University of Lethbridge

Questions	Answers
University Budget (including revenues and expenses)	
1. I get asked by friends & family, when I claim that our revenues are down and expenses are up, 'they must be saving a lot on utilities these days with no one on campus'. Is there any truth to that? I realize there are still people on campus, so some lights/heat/AC/some lab equipment must be maintained, and it's not like you can just shut everything down but are there at least some savings being realized there at the moment? *(Answered live during Town Hall)*	*There are some savings on utilities and we've tried to reduce consumption, like a person does when on vacation and you leave your home, though, obviously, we still have people, animals, and research taking place on campus, and people who have been coming on campus to work on capital projects. Of course, some utility charges are fixed, but there have been some reductions.*
2. There have been consistent talks about layoffs since the budget reduction discussions have begun. Every day that I go to work, there is a worry about getting laid off. When do you envision that staff/faculty can feel a sense of job security, even if it is only for a few months? The consistent fear of being laid off has implications for staff/faculty mental health and this should be considered when there are constant discussions of layoffs. *(Answered live during Town Hall)*	*One of the things we've tried to do as we've moved through this is to not have constant layoffs, but to have points in time where some difficult decisions are made. Our sense is that we have made most of the significant difficult decisions for this point in time, and we would certainly like to see the next number of months be an opportunity for us all to have a bit of a break from COVID planning, budget considerations, and other related issues. Of course, we're absolutely concerned about employee mental health as it relates to the unsettled nature of this. Through today's town hall, people will have a sense that we're very close to balancing this year's budget, and we'll take a break before starting to look at next year's budget and begin that process after this summer, hopefully giving people some level of calmness as we move through this. We'll also try to ensure that as we move forward and have to make further difficult decisions, that we signal this in a way that enables people to not be going to work every day wondering if this is the day that layoffs are taking place, as we know how difficult that is.*
3. Will there be any further layoffs this Fall?	*In order to balance the University's budget over the next 2 years senior administration will continue to look for ways which will have as little negative impact on our employees as possible but we cannot state that there will be no further layoffs in the near future. With over 80% of the University's operating budget invested in employees, in order to reduce our budget in excess of 10%, there will be few options available that do not involve reductions in the salary and benefits expenses. At this time, it is not anticipated that there will be any fiscally driven employee layoffs prior to Fall 2020.*

Questions	Answers
University Budget (including revenues and expenses)	
4. Would there be a way for us to know who has been laid off without violating FOIP? It is understandable that privacy and confidentiality has to be protected but the way we now find out who has been let go is really painful. Basically you try to contact someone and find they no longer exist. It is awful that we can't even say goodbye to people who are no longer here through no fault of their own. In some cases it may be months before we even realize they are no longer there. *(Answered live during Town Hall)*	*Issues do exist around privacy. We've been trying to determine if there's a way we can communicate this information so people aren't trying to connect with individuals who are no longer here. It's not easy, though, because privacy is central to everything we do as a public institution. We have been trying to informally communicate however we can to directly impacted individuals and groups, but as a small institution, there are many connections and there's not a simple solution.*
5. Can you assure us that faculty representation on the various planning committees going forward will be robust and diverse? *(Answered live during Town Hall)*	*As we look to questions of transformation and how we're structured, these will be transparent exercises that will be inclusive of all voices, including faculty, staff, students, alumni, government, etc. What the structure of that looks like is still something we have to work through. Sitting down with our different groups will be an important part of that question. Absolutely, these voices are critical, and as we think about the future of academic programming, as an example, the most important voices are the voices of our faculty members, and our graduate and undergraduate students, who are both the deliverers and recipients of solid academic programming.*

