

University of
Lethbridge



UNIVERSITY OF LETHBRIDGE
2010-2014
BUSINESS PLAN



The University of Lethbridge

2010-14 Business Plan

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Accountability Statement

The University of Lethbridge Business Plan 2010-2014 was prepared under the Board's direction in accordance with the Government Accountability Act and ministerial guidelines established pursuant to the Government Accountability Act. All material economic, environmental, or fiscal implications of which we are aware have been considered in preparing this report.

Mr. Robert Turner, Chair, Board of Governors

Date:

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Executive Summary

This Business Plan is a comprehensive document, bringing together other plans – the University budget, the 2010-2014 Capital Plan, the Strategic Plan 2009-13, and the Institutional Access Plan 2010. It outlines the institution's direction over the next four years and provides the financial and capital plans for how we will get there.

ABOUT THE UNIVERSITY

As a Comprehensive Academic and Research Institution in Alberta Advanced Education and Technology's framework, the University of Lethbridge provides instruction from baccalaureate to doctoral studies and conducts research in a wide range of disciplines. The University of Lethbridge offers undergraduate degrees in the fine arts, health sciences, humanities, management, nursing, sciences, and social sciences, as well as graduate degrees at the Master's and Doctoral levels in a range of fields. To the U of L, being a comprehensive institution is about more than the slate of programs offered; it is about providing each student with a comprehensive learning experience – a liberal education that engages the whole student.

The University of Lethbridge continues to advance our status as a comprehensive institution and build on our reputation as an exceptional research and teaching institution. 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 leadership in research, enhancing our leadership in using technology to support learning, persevering in our efforts to involve First Nations, Métis and Inuit (FNMI) communities in university education and research, growing our Doctoral and Masters programs, and developing and implementing exciting new academic programs.

In addition to the budgetary challenge given the current fiscal environment, important challenges include: rising competition from other post-secondary institutions; planning for and accommodating a changing demographic of students; ensuring student success through recruitment, retention, and engagement strategies; providing adequate research facilities and funding the indirect costs of research; recruiting and retaining faculty members; and ensuring net assignable space meets student, faculty, and staff needs.

STRATEGIC DIRECTIONS AND PERFORMANCE MEASURES

The goals, objectives, strategies, and performance measures in this Plan find their foundation in the University's Strategic Plan. At the heart of the Strategic Plan 2009-13 is the goal of "continu[ing] to build a comprehensive university that advances its sense of community, engagement, diversity, and connection".

To help effectively address opportunities and challenges, the Strategic Plan sets 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 our progress related to this Business Plan: (1) enrolment; (2) graduate satisfaction; (3) graduate participation and employment rates; (4) administration expenditures; (5) research intensity; (6) research impact; and (7) research council grants. Annual reports track yearly progress on these performance measures.

BUDGET

The U of L presents a general operating budget of \$150.0 million for 2010-11, an increase of 1.84% over 2009-10. This increase is primarily due to one-time grants for 2010-11, as continuing provincial government

support will decrease by \$2.0 million (a 2.6% reduction in the general operating grant and EPE grants from 2009-10). Over the next four years, the University anticipates no increase to the operating grant and expects a slight decline in student enrolment. However, the U of L will continue to direct resources to our strategic directions.

In 2010-11, the U of L's general fund revenue budget will increase by \$2.7 million. Operating grants account for 66% of revenue in 2010-11; the revenue budget estimates no increases to government grants for the next three fiscal years. Fee revenue is projected to increase 1.0% for 2010-11 due to a tuition fee increase and credit hour changes in the academic units.

The University is in a position where expenditure line items have outpaced growth in revenues. Salaries and benefits are the largest components of the expenditure budget, comprising about 77% of the total budget. While the change is quite modest this year, 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 students, faculty, and staff. Available and appropriate space for research has also put strain and demand on current facilities. In addition to the need for *more* space, there is also a need for *improved* space; deferred maintenance costs and actual funding for facilities maintenance is only a fraction of the ideal funding levels to keep our facilities well-maintained and at functioning levels.

In the 2010-2014 Capital Plan, the U of L identifies priority capital projects for the next ten-years. The top priority projects for the U of L over the next five years are:

- Science complex (including required Central Plant facility and distribution systems).
- Student residences.
- Bow Valley College Expansion.
- Expansion of the Canadian Centre for Behavioural Neuroscience building.

These projects will help accommodate future planned expansion and continue our commitment to providing access to quality postsecondary education for Albertans and Canadians.

ENROLMENT PLAN

The University of Lethbridge has carefully planned program expansions and new programs to meet the student and labour demand. The University is committed to providing increased post-secondary access where financial resources permit.

1.0 Institutional Context

As one of four comprehensive universities in Alberta within the Roles and Mandates Policy Framework, the University of Lethbridge provides instruction towards baccalaureate and graduate degrees, and conducts comprehensive research activity (both pure and applied). Within this broad direction, the University of Lethbridge offers undergraduate degrees in the fine arts, health sciences, humanities, management, nursing, sciences, and social sciences, as well as graduate degrees at the Master's and Doctoral levels in a range of fields.

1.1. MANDATE STATEMENT

The University's mandate was approved by the Minister of Alberta Learning, now Advanced Education and Technology, on May 23, 2001. It is available at <http://www.uleth.ca/vpa/mandate.cfm>.

The University of Lethbridge is a Board-governed institution functioning under the Universities 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 undergraduate degrees in Education, Fine Arts, Health Sciences, Management and Nursing. As well, it offers a Master's degree in Education and Master of Arts and Master of Science degrees. 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 supports artists' workshops and in general makes available its cultural programs and facilities as well as its athletic facilities to the wider community in which it is located.

Over the past year, the U of L worked to define a new mandate. The proposed mandate has been approved by the Board to be submitted to the Minister for consideration.

1.2. STRATEGIC PLAN (2009-13)

Why We Exist

The University of Lethbridge exists to build a better society.

Where Are We Going

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

Our Fundamental Principles

Our Commitment to Society

- We cultivate responsible citizenship.
- We protect and encourage free inquiry and expression.
- We work for the public good.
- We are connected with the community.
- We adopt a global perspective.
- We promote diversity and ensure equal opportunity for participation.
- We promote gender equity.
- We increase the participation of FNMI peoples in all aspects of the University community.

- We promote a healthy lifestyle for our students, faculty, and staff.

Our Commitment to Creativity, Inquiry, and Discovery

- We encourage and support research, scholarship, and creative work.
- We conduct research in many forms.

Our Commitment to Students

- We give students the best preparation for their future.
- We strive to develop a culture of achievement and motivation among students.
- We are student-centred. Students give focus and meaning to the University of Lethbridge.
- We are a comprehensive university.
- We believe in excellence in undergraduate education.
- We are fully engaged in graduate education.
- We promote effective teaching and learning.

Our Commitment to Inspiration

- We inspire.
- We believe education is a journey not a destination.
- We expand horizons.

Our Commitment to Responsible Action

- We advance the interests of the University of Lethbridge.
- We practice procedural fairness.
- We are active and innovative in recruitment and retention.
- We practice sound financial and resource management.
- We use technology effectively.
- We are environmentally and socially responsible.

2.0 Opportunities and Challenges

At the centre of all U of L decisions are the Strategic Directions from the University's 2009-13 Strategic Plan. These directions inform all decisions at the University, including the development of this Business Plan.

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.**

In working towards these directions, there are both opportunities and challenges related to: enrolment and programming; staff, resources, and facilities; research; and delivery.

2.1. ENROLMENT & PROGRAMMING

Increased Competition

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

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. The University of Lethbridge *Institutional Access Plan, 2010-11 to 2012-13* identifies programming priorities over the next three years. Introducing new programs will be challenging given the current financial situation, however the U of L is committed to adding new programs that expand student opportunities and meet the needs of the province and our surrounding communities.

