a factor in developing the 2009-10 operating budget. Like compensation cost increases, these increases must be taken off the top of available new funds to cover the projected cost increases and provide for basic operating needs that are fixed or semi-fixed. There are four noteworthy increases and decreases in the fixed cost category:

1. Utility costs will show major increases over the next three years as energy prices increase and the University renews energy contracts that expire during this time. The University has signed fixed rate contracts for electricity and buys gas on a two-year basis with any consumption over the contract amount bought on the free market. With the increased number of buildings since the signing of the original electrical contract many of our buildings are not provided with electricity through our electrical contract.
2. There are no anticipated increases in insurance rates over the next four years.
3. There are anticipated increases in our software contracts and maintenance of \$30,000 per year and \$25,000 per year in the cost of our investment advisor for the next four years.
4. UBC has also included an adjustment to the Library acquisitions budget equal to the inflationary index anticipated for each year.

## Strategic Plan Allocations

Planning for the 2009-10 operating budget began in Fall 2008 at the same time that the Strategic Planning Committee was completing the 2009-13 Strategic Plan. The Board of Governors approved the Strategic Plan in December 2008 and the Plan was launched and communicated to the University community in January and February 2009. The UBC has developed a set of budget values and principles that have helped guide the budget process and that help realize the strategic priorities of the University. The following are the strategic directions that drove all budgetary decisions and reallocations to a select number of initiatives:

- **Our Commitment to Society** - The University of Lethbridge is committed to ensure we are a community focused institution and that our commitments to teaching, research and service are blended with those of the surrounding areas.
- **Our Commitment to Creativity, Inquiry and Discovery** - The University of Lethbridge stimulates and supports research, scholarship, and creative work in all areas in which we teach, and wherever possible we connect our research to the needs and aspirations of the communities we serve.
- **Our Commitment to Students** – We give students the best preparation for their future. We help students to identify strengths and overcome weaknesses. We seek to foster: a sense of responsibility for student's learning and personal development; effective student relations with peers and teachers; and student involvement in local, provincial, and national communities.
- **Our Commitment to Inspiration** – The University of Lethbridge aspires to inspirational teaching that ignites intellectual passion and stimulates a thirst for knowledge.
- **Our Commitment to Responsible Action** – We communicate with our internal and external communities so that our mission, goals, and work are well understood. We engage our alumni and other supporters in the activities of the University. We build the value of the University to society by developing mutually supportive relationships with government, individuals and organizations.

Several reallocations are being proposed in this budget that support the Strategic Plan. Due to fiscal constraints, UBC did not see it as being fiscally responsible in allocating the surplus funds available in 2009-10. These funds will be used in 2010-11 towards reducing the deficit. To meet institutional priorities and move the institution forward in the next year, UBC proposes to reallocate existing resources towards our strategic priorities. The tables below indicates the proposed allocations and how they relate to the strategic priorities of the institution.

**Strategic Direction: Confirm our place as a Comprehensive University**

<b>Strategic Priorities:</b>	<b>Budget Allocations:</b>
<ol style="list-style-type: none"> <li>1. Create and grow graduate programs and a culture of graduate education.</li> <li>2. Broaden our base of undergraduate programming.</li> <li>3. Grow the financial resource base of the University.</li> <li>4. Create a physical and intellectual environment that fosters and promotes creativity, research and innovation.</li> <li>5. Preserve and enhance our focus on teaching excellence.</li> <li>6. Hire excellent professors that contribute to the continued success of the University in teaching and research.</li> </ol>	<ul style="list-style-type: none"> <li>• Provide Advantage Awards (\$500K from carryover) to ensure every MA, MSc and PhD student admitted is guaranteed a minimum monthly income during their program.</li> <li>• Provide a Technology Integration support position in Curriculum Re-Development Centre.</li> <li>• Allocate \$300,000 to scholarships.</li> <li>• Provide for a University Archivist position.</li> <li>• Complete the stadium project.</li> <li>• Hire a Technology Transfer Officer in Research Services.</li> </ul>

**Strategic Direction: Enhance the Student Experience**

<b>Strategic Priorities:</b>	<b>Budget Allocations:</b>
<ol style="list-style-type: none"> <li>1. Refine and promote liberal education.</li> <li>2. Evaluate and evolve student recruitment strategies.</li> <li>3. Develop and implement student retention strategies.</li> <li>4. Expand internationalization of the University.</li> <li>5. Promote and enhance diversity within the University.</li> <li>6. Engage students in a welcoming environment that supports learning, discovery, and creativity and promotes model citizenship.</li> <li>7. Enhance the experience for FNMI students.</li> <li>8. Continue to encourage academic and administrative units to work together to enhance the student experience.</li> <li>9. Ensure the health, safety and security of students.</li> <li>10. Recognize and promote the essential role of staff in keeping the campuses welcoming, functioning and modern.</li> </ol>	<ul style="list-style-type: none"> <li>• Develop a tutoring program for students.</li> <li>• Provide additional support in the Scholarship and Student Finance Office.</li> <li>• Provide continuing support for student psychiatric services.</li> <li>• Provide a position in the International Centre for international recruitment.</li> <li>• Provide Advantage Awards to grad students.</li> <li>• Allocate \$300,000 to scholarships.</li> <li>• Provide \$200,000 for future recruitment initiatives.</li> <li>• Develop of University web pages to enhance student registration and experience.</li> </ul>

**Strategic Direction: Build Internal Community and Enhance Relationships with External Communities**

<b>Strategic Priorities:</b>	<b>Budget Allocations:</b>
<ol style="list-style-type: none"> <li>1. Continue to build a healthy, supportive and collaborative environment and culture that promotes students, faculty, staff, and alumni success and satisfaction.</li> <li>2. Continue to develop bridges to Lethbridge and southern Alberta communities.</li> <li>3. Strengthen links to regional centers of excellence in research and development.</li> </ol>	<ul style="list-style-type: none"> <li>• Provide for the University Archivist position.</li> <li>• Provide a position in the International Centre for international recruitment.</li> <li>• Completion of the stadium project.</li> <li>• Investment in the University Information Technology department and specifically the Web unit.</li> <li>• Opening of the downtown Penny Building.</li> </ul>

