

Questions	Answers
Government Funding / Performance Metrics	
<p>1. Could we please get more specific details on the performance metrics that are frequently mentioned? <i>(answered live during Town Hall)</i></p>	<p><i>The metrics outlined in the presentation are presently “up in the air” about which will be implemented and when, and which will not. On June 1-2020, the University received an email from the Minister of Advanced Education indicating that the Investment Management Agreement, which includes the performance metrics, will be delayed to a future date. The metrics range from student enrolment in different categories, to expenditure targets. More details of the metrics can be found on the University's Budget Website and the Budget Briefs</i></p>
<p>2. Will the UofL still be held to the performance metrics in light of COVID-19, or is there an indication from the government that this exceptional circumstance will be taken into account?</p>	<p><i>On June 1-2020, the University received an email from the Minister of Advanced Education indicating that the Investment Management Agreement, which includes the performance metrics, will be delayed to a future date.</i></p>
<p>3. Are the performance metrics targets all-or-nothing? If we meet six of the seven targets, for example, will we receive a percentage of the grant, or lose the full amount in jeopardy as penalty for that year? <i>(answered live during Town Hall)</i></p>	<p><i>Our understanding is that it is not “all-or-nothing.” There are percentages associated with each of the metrics that relate to the amount of “at risk” funding. We understand those percentages may change. For example, 40% of the metric value is associated with expenditures. Currently, those percentages are “up in the air” as to which will be implemented and when. As a university, we are quite comfortable in our ability to meet most of the metrics that can be controlled and influenced by the University, apart from the expenditure target which would be very challenging to meet.</i></p>
<p>4. If the government agrees to adjust the base year to account for the new building, what is the "best case"? <i>(answered live during Town Hall)</i></p>	<p><i>The best base year would be 2019-2020 since that is the year that the Science Commons Building was fully operational, and the expenses are reported in the financial statements.</i></p>

Questions	Answers
<p>5. Your numbers you presented do not add up to 20.25%. I get 3.16%, 6.60%, 5.11%, 5.38%, which either adds to 21.25%, or compounds to only 18.70%. Can you please comment on how you get your numbers, or where my mistake is?</p>	<p><i>The 4 year grant reduction %s total to 20.25%, and are the actual reduction % each year (from the previous year).</i></p>
<p>6. FoI would be interested in some conversation about what appears to me to be a need to increase sponsored research (direct engagement and funding from industry) while at the same time reducing total expenditures. It appears that this does not take into account how increased engagement with industry, relationship building, etc. may actually increase opportunities for faculty, students and others without incurring more expenditures. It may be difficult to achieve these revenue opportunities while downsizing the workforce. <i>(answered live during Town Hall)</i></p>	<p><i>We want to keep supporting Tri-Council applications despite increased demands on faculty and decreased availability of administrative support. We do very well in terms of research revenue and have excellent Tri-Council grant facilitators and will continue to work to increase research revenue. When we increase research revenue, there is a negative feedback loop in terms of increasing expenditures. The more we bring in as research revenue, the more we may be penalised with respect to the performance metrics as the research revenue contributes, in turn, to increased expenditures. We must be aware of this challenge in terms of the budget recommendations, and aware of challenges created by decreased administrative support due to budget reductions. Our ability to provide support is based on our success in granting applications (we receive more support from the Federal government based on increased success in grant applications), so must continue to grow research funding.</i></p>
<p>7. Are scholarships and stipends counted towards our expenditures? <i>(answered live during Town Hall)</i></p>	
<p>8. Does what Dr. Okine just said about the feedback loop from generating revenue into expenditures mean that we as faculty should consider ourselves discouraged from applying for grants?</p>	<p><i>We've been pushing government on the point that reducing expenditures means reducing research funding. The government has said they'll balance the expectation for decreased expenditures by allowing any actual revenue received (including research revenue) over the revenue target to increase the total</i></p>

Questions	Answers
<p>9. Back to this confusing research funds vs operating grant. Seems to me the Tri-councils and the federal govt; and for-profit and non-profits that fund research - they should all be screaming obscenities at the UCP. The proposed model robs them and/or the University; or both. I am about to submit a grant application. Success for my application means some portion of that grant coming off the provincial operating grant? That is how I understand the current UCP model as proposed. if this is correct, are we engaging our partners who should be angry with the proposed UCP model.</p>	<p><i>expenditure limit, although we have not had this confirmed in writing. If we focus only on expenditure reduction, the incentive to engage more with industry and others would be reduced.</i></p> <p><i>Scholarships and stipends are counted towards our expenditure. Agree with this analysis and this has been communicated to the Government.</i></p> <p><i>Note – on June 10, 2020 the Minister of Advanced Education announced it will be removing the expenditure target requirements for institutions effective immediately.</i></p>
<p>10. This is perhaps more a suggestion than a question... When I prepare grant applications, there are three columns for funds coming in: 1) funds from the sponsoring agencies; 2) in-kind support; and 3) total. The government seems to be fixated on column #3 whereas they should be looking at #1. However, I feel that an increase in in-kind support (in this case from non-Alberta government funds) should be viewed favourably as it would reduce the proportion of funding coming from the Alberta government. Thus "real" conservatives should see that as a way to reduce government intervention! If we were to increase support from the federal government and other public, private, and NGO sources of funding, this should not count as Alberta government spending! I hope that this can be helpful in framing your response to the Alberta government.</p>	