Growth in Graduate Education

The University's continuing growth 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. The University of Lethbridge continues to develop graduate programs to meet the demands of learners and the priority areas of the Government of Alberta, while enhancing the undergraduate learning environment.

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.

2.2. STAFF, RESOURCES & FACILITIES

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.

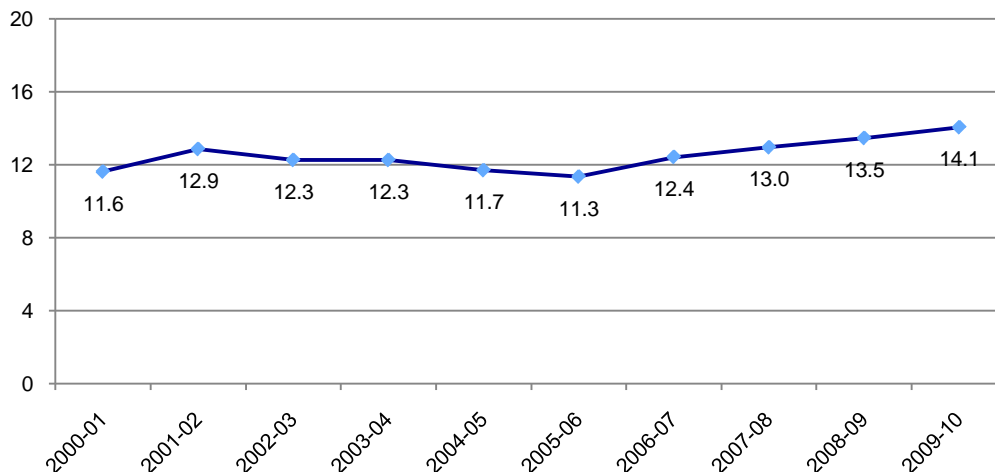
Resources

Like other public institutions, the University of Lethbridge is challenged in the current economic environment to maintain quality in all areas of our operation with diminished resources.

Space

The U of L faces an acute, ongoing lack of space. While new construction on campus (1st Choice Savings Centre for Sport and Wellness, Turcotte Hall) has helped (Figure 1), it will be essential to continue this commitment to ensure that there is adequate and appropriate space in order to meet the needs of our students, faculty, and staff. The upcoming opening in 2010 of a newly constructed facility, Markin Hall (for Health Sciences and Management), will hopefully alleviate some of the strain for new space with the additional space along with the capacity to renovate the vacated space in University Hall (Faculty of Management) and Anderson Hall (Faculty of Health Sciences).

Figure 1: Net Assignable Space per Student (sq.m. per Fall Enrolment), 2000-01 to 2009-10



2.3. RESEARCH

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.

Centres of Excellence

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.

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 for Global Population and Economy
- Canadian Centre for Behavioural Neuroscience
- Alberta Water and Environmental Science Building
- Board of Governors Research Chairs in Epigenetics
- Institute for Space Imaging Science (ISIS)

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) It will educate students to a higher standard by linking teaching and learning with research.
- (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.

2.4. DELIVERY

Technology

The University of Lethbridge continues to be a leader in the effective use of technology to support learning. In addition to high bandwidth Internet, research network access (including wireless), and state-of-the-art classrooms, the U of L is a provincial leader in videoconferencing.

The U of L is progressive in providing technology to our students. Student surveys consistently show that students find access to computer technology on campus to be excellent. 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.

Collaboration & Alternate Delivery

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; we 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.

3.0 Strategic Directions

Taken from the 2009-13 Strategic Plan, the Strategic Directions are the key areas of action to reach our preferred future, along with the associated Priorities and examples of specific actions.

The Strategic Directions and Priorities represent the goals of the University; the examples of specific actions are some of the strategies to reach these goals. In addition to the institution's own goals and actions, the Strategic Directions, Priorities, and budget allocations all contribute to the goals of various provincial units.

Several reallocations are being proposed in the 2010-11 budget that support the Strategic Plan. To meet institutional priorities and move the institution forward in the next year, the University Budget Committee (UBC) recommended to reallocate existing resources towards our strategic priorities. The tables that follow summarize the proposed allocations and how they relate to the strategic priorities of the institution.

Budget decisions were made within the context of the Strategic Plan. The University Budget Committee developed a set of budget values and principles around the Fundamental Principles from the 2009-13 Strategic Plan. The following principles and strategic directions drove the budgetary process and guided reallocation decisions:

Our Commitment to Society

The University of Lethbridge is a community-focused institution and blends our commitments to teaching, research, and service with the needs of our surrounding area.

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

The University of Lethbridge gives 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 students' learning and personal development; effective student relations with peers and instructors; 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

The University of Lethbridge communicates with our internal and external communities to ensure 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, industry, and organizations.

3.1. 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.
- **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.

- **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.

The Strategic Planning Committee is currently working on developing a new set of performance indicators to reflect progress on our Strategic Goals and Priorities. Relevant indicators will be incorporated into future business plans.

3.2. STRATEGIC PLAN 2009-13: DIRECTIONS AND PRIORITIES

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 an 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.

STRATEGIC PRIORITIES	EXAMPLES OF SPECIFIC ACTIONS	BUDGET ALLOCATIONS
<ol style="list-style-type: none"> 1. Create and grow graduate programs and a culture of graduate education. 2. Broaden our base of undergraduate programming. 3. Grow the financial resource base of the University. 4. Create a physical and intellectual environment that fosters and promotes creativity, research, and innovation. 5. Preserve and enhance our focus on teaching excellence. 6. Hire excellent professors that contribute to the continued success of the university in teaching and research. 	<ul style="list-style-type: none"> • Develop Doctoral and Masters programs in a broader range of disciplines. • Develop and enhance the programs and profile of the Centre for the Advancement of Excellence in Teaching and Learning. • Develop programming niches at undergraduate and graduate levels (e.g., M.Ed. FNMI). • 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). • Grow endowments to support student scholarships. • Expand our facilities to enhance our teaching and research. • Develop existing and new revenue streams, such as research funds, donations, and targeted capital funding. • Develop a new academic building that includes lab and classroom space. 	<ul style="list-style-type: none"> • Provision of Advantage Awards on a continuing basis to ensure every MA, MSc, and PhD student admitted will be guaranteed a minimum monthly income during their program. • Provision of \$300,000 to academic programming for graduate programs. • Completion of Markin Hall. • Completion of highly technical science labs in Alberta Water & Environmental Sciences Building.

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	BUDGET ALLOCATIONS
<ol style="list-style-type: none"> 1. Refine and promote liberal education. 2. Evaluate and evolve student recruitment strategies. 3. Develop and implement student retention strategies. 4. Expand the internationalization of the University. 5. Promote and enhance diversity within the University. 6. Engage students in a welcoming environment that supports learning, discovery, and creativity and promotes model citizenship. 7. Enhance the experience of FNMI students. 8. Continue to encourage academic and administrative units to work together to enhance the student experience. 9. Ensure the health, safety, and security of students. 10. Recognize and promote the essential role of staff in keeping the campuses welcoming, functioning, and modern. 	<ul style="list-style-type: none"> • Increase student residence space on campus. • Establish campus collegiums, places of belonging for students that enhance their connection to the University community. • Develop an FNMI social/cultural space. • Promote international exchange opportunities. • Enhance existing and provide new support structures for students. • Target scholarships and bursaries to increase participation by under-represented Albertans. • Establish an on-campus day care operation. • Continue to innovate and expand student use of computer technology and the Internet to access information. • Establish guaranteed scholarships for students that meet a certain academic standard. • Develop a bursary and scholarship system that rewards and highlights achievement, motivation, and participation in democratic and learning institutions. 	<ul style="list-style-type: none"> • Development of a tutoring program for students. • Provision of Advantage Awards to graduate students on a continuing basis. • Reallocation of \$380,000 from operating fund reserves for future strategic enrolment initiatives. • Development of University web pages to enhance student registration and experience. Work has started on a student portal website. • Strategic Enrolment Management committee continues to coordinate recruitment and retention efforts across all three campuses. • Implementation of the Student Recruitment and Retention project. • Quality Initiatives Program allocation to the Students' Union for student initiatives. • Expansion of student residences in the vacated University Hall space. • Work with Students' Union and the Graduate Students' Association to enhance the student experience.