Questions	Answers
University Budget (including revenues and expenses)	
6. Given that the university is an economic driver for the broader community, how have you been thinking through equity, diversity, and inclusion (EDI) issues in the broader discussion of budget cuts? What is the university's plan for equity, for instance addressing new faculty attrition due to inequities in salary and toxic work environment? The need for an Indigenous cluster hire and anti-racist programming? Have you considered calculating savings that might be generated through salary caps on those faculty members and administrators who earn salaries above the sunshine list cut-off? *(Answered live during Town Hall)*	*Questions of equity are critical, and I'm a bit disappointed that our EDI hire has been a bit slowed down due to a failed search. We're in the process of restarting a search, and we're looking seriously at doing an internal search or secondment for this hire. We're wanting to get going on this sooner rather than later. Some of these questions around inequity in structure, salary, and such, are part of what we envision and part of what the review committee identified in their report. We're committed to working on these things. Some of these issues are challenging. Salary caps in relation to certain groups are manageable. They've been in place for senior administration and Admiistrative Professional Officers (APO's) and Exempt Support Staff for five years already. The President took a salary reduction this year. In other groups, those are negotiated items, and so part of what has to happen when considering equity is that it needs to be a joint exercise between our employee groups and administration. They're legitimate questions to look at as we consider the evolution of our workforce. Things like cohort hires as a part of our commitment to EDI and our indigenous strategy are important, and they're part of what was considered in the report. The challenge is with significant budget reductions, we'll have very limited hiring over the next few years. The question of rehiring when individuals retire or move on is significant. I recognise the importance of different models, including a cohort model, and they're worthwhile looking at, but we have to be realistic. Having said that, the reason we think it's important to look at how we're structured academically going forward, it may be that we can achieve a cohort model because we're not as focused on departmental hires as opposed to more integrated approaches to hiring. There's a very good discussion taking place around the potential for a School of Indigenous Studies that would cross all departments and faculties. A model of a School of Indigenous Studies would be far more supportive of a cohort approach, as we'd be less worried about hiring at a departmental level, as opposed to looking across campus.*

Questions	Answers
University Budget (including revenues and expenses)	
7. Parking is still a heck of a bargain on this campus. Any thought to approach it as a combination of 'revenue generator' as well as a 'sustainability initiative' to encourage greater use of public transit? *(Answered live during Town Hall)*	*We have moved somewhat to that model over the past years, as the cost has increased, in part for revenue, but also in part to encourage greater transportation via transit, bicycles, etc. This year was one of the first years without significant volumes of complaints regarding parking, and we've seen greater transit usage, largely due to UPass. We have to balance this with students, faculty, and staff who come from outside Lethbridge and need vehicles. We likely won't see huge increases in these fees, though we'll continue to see it as a revenue source.*
8. You mentioned the recent reorganization of the work integrated learning and careers groups on campus. What is the process that is undertaken when looking at the reorganization or centralization of administrative units across campus? Is the process consultative, and if so, at what level? *(Answered live during Town Hall)*	*That process was consultative and was led by Student Services. Moving forward, we'll have working groups with representation from different groups (including administrative engagement and unit engagement) to work through questions of integration and collaboration, and come back with recommendations.*
9. I assume University of Lethbridge needs to be much more entrepreneurial in future, and discussion of the south campus development certainly support that concept. At this time is administration open to small- and large-scale proposals for entrepreneurial developments? *(Answered live during Town Hall)*	*The first step, after the Board having agreed to the premise, is to develop a governance model. To ensure this is successful, we need a separate entity, owned by the University, to oversee the work. We're currently considering the various models in place at other institutions, and we'll develop a model that fits the U of L. That will lead to the structure of an entity that will consider what proposals will be looked at. Before that, even, looking at basic infrastructure for the South Campus is an important initial step. The question of small, medium, or large scale proposals, is something that the separate entity will look at. There are opportunities for innovation, but governance and foundational service structures need to be in place before moving too far forward.*
10. Not sure how you can answer this but because we are thinking locally and the reductions impact all post secondary institutions in Alberta, what is happening across Canada and how are other provinces post secondary institutions more successful than Alberta with regards to budgeting or providing services?	*This is a difficult question to answer as there are many different environments across each of the Provinces, as well as many different responses from the Provincial Governments on how they are addressing COVID-19 and the fiscal impacts on post-secondary institutions. Rest assured that University administration and our Board of Governors are in constant contact with Government officials and representatives to advocate for our institution and try to positively influence government decisions that impact our institution.*