Questions	Answers
<p>11. How will alumni employability be assessed with respect to performance metrics? (Especially in Arts, Social Science & Humanities, including Arts and Fine Arts) <i>(answered live during Town Hall)</i></p>	<p><i>The University has provided quite a bit of input to the government on these performance metrics. Thus far, we have been largely unable to influence the metrics, so work to influence these is ongoing for us.</i></p> <p><i>According to the statistics we have about graduate employment, the U of L's graduate employment rate is around 95%, which is very positive.</i></p>
<p>12. How do you assess performance metrics for fine arts program such as music, drama, and art? <i>(answered live during Town Hall)</i></p>	<p><i>We stress to Government that there are many avenues for employment for all of our graduates and success cannot be judged based on where graduates obtain employment. For example, self employment should be a favourable success factor, but this does not seem to be taken into account. We will continue to dialogue with the Government in this regard.</i></p>
<p>13. On the issue of expenditures, do they want us to reduce total expenditures or expenditures per student? Lowered enrolment will affect the latter. <i>(answered live during Town Hall)</i></p>	<p><i>The government has identified total expenditures as the metric, not expenses per student.</i></p> <p><i>Accounting practices in Alberta require University financial statements to be consolidated with the Government of Alberta's financial statements. The Government is interested in reducing total expenditures by the Province, so the University is caught up in that goal. For universities, however, this metric is not overly useful. Generally, when revenue increases i.e. from research grants, fundraising and international fees, our expenditures increase correspondingly. Thus, the value of looking at only total expenditures is limited, as it would require also reducing total revenues (including revenues from non-Provincial sources).</i></p>

Questions	Answers
<p>14. What does term "at-risk funding" mean? <i>(answered live during Town Hall)</i></p>	<p><i>The performance metrics are tied to the outcomes-based funding from the Province and if the University does not meet the metrics as issued by the Province it will lose grant funding in the subsequent years. The proportion of outcomes-based funding each year of the IMA are 15% of the annual operating grant in 2020-2021, 25% in 2021-2022 and 40% in 2022-2023.</i></p> <p><i>Note: on June 1, 2020 the Minister of Advanced Education announced he is delaying the implementation of the new performance-based funding model and the corresponding Investment Management Agreements and performance metrics until a future date.</i></p>
<p>15. The federal government has been providing bail-out money for several sectors due to the pandemic. Is there any chance that the federal government will offer any help to universities, in a way that could help us in the relatively near term? <i>(answered live during Town Hall)</i></p>	<p><i>Universities Canada has been very aggressive with the federal government on this, asking them to consider our sector, with the layoffs it has to implement, as a sector that should also have its employers be supported by federal programs. This request has not been successful. Employees who have been laid off are eligible for federal support.</i></p> <p><i>We have seen some success in support for international students, ensuring that we can maintain and grow our profile with international students, as well as allowing international students to take their first year remotely, which was not previously permitted.</i></p> <p><i>There has also been support for research, as nearly half a billion dollars' support has been announced for supporting challenges associated with research continuity.</i></p> <p><i>Student employment has also received federal support, with students eligible to receive \$1,250 per month as students are challenged with respect to summer employment, and we want to ensure students are able to return to their studies post-COVID-19.</i></p>

Questions	Answers
<p>16. Much of what was presented today re: the budget seemed to be about going along with the cuts that are being pushed onto the PSE sector in Alberta. Can you tell us about what you are doing as a senior management team to push back at these cuts? This is a time to take a stand and defend PSE. <i>(answered live during Town Hall)</i></p>	<p><i>We are lobbying the Province on these issues, including with our local MLA, Nathan Neudorf, who is supporting our efforts in communicating aggressively with government. We're using every possible means to communicate our concerns, including meetings between Alberta post-secondary Board Chairs and the Ministers of Finance and Advanced Education. We are using multiple strategies to communicate these challenges to government and the public. The issues can be confusing for people who are unfamiliar with the accounting procedures associated with expenditures. We have been using a complicated lobbying strategy along with our post secondary partners and have been hesitant to speak publicly without knowing all of the specifics and numbers associated with the metrics. When the government confirms the metrics in June, we will be better able to speak in public about the actual information and specific numbers.</i></p>
<p>17. Thanks to our administration for working so hard to advocate to the government on behalf the University community regarding the budget. Can you provide further detail about the advocacy strategy you have taken? Defense? Offense? And, how can the community work to advocate beyond letter writing? <i>(answered live during Town Hall)</i></p>	<p><i>The University has taken an offense strategy, providing a thorough analysis of the impacts of budget reductions and expenditure targets, showing them data on the number of required layoffs to meet expenditure targets, to the economic impact of the University in the City of Lethbridge and Alberta.</i></p>
<p>18. Investment VS. Unwanted expenditure. What I have heard in recent meetings is some frustration, while meeting with the provincial government. I can only imagine the challenge of finding a tone and language to which the government responds. Are you considering a dialogue around future investment? For example, when referring to the Science Commons, does the provincial government understand the difference between spending on investments (R&D) and spending on day-to-day operations? Consider taking a topic like national defence; is spending in this area an investment or it is unwarranted, requiring regular reductions.</p>	<p><i>The Chamber of Commerce has expressed their concerns about the reductions and the associated impacts on the community; we've asked the Chamber if they would communicate these concerns with our MLA and the Minister of Finance.</i></p> <p><i>We're pursuing as many avenues as possible, but have not undertaken a public campaign of communicating to the media because we believe that the strategies we have employed thus far have a greater potential for success.</i></p> <p><i>More details of our budget situation can be found on the University's Budget Website and the Budget Briefs</i></p>