**Strategic Direction: Promote Access to Quality Post-Secondary Education**

<b>Strategic Priorities:</b>	<b>Budget Allocations:</b>
<ol style="list-style-type: none"> <li>1. Develop a sustainable strategy for delivering programs outside Lethbridge.</li> <li>2. Maintain and enhance working alliances with other educational service providers and stakeholders.</li> </ol>	<ul style="list-style-type: none"> <li>• Invest in the University Information Technology department and the Web unit.</li> <li>• Replace Tandberg videoconference equipment.</li> <li>• Provide one-time funding to Alberta Post-Secondary Application System.</li> <li>• Allocate \$300,000 to scholarships.</li> </ul>

**Strategic Direction: Enhance the Environmental Sustainability of the University**

<b>Strategic Priorities:</b>	<b>Budget Allocations:</b>
<ol style="list-style-type: none"> <li>1. Continue to transform the University into a sustainable community.</li> <li>2. Wherever possible, incorporate sustainability into teaching, learning and research.</li> <li>3. Promote sustainability inside and outside the University.</li> </ol>	<ul style="list-style-type: none"> <li>• Relocate Facilities compactor.</li> <li>• Invest in Facilities training programs.</li> <li>• Invest in Facilities electrical audit.</li> <li>• Invest in chemical inventory system.</li> </ul>



## 4.5 CONSOLIDATED BUDGET

(Figures are in thousands of dollars.)

	General Operating	Ancillary Enterprises	Restricted Funds	2009-10 TOTAL Approved Budget	2010-11 Proposed Budget	2011-12 Proposed Budget	2012-13 Proposed Budget
<b>REVENUE</b>							
Government and other grants	\$ 98,709	\$ -	\$ 12,112	\$ 110,821	\$ 113,731	\$ 116,728	\$ 119,816
Tuition and related fees	36,907	-	-	36,907	37,486	38,136	38,733
Sales of services and products	5,785	9,231	-	15,016	15,197	15,291	15,541
Gifts and donations	10	-	2,750	2,760	2,760	2,760	2,760
Investment income	5,000	49	75	5,124	5,122	5,123	5,123
Miscellaneous	1,053	-	206	1,259	1,051	1,051	1,051
Amortization of deferred capital contributions	6,300	-	-	6,300	6,425	6,554	6,685
	153,764	9,280	15,143	178,187	181,772	185,643	189,709
<b>EXPENSE</b>							
Salaries and benefits	107,838	2,683	7,731	118,252	122,278	129,523	137,412
Supplies and services	9,612	964	2,240	12,816	13,092	13,089	13,110
Repairs and maintenance	674	193	1,156	2,023	2,015	2,005	2,017
Cost of goods sold	195	3,412	-	3,607	3,641	3,711	3,786
Travel	2,790	40	791	3,621	3,622	3,622	3,623
External contracted services	2,194	583	432	3,209	3,215	3,279	3,345
Utilities	2,615	532	-	3,147	3,794	4,402	4,537
Scholarships, fellowships and bursaries	1,636	-	2,160	3,796	3,796	3,796	3,796
Professional fees	910	25	104	1,039	961	961	961
Interest on long term liabilities	275	125	-	400	400	400	400
Property taxes	13	139	-	152	187	195	205
Insurance	623	28	-	651	651	652	653
Equipment	2,802	242	529	3,573	3,780	3,736	3,809
Provisions	8,787	-	-	8,787	7,791	8,025	8,071
Amortization of capital assets	12,800	242	-	13,042	13,910	14,146	14,597
	153,764	9,208	15,143	178,115	183,133	191,542	200,322
<b>EXCESS OF REVENUE OVER EXPENSE</b>	\$ -	\$ 72	\$ -	\$ 72	\$ (1,361)	\$ (5,899)	\$ (10,613)

## 4.6 STATEMENT OF CASH FLOWS

(Figures are in thousands of dollars.)