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	BUDGET ALLOCATIONS
<ol style="list-style-type: none"> 1. Continue to build a healthy, supportive, and collaborative environment and culture that promotes student, faculty, staff, and alumni success and satisfaction. 2. Continue to develop bridges to Lethbridge and southern Alberta communities. 3. Strengthen links to regional centers of excellence in research and development. 	<ul style="list-style-type: none"> • Build more social spaces on campus. • Establish a community-friendly outreach presence in downtown Lethbridge in the Penny Building. • Develop arts facilities, including an art gallery, and academic space for the arts. • Continue to engage alumni to help promote the U of L. • 	<ul style="list-style-type: none"> • Partner with the City of Lethbridge to expand the community garden project on the U of L campus. • Investment in the University's Information Technology department, specifically the Web unit. • Re-opening the downtown Penny Building as a University facility. • Continue to support Science, Sports and Fine Arts Summer Camps. • Partner with the City of Lethbridge to build a facility to accommodate the U of L Music Conservatory in downtown Lethbridge.

D. Promote Access to Quality Postsecondary 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.

STRATEGIC PRIORITIES	EXAMPLES OF SPECIFIC ACTIONS	BUDGET ALLOCATIONS
<ul style="list-style-type: none"> • Develop a sustainable strategy for delivering programs outside of Lethbridge. • Maintain and enhance working alliances with other educational service providers and stakeholders. 	<ul style="list-style-type: none"> • Develop a strategy for the future of the Calgary and Edmonton campuses. • Explore the development of collaborative programs with other post-secondary institutions. • Develop a strategy for articulating blended program delivery using technology. • Explore the best means of meeting the needs of adult learners. 	<ul style="list-style-type: none"> • Investment in the University Information Technology department, specifically the Web unit. • Continuing support for Alberta Post-Secondary Application System (APAS). • Partner with Bow Valley College, Olds College and Athabasca University to form a Campus Alberta facility in downtown Calgary to provide increased access to post-secondary education for Albertans.

E. Enhance the Environmental Sustainability of the University

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

STRATEGIC PRIORITIES	EXAMPLES OF SPECIFIC ACTIONS	BUDGET ALLOCATIONS
<ol style="list-style-type: none"> 1. Continue to transform the University into a sustainable community. 2. Wherever possible, incorporate sustainability into teaching, learning, and research. 3. Promote sustainability inside and outside the University. 	<ul style="list-style-type: none"> • Develop an overall U of L sustainability strategy that includes ways to reduce the consumption of non-renewable energy and water. • 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. • Continue to meet ethical and environmental purchasing standards. • Develop further waste reduction strategies. • Develop a strategy to decrease the number of vehicles driven to campus. • Continue to use certified green cleaning products. 	<ul style="list-style-type: none"> • Work with the Students' Union to expand composting program on campus and recycling in the Students' Union Building (SUB). • Invest in Facilities training programs. • Support review of carbon footprint of renovations, alternations, and infrastructure renewal projects. • Partner with the City of Lethbridge to expand the community garden on the U of L campus.

3.3. RELATIONSHIP OF STRATEGIC PRIORITIES TO MINISTRY GOALS

U of L Strategic Directions	Related Government of Alberta Ministry Goals	
	<i>Advanced Education and Technology</i>	<i>Alberta Government</i>
A. Confirm our place as a comprehensive university.	Goal Two: A learner-centred, affordable advanced learning system accessible to Albertans Goal Three: Excellence in research, innovation and commercialization drives Alberta's future success	Goal One: Alberta will have a prosperous economy Goal Two: Albertans will be well prepared for lifelong learning
B. Enhance the Student Experience	Goal Two: A learner-centred, affordable advanced learning system accessible to Albertans	Goal Two: Albertans will be well prepared for lifelong learning
C. Build Internal Community and Enhance Relationships with External Communities.	Goal One: A globally recognized, quality advanced learning system meets the needs of Alberta Goal Three: Excellence in research, innovation and commercialization drives Alberta's future success	Goal One: Alberta will have a prosperous economy
D. Promote Access to Quality Post-Secondary Education.	Goal One: A globally recognized, quality advanced learning system meets the needs of Alberta Goal Two: A learner-centred affordable learning system accessible to Albertans	Goal Two: Albertans will be well prepared for lifelong learning
E. Enhance the Environmental Sustainability of the University.	Goal One: A globally recognized, quality advanced learning system meets the needs of Alberta	Goal Three: The high quality of Alberta's environment will be sustained.

4.0 Budget Information

4.1. BUDGET OVERVIEW

The University of Lethbridge is presenting a balanced general operating budget for the 2010-11 fiscal year, with a budget of \$150,002,319. The budget is an increase of \$2.7 million (1.8%) over 2009-10. As in previous years, budget decisions were made in consultation with the University Budget Committee (UBC) and the University's various budget units, within the context of the University's 2009-13 Strategic Plan.

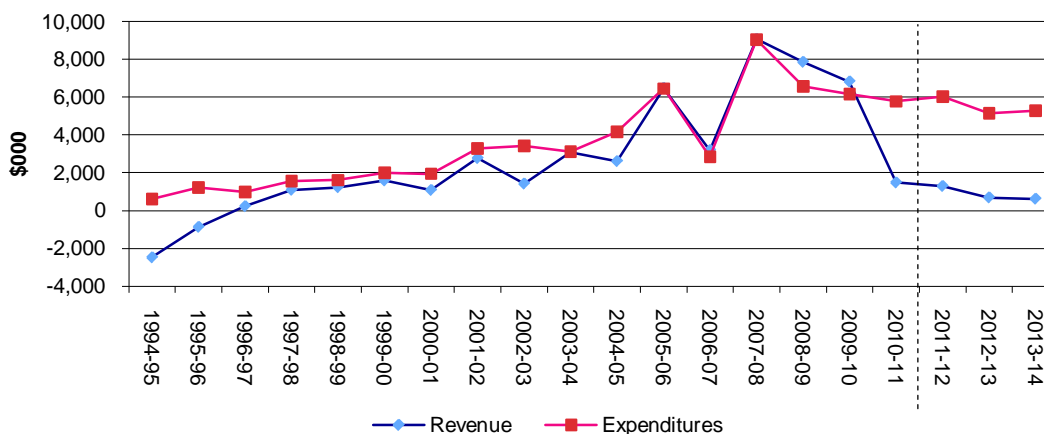
The University will be facing reductions to the operating grant in the 2010-11 fiscal year and expects to see continued reductions for the following three years. The expected reductions to the operating grant will likely be exacerbated by the anticipation that student enrolment will likely remain constant. This year's operating budget increase of \$2,746,904 over 2009-10 is largely the result of one-time grants for 2010-11. The unsustainable nature of these one-time grants will be a major budget challenge in upcoming years.

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 our strategic priorities. Despite the uncertain fiscal environment, the University is committed to our strategic priorities and enhancing our position as a comprehensive teaching and research university. As reductions are made to the operating budget, UBC has endeavored to direct scarce resources to these priorities to maintain our quality academic programs and services.

The budget process has several key features that guide decision-making. The budget process is an open process that:

- Allows for discussion between all units on campus;
- Aligns resources with strategic priorities;
- Examines the long-term consequences of short-term decisions;
- Concentrates on the long-term financial viability of the University; and
- Ensures the financial stability and growth of the institution.

Figure 2: Annual Changes in General Operating Revenue and Expenditures, 1994-95 to 2013-14



This four-year budget focuses on:

- Ensuring proper funding for student academic programs and services at the undergraduate and graduate levels;
- Dealing with issues around the attraction and retention of students; and
- Addressing internal infrastructure issues.