Questions	Answers
<p>19. Will there be public info materials so that we may take this conversation into mainstream discussion, to complement your advocacy efforts, in leveraging public support?</p>	
<p>20. As a teaching faculty member, I believe I can help in the area of performance metrics. We've been told that, internally, we have 7 to 12 task forces (or 6 working groups), but I am not aware of teaching faculty being included. Teaching faculty may have specific input about developing performance metrics, especially in the Arts, Social Science & Humanities, including Arts and Fine Arts.</p>	<p><i>In terms of the task forces, there are faculty members involved. Teaching quality support is one of those work forces. Task force membership includes several faculty members on the main task force, and more involved in the six working groups. If more task forces are formed, we will ensure that relevant faculty, administrators, and students are represented to provide valuable input.</i></p>
<p>Student Learning and Supports</p>	
<p>21. For continuing graduate students who received a tuition amount in 2019 - will our tuition also be affected by the tuition hike? or will these be frozen to the rate indicated on our letter of admission? <i>(answered live during Town Hall)</i></p>	<p><i>Overall, the answer is “yes.” The nuance is that there are certain programs that have differential tuition fees. It will depend on the program as to the nature of the fee increases. In general, graduate programs will experience increases in tuition.</i></p> <p><i>As a consequence of the reductions in our Provincial operating grants, students are expected to pay more for their education and, as well as to maintain the quality of their education.</i></p>

Questions	Answers
<p>22. Are any universities considering lowering their tuitions based on on-line versus in-person instruction? <i>(answered live during Town Hall)</i></p>	<p><i>In terms of tuition, we do not intend to reduce tuition for students, domestic or international. We intend to ensure students have a robust experience in terms of their educational experience and supports. The cost associated with delivering online is actually higher than in-person course delivery because of the cost of technology to support the remote delivery methods.</i></p>
<p>23. Are there going to be considerations made for those students taking online classes from outside Lethbridge in terms to student services fees as they would not be able to access some services like the gym, health centre, accommodated learning, etc.? How can we ensure fees are assessed accordingly? Students taking courses outside Canada would not need Canadian health and dental coverage, for example.</p>	<p><i>The University is assessing all fees charged to determine which fees would be appropriate to charge when classes are delivered remotely. Generally, those fees that are associated with services which cannot be delivered would not be charged.</i></p>
<p>24. What plans does the university have for supporting graduate students whose thesis work has been interrupted by restricted access to campus? Has the university considered waiving or reducing their tuition while access to campus is prohibited? Alternatively, will the university have funding in place to support the necessary extensions to their graduate programs?</p>	
<p>25. Are online classes going to be delivered asynchronously? Would new international students be able to take online courses from their home countries? <i>(answered live during Town Hall)</i></p>	<p><i>Our intention is to encourage international students to participate online in their home countries, especially if Canadian borders don't open in enough time for students to attend. We will prepare for the potential that some international students will be able to come to Canada as travel restrictions loosen, but we know that not all students will be able to do this, and we will have a strategy for online engagement. We have considered both synchronous and asynchronous learning, and that will be part of the considerations by the planning group that is tasked with looking at these questions. We want to encourage as many international students to participate online if they can't attend in Canada, but we want those students to be able to come to campus as soon as possible when the situation allows.</i></p>
<p>26. Will faculty have the choice of teaching synchronously or asynchronously? <i>(answered live during Town Hall)</i></p>	