Questions	Answers
University Budget (including revenues and expenses)	
11. You just mentioned that we might not be able to replace people who leave. Some departments have greater percentages of people near retirement age than others - e.g. philosophy. Will you just let these departments fall? *(Answered live during Town Hall)*	*The process for replacing academic positions is that when a position is vacant, the department, Dean, and Provost have a conversation to explore whether the position is replaced. We also now have another lens, which is President's Executive reviewing every position that is replaced, which is the budget overlay necessary for considering when to replace positions. We have been replacing positions where they're necessary to maintain the integrity of a program or service unit. The intent is to continue this process for now. If one unit has a far greater number of retirements than another, that's something that needs to be taken into account in the conversation.*
12. With faculty (and many support staff) continuously being asked to do more (i.e., learn new technologies, teach students how to use new technologies, act as counselors, create new online course delivery and assessment measures), with no compensation for the vast surplus in hours invested in this transition, what measures will the university be taking to better support it's staff in this round of collective bargaining agreements? As a faculty member, I committed to the student experience and happy to put in the extra hours, but it can be disheartening to be praised publicly for our efforts, while simultaneously threatened with layoffs and severe pay cuts behind closed doors. Thank you for your openness and I realize there is no easy answer to this question in the current context.	*The University does ask much of its employees in order to achieve our goals and to provide the best experience for our students as possible. As you have indicated, these are very difficult times for the University, in particular due to COVID-19 and the significant budget reductions required as a result of the government grant reductions, and there are no easy solutions to these dilemmas. Both parties to the collective agreements try to resolve the issues to mutually agreeable resolutions. The University will continue to look for ways to balance our budget, with as little negative impact on our employees as possible.*
13. Is there a way that we as UofL employees can help communicate the impact this all is making on us to the government? *(Answered live during Town Hall)*	*There's always value in individual Albertans speaking of the value of things they believe in. If you have the opportunity to talk about your belief in the importance of post-secondary education, then as a citizen, that's your right. In a democracy, the voice of the citizen is foundational to how we operate. As it relates to the collective, we've been using a variety of means to communicate to the government, and will continue to do that.*

Questions	Answers
University Budget (including revenues and expenses)	
14. Could we leverage operating funds by supporting or buying or co-developing wind and/or solar fields, perhaps in conjunction with Lethbridge College?	*University administration is continually researching and looking for opportunities to reduce our carbon footprint and reduce operating costs. The University has recently signed a collaboration principles agreement with Lethbridge College and Medicine Hat College to leverage complementary efforts and expertise and reduce redundancies so efforts such as these can be explored.*

Questions	Answers
Student Learning and Supports	
15. If we went to a 3-year degree, wouldn't we lose lib ed focus & move to more subject-focused degrees? *(Answered live during Town Hall)*	*Whatever review is undertaken with respect to academic programming, looking at it within the context of our foundations as an institution, our foundation of liberal education and being a research-intensive university, are all parts that would have to be reviewed. We certainly wouldn't be going into a review with an assumption that this would be the direction, but these are the kinds of questions that need to be answered. I know, unless our university transforms its thinking on liberal education, that this would be a critical part of the question, and similar questions related to honours programming. The interesting thing is that the world is changing rapidly as it relates to delivery of programming, with the introduction of things like micro credentials, the question of even shorter experiences for students as part of a package that enables students to access post secondary education in ways that make sense to them. If we look at our indigenous communities as an example, there's been a lot of conversation that micro credentials leading to different overall credentials is something that's of great interest based on the nature of access. So all of this is to say that these are the questions we would consider as a community. These would not be considered simply by a group of administrators, in the same way we've ensured that during COVID, considerations of access from a research and teaching perspective have included all of our community members.*
16. What about a 4-year honours degree? *(Answered live during Town Hall)*	
17. Would number of courses for the major be decreased? *(Answered live during Town Hall)*	
18. If we are planning to do more blended learning, can we assume investments in technology like Yuja and other technologies to support blended learning will continue for the foreseeable future, and not end after the fall? *(Answered live during Town Hall)*	*That has been part of what we've looked at. When new technologies and the cost associated with them are brought to us, we didn't look at this from the perspective of it being a one-year cost, we looked at it as an annual cost. We anticipate these technologies will be with us for some time. Some of them we may decide are not the right fit, and so may not continue with them, but we certainly recognise that we're not going to continue with some online learning, the potential for some blended learning, without having the appropriate technologies. I'd like to give a shout out to the Teaching Centre and Information Technology Services (ITS), who are working together to ensure that the right software and infrastructure is in place to deliver services effectively.*