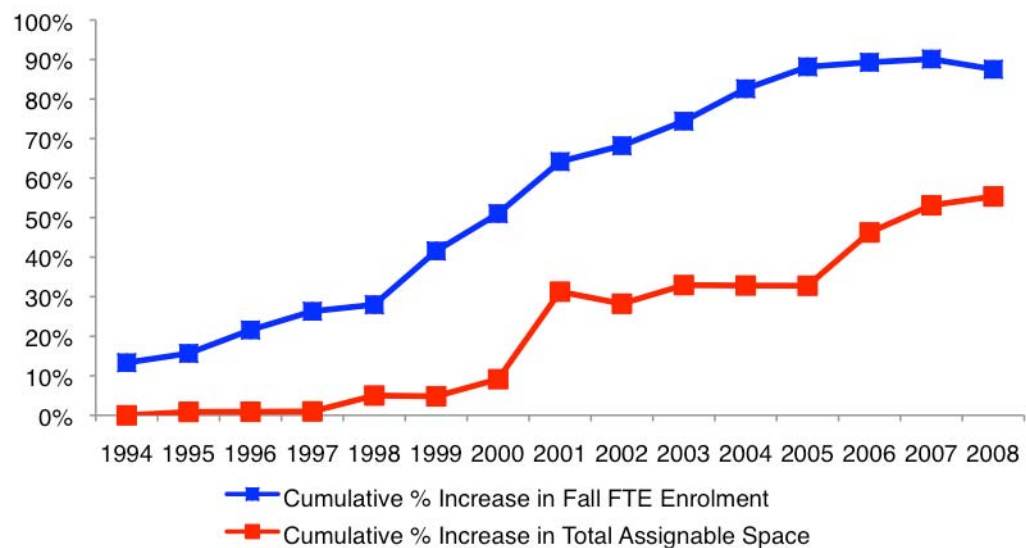
	2007-08 Actual	2008-09 Approved Budget	2009-10 Approved Budget	2010-11 Proposed Budget	2011-12 Proposed Budget	2012-13 Proposed Budget
<b>CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES:</b>						
Excess of revenues over expenses	\$ 6,814	\$ 177	\$ 72	\$ (1,361)	\$ (5,899)	\$ (10,613)
Non-cash transactions						
Amortization of unamortized deferred capital contributions	(6,284)	(6,500)	(6,300)	(6,425)	(6,554)	(6,685)
Amortization of capital assets	12,832	12,699	13,042	13,910	14,146	14,597
Loss on disposal of capital assets	254	-	-	-	-	-
Increase in long-term employee benefit liabilities	674	200	650	650	650	650
	14,290	6,576	7,464	6,774	2,343	(2,051)
Increase (decrease) in non-cash working capital	(5,068)	2,500	(1,000)	(1,000)	(1,000)	(1,000)
	9,222	9,076	6,464	5,774	1,343	(3,051)
<b>CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES:</b>						
Purchase of investments (net)	(31,482)	(3,000)	3,000	3,000	3,000	3,000
Capital asset additions						
Internally funded	(10,957)	(14,310)	(20,993)	(7,098)	(2,845)	(2,860)
Externally funded	(26,479)	(74,853)	(57,088)	(82,306)	(156,422)	(137,245)
Deposit on capital assets	(1,104)	-	-	-	-	-
Collection additions	(4)	(200)	(50)	(50)	(50)	(50)
Proceeds on disposal of capital assets	15	-	-	-	-	-
	(70,011)	(92,363)	(75,131)	(86,454)	(156,317)	(137,155)
<b>CASH PROVIDED BY (USED IN) FINANCING ACTIVITIES:</b>						
Capital contributions	51,412	74,853	57,088	82,306	156,422	137,245
Endowment contributions	1,614	500	500	500	500	500
Capitalized investment earnings (loss)	(266)	300	(1,000)	(1,000)	(1,000)	(1,000)
Increase (decrease) in capital construction holdbacks	(1,744)	-	7,808	1,132	6,986	(1,916)
Capital lease	524	-	-	-	-	-
Increase in asset retirement obligation	552	-	-	-	-	-
Decrease (increase) in long-term receivable	180	253	180	180	180	180
Long term debt repayments	(426)	(137)	(400)	(400)	(400)	(400)
	51,846	75,769	64,176	82,718	162,688	134,609
<b>INCREASE (DECREASE) IN CASH</b>	<b>(8,943)</b>	<b>(7,518)</b>	<b>(4,491)</b>	<b>2,038</b>	<b>7,714</b>	<b>(5,597)</b>
<b>CASH AND SHORT-TERM INVESTMENTS, beginning of year</b>	<b>34,978</b>	<b>34,978</b>	<b>27,460</b>	<b>22,969</b>	<b>25,007</b>	<b>32,722</b>
<b>CASH AND SHORT-TERM INVESTMENTS, end of year</b>	<b>\$ 26,035</b>	<b>\$ 27,460</b>	<b>\$ 22,969</b>	<b>\$ 25,007</b>	<b>\$ 32,722</b>	<b>\$ 27,125</b>

## 5.0 Capital Projections

### 5.1 SPACE TRENDS

Fall full-time enrolments have increased steadily at the U of L, almost doubling over the last 15 years from 4,244 FTEs in Fall 1993 to 7,956 FTEs in Fall 2008. Unfortunately, the amount of assignable space on campus has not grown at the same rate (Figure 7).

Figure 7: Cumulative Percentage Increase in Fall FTE Enrolment and Total Assignable Space, 1994 to 2008 (using 1993 as the base year)



As a result of the University's inability to keep pace with its growing enrolment, over the last 15 years the assignable space per Fall FTE has decreased by 2.8m<sup>2</sup>. Space concerns are evident across the institution as all units continue to search for more effective ways to use existing space. Our ongoing strategy is to renovate and optimize existing facilities, but the returns for this strategy are rapidly diminishing and existing facilities are operating at maximum capacity. To address the current enrolment pressures, new facilities must be built.

In 2010 there will be a significant increase in space on campus due to the scheduled completion of Markin Hall (for Health Sciences and Management). The Alberta Water and Environmental Science Building has provided more space in University Hall as a result of 11 principal investigators moving into the new facility.

The ongoing space crunch at the University is apparent in all aspects of its operation, as shown in Figures 8 and 9. Demand for office space is so acute that faculty members often share offices or are encouraged to work from home. In a University that prides itself on its service and availability to students this situation is unacceptable.

Figure 8: Total Assignable Space (m<sup>2</sup>) per Fall FTE Enrolment, 1993-94 to 2008-09

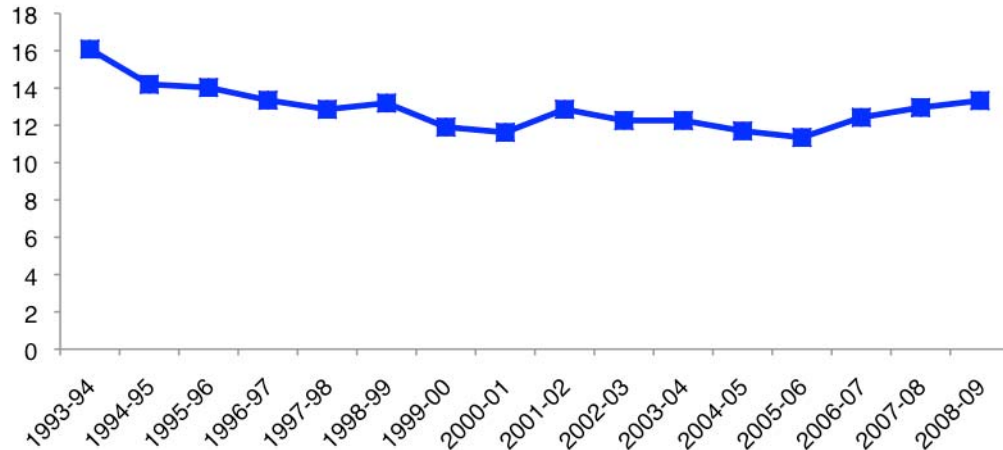
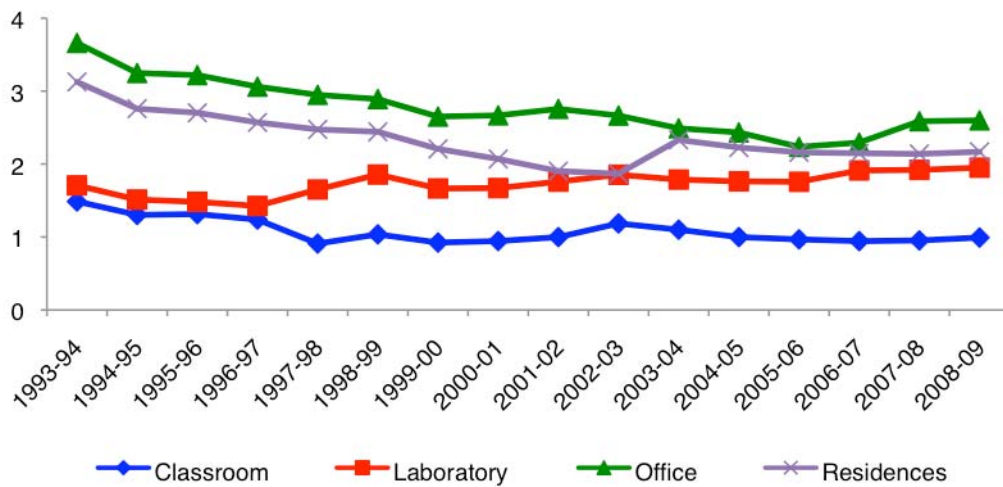