Questions	Answers
<p>27. The biggest problem I found in online teaching is lack of invigilation of exams and resulting cheating. What plans are being made for that?</p>	<p><i>Students will be offered an online academic honesty workshop that outlines the implications of cheating. We are currently evaluating online proctoring software for Fall 2020 and may only recommend its use for large courses where absolutely necessary and an alternative assessment strategy is not possible. More planning will continue to address this important issue.</i></p>
<p>28. The digital divide is still a real obstacle - is there any thought being given to supporting students who may not have adequate software, hardware, or connectivity to participate in online learning?</p>	<p><i>Anderson Hall computer labs (including specialized software) and wifi have been available to students since March 2020 and we intend to continue to make this resource available through the fall. Students are also been able to borrow laptops from the University.</i></p>
<p>29. What measures are there in place to support those students and staff who do not have access to a good internet connection, but have to take/deliver classes online?</p>	
<p>30. Typically, in past semesters, especially in September, the U of L Moodle crashes. This is a major concern - what investment in online infrastructure is planned to improve the stability of the Learning Management System (LMS) at U of L? <i>(answered live during Town Hall)</i></p>	<p><i>We have added more resources specifically to address issues of online delivery, in particular new hardware and software to support Moodle. A task force was established to determine what specific needs are to be put in place to support remote delivery.</i></p> <p><i>Resources have also been allocated to increase training and support for faculty for remote delivery of courses and new technology, and this has been done to enable high quality courses and course delivery.</i></p>
<p>31. Will students in fine arts (music, drama, art) be allowed to attend U of L in person as hard to teach music, etc. online? <i>(answered live during Town Hall)</i></p>	<p><i>As part of the experiential learning, the Deans have been given authority and flexibility to be able to address how courses will be delivered, with the express</i></p>

Questions	Answers
<p>32. How will the online directive affect the delivery of Music Ensembles and access to recording studio facilities for limited numbers of students? <i>(answered live during Town Hall)</i></p>	<p><i>need to ensure the safety of our students being the top priority, and following the guidelines of the Chief Medical Officer and Minister of Advanced Education.</i></p>
<p>33. Who decides if a course can be face to face, i.e. computer labs? <i>(answered live during Town Hall)</i></p>	<p><i>The safety of staff and students are our top priority. We must work with the Chief Medical Officer and the University task forces. If it is possible to have activities face-to-face, that will be done, but not at the expense of the safety of our community. One of the big dangers for our campus, if we are not careful about how we reopen and how we move through decisions related to reopening, is that we could have an outbreak on campus that leads us to having to shut down the University completely. We must find the right balance between having people back on campus and managing the potential threat of an outbreak on campus. We want to ensure the campus will be able to remain open.</i></p>
<p>34. In the fall, my department has some 500 students registered in courses with labs. Is it the expectation that we run these labs in person with appropriate safety measures in place? <i>(answered live during Town Hall)</i></p>	
<p>35. Will faculty be able to meet individually with students in their courses?</p>	<p><i>Yes, they will be able to meet using on-line technology. However, meeting in person will not be possible unless it relates to an in-person experiential learning activity that is approved for being held on campus.</i></p>
<p>36. For online classes in Calgary Campus, how will the new teaching model be different from the alternative model? <i>(answered live during Town Hall)</i></p>	<p><i>The experience on the Calgary campus is intended to be the same as on the Lethbridge campus, which is a robust student experience that has a combination of online experiences and online student supports.</i></p>
<p>37. Will methods for course evaluations (i.e. Credit Received/Pass/Fail) models be adopted for the Fall again? In essence the whole model for education looks different, how will this affect the way students are evaluated in their programs?</p>	<p><i>No decision has been made to date, but this and other policy, practice, and process changes are being considered. This fall is different from the end of the spring term because students are aware of the shift to online well before the beginning of term and can plan for it.</i></p>

Questions	Answers
<p>38. I think Nancy said 8% of students are not returning? Are they postponing university for a year, or does this include some new potential students?</p>	<p><i>Student are responding in many different ways. The majority have decided to attend this fall. Some have decided to delay for a term or a year. At the moment, about 3.5% fewer students have registered compared to Fall 2019. The release of new information about on-campus activities (ie experiential learning activities) will help them to decide whether to attend.</i></p>
<p>39. I've read that at many Canadian universities, summer enrolments are up and they have hope for increased rather than reduced enrollment in the Fall. Is this happening/possible at U of L?</p>	<p><i>This is true for the U of L. Enrolment is up by 32% this summer. We are not seeing the same for Fall 2020 enrolment. Indeed, enrolment by number of students and by credit hours is at the moment lower for Fall 2020 than it was in Fall 2019.</i></p>
<p>40. Is there undergraduate/graduate student representation on the task forces? Or do they have any involvement?</p>	<p><i>Yes, ULSU and GSA executives are members of the Online Teaching and Learning Task Force through the student support working group.</i></p>
<p>41. Will U of L pronghorn sports teams such as rugby, soccer, track, and basketball be active in fall semester? I am guessing likely not? Will the student athletes' scholarships still be active?</p>	<p><i>Currently, the Chief Medical Officer of Health in Alberta is recommending that sports practices and outdoor activities may proceed in accordance with sector-specific guidance. Sport events and competitions must not take place in Stage 1. The University will provide more information about its plans during the summer, based on recommendations from the Chief Medical Officer of Health.</i></p>
<p>42. Over the fall semester, can you please assure that extra brainstorming sessions and strategies will be applied in regard to supporting students with social and learning disabilities? Especially new students starting their university experience who have challenges with transitions.</p>	<p><i>The Student Success Centre is offering a series of three workshops developed to support students' success with learning online. These will be offered through the summer and fall for students who would like to develop strategies and tools to support their learning. Additionally, course Instructors will offer online office hours to students for one-on-one support. The Accommodated Learning Centre (ALC) will continue to support students registered with that service throughout the fall term in collaboration with instructors. Please visit that ALC link for a number of online resources.</i></p>