Questions	Answers
Student Learning and Supports	
19. What is your vision of small but effective departments/programs such as Women and Gender Studies and Asian Studies in the transformation of U of L? *(Answered live during Town Hall)*	*Our vision of small programs is that they'll continue to be really important elements of our academic programming. But a question that does need to be asked is, "Are departmental structures necessarily the foundation of success for academic programming?" It's important to distinguish between an administrative structure and how we ensure that effective programming is delivered, and academic programming. That's an important question to ask, because as we think about a shrinking of our overall institutional budget, we have to look at what is our primary mandate as an institution? It's teaching, research, and service. So the question is how do we best administer that, but ensure that as much as possible, our significant dollars are going into our mandate. These will be challenging questions.*

Questions	Answers
Student Learning and Supports	
20. Many students cannot learn online as there are many different ways we learn. There are many classes that cannot be taught online effectively such as Engineering or experimental classes, I have students that are dreading this year with classes being completely online. *(Answered live during Town Hall)*	*That's very evident, on multiple levels. It's evident in recruitment conversations, and in survey work being done, that different students feel differently about the online experience. This is why we don't have any sense that the U of L is going to move aggressively towards being an online delivery institution. We know there are access issues. One of the things we've been working on with our First Nations community is how we use our Mastercard Foundation resources to help support access. For example, looking at the purchasing of laptops for those that don't have technology, being in conversations with the Chiefs regarding how we support them in having better connectivity on the reserve since we know our indigenous community members, especially from very large reserves, already do have challenges with access. For all of these different reasons, we have to make sure we, when we talk about a university being committed to access as one of our five strategic directions, deliver our academic programming successfully. There are many students that do enjoy and benefit from some level of online experience, so looking at the blend of those two is a very important question, and one that we have to grapple with. We must also be mindful that many universities are expending resources on developing online experiences for their students, and intend to use those into the future, in the same way we've talked about. If we don't do that, we'll potentially lose our market share of students. So we have to be mindful of that fact that coming out of COVID, the competition for students will be very different than pre-COVID. There's going to be a lot more universities with online capacity that will not hesitate to use that capacity to recruit students from across Canada and the world. If we don't proceed down this path in the same way, we have the potential to lose lots of students. We already lose a certain amount of our credit hours to universities like Athabasca, as an example, and we lose money when they do that. So we need to be mindful of a post-COVID world where it's not just Athabasca we're worried about, it's universities all over the country that have much greater online capacity. If we're not in that same zone, we could lose out significantly.*

Questions	Answers
Student Learning and Supports	
21. Will online courses continue past the Fall even if we can be open? *(Answered live during Town Hall)*	*We made the decision recently that we'll begin the transition from the Emergency Operations Committee (EOC) structure with the subcommittees to transitioning back to our more normative operational structure. We think it's important to position ourselves as moving past "emergency" to future planning. Within the context of those future planning considerations, we will belooking at that question, as we move into the consideration of Spring. Should we take the chance of us being "all in"? Should we think about a hybrid model with the assumption that students will hopefully be back on campus but potentially with some online delivery to manage numbers? The big issue that we don't yet know about is a vaccine. Until (or if) we have a vaccine, we'll need to continue to manage the issues of gatherings, numbers, physical distancing, etc.*
22. Given courses will be online, are there any plans in place to support students who may not have adequate hardware, software and/or connectivity to successfully complete online classes? *(Answered live during Town Hall)*	*It is a challenging question. One of the things we've done is look at setting up places on campus where we can support students and have social distancing so that those that don't have hardware or connectivity can come to campus and have those experiences. We'll be very committed to that come Fall term, as we know some students will not be able to participate if we don't offer that. We'd like to encourage students that are living away to come back to Lethbridge, while still being safe from a distancing perspective. We have to be realistic about how functional we can be about meeting students' needs who are at a distance, but whatever we can do to support students, we'll try to do.*
23. Can you elaborate more on the types of technologies the University has been investigating or already purchased to help deliver our educational programming, address budgetary concerns, and assist in moving forward in a post COVID-19 environment? *(Answered live during Town Hall)*	*The University decided on three technologies to support moving forward: (1) Moodle is moving to the Alberta cloud over the summer to ensure a stable Moodle environment going into the Fall, (2) Yuja, which is geared toward helping Faculty create high quality videos for their online courses. It's a course capture tool, which will be valuable if we move back to a blended model, and provides integration with Moodle. (3) Crowdmark, a tool that facilitates paper-based assignments for students. ITS is also currently working with the Dhillon School of Business to determine how we can remotely deliver what we'd normally do with our students in computer labs. We know that our reputation is at risk if we go online without the appropriate technological resources to ensure experiences are robust and consistent.*