4.2. KEY BUDGET ASSUMPTIONS

The operating budget for the next four years has been modeled based on a number of assumptions. In making these assumptions, UBC has adopted a conservative approach to ensure that there will be sufficient resources to provide for a balanced budget.

Table 1: Key Assumptions for General Operating Budget Projections, 2010-11 to 2013-14

	2010-11	2011-12	2012-13	2013-14
Revenue				
Grant increase	- 2.6%	0%	0%	0%
Instructional fee increase	1.5%	1.5%	1.5%	1.5%
Expenditures				
Compensation				
Merit	2.5% to 4.0%	2.5% to 4.0%	2.5% to 4.0%	2.5% to 4.0%
Market	Pool est.	Pool est.	Pool est.	Pool est.
Benefits	5.0%	5.0%	5.0%	5.0%
Contracts	5.6%	5.3%	5.1%	5.0%
Utilities	0%	0%	4.6%	0%
Insurance	0%	0%	0%	0%

4.3. PROPOSED REVENUE BUDGET

The University's overall general fund revenue budget will increase by \$2.7 million in 2010-11. This increase is primarily due to increases in one-time grants. 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 annual variations in student enrolment can significantly affect tuition revenue. To accommodate possible changes in student enrolment, many of the Faculties have reduced their enrolment projections for the next few years.

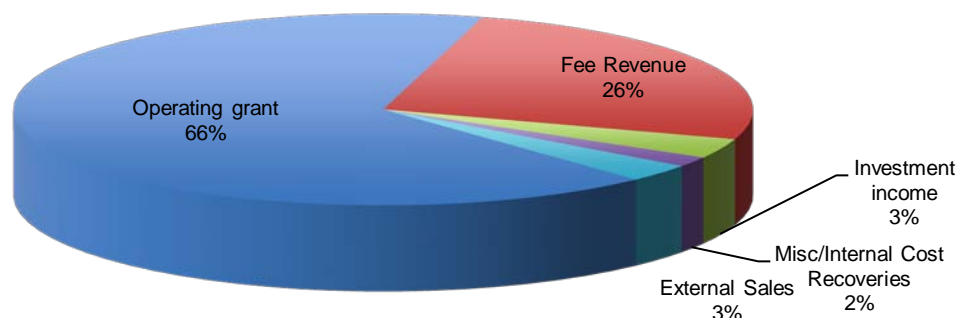
Over the past four years, the Government grant provided by Alberta Advanced Education and Technology (AET) has increased 6%; in 2010-11, AET introduced the Campus Alberta grant which combines the operating grant and Enrolment Planning Envelope (EPE) funding into one grant. The result of this will be a decrease in overall continuing provincial government support. At the same time, by combining these two grants we will be able to make strategic decisions on how to best meet student demand within budgeted resources. As of publication, the Government has not provided official information on increases beyond 2010-11, so we have estimated no increases for the next three years of the budget.

Table 2 and Figure 3 show general operating revenue by source. Capital, research, special purpose, endowments, or ancillary operations revenue are not included.

Table 2: General Operating Revenue by Source (Cash Basis), 2010-11

Grant Revenue	\$99,416,370	66.28%
Fee Revenue	38,552,740	25.70%
Investment Income	5,000,000	3.33%
Miscellaneous/Internal Cost Recoveries	2,549,733	1.70%
External Sales/Cost Recoveries	4,473,476	2.98%
Endowment/Trust Revenue	10,000	0.01%
TOTAL PROJECTED GENERAL OPERATING REVENUE	\$150,002,319	

Figure 3: General Operating Revenue by Source, 2010-11

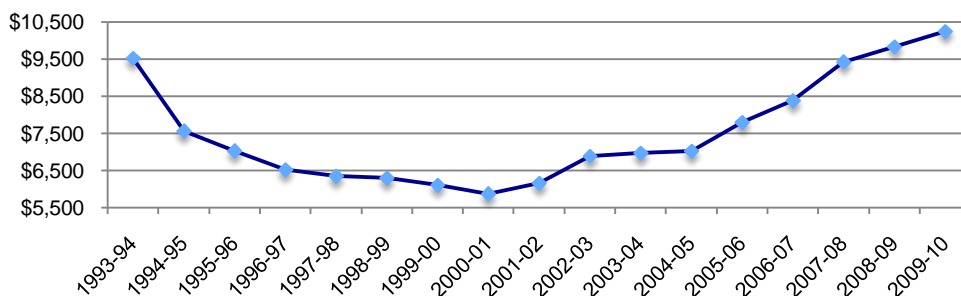


Grants

The single largest revenue item for the University is government grants, totaling \$99,416,370 (66%). Grant revenue includes both continuing and one-time funds. Overall continuing provincial government support will decrease by \$2 million in 2010-11, a 2.6% reduction in the general operating grant and EPE grants (now the single Campus Alberta grant) from last year.

In recent years, there has been a steady increase in the operating grant. In 2002 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) to 2009-10.

Figure 4: Change in General Operating Grant Per Full-Time Student, 1993-94 to 2009-10



The general operating grant per full-time student is not expected to follow this same increasing trend over the next four years.

In addition to the 2.6% reduction to operating funds under the Campus Alberta grant, the University will not receive continuing operating funds for new facilities that will become operational in 2010-11. The University will receive one-time funding from AET of \$1 million in 2010-11 for operating Markin Hall, the Penny Building, and the Sports Stadium. Beyond 2010-11, there are no anticipated funds to cover the operational costs of these facilities. The University will also receive \$1.7 million from AET in one-time funding to allow the University to make strategic decisions, address budget challenges, and to compensate for the significant reduction to EPE.

In addition to the reduced operating grant (\$2 million), the University faces a funding shortfall due to added costs:

- Projected contractual expenditure increases (2010-11) \$4,300,000
- Expected EPE growth expenditures for enrolment increases (2010-11) \$1,200,000
- Markin Hall operating costs \$1,000,000
- One-time voluntary retirement and layoff payouts \$1,700,000

Total Additional Costs

\$8,200,000

This leaves an operating budget expense shortfall of \$10,200,000. With one-time funding of \$2,700,000, the total funding shortfall in 2010-11 will be \$7,500,000.

Operating Grant Reduction	(\$2,000,000)
Additional Costs	(\$8,200,000)
Operating Budget Expense Shortfall	(\$10,200,000)
One-time Funding	\$2,700,000
TOTAL FUNDING SHORTFALL, 2010-11	(\$7,500,000)

Instructional Fees

Fees represent the second largest component of the University’s general operating fund revenue. For the fiscal year 2010-11, the University projects approximately \$38.5 million in fee revenue from instructional programs (credit and non-credit) and non-mandatory student related fees. This is an increase of \$1.6 million (1.0%) over the 2009-10 fiscal year, a result of tuition fee increases and credit hour changes within the academic units.

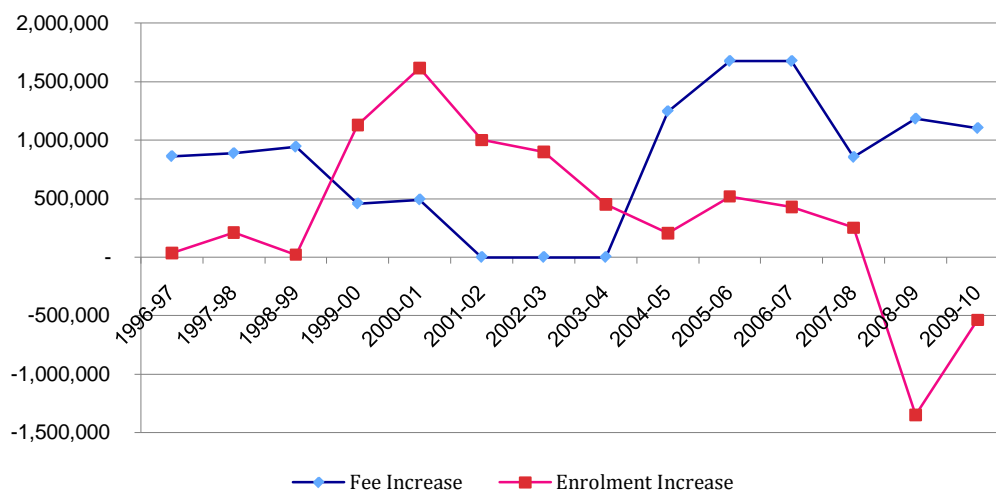
Table 3: Current and Projected Tuition and Related Fee Revenues, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Fee Revenue	\$36,906,625	\$38,552,740	\$39,012,940	\$39,491,140	\$39,903,340

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. Planned enrolment changes along with current and proposed instructional tuition fees are included with the Enrolment Plan (6.0 Enrolment Plan & Instructional Fees, p.35).