Questions	Answers
<p>43. Will the information about the Fall delivery be added to the COVID-19 response page, and the FAQ for students, so we can refer to it easily when communicating with incoming and current students?</p>	<p><i>The information has been added to the page and will be updated regularly, including on June 15 when the University announces the list of experiential courses that will be offered in person, on campus this fall.</i></p>
<p><i>Covid-19 Response / Campus Access</i></p>	
<p>44. As European countries continue to open up schools and childcare facilities (Germany for example), would you think that Alberta might turn into the same direction by September 2020 given that those European countries are worst affected when compared with Alberta? Could you bring this to the attention of the government, please? Can we at least have small classes (15-20 students) meet on campus? <i>(answered live during Town Hall)</i></p>	<p><i>We are having this conversation with the Chief Medical Officer of Alberta. These decisions are made by the Chief Medical Officer, and a subcommittee of Cabinet. We've been encouraging government to continue to work with us to be able to offer as many on campus opportunities as possible, but thus far we haven't seen an inclination to having a significant amount of activity on campus due to challenges associated with managing those numbers. Even if we have small classes, if we have many classes then we have questions associated with managing common spaces such as hallways and cafeterias.</i></p> <p><i>The reason we've indicated we'll go primarily online is that, so far, what we've heard from the Chief Medical Officer is that even having a significant number of small classes will not meet government health guidelines. We wanted to make sure we give our community as much time as possible to prepare for online course delivery. But we will do as much as we can to go back to on campus activities as we are able.</i></p>

Questions	Answers
<p>45. Given the University of Alberta's plan to gradually re-open research labs starting May 25th, what is the University of Lethbridge's timeline for increasing research activities on campus? <i>(answered live during Town Hall)</i></p>	<p><i>The government hasn't broken down the re-entry model into the level of detail that speaks to students and researchers returning to campus. The government has indicated that their intention is to provide high level guidance and leave it to the University to interpret that guidance, similar to other areas.</i></p>
<p>46. I have thus far heard of no concrete effort with respect to the research activities on campus. The province has released details about their various re-launch phases. Where does access to research laboratory space and office space fit in with the provincial framework? The 9th April message on the UL covid19 page indicated that these level of decisions would be up to depts. but so far I have not seen that this is actually the case. Even partial or rotating access to research and office space would be a big improvement over what is currently available. If I can go get a haircut, get groceries, or eat in a restaurant, why can I not be isolated in my laboratory, or my office? Why can I not work with others in my lab while keeping physical distancing, even for one day a week on a rotating schedule, or some other partial access scenario?</p>	<p><i>We are re-igniting the emergency planning groups around these questions, and one of the issues they will look at is return of research on campus, both at faculty and graduate student levels, and they will have a committee that includes researchers looking at how to do this. There will be an opportunity to perform research on campus, but we need to be thoughtful about how to do this and manage all aspects of the situation (including cleaning, the number of people on campus, etc.)</i></p>
<p>47. U of A is resuming research on 25th May. Why do we not have any similar plans laid out? If the UL 'barbershop' is a challenge to manage, certainly the U of A's barbershop has many more chairs, doorways, etc.</p>	

Questions	Answers
48. Will the faculty have access to their offices to prepare their courses. If so, when will that happen? (answered live during Town Hall)	<p><i>We have a working group looking at the timing for return of faculty to their offices and into labs. We will have an answer to those questions as soon as possible, but we know that the return will have to be managed with restrictions. There are many questions to answer, and we know that every building and every context will be different, and the solutions will be complicated.</i></p>
49. A general question about being able to prepare and teach online classes from on campus might be helpful. (answered live during Town Hall)	
50. When are staff and faculty expected to be allowed on campus so they can have access to all the resources needed to prepare for the Fall 2020 term? (answered live during Town Hall)	
51. Is there a hope that staff will be able return to campus before the fall online semester starts? (answered live during Town Hall)	
52. Do we know if staff will be allowed to return to our offices for September? (answered live during Town Hall)	
53. Will Fine Arts events be possible in the fall....even if with some limitations? Specifically Music Ensembles and Drama Productions. (answered live during Town Hall)	
54. How will the University deal with public gatherings this fall with regards to events. For example - theatre productions + music concerts?	
55. What does a return to campus for Employees look like? Will people with single offices be allowed to return? How about shared office spaces? (answered live during Town Hall)	