Questions	Answers
Student Learning and Supports	
24. Given the discussion about institutional transformation, severe budgetary constraints, the commissioning of the McKinsey report, and the market-based performance metrics, to what extent will U of L move towards a more vocational model and away from a lib/ed, research-focused model? *(Answered live during Town Hall)*	*We would not want to move aggressively toward a vocational model. Certainly, it's important to be able to address questions about student employment, work integrated learning, co-op experiences, etc. as high priorities, but it's also important to remember our roots as a research university and a liberal education university. When you look at what industry is saying it wants in young people entering their workplaces, they want people with good critical thinking and communication skills, skills outside of the classroom, and an ability to communicate effectively, which are really the four pillars of liberal education. Employers cite those as their highest priorities. So for us, our biggest challenge is to continue to communicate effectively what liberal education really means, and preparing young people for life beyond university. We need to effectively communicate why we think our model is one that addresses the needs of young people in a rapidly changing world. Models that are very singularly focused on work and employment are mistaken as the models needed for the future. Models we need for the future are more about nimble minds than they are about people that have "work skills" from university or college.*
25. Is there a possibility that scholarships for graduate students will be affected? Especially for those who already have them. *(Answered live during Town Hall)*	*We have no intention of looking at scholarships that graduate students hold, and are committed to maintaining those. Going forward, one of our challenges will be making sure that we're able to protect those funds. This is one reason why revenue generation is important. We're also looking at other models for how we deliver our scholarships.*
26. Will the university be able to offer off site, closed booked, secure exams that are not supervised live but ensure no cheating? We need this ASAP.	*The Teaching Centre has piloted three different remote proctoring solutions that have now been evaluated by a group of 23 faculty members. After trying the software, the faculty members were asked to complete an online survey related to their experience with each of the proctoring solutions. We are planning follow-up focus groups over the next few weeks to finalize a recommendation on the use of remote proctoring software for Fall 2020.*
27. I'm wondering if University supports Coursera online courses?	*Unfortunately, we're not clear what this question is asking, and are unable to provide an answer.*

Questions	Answers
Student Learning and Supports	
28. We are spending a lot of money on license fees for various commercial software-as-a-service solutions. But there are many examples where the best available educational software is open source. And running our own software means student data stays on campus, instead of being sold to corporations with questionable privacy policies. Unfortunately, we aren't able to access these technologies because IT lacks the capacity to support them. The result is faculty trying to run their own servers in their spare time, and probably doing so badly, since we are not trained as system administrators. Is there any possibility of putting money into personnel to maintain locally supported open software solutions?	*The University uses a combination of commercial software (e.g. Banner, Office 365) and open source software (e.g. Moodle, Drupal), as well as a combination of on-premise services delivered using on-campus infrastructure (e.g. Banner, Drupal) and cloud-based services where a vendor or partner organization runs software using robust infrastructure elsewhere (e.g. Office 365, Moodle). When the Information Technology Services Department is involved in implementing applications and data that are hosted off-campus and personal data is involved, a Privacy Impact Assessment is completed in consultation with the University's Privacy Office and Information Security Office to ensure that appropriate safeguards are in place to protect University data. Whenever a software solution is being considered, there is a need to consider the most cost-effective means of delivery. While open source software does not include any licensing costs, an on-premise delivery model also means that the University needs to provide power, space, infrastructure, and staff to support, maintain, upgrade, and sometimes debug issues in the software. In a commercial cloud (software-as-a-service) delivery model, the costs we pay include almost all of the above and University staff are generally only responsible for configuring the software. The goal is always to optimize our choices regarding software and delivery model in an effort to provide the greatest resilience, particularly for mission-critical systems such as Moodle and Banner, and security while incurring the least overall cost.*
29. Are there ongoing discussions with the federal government related to blended learning, study visas, and post-graduate work permits, as current rules make it difficult for international students to participate in such programs?	*We at the University have not had direct discussion with the federal government. Most of the advocacy for international students in relation to their access to immigration programs and how that affects their studies in Canada, is done through organizations like the Canadian Bureau for International Education (CBIE) and UNICAN (previously Universities Canada). We also raise these concerns with Alberta Advanced Education. The UofL has recently had a representative appointed to the CBIE Immigration Advisory Committee so that should provide us with direct input.*
30. Will those new tools be in place in time for Summer classes?	*Unfortunately, without knowing the tools to which this question is referring, we're unable to provide an answer.*