Figure 9: Assignable Space by Category (m<sup>2</sup>) per Fall FTE Enrolment, 1993-94 to 2008-09



From 1993-94 to 2008-09, the institution’s Fall FTE enrolment has grown from 4,244 to 7,959, an increase of 88%. During this time, though the assignable space on campus has increased by about 55%, the assignable space per Fall full-time student has *decreased* by 17% due to the dramatic rise in enrolment. Space pressures at the University of Lethbridge are very acute, especially when compared to other residential Alberta universities (Figures 10 and 11).

Figure 10: Gross Area by Type (m<sup>2</sup>) per Fall Head Count for the Alberta Residential Universities, (taken from the 2006-07 APPA Facilities Performance Indicators Report)

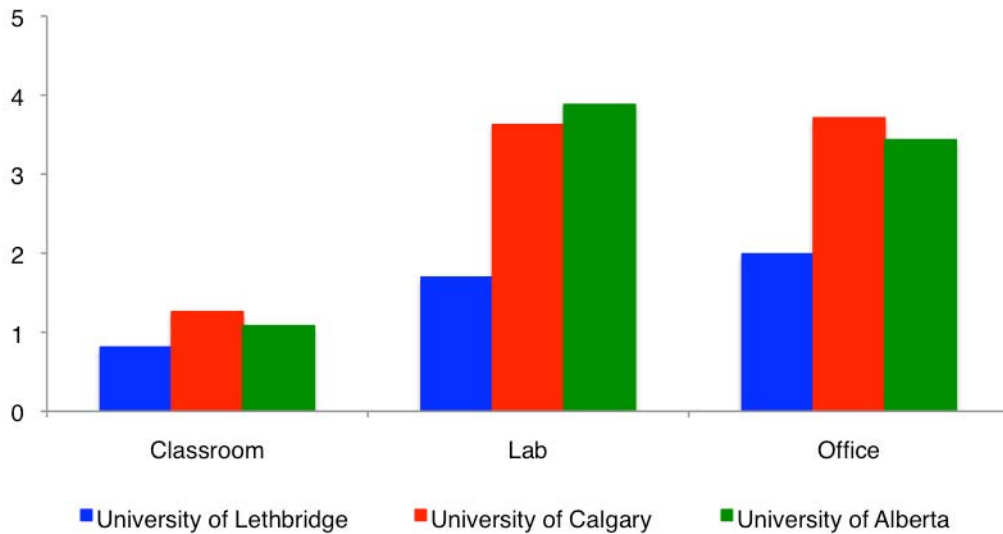
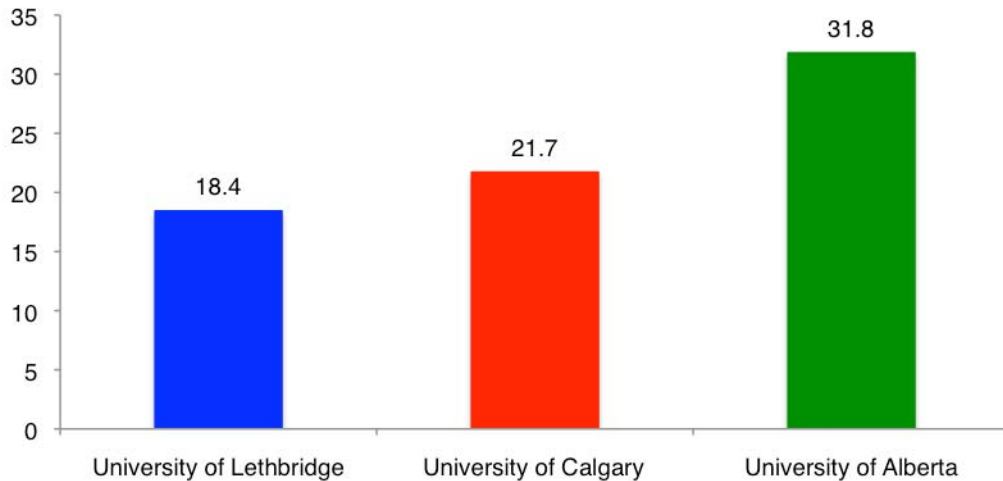


Figure 11: Total Gross Area (m<sup>2</sup>) per Fall Head Count for the Alberta Residential Universities. (taken from the 2006-07 APPA Facilities Performance Indicators Report)