Questions	Answers
<p>56. I'm wondering if faculty members will be able to use their offices to prepare online courses? I will be able to do a better job if I have access to my [on campus facilities] in an undisturbed space with better internet than I have at home. <i>(answered live during Town Hall)</i></p>	
<p>57. Considering the hesitation to return to classes and campus, with Residence being reopened for fall can the University guarantee that if there is a second wave students will not be evicted as they were in March? <i>(answered live during Town Hall)</i></p>	<p><i>We plan to open residences, but the nature of each building will guide those decisions and social distancing measures must be able to be maintained. If a second wave hits, we would do everything in our power to maintain students in residence. We've set aside a number of self-isolating units in residences if a second wave were to occur, but all decisions need to be made in accordance with guidance from the Chief Medical Officer, and we can't guarantee anything until we understand what COVID-19 implications will look like moving forward as the province and the country begins to re-open. It is and will be critical that we all continue to practice the preventative measures prescribed by the government, and those individual behaviours will contribute to how COVID-19 evolves and what measures are required. The task forces will look at the interplay between many decisions about what activities are available to be offered on campus and what associated activities will be required to meet provincial safety guidelines.</i></p>
<p>58. Knowing what we were told about the expected preparation with residence and Residence Life, are we expecting residence to fully open? Especially when certain courses and class needs will have to be done in person. <i>(answered live during Town Hall)</i></p>	
<p>59. What is meant by "Hotel option"? <i>(answered live during Town Hall)</i></p>	<p><i>This is the idea that if we have small groups coming back to campus for different short-term experiences, we could use our residences for those students while on campus for shorter periods of time. A lot of this will depend on what the return to campus looks like and the experiences we create, but the idea is to use residences as hotels in some instances.</i></p>

Questions	Answers
<p>60. Do you think fitness center might be open for fall semester? <i>(answered live during Town Hall)</i></p>	<p><i>We have to adhere to the safety guidelines and recommendations from Alberta Health Services. If we can open our facilities safely and within those guidelines, we will. Timelines for these decisions are uncertain. Safety is paramount.</i></p>
<p>61. With the fall semester being primarily online, what does that mean for the sport and recreation facilities on campus? If the province moves ahead to phase 3 and allows recreation facilities to open before September 2020, would the university elect to keep that revenue generating steam closed?</p>	
<p>62. Currently the campus daycare is not opening until July 6th at the earliest, and then only at reduced capacity. That could mean faculty with children might not have daycare space anymore. (With other facilities also at reduced capacity, there just won't be enough spaces in Lethbridge.) Is there anything the University can do to ensure that faculty with small children can continue to do their jobs full time? (This is especially relevant when both parents are U of L faculty.) Even if we do get a daycare space, children will be sent home with any sign of illness. <i>(answered live during Town Hall)</i></p>	<p><i>The daycare on campus is an independent business, and the University cannot control or dictate to them how to run their business. We have been in communication with the daycare, and know they want to be open as much as any other business, but they will also be subject to restrictions from Alberta Health. This is a challenge for parents and the University is willing to work with the daycare to provide as much access as possible and consider options for supporting parents.</i></p>

Questions	Answers
<p>63. Will staff and students be required to wear masks when we return to campus? Also for those who are immune compromised, will our supervisors allow more flexibility to continue working from home until a vaccine is introduced and proven effective?</p>	<p><i>It's not yet clear what requirements around personal protective equipment (PPE) will look like. The Province is still equivocal on requirements for wearing masks. The Chief Medical Officer has indicated that if PPE is required, the Province will not provide it, and the University will be responsible for providing the PPEs.</i></p>
<p>64. Would the in person small classes require the teacher and students to wear masks? For faculties such as the Fine Arts, there are challenges with this. Of course we will wear masks if it's recommended, but I have heard one idea of teachers and students wearing the plexiglass face guards as an alternative. Has there been any discussion on what kind of personal protective equipment might be used?</p>	<p><i>This is another layer of complexity when considering bringing people back on campus.</i></p> <p><i>The University will provide the required supplies that are necessary for the safety of our students and staff.</i></p>
<p>65. Some members of the University community need to adhere to stricter contact restrictions than average. Is there a workgroup considering how those individuals can be accommodated?</p>	
<p>66. For those who will be teaching small experiential courses face-to-face, I'm wondering whether face masks, hand sanitizer etc. will be provided or at least be available conveniently for classroom and/or office use.</p>	

Questions	Answers
67. Will all out of town students undergo quarantine measures before coming onto campus? <i>(answered live during Town Hall)</i>	<p><i>We don't have answers to these questions yet. A testing centre would be an issue that would need to be managed with the Chief Medical Officer. It may be unlikely that a testing centre will exist on campus, but there may be other measures that are necessary, such as temperature checks, answering short surveys about their health status, etc., that would be part of what's looked at by the re-entry task force.</i></p>
68. In the future when students, faculty, and staff are allowed to return to campus en masse, will there be a Covid testing center on campus? <i>(answered live during Town Hall)</i>	
<p>Budget Response Questions</p>	
69. Can U of L afford to keep U of Calgary campus? what is student enrollment there and what percentage of budget? Will U of L look at increasing donations from corporations and individuals? can U of L encourage profs who have been working for 30 to 40 years to retire? <i>(answered live during Town Hall)</i>	<p><i>The Calgary campus is a revenue positive entity, in terms of bringing in tuition revenue in relation to the cost of that campus. We see that campus as being part of the solution moving forward and are looking at other ways to use that campus, with more international students, and more opportunities for revenue generating engagements.</i></p>
70. re: strategies to manage budget reductions? <i>(answered live during Town Hall)</i>	<p><i>Other revenue generating opportunities, including fundraising, industry partnerships, etc., are all opportunities we are exploring.</i></p>
71. How far advanced are the negotiations for new revenue generation opportunities? Is there potential for any of them to have a positive impact to the budget within this budget year? or next budget year?	<p><i>There are some opportunities, especially on the Calgary campus that we hope to have positive revenue generation for this fiscal year (2020-21) and beyond.</i></p>
72. Could you please provide more details about some of the new revenue generation approaches that would be followed such as leasing space in science commons, etc? <i>(answered live during Town Hall)</i>	<p><i>The revenue generation opportunities in relation to land leases, etc. will likely not materialize in the 2 years, as these are more longer-term strategies and projects.</i></p>