Figure 5 shows the revenue provided from instructional fees attributed to fee increases and enrolment growth since 1996-97.

Figure 5: Instructional Fee Revenue due to Enrolment Increase and Fee Increase, 1996-97 to 2009-10

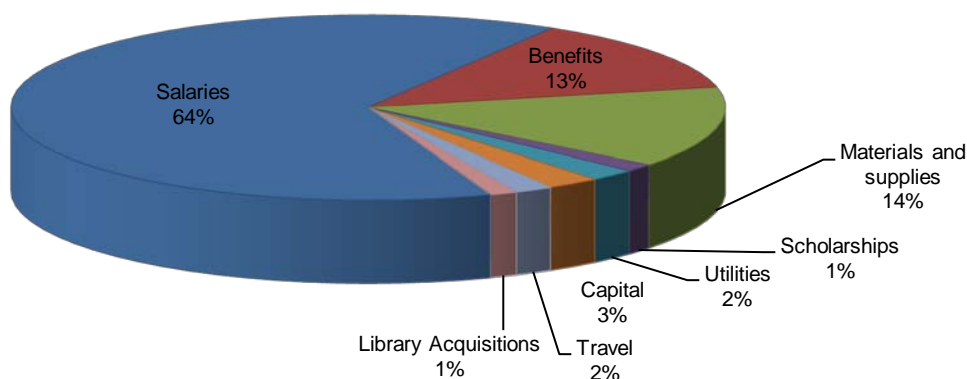


4.4. PROPOSED EXPENDITURE BUDGET

The University is in a position where our revenues have not grown in line with our expenditures. This is primarily due to limits on revenue growth, with fewer funds being provided through the provincial and federal governments and a limited ability to increase instructional and other fees.

As Figure 6 shows, the most notable components of the expenditure budget are salaries and benefits, which together comprise about 77% of the total budget (cash basis, excluding amortization).

Figure 6: Expenditures (Cash Basis), 2010-11



As in previous years, the starting point for the 2010-11 operating budget is the projection of the continuing cost base from 2009-10. Projected expenditures remain at prior year levels unless adjustments 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, and contracts/maintenance costs—are automatically adjusted for in the budget process. As these costs are not discretionary and must be paid, they are fully funded every year.

Compensation Costs

Comprising about 77% of the total expenditures budget, compensation costs (salaries and benefits) are the largest component of the University of Lethbridge's expenditure budget. Attracting and retaining faculty and staff continues to be a Board of Governors' priority.

The University is in the final year of a three-year agreement (to June 30, 2010) with the University of Lethbridge Faculty Association (ULFA). The Alberta Union of Provincial Employees contract was renegotiated two years ago, with the 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.

The Senior Administration group (the President, Vice Presidents, Associate Vice Presidents, Executive Directors, University Librarian, Associate University Librarians, Deans, and Associate Deans) will not take merit or cost of living increases for the 2010-11 year. This will result in savings of \$315,000 annually. The Senior Administration group also did not receive a cost of living increase in 2009-10.

With investment returns not meeting budgeted returns in the latter part of 2008 and 2009, 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 approved an increase in

contribution rates of 1.5% effective July 1, 2010. Likewise, the Public Service Pension Plan (PSPP) contribution rates increased 2.9% in January 2010. These increases are shared equally between employers and employees.

Fixed Costs

Fixed costs continue to grow and were a factor in developing the 2010-11 operating budget. While modest, these increases must be provided for out of existing funds.

Utility costs will not show major increases over the next four years as the University has signed a fixed rate contract for electricity, commencing in 2011. The University buys gas on a two-year basis with any consumption over the contract amount bought on the free market.

There are no anticipated increases in insurance rates over the next four years. Our software contracts and maintenance fees are anticipated to increase by \$50,000 per year for the next four years.

4.5. OPERATING BUDGET REQUIREMENTS

Senior administration remains committed to directing as many resources as possible towards achieving the priorities outlined in the Strategic Plan 2009-13. This four-year budget ensures that, given the uncertain fiscal environment, the resources are in place to meet our directions of providing quality education opportunities, superior support services, and a research base to enable the University to grow and maintain the qualities we are known for.

Based on the budget assumptions discussed earlier (4.2 Key Budget Assumptions, 18), the University will be facing deficits in each of the four years in the rolling budget. Based on this, the total required reductions in 2010-11 will be \$7.5 million.

Table 4: Proposed Operating Fund Budget Changes (\$000)

Proposed Operating Fund Budget Changes (\$000)				
	2010-11	2011-12	2012-13	2013-14
Prior year budgeted expenditures	\$147,255.2	\$157,553.6	\$161,052.1	\$166,527.1
Cost increases for existing programs				
Salaries & benefits	6,140.5	5,155.3	5,425.0	5,707.6
Professional fees	201.1	-	-	-
Insurance	-	-	-	-
Contracts	50.0	50.0	50.0	-
Utilities	-	-	-	-
Lights on costs – Markin Hall	1,000.0	-	-	-
Newly established EPE	1,200.0	-	-	-
VRP/layoff payouts	1,706.8	(1,706.8)	-	-
Operating fund requirements	\$157,553.6	\$161,052.1	\$166,527.1	\$172,234.7
Prior year budgeted revenue	\$147,255.2	\$ 150,002.3	\$ 147,779.5	\$148,240.7
Grant decrease	(2,050.6)	-	-	-
General fee increase	440.3	477.2	461.2	412.2
EPE fees rolled into operating	841.7	-	-	-
Misc. fees and other revenue	815.7	-	-	-
One time grant	2,700.0	(2,700.0)	-	-
Operating funds available	\$ 150,002.3	\$ 147,779.5	\$148,240.7	\$148,652.9
Annual reductions required	\$7,551.3	\$ 5,721.3	\$5,013.8	5,295.4
Cumulative additional funds/reductions required	\$7,551.3	\$ 13,272.6	18,286.4	\$ 23,581.8

Budget Adjustments

Reductions have been asked of each unit based on 5% of their original operating budget for the 2010-11 year. Units were given the latitude to balance either through reductions to expenditures or finding ways to increase revenue, with the stipulation that workload or costs could not be off-loaded onto other units. Although units were all asked to make equal reductions (as a percentage of their original operating budget), the University Budget Committee made decisions on balancing the operating budget based on the impact the reductions would have on the unit and the institution as a whole, as well as the effects on the institutional priorities from the Strategic Plan.

Several line items have not been adjusted within the budget due to contractual obligations or the requirements under the strategic priorities. These line items include:

- Library acquisitions;
- Faculty travel and study leave removal;
- Research grants;
- Faculty retention (Board Chairs and course relief);
- Scholarships and awards; and
- Contracts and utilities.

Several centrally administered initiatives have been implemented that will help the institution to reduce costs and ease the pressure of reductions on individual units.