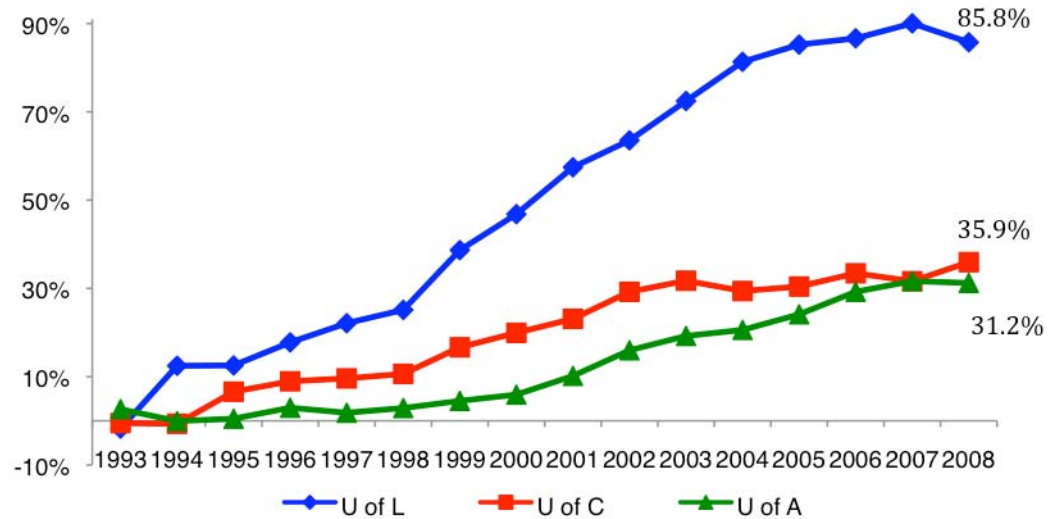


With many U of L spaces already renovated, creating new buildings is the only feasible solution to maintain the U of L's competitive position within Alberta's post-secondary environment.

## 5.2 CAMPUS SIZE

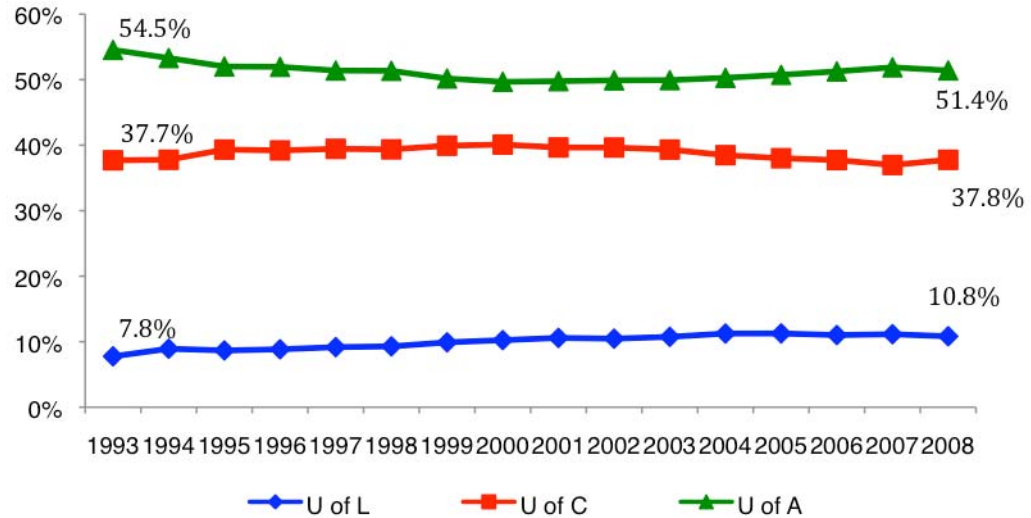
Enrolment growth at the University of Lethbridge has greatly outpaced that at both the University of Alberta (U of A) and the University of Calgary (U of C) (Figure 12).

Figure 12: Cumulative Percentage Increase in Fall Enrolment, 1993 to 2008



More compelling is the growth in Fall full-time enrolment as a percentage of all residential Alberta universities (Figure 13). The U of L's market share has risen by 3.0%, whereas the U of C's contribution has remained unchanged and the U of A's has decreased by 3.1%.

Figure 13: Fall Enrolment as a Percentage of all Alberta Residential Universities, 1993 to 2008



### 5.3 RESEARCH CAPACITY

To continue to excel in research, the U of L requires new facilities that provide dedicated space for research. These facilities would serve three main functions:

1. Allow for more collaboration with other Alberta-based institutions.
2. Allow the U of L to competitively attract and retain academic staff.
3. Increase the capacity for training by providing space for principal investigators and graduate and undergraduate students.

A good example of what competitive research space can do is the explosion of research activities, funding, and opportunities following the addition of the Canadian Centre for Behavioural Neuroscience facility.

Although the U of L has renovated University Hall to accommodate the growing needs of the institution to the best of its ability, converting office and classroom space in University Hall to accommodate research space needs is generally more costly than new construction for research space. There is also a concern with the appropriateness of having significant research activities in the same building that accommodates offices, classrooms, and student residences.

Phase 1 of the Alberta Water and Environmental Science building, completed in the Fall 2008, has provided research space in water related research. However, additional research space is still needed across all disciplines. The U of L continues to try to provide faculty with much needed research space to the best of its current funding and space constraints.

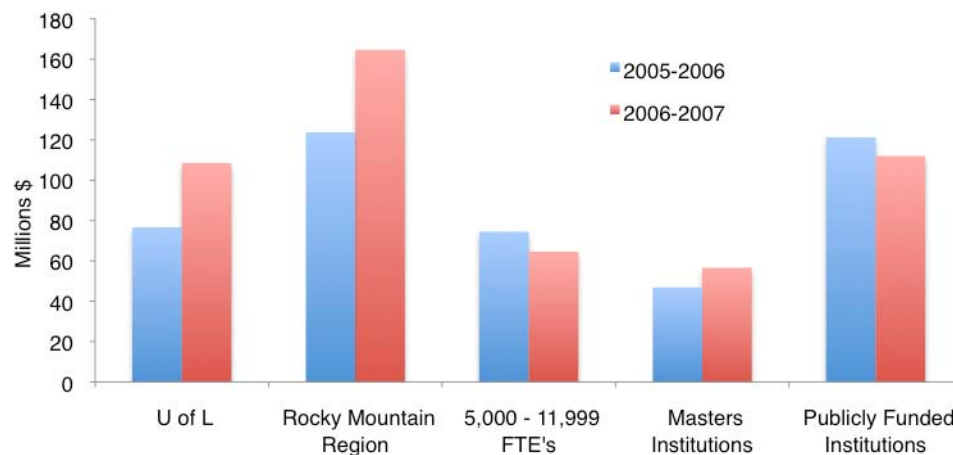
### 5.4 RENEWAL AND UPGRADING

The institution's first priorities in renewal and upgrading projects are addressing health and safety, energy conservation, and life cycle cost issues.