Questions	Answers
<p>73. Could you elaborate on how U of L would lease south campus? <i>(answered live during Town Hall)</i></p>	<p><i>The leasing of the South Campus has seen a lot of attention over the last two years, looking at other similar examples. These are not short-term solutions, as planning and services are required. We've done a review on the types of businesses desired for the University and the community, so a lot of leg work has been done already. We're looking at setting up a separate corporation to pursue these opportunities. This is a long-term solution, but the work is in progress.</i></p>
<p>74. Regarding Nancy's point about only replacing "essential employees," can you clarify who is considered "essential" - termed academic staff, support staff, student services, counselling, etc? <i>(answered live during Town Hall)</i></p>	<p><i>Every position that is requested to be filled is presented to President's Executive for approval, where a robust discussion about each position occurs. "Essential" has some legal connotations, but the questions considered include whether the service performed by that employment position is something we can live without, whether it can be redeployed to another employee, or is it something that we are going to have to eliminate or stop doing. This is done in consultation with unit leaders and done within the bounds of the applicable collective agreements.</i></p>
<p>75. Has there been consideration of across the board salary reductions for everyone to ensure that we don't cut stuff to meet targets? <i>(answered live during Town Hall)</i></p>	<p><i>Across the board salary reductions was a strategy employed in the 1990's, but that was a government directive. The University does not have the capacity from a collective agreement perspective to invoke any across the board reductions. Although that may be possible with certain employee groups, it would not be our intention to make decisions like that differentially with some employee groups and not others. So this is a question for the Provincial government.</i></p>
<p>76. Should we expect salary cuts?</p>	
<p>77. Are executive salaries being looked at for cost reductions? <i>(answered live during Town Hall)</i></p>	

Questions	Answers
78. What is the impact of our upcoming budgets on Professional Supplements? Travel funding?	<i>The University will adhere to all the conditions in the collective agreements with our employee unions, which include professional supplement allowances. Some travel budgets for the period April to September 2020 have been reallocated to cover COVID-19 expenses since employees have not been able to spend the travel budgets due to travel restrictions as directed by Alberta Health Services.</i>
79. Will a decrease in scholarships and stipends be under consideration to balance the budget?	<i>All operations and expenditures will be reviewed and considered to address the budget shortfall.</i>
80. With regards to future budget reductions on salary and benefits, there any risk of the government finding efficiencies by forcing the U of L ceasing to exist as its own university, and instead becoming a secondary campus of the U of A, or U of C?	<i>At this time, there has been no discussions with or from Government relating to amalgamation of the UofL into UofA or UofC.</i>
81. Why were the layoffs not spread to all levels of employees, including executives and faculty? 2 weeks layoff for all employees at all levels would have been much easier to manage for individuals and at the organization level, and would have been better for morale. Why were all of the cuts placed squarely on the shoulders of certain staff instead of everyone sharing the burden? <i>(answered live during Town Hall)</i>	<i>These decisions were driven by several factors. One was the University's collective agreements, some of which don't allow the type of action suggested in these questions. We had to look at which employees were able to continue working and those who, due to the nature of their jobs, were not. The decision was based on the University having to ensure that we are prepared for delivering online courses in the summer and fall, which means that certain individuals have more work to address those challenges, and other individuals have less. Within collective agreements, we will be looking at what options are available to support our goal of offering the best education possible but will be looking at every option to find efficiencies that are within our authority.</i>
82. So the answer to layoffs was certain staff being more important in the current situation than others. Wouldn't more money be saved by laying off all staff for a more limited time like 2 weeks than laying off few for 2-6 months? Isn't it more equitable to have everyone share in the cutbacks? Many corporations went this route. Is anyone here so necessary that 2 weeks away without pay wouldn't be possible?	<i>It is important to stress that all employees are important to the operations of the University. Decisions on layoffs and vacations must be made within the context of collective agreements and labour law.</i>