- **Senior Administration Compensation Reduction** – Senior administration will not take any salary increases in 2010-11. The approved compensation for senior administrators will result in annual savings of approximately \$315,000.
- **Voluntary Early Retirement Proposals** – Voluntary early retirement plans for members of ULFA, AUPE, Exempt staff, APO, or Executive Directors were offered to employees. Forty-three faculty and support staff members applied for and were approved for voluntary early retirement. Although difficult to estimate, it is predicted that the University could save approximately \$1 million from the retirement and replacement of faculty members and approximately \$300,000 over the next two years for AUPE/Exempt/APO/Executive Directors.
- **Budget Unit Reviews** – Financial Planning has reviewed a number of units' operations over the past year. These reviews ensure that fees are charged at market rates, budgets meet expenditure needs, and sufficient funds are being set aside for future replacement of assets.
 - **Parking Services** – Parking Services has made several changes in line with the recommendations from the review that have allowed them to allocate \$300,000 to University operations on a continuing basis (\$200,000 to Facilities and \$100,000 to central funds).
 - **Graduate Studies Enrolment Planning Envelope** – The University has been able to provide an additional \$300,000 to academic programming for graduate programs, to stabilize the graduate student Advantage Awards by providing continuing funding on an annual basis, and provide \$150,000 to central funds.
 - **Ancillary Services** – Ancillary Services provides the University with an annual allocation of \$150,000 to be used to fund student initiatives (e.g. student scholarships, student residences). Ancillary Services will be providing an additional \$100,000 annually to help defer reductions in the operating fund.

4.6. CONSOLIDATED BUDGET

(Figures are in thousands of dollars.)

	General Operating	Ancillary Funds	Restricted Funds	2010-11 TOTAL Approved Budget	2011-12 Proposed Budget	2012-13 Proposed Budget	2013-14 Proposed Budget
REVENUE							
Government and other grants	\$ 99,416	\$ -	\$ 14,623	\$ 114,039	\$ 111,339	\$ 111,339	\$ 111,339
Tuition and related fees	38,553	-	-	38,553	39,030	39,491	39,903
Sales of services and products	6,915	9,514	-	16,429	16,584	16,854	17,140
Gifts and donations	10	-	5,244	5,254	5,254	5,254	5,254
Investment income	5,000	56	104	5,160	5,161	5,163	5,162
Miscellaneous	220	-	1,679	1,899	1,899	1,899	1,899
Unrealized investment income	2,904	-	-	2,904	2,904	2,904	2,904
Amortization of deferred capital contributions	9,700	-	-	9,700	9,894	10,092	10,294
	\$ 162,718	\$ 9,570	\$ 21,650	\$ 193,938	\$ 192,065	\$ 192,996	\$ 193,895
EXPENDITURES							
Salaries and benefits	\$ 112,866	\$ 3,044	\$ 8,746	\$ 124,655	\$ 128,182	\$ 132,519	\$ 132,963
Supplies and services	9,828	901	2,294	13,023	13,023	13,040	13,058
Repairs and maintenance	691	254	6,273	7,218	7,188	7,202	7,216
Cost of goods sold	198	3,421	-	3,619	3,684	3,755	3,830
Travel	2,541	28	815	3,384	3,384	3,385	3,386
External contracted services	2,296	575	467	3,338	3,397	3,461	3,476
Utilities	3,136	496	-	3,632	3,702	3,767	3,781
Scholarships, fellowships and bursaries	1,978	-	2,380	4,358	4,358	4,358	4,358
Professional fees	931	11	122	1,064	1,059	1,059	1,059
Interest on long term liabilities	275	125	-	400	400	400	400
Property taxes	9	111	-	120	144	151	159
Insurance	623	33	-	656	656	656	656
Equipment	2,690	269	553	3,512	3,454	3,405	3,472
Provisions	9,710	-	-	9,710	3,878	-	-
Amortization of capital assets	14,947	260	-	15,207	15,510	15,822	16,157
	\$ 162,718	\$ 9,529	\$ 21,650	\$ 193,897	192,020	192,981	193,970
EXCESS REVENUE OVER EXPENDITURES	\$ (0)	\$ 41	\$ -	\$ 41	\$ 44	\$ 15	\$ (75)
Unfunded Liability - UAPP	1,686	-	-	1,686	1,770	1,859	1,952
EXCESS REVENUE OVER EXPENDITURES	\$ (1,686)	\$ 41	\$ -	\$ (1,645)	\$ (1,726)	\$ (1,844)	\$ (2,027)

4.7. STATEMENT OF CASH FLOWS

(Figures are in thousands of dollars.)

	2008-09 Actual	2009-10 Approved Budget	2010-11 Approved Budget	2011-12 Proposed Budget	2012-13 Proposed Budget	2013-14 Proposed Budget
Cash provided from (used in) operating activities:						
Excess (deficiency) of revenues over expenses	\$ (7,600)	\$ 72	\$ (1,645)	\$ (1,730)	\$ (1,818)	\$ (1,911)
Add (deduct) non-cash items:						
Amortization of deferred capital contributions	(7,280)	(6,300)	(9,700)	(9,894)	(10,092)	(10,294)
Amortization of capital assets	14,098	13,042	15,207	15,511	15,821	16,138
Gain (Loss) on disposal of capital assets	68	-	-	-	-	-
Change in unrealized loss (gain) on investments	16,437	(1,000)	(2,000)	(2,000)	(2,000)	(2,000)
Change in employee future benefits liabilities	5,687	650	570	570	570	570
	21,410	6,464	2,432	2,457	2,481	2,503
Net change in non-cash working capital	11,746	6,808	(1,000)	(1,000)	(1,000)	(1,000)
	33,156	13,272	1,432	1,457	1,481	1,503
Cash provided from (used in) investing activities:						
Purchase of capital assets and collections, net of proceeds from disposals - Internally funded	(8,048)	(20,993)	(11,515)	(7,031)	(2,487)	(2,490)
Purchase of capital assets and collections, net of proceeds from disposals - Externally funded	(36,917)	(57,138)	(45,745)	(168,800)	(152,600)	(67,500)
Purchase of long-term investments, net of sales	(27,298)	3,000	(11,515)	1,969	513	(490)
Proceeds from other long-term assets	1,104	-	-	-	-	-
Endowment investment earnings	399	-	50	50	50	50
	(70,760)	(75,131)	(68,725)	(173,812)	(154,524)	(70,430)
Cash provided from (used in) financing activities:						
Endowment contributions	2,730	500	1,000	1,000	1,000	1,000
Capital contributions	53,852	57,088	45,745	168,800	152,600	67,500
Long-term liabilities - new financing, net of repayments	(217)	(400)	(200)	(200)	(200)	(200)
Change in other long-term assets	57	180	516	520	520	520
	56,422	57,368	47,061	170,120	153,920	68,820
Increase (decrease) in cash	18,818	(4,491)	(20,232)	(2,235)	877	(107)
Cash, beginning of year	25,658	27,460	22,969	2,737	502	1,379
Cash, end of year	\$ 44,476	\$ 22,969	\$ 2,737	\$ 502	\$ 1,379	\$ 1,272

5.0 Capital Projections

5.1. SPACE TRENDS

Over the last few years, the University has seen growth in enrolments and new buildings on campus. While these buildings have helped to meet some of the University’s space demands, there continues to be a critical need for offices, labs, classrooms, and residence spaces.

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. With many U of L spaces already renovated, creating new buildings is the only feasible solution to address current enrolment and research pressures and maintain the U of L’s competitive position within Alberta’s post-secondary environment.

The ongoing space crunch at the University is apparent in all aspects of our operation. 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.

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). This additional space along with the renovation of vacated space in University Hall and Anderson Hall will help alleviate some of the immediate need for new space.