Questions	Answers
Student Learning and Supports	
31. Is any sort of mentorship or cohort program being developed for first year students, to help them navigate the university experience without the benefit of in-person student community support?	*Yes, we have a mentorship program in place for new students, and the mentors are already in regular contact with their cohort of students: https://www.uleth.ca/future-student/meet-your-mentors*
32. Home-based computers will be THE critical link between off-site students and the university. Is the university planning to establish and provide to students technical standards for the computing and peripheral technologies that they will need to be able to access All courses? Secondly, will the university use its institutional weight to secure significant discounts for student computer purchases? Thirdly, will funds (similar to professional development funds) be provided to faculty to allow them to reach a technological standard that provides a professional standard of delivery across faculty?	*Employees who have access to professional supplement funds may use these funds for University related business, including expenditures resulting from COVID-19 needs. There are restrictions on the use of the professional supplement funds due to Canada Revenue Agency guidelines. Refer to the Professional Supplement Funds Policy for specifics.* *Computer specifications are determined on a per program/course basis and so there is no one size fits all for all programs and recommending a single specification to all students may result in many buying a much more expensive computer than they need. That being said we have been working with various faculties and faculty members to develop a good general specification for a computer for students to use that will provide a positive learning environment.* *The University has long provided access to discounted equipment and software through the IT Store which many students do take advantage of. We have also worked with a vendor partner to provide access to more equipment at a discounted price through a new program. It is worth noting that even though we do have some discounted options available to students they are often able to get better deals on their own through back to school sales which and often take advantage of that instead.* *No new funds are being established to fund faculty hardware requirements and in general it is expected that specific equipment will be purchased through their professional supplement funds. Some loaner equipment has been made available for faculty to use to develop or delivery their courses for specialized devices like document cameras which can be signed out in Anderson Hall.*

Questions	Answers
COVID-19 Response / Campus Access	
33. How many courses got cancelled because of budget cuts and because of COVID, and how many of those were to be taught by sessionals? *(Answered live during Town Hall)*	*Nine courses were cancelled across campus due to COVID. It is more difficult to answer how many courses were cancelled due to budget cuts, because in that case, courses were not offered, and so were not able to be cancelled. Even before COVID, we were in a budget situation that required faculties to be streamlining choices about course offerings, and so certainly fewer courses were offered, but a number is unavailable, because the courses weren't there in the first place.*
34. Are graduate students being allowed to continue their research, especially those that do field-work where having 2-yr of consecutive field data is critical to their research?	*Dr. Jackie Rice is working on this and is the primary contact. We are encouraging graduate students to contact their supervisors for updates and the School of Graduate Studies (SGS) will assist graduate students on an individual basis. Dr. Rice should confirm the answer before it is published on the website.*
35. Given many of us and our students haven't been able to do research in the labs for over 3 months and an application for access opened last week, when will decisions be made? Grad students, especially science students, can't afford to lose an entire semester of research because they can't access the lab to do their work, not to mention the long term damage to research programs. *(Answered live during Town Hall)*	*We recognise that our research community is very anxious to get suitable access to campus to conduct their research. The application process opened in June under the leadership of Dr. Jackie Rice and a representative committee. The research access requests are being considered. Part of the process requires Moodle training to support safe campus access and conduction of research, as well as an attestation. The Moodle training has been open with a number of participants registered and who have completed the training, so decisions are being made hopefully within a week, but some ongoing work with Facilities is required to ensure that access is properly supported.*
36. Could you please comment on the applications received for time-sensitive on-campus research, and when those applicants should expect to have a decision made, or at least have an acknowledgement of receipt of the application? Many faculty and researchers have been 3+ months without laboratory access and, students on short timelines in particular, really need to start things up again. The time-sensitive clock is ticking. *(Answered live during Town Hall)*	

Questions	Answers
COVID-19 Response / Campus Access	
37. Regarding requests to return to campus for the purpose of time-sensitive research, what is the timeline from submission to receiving an answer? *(Answered live during Town Hall)*	
38. Some Higher Education