#### Deferred Maintenance

Over the past couple of years Advanced Education and Technology and Alberta Infrastructure has provided \$25,915,000 in capital grants to help address the deferred maintenance projects backlog. Most of this funding is being used to reduce deferred maintenance in the University Hall structure, building envelope, and safety system upgrades. Even with this recent Government funding the University has a Facility Condition Index (FCI) on all University buildings estimated at 13% (an FCI over 5% is considered a concern).

Figure 14: Deferred Maintenance Backlog by Institution Type, 2006-07 (Source: Association of Higher Education Facilities Officers)





## Infrastructure Upgrades

When new buildings are required on campus the services that support these buildings must be upgraded. The current central power plant in University Hall can service the Alberta Water and Environmental Building and Markin Hall, but a new power plant is required to accommodate any further facilities on campus, or auxiliary services will have to accompany new construction projects. The Campus Master Plan calls for developing a second energy centre as new facilities are being constructed.

## 5.5 LONG-TERM PROJECTS

The University of Lethbridge reviews its capital plan annually and selects priority capital projects that best meets the goals and needs of the University while corresponding to Government business plans and priorities.

The University has identified the long-term projects in this section as priorities. Each project may be funded from different sources, as a particular project might be more suitable for government funding, whereas others are more likely to be funded by users or private donors. All are critical to the future development of the U of L.

For more detail on the University's capital plans, see the University's 10 year capital plan (<http://www.uleth.ca/vpadmin/listDocs?type=10>).

### Markin Hall (construction in progress)

Markin Hall, which will accommodate Management and Health Sciences, is currently under construction with a scheduled completion date in Summer 2010. Total projected project budget is \$65 million and Advanced Education & Technology has confirmed funding of this project of \$50 million, with the balance from fundraising efforts and matching grants.

The need for this project is a result of the Faculties of Health Sciences and Management growing at exceptional rates. The new facility is 9,638 square meters.

### Sports Stadium Project (construction in progress)

In April 2005, the City of Lethbridge examined the need and demand for sports fields within the city. The review determined that the most feasible solution would be for the City and the University to share a sports field complex that would meet the needs of both parties. The City of Lethbridge has partnered with the University and is contributing \$3.73 million towards the total project budget of \$11.6 million. The University has received a \$2 million grant from the Major Communities Facilities Program (MCP) and is funding the remainder of the project with external fundraising efforts and University funds. This multipurpose complex will meet the needs for track and field, rugby, football, intramurals and other University and city athletic programs.

### Science Complex

As a comprehensive university, the University of Lethbridge has a strong commitment to research. Lab-based science departments at the U of L face a critical need for modernized space for research, instruction, and administration. These departments – Geography, Biological Sciences, Chemistry and Biochemistry, Psychology, Physics, and Education – have outgrown their current space:

- They are increasingly strained to accommodate new graduate or undergraduate students.
- Their facilities are outdated and do not provide space for modern research or instruction.
- Their use of this space for laboratories creates health and safety risks for these students and other residents of University Hall.
- They have no space to work together towards innovative and collaborative research.

After analyzing several alternative solutions, the U of L has concluded that the best way to address the need for modernized space in the lab-based science departments is to construct a new comprehensive science facility.

### Central Plant Facility

The University's existing central plant facility can handle the new Alberta Science and Environmental Science Building, Markin Hall, and the Sports Stadium. Future facilities will require another central plant facility to accommodate their infrastructure needs.

### Daycare Facility (construction in progress)

Available daycare services within the City of Lethbridge are in short supply, with families often being placed on waitlists for a childcare space. The University is building a daycare facility that can accommodate 54 childcare spaces, to be located near the residence village. This 418 gross square metre facility will be accessible for use by University students, faculty, and staff. Students, faculty, and the University of Lethbridge have provided funding for the \$ 2 million project, which is scheduled for completion in December 2009.

### Health Sciences High-Fidelity Simulation Suite

Simulation of patient care situations is a foundational approach to teaching baccalaureate nursing students physical nursing skills, while assessing their knowledge base and ability to critically apply this knowledge in clinical decision-making. With the growing numbers of students in our nursing programs and the proposed addition of a baccalaureate after degree in nursing, it would be beneficial to establish a Health Sciences High-Fidelity Simulation Suite for use by third and fourth year nursing students. This facility requires approximately 1,850 square feet.

### Distributed Learning Centre

The University of Lethbridge is working towards adopting 21<sup>st</sup> century learning systems and technologies. One of the central strategies involves supporting blended learning opportunities across all programs of instruction and research environments at the University. We use "blended learning" to mean applying physical and virtual learning methodologies to facilitate learning. Blended learning has two major goals: (1) to accommodate a variety of learning styles; and (2) to provide increased access to learning opportunities. In doing so, we can both support the individual learning needs of those who are taking courses on our campus as well as provide learning opportunities to those who are unable to physically attend the campus.

To engage in blended learning requires a "Distributed Learning Centre" (DLC). The DLC would be a significant enhancement to the activities currently being conducted through the CDRC, and would include space for:

- Enhanced video-conferencing facilities.
- Dedicated production rooms.
- Web design and interface lab.
- User support.

### Research Transition Facility

*The Roles and Mandates Framework for Alberta's Provincially Funded Research and Innovation System Consultation* calls for increased support for knowledge-based industries. Developing commercialization support services would stimulate innovation and commercialization. A regional centre is congruent with this vision. The University of Lethbridge is well suited to accommodate such a facility on its campus, which would promote the research innovation mandate of the Province.

## Student Residences

The U of L only has student residence beds for about 8% of its Lethbridge campus student population. 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 set a goal previously that it would provide up to 20% of its on-campus student population with residence accommodations. The University will likely build more student residences over the next 10 years.