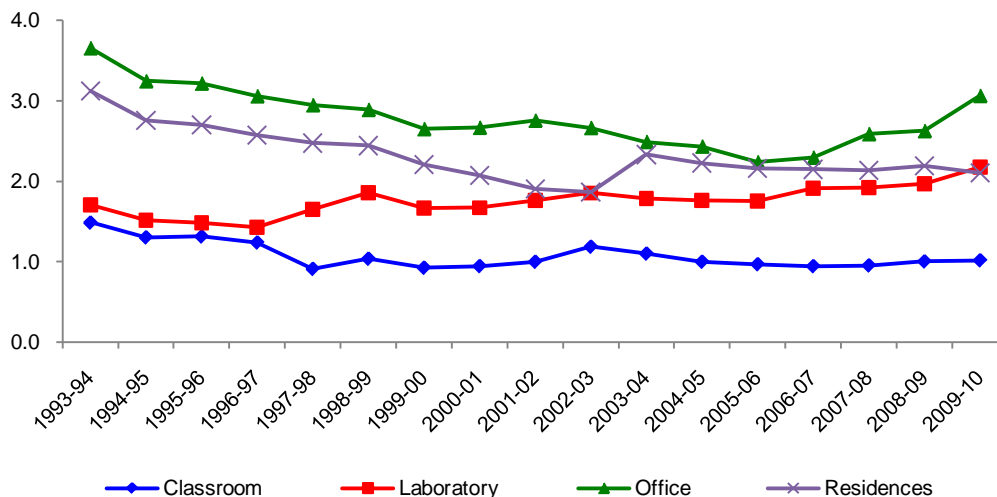
U of L is committed to ensuring that its buildings and facilities are safe, innovative, cost-effective, and environmentally sustainable.

5.2. INCREASING INSTITUTIONAL CAPACITY

Expanding Access

The University of Lethbridge is committed to providing students with the spaces to learn, study, and live on campus.

Figure 7: Net Assignable Space by Category per Fall Enrollment, 1993-94 to 2009-10



Residence space is a particular concern. The U of L can only accommodate approximately 8% of our current Lethbridge campus student population in student residences. Residence living is a key way in which institutions engage students, helping to integrate them into campus life. To provide this opportunity to more students, the University anticipates building more student residences over the next 10 years.

For students who live off-campus (by choice or necessity), it is essential to have access to a “home away from home” while on campus. The University is committed to creating common spaces for students across campus

to help create a sense of community. This includes space in the Library, as well as throughout other buildings on campus.

The U of L continues its commitment to meeting the challenge of increased post-secondary demand on the provincial system. 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. The U of L signed a memorandum of understanding with Bow Valley College in June 2009 to cooperatively investigate sharing facilities and services to enhance access to post-secondary programming in Calgary. This kind of collaborative approach is just one way in which the U of L will accommodate current and future planned expansion.

Expanding 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, 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 safety concern with significant lab-based 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.

Expanding 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 classrooms, labs, and offices 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.

5.3. 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. Currently, there are 41 buildings on campus with an average age of over 20 years.

Deferred Maintenance

In 2007 Advanced Education and Technology and Alberta Infrastructure provided \$25,915,000 in capital grants to help address the deferred maintenance projects backlog. Most of this funding has been 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 12% (an FCI over 5% is considered a concern).

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 existing facilities including the addition of 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.

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, the 1st Choice Savings Centre for Sport and Wellness, and the Alberta Water & Environmental Sciences Building were constructed to achieve a LEED Silver certification.

5.4. 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 following long-term projects as priorities (Table 5). 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 5 year capital plan (<http://www.uleth.ca/vpadmin/listDocs?type=10>).

Table 5: Priority Capital Projects, 2010-2014

		Estimated Project Cost	
		(January 2010 dollars)	
PRESERVATION PROJECTS			
1	Science Complex (University Hall Wet Lab Replacement)		
	- Planning Fees	700,000	
	- Science Facility	224,300,000	
	- Central Plant Facility & Distribution Systems	30,000,000	255,000,000
2	University Centre for the Arts		4,900,000
	- Air Quality Environmental Deficiencies		
3	University Hall Renovations		5,500,000
	- Vacated Faculty of Management Space		
4	Anderson Hall Renovations		1,800,000
	- Vacated Faculty of Health Sciences Space		
5	Dr. Foster James Penny Building Upgrades (downtown facility)		6,200,000
6	Physical Education Building Upgrades		5,600,000
7	Tunnel & South Plaza Replacement		3,200,000
Total Preservation Projects			\$ 282,200,000
EXPANSION PROJECTS			
1	Student Residences		13,500,000
2	Calgary Campus (expansion at Bow Valley College)		2,000,000
3	Canadian Centre for Behavioural Neuroscience (CCBN) Expansion		10,000,000
4	Alberta Water & Environmental Sciences Building - Phase 2		24,000,000
Total Expansion Projects			\$ 49,500,000
NEW FACILITY PROJECTS			
1	Distributed Learning Centre		1,300,000
2	Research Transition Facility		10,000,000
	Office/Classroom/Cultural Centre		
3	- Art Gallery	30,000,000	
4	- Office/Classroom Complex	75,000,000	105,000,000
Total New Facility Projects			\$ 116,300,000
TOTAL PRIORITY CAPITAL PROJECTS			\$ 448,000,000
PRJOECTS IN PROGRESS			
1	Markin Hall		65,000,000
2	Deferred Maintenance Projects		12,490,000
Total Projects in Progress			\$ 77,490,000

Preservation Projects

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 Kinesiology – 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.
- The 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.

There are a number of possible solutions to these problems, including renovation of existing space or construction of a new facility. After analyzing several alternatives, 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.

The University of Lethbridge submitted a proposal to Advanced Education and Technology and Alberta Infrastructure and Transportation regarding preliminary planning for such a facility.

Central Plant Facility

The University's existing central plant facility has the capacity to handle existing buildings and the new Markin Hall building. Beyond these facilities, any additional or new facilities will require the addition of another central plant facility to accommodate infrastructure needs.

University Centre for the Arts (UCA) – Air Quality Environmental Deficiencies

This building was designed using standards that are no longer acceptable in providing for the general use and special function as an instructional and laboratory classroom building for instruction in fine arts disciplines. The project will address the deficiencies in the mechanical and exhaust systems in the University Centre for the Arts.

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.

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 Faculty 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 1st 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 needs to be upgraded.

Tunnel and South Plaza Replacement

The tunnel connecting the 1st 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.

Expansion Projects

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 tend to perform better academically, integrate better into campus life programs, and generally have a more positive post-secondary learning experience. The University will likely build more student residences over the next 10 years.

Calgary Campus – Expansion at Bow Valley College

Bow Valley College is expanding its campus in downtown Calgary into a 10-story facility building south of its existing downtown Calgary campus. The U of L is partnering with Bow Valley College and is planning on moving its Calgary campus and occupying ½ of a floor in the new Bow Valley College campus space. The educational partnership involving Bow Valley College, Olds College, Athabasca University and the U of L will, besides showcasing Campus Alberta and providing an outstanding example of collaboration among Alberta post-secondary institutions, offer significant benefits to Alberta students, the partner institutions and the Ministry of Advanced Education and Technology.

In Fall 2009, the U of L's Calgary campus (located at SAIT) was home to 534 students. The proposed sharing will allow U of L to continue to serve our Calgary students to the same standard as students at our Lethbridge campus and to expand access in Calgary. The Bow Valley College space will allow the U of L to expand its current offerings in the Faculty of Management at our Calgary campus, as well as explore unique opportunities such as a CA Bridging program, a Management program tailored for new Canadians, and a part-time Masters in Management program. Other undergraduate and graduate programming opportunities may also be realized through this facility.

Expansion of Canadian Centre for Behavioural Neuroscience Building

In 2008, the University of Lethbridge 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 to accommodate externally funded programs.

New Facility Projects

Distributed Learning Centre

The University of Lethbridge is working towards adopting 21st 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.

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.

Art Gallery

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 (Art Gallery and Office/Classroom Complex) will also include a First Nations, Métis and Inuit (FNMI) social/cultural space. The University is committed through our strategic plan to enhancing the experience for FNMI students and to develop programming niches at the undergraduate and graduate levels.

Office/Classroom Complex

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.