Questions	Answers
<p>83. Now that the University has decided on the format for the fall semester, is there any further clarity on the possible duration of temporary layoffs? Could they now be extended until the winter/January semester? <i>(answered live during Town Hall)</i></p>	<p><i>The University is still assessing the impact of Fall 2020 courses being delivered remotely, and there is the need to determine to what extent staff will be on campus in the Fall, which depends on such issues of what research will be taking place on campus, will the library, labs, offices and other student supports be open, etc.</i></p>
<p>84. With all of the temporary and full-time layoffs of support staff and with all of the student, casual and research staff that are out of work, what plans are there for people to be able to return to work come this fall? Will there be some kind of redeployments or rotating schedules to get all of our staff back to work? Times are about get tough economically and people will need to be working. <i>(answered live during Town Hall)</i></p>	<p><i>The return of the complement of employees to our campus is a high priority. Work is underway to determine the implications of the return to campus. We don't know what it looks like yet, but we take the situation seriously. This is intertwined with the budget reductions we're facing that are unrelated to COVID-19. Thus far, we've calculated that COVID-19 has resulted in \$5 million cost to the University, ranging from refunds for residences, food plans, parking, etc. These are all intertwined issues that need to be considered over the next few months.</i></p> <p><i>Layoffs have not been easy, and it is important to emphasize that no one employee is more important than another, and we do not feel that just because a layoff occurred, that employee was not important. Unfortunately, these decisions are driven by the budget situation and COVID-19, and by whether an employee can physically be doing their job at this time, and whether the university needs that work done during this difficult time of budget reductions and impacts from COVID-19. We've reduced layoffs by redeploying some employees to different areas, and working with people to use vacation and CTO time as much as possible to keep them being paid their full salary.</i></p>

Questions	Answers
<p>85. Based on the projected budget scenarios: does this mean we are looking at a further 80 to 200+ layoffs? <i>(answered live during Town Hall)</i></p>	<p><i>Depending on the magnitude of the reductions (outlined in the three scenarios in the presentation), combined with the fact that 80% of the university’s budget is in salaries and benefits, we know that there will be implications moving forward from a workforce perspective. Obviously, we’re looking at a collection of things; is there opportunity to influence the government as to how they look at workforce, and how they support us in reducing the number of layoffs is our strongest focus at this time. Difficult decisions may be necessary. We have had permanent and temporary layoffs that have all been very difficult decisions for all involved. We will continue to focus on the value of people as we move through this, but with the unprecedented challenges we have on the budget front, the long-term strategy will have to look to the workforce in order to achieve our required budget reductions. In terms of the budget, our values have always been predicated on people, access, and quality. As a university, we hold dear to those values. These budget numbers and strong headwinds coming at us result in impacts on all three of these areas. These decisions will never be easy nor taken lightly.</i></p>
<p>86. When do you expect the next round of layoffs to occur? <i>(answered live during Town Hall)</i></p>	

Questions	Answers
<p>87. Nancy mentioned that there is an anticipated need to reduce the U of L workforce in order to achieve the expenditure reductions the government is looking for. It seems likely that this will include reduction in the number of tenured/tenure-track faculty. Is this assumption accurate? If so, how will decisions to cut tenured/tenure track positions be made? <i>(answered live during Town Hall)</i></p>	<p><i>In reducing the workforce, we are staying within the bounds of collective agreements, so we would not do anything that is offside with those agreements.</i></p>
<p>88. If we end up in one of the less desirable budget scenarios and significant cuts/layoffs are required, what kind of framework or approach will be used to inform related decision-making?</p>	<p><i>At the same time, we must look at how we work in the context of all of our employee groups to manage the downsizing. We will look at whether some individuals may be considering retirement (both academic and non-academic employees), and some of those individuals have made those decisions. We look at reductions as people leave positions and whether those positions are required to be filled. We are looking at all areas as we consider how to manage the reduction of our workforce in the context of collective agreements.</i></p>
<p>89. Are the principles which guided the university in the last round of significant cuts, which put people first, still being used as the guiding principles to determine the plan for dealing with all 3 budget scenarios?</p>	
<p>90. I know layoffs and reductions of time were necessary but is it possible to get the rational on how it was determined who was chosen why?</p>	
<p>91. Should we be concerned about Article 25 - financial emergency and / or program redundancies?</p>	

Questions	Answers
<p>92. There are some, perhaps many, staff whose departments were already understaffed, and have been downsized further. Many are severely overworked in response to working and teaching remotely. What would you say to these staff, when there appears to be no relief in sight? <i>(answered live during Town Hall)</i></p>	<p><i>Administrative supports across the University are decreasing, and that is a real challenge. As the budget is reduced, supports in relation to what we've historically provided are reduced. It is critical to increase revenue (domestic and international tuition), external revenue to consider how to mitigate these impacts.</i></p> <p><i>Workload will be considered across all employee groups. With the reduction of supports, all ideas to address the required budget reductions have to be on the table.</i></p>
<p>93. You say you're investing more into technology support, but why has IT Services had many positions permanently abolished this year?</p>	
<p>94. With the budget cuts, how are depts that are being pressed by the situation, namely the Teaching Centre and International, going to be supported, both financially and with extra personnel needs, as they are short staffed? <i>(answered live during Town Hall)</i></p>	
Other Questions	
<p>95. Follow-up from early spring consultations that happened - you mentioned that the information would be posted from those sessions, has it been posted if so where?</p>	<p><i>Messages and budget updates are posted on the University's Budget Website</i></p>