## Office/Classroom/Cultural Centre

The U of L art collection is one of the finest in Canada, with over 14,000 works of art. In building the collection, the U of L committed to making the collection accessible for teaching and research. A larger, more accessible exhibition space in a Cultural Centre will make the collection more available through exhibitions and public programs, and will provide the U of L's Museum Studies students with experience necessary for careers in the cultural sector. The expansion of the gallery would also allow more access to students, from the U of L and from other institutions, in this field of study and research.

The Cultural Centre will also include a First Nations, Métis and Inuit (FNMI) social/cultural space. The University is committed through its strategic plan to enhancing the experience for FNMI students and to develop programming niches at the undergraduate and graduate levels. Over the next 10 years the U of L will require another office/classroom complex to meet the facility demands of the student population and associated faculty offices and research space.

## Expansion of Canadian Centre for Behavioural Neuroscience Building

The University of Lethbridge recently announced the first Alberta's AHFMR (Alberta Heritage Foundation for Medical Research) Polaris Award, the richest health research award in Canada. To accommodate the additional researchers associated with this award requires renovations and an addition to the Canadian Centre for Behavioural Neuroscience.

## Alberta Water and Environmental Science Building (Phase 2)

Phase I of the AWESB was officially opened on November 13, 2008. Phase I accommodates over 20 researchers and up to 150 supporting technicians, graduate students, and doctoral candidates from the Biological Science, Geography, and Physics and Astronomy. The building also contains individual and shared laboratory spaces, and an aquatic research facility. Phase 1 facilitates the base program for water-based research; Phase 2 (3200 gross square metres) is for future growth of the base program and will accommodate externally-funded programs.

## University Hall and Anderson Hall Renovations

After Management and Health Sciences move into Markin Hall in 2010, the vacated spaces in University Hall and Anderson Hall must be renovated to accommodate new functions and programs. The University is currently evaluating program and function needs that can be accommodated in the vacated spaces.

## Dr. Foster James Penny Building Upgrades

The University received a donation of a building in downtown Lethbridge in 2007. The building is in good physical condition, although it needs some renovations to bring it to current building codes and to facilitate University use of the space. The University intends to put Faculty of Fine Arts programming, including student artwork exhibits and possibly School of Health Sciences Community Wellness programming into the facility. The general consensus for use of the building is to connect with the Lethbridge community.

## Physical Education Building Upgrades

The 1<sup>st</sup> Choice Savings Centre for Sport and Wellness was added on and attached to the existing Physical Education Building, which is approximately 40 years old. Some of the original facility was not renovated with the new building addition and thus needs to be upgraded.

## Tunnel and South Plaza Replacement

The tunnel connecting the 1<sup>st</sup> Choice Savings Centre and the University Library was constructed in 1971 and the south plaza above the tunnel was constructed in 1990. Both need major repairs or replacement.

Table 5: Priority Capital Projects, 2009 to 2013

		Estimated Project Cost (Dec 2008 dollars)
<b>New Facility Projects</b>		
1 Science Complex		
- Science Facility	224,452,800	
- Central Plant Facility	<u>29,927,040</u>	254,379,840
2 Daycare Facility		2,000,000
3 Health Sciences - Simulation Suite		1,246,960
4 Distributed Learning Centre		1,308,000
5 Research Transition Facility		10,000,000
6 Student Residences		13,217,776
7 Office/Classroom/Cultural Centre		
- Art Gallery	30,000,000	
- Office/Classroom Complex	<u>74,817,600</u>	104,817,600
<b>Total New Facility Projects</b>		<b><u>\$ 386,970,176</u></b>
<b>Expansion Projects</b>		
1 Canadian Centre for Behavioural Neuroscience (CCBN) expansion		10,000,000
2 Alberta Water & Environmental Sciences Building - Phase 2		<u>22,400,000</u>
<b>Total Expansion Projects</b>		<b><u>\$ 32,400,000</u></b>
<b>Preservation Projects</b>		
1 University Hall Renovations - vacated Faculty of Management space		7,314,925
2 Anderson Hall Renovations - vacated Faculty of Health Sciences space		1,973,886
3 Dr. Foster James Penny Building Upgrades (downtown facility)		6,133,158
4 Physical Education Building Upgrades		5,539,153
5 Tunnel & South Plaza Replacement		<u>3,161,000</u>
<b>Total Preservation Projects</b>		<b><u>\$ 24,122,122</u></b>
<b>TOTAL PRIORITY CAPITAL PROJECTS</b>		<b><u>\$ 443,492,298</u></b>
<b>Projects in Progress</b>		
1 Markin Hall (for Health Sciences & Management)		65,000,000
2 Deferred Maintenance Projects		18,415,000
3 Sports Field and Stadium		<u>11,200,000</u>
<b>Total Projects in Progress</b>		<b><u>\$ 94,615,000</u></b>

Note - Estimated Project Costs are in current dollars ( Dec 2008) and will be adjusted depending on construction start dates.

## 5.6 EFFECTS OF CAPITAL PLANS

### Program Expansions

The U of L continues its commitment to meeting the challenge of increased post-secondary demand on the provincial system. The institution is operating at capacity and proposed capital projects will accommodate current and future planned expansion.

To plan effectively and efficiently, the U of L selects program changes that share infrastructure and expertise as much as possible. The program expansions build on existing programs, which minimizes program development costs and shares infrastructure. Even where additional infrastructure is needed, the expertise gained from the existing programs will help to contain costs. For example, in information technology programs, the University's state-of-the-art network and computer laboratories provide an effective shared resource.

### Demand for Effective Technology

All new instructional space will have an appropriate level of technology, including network access and multimedia instructional capacity. This will support the U of L's goal of remaining a leader in the effective use of technology in learning and research.

The demand for increased technology in the classrooms, labs, and administration puts additional pressures on the U of L's resources. To remain a leader in the use of technology, the U of L has a unique and cost-effective approach to replacing computers for teaching and administration functions.

The academic equipment replacement program supports a scheduled replacement of existing teaching equipment in the faculties/school. This allows the faculties/school to ensure equipment and technology is up-to-date. The program is being funded by a total annual allocation of \$1 million from the University's operating budget.