5.5. CAPITAL BUDGET

Figures are in thousands of dollars.

	2010-11 Proposed Budget	2011-12 Proposed Budget	2012-13 Proposed Budget	2013-14 Proposed Budget	2014-15 Proposed Budget
SOURCES OF FUNDS					
Major Capital Projects:					
Fund Raising/External Sources	15,000	-	-	-	-
Provincial Government	14,200	142,300	135,100	63,000	31,000
Research Agencies	9,500	21,500	13,000	-	-
University Contributions	9,000	4,500	-	-	-
	47,700	168,300	148,100	63,000	31,000
Infrastructure Maintenance (IMP) Grant	5,633	4,850	2,200	2,200	2,200
Indirect Research Costs Grant	233	300	300	300	300
Alberta Infrastructure & Transportation	3,317	2,500	3,000	3,000	2,715
University Contributions	735	751	707	710	710
University Capital Reserves	1,780	1,780	1,780	1,780	1,780
TOTAL FUNDING	\$ 59,398	\$ 178,481	\$ 156,087	\$ 70,990	\$ 38,705
CAPITAL EXPENDITURES					
Major Capital Projects:					
Markin Hall	15,000	-	-	-	-
* Distributed Learning Centre	-	1,300	-	-	-
Calgary Campus - Bow Valley College Expansion	-	-	1,000	1,000	-
* Research Transition Facility	500	7,500	2,000	-	-
* Art Gallery	-	-	5,000	15,000	10,000
* Office/Classroom Complex	-	-	7,000	47,000	21,000
* Student Residences	9,000	4,500	-	-	-
* CCBN Expansion	8,000	2,000	-	-	-
* Alberta Water & Environmental Science Bldg - Phase 2	1,000	12,000	11,000	-	-
* UCA - Air Quality Deficiencies	2,250	2,650	-	-	-
* University Hall - vacated Management space	5,500	-	-	-	-
* Anderson Hall - vacated Health Sciences space	1,800	-	-	-	-
* Science Complex	700	125,000	99,300	-	-
* Central Plant Facility	-	10,000	20,000	-	-
* Dr. Foster James Penny Building (Downtown)	6,200	-	-	-	-
* Physical Education Building upgrades	-	2,800	2,800	-	-
* Tunnel & South Plaza replacement	-	3,200	-	-	-
	49,950	170,950	148,100	63,000	31,000
Capital Maintenance & Facility Upgrade (includes deferred maintenance)	6,932	5,000	5,500	5,500	5,215
Equipment					
Arts and Science	400	400	400	400	400
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	520	520	520	520	520
Library	20	20	20	20	20
Facilities	100	100	100	100	100
	1,780	1,780	1,780	1,780	1,780
Ancillaries					
Parking	300	500	500	500	500
Bookstore	67	-	-	10	10
Printing	100	65	88	60	60
Housing	163	48	34	50	50
Catering and Food Services	100	118	85	75	75
Conference Services	5	-	-	5	5
Ancillary Services Director	-	20	-	10	10
	735	751	707	710	710
TOTAL CAPITAL EXPENDITURES	59,397	178,481	156,087	70,990	38,705

Note: 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 & Instructional Fees

The University of Lethbridge has a strong tradition of providing an accessible university education to Albertans and other Canadians. The University is committed to providing increased access where financial resources permit.

6.1. INSTITUTIONAL ACCESS PLAN

Through the Institutional Access Plan the University of Lethbridge identifies program expansions and planned future programs. The following are the anticipated expansions and new programs from the Institutional Access Plan, 2010-11 to 2012-13.

Table 6: Planned Program Expansions and New Programs, 2010-11 to 2012-13

Program Expansions	<ul style="list-style-type: none"> • M.Ed. (General), Concentration in FNMI Leadership. • M.Sc. (Management), part-time. • B.Ed. • B.HSc. (Public Health). • B.Mgt., part-time. • B.N. After Degree.
New Programs	<ul style="list-style-type: none"> • Special Case Ph.D. in Demography. • Special Case Ph.D. in Economic Geography. • Special Case Ph.D. in Education. • Special Case Ph.D. in Knowledge and Culture. • Master of Nursing. • M.Sc. (Imaging Science). • B.A. (Spanish). • B.A./B.Sc., Multidisciplinary Studies in Trades Technology Occupations. • B.Ed. (Niitsitapi). • B.F.A. (Fashion Design). [In collaboration with Lethbridge College.] • B.F.A. (Interior Design). [In collaboration with Lethbridge College.] • B.HSc. (Aboriginal Health Studies). • B.Mgt./B.FA. (New Media). • B.Mgt., collaborative program with Red Deer College. • B.Mgt. (Petroleum Land Management). • B.Mgt. (Public Administration). [Edmonton campus] • B.Mgt., minor in Supply Chain Management. • B.Sc. (Remote Sensing). • B.Sc. (Statistics). • Accounting Bridging Program. • Support Program for Aboriginal Nursing Students.

6.2. INSTRUCTIONAL FEES

In 2007, Alberta Advanced Education and Technology introduced a new tuition policy. This policy rolled back tuition fees to the 2004-05 level and restricted fee increase to the annual average Alberta CPI (using a twelve-month period ending in June each year). The rate used for 2010-11 and 2011-12 increases is 1.5%; for 2012-13 and 2012-14, 2.0% was used based on the anticipation that the economic recovery will be underway by that time. These proposed increases are significantly lower than those used even a year ago – 4.1% for 2009-10 and 3.0% for the following three years.

The following table (Table 7) shows current and proposed instructional tuition fees (per course) for different student groups.

Table 7: Current and Proposed Per Course Instructional Tuition Fees, 2009-10 to 2013-14

	Actual 2009-10	% Increase	Proposed 2010-11	% Increase	Proposed 2011-12	% Increase	Proposed 2012-13	% Increase	Proposed 2013-14
Undergrad									
Canadian	477	1.5%	484	1.5%	491	2.0%	501	2.0%	511
Foreign	1,079	1.5%	1,095	1.5%	1,111	2.0%	1,133	2.0%	1,156
Graduate									
Canadian	560	1.5%	568	1.5%	577	2.0%	589	2.0%	601
Foreign	1,249	1.5%	1,268	1.5%	1,287	2.0%	1,313	2.0%	1,339
Co-op Fees									
	583	1.5%	592	1.5%	601	2.0%	613	2.0%	625
Mentorship Fee									
Management	280	1.5%	284	1.5%	288	2.0%	294	2.0%	300
M.Ed. Term Fees									
Program fee	330	1.5%	335	1.5%	340	2.0%	347	2.0%	354
Course fee	560	1.5%	568	1.5%	577	2.0%	589	2.0%	601
Part-time term fee*	1,076	1.5%	1,092	1.5%	1,108	2.0%	1,130	2.0%	1,153
Full-time term fee*	1,614	1.5%	1,638	1.5%	1,663	2.0%	1,696	2.0%	1,730
Master of Counseling									
Program fee	525	0.0%	525	0.0%	525	0.0%	525	0.0%	525
Course fee	1,150	0.0%	1,150	0.0%	1,150	0.0%	1,150	0.0%	1,150

Table 8 shows the credit hour profiles that each faculty and school has planned for the next four years to meet their budget requirements.

Table 8: Credit Hours by Faculty, 2008-09 to 2013-14

	Actual 2008-09	Estimated 2009-10	Proposed 2010-11	Proposed 2011-12	Proposed 2012-13	Proposed 2013-14
Arts and Science	98,222	96,881	95,796	95,796	95,796	95,796
Education	12,949	12,720	13,056	13,056	13,056	13,056
Management	34,914	34,142	33,338	33,338	33,338	33,338
Fine Arts	22,715	22,122	22,867	22,867	22,867	22,867
Health Sciences	9,495	10,514	10,045	9,409	9,210	9,612
TOTAL	178,295	176,379	175,102	174,466	174,267	174,669