### Life-Cycle Costs

When planning the expansion of its facilities, the University ensures life-cycle costs of its facilities are minimized. Energy efficiency and ease of maintenance are integral to building planning.

### Energy Efficiency

All new capital facilities and new renovations will take into consideration the Leadership in Energy and Environmental Design (LEED) specifications. The University believes this is socially responsible and it also lowers operating costs for the life of the building. The new Markin Hall and the AWESB are being constructed to achieve a LEED Silver certification. The 1<sup>st</sup> Choice Savings Centre for Sport and Wellness was also built to this certification.

### Library Resources

The issue of limited library resources continues to be of concern for the U of L. The University struggles with the need to commit more dollars to improving the library collection in all disciplines, trying to keep pace with inflation, copyright issues and anticipating the issue of digital resources and what affect this will have on curriculum needs now and into the future.

## 5.7 CAPITAL BUDGET

Figures are in thousands of dollars.

	2009-10 Approved Budget	2010-11 Proposed Budget	2011-12 Proposed Budget	2012-13 Proposed Budget	2013-14 Proposed Budget
<b>SOURCES OF FUNDS</b>					
Major Capital Projects:					
Fund Raising/External Sources	14,941	-	10,000	15,000	-
Provincial Government	44,546	63,305	140,922	116,745	21,000
Research Agencies	3,243	-	-	-	10,000
University Contributions	18,073	4,218	-	-	-
	80,803	67,523	150,922	131,745	31,000
Infrastructure Maintenance (IMP) Grant	2,043	2,200	2,200	2,200	2,200
Indirect Research Costs Grant	300	300	300	300	300
Alberta Infrastructure & Transportation	6,015	2,500	3,000	3,000	2,715
University contributions	740	700	665	680	680
University Capital Reserves	2,180	2,180	2,180	2,180	2,180
<b>TOTAL FUNDING</b>	<b>\$ 92,081</b>	<b>\$ 75,403</b>	<b>\$ 159,267</b>	<b>\$ 140,105</b>	<b>\$ 39,075</b>
<b>CAPITAL EXPENDITURES</b>					
Major Capital Projects:					
Markin Hall	15,000	-	-	-	-
Sports Stadium	3,500	-	-	-	-
* Science Facility	-	50,000	124,453	50,000	-
* Central Plant Facility	-	-	10,000	19,927	-
Daycare Facility	2,000	-	-	-	-
* Health Sciences - Simulation Suite	-	1,247	-	-	-
* Distributed Learning Centre	-	-	1,308	-	-
* Research Transition Facility	10,000	-	-	-	-
* Student Residences	9,000	4,218	-	-	-
* Art Gallery	-	-	5,000	15,000	10,000
* Office/Classroom Complex	-	-	7,000	46,818	21,000
* CCBN expansion	10,000	-	-	-	-
* Alberta Water & Environmental Sciences Bldg - Phase 2	22,400	-	-	-	-
* University Hall - vacated Management space	-	7,315	-	-	-
* Anderson Hall - vacated Health Sciences space	-	1,974	-	-	-
* Dr. Foster James Penny Building (Downtown)	6,133	-	-	-	-
* Physical Education Building upgrades	2,770	2,770	-	-	-
* Tunnel & South Plaza Replacement	-	-	3,161	-	-
	80,803	67,523	150,922	131,745	31,000
Capital Maintenance & Facility Upgrade (includes deferred maintenance)	8,358	5,000	5,500	5,500	5,215
Equipment					
Arts and Science	700	700	700	700	700
Education	100	100	100	100	100
Management	70	70	70	70	70
Fine Arts	200	200	200	200	200
Health Sciences	25	25	25	25	25
Administrative Support Units	160	160	160	160	160
Sports and Recreation/Athletics	150	150	150	150	150
Motor Vehicles	35	35	35	35	35
Information Technology	620	620	620	620	620
Library	20	20	20	20	20
Facilities	100	100	100	100	100
	2,180	2,180	2,180	2,180	2,180
Ancillaries					
Parking	300	300	300	300	300
Bookstore	10	10	10	10	10
Printing	60	80	90	60	60
Housing	215	220	175	220	220
Catering and Food Services	135	75	75	75	75
Conference Services	10	5	5	5	5
Ancillary Services Director	10	10	10	10	10
	740	700	665	680	680
<b>TOTAL CAPITAL EXPENDITURES</b>	<b>\$ 92,081</b>	<b>\$ 75,403</b>	<b>\$ 159,267</b>	<b>\$ 140,105</b>	<b>\$ 39,075</b>

\* The Board of Governors has not formally approved these major capital projects. They have been submitted to Alberta Advanced Education and Technology as the University's capital priorities.

## 6.0 Enrolment Plan

The University of Lethbridge has a strong tradition of providing access to a university education for Albertans and other Canadians. The University is committed to providing increased access if the financial resources are available. Table 7 shows the planned program expansions for the next five years.

Table 6: Summary of Program Expansion, 2008-09 to 2012-13

GROUP	FLES	BY	FISCAL	YEAR	
	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Arts and Science</b>					
Bachelor of Arts	100	100	100	100	100
First Nations Transitions Program	24	24	24	24	24
<b>Education</b>					
Master of Education (Leadership)	5	24	22	32	22
Master of Education (FNMI Leadership)	15	15	15	15	15
Master of Counselling	42	42	42	42	42
<b>Management</b>					
Bachelor of Management	160	160	160	160	160
Bachelor of Management – other faculties	29	29	29	29	29
<b>Health Sciences</b>					
Bachelor of Nursing (NESA)	70	70	70	70	70
Bachelor of Nursing (NESA 2)	-	10	20	20	20
Bachelor of Nursing (After Degree)		3	42	56	56
Bachelor of Health Sciences (Addictions)	12	22	32	42	42
Bachelor of Health Sciences (Public Health)	15	39	76	109	130
<b>Graduate Studies</b>					
Master of Arts	40	40	40	40	40
Master of Fine Arts / Master of Music	-	6	12	15	15
Master of Science	133	133	133	133	133
Doctor of Philosophy	45	60	60	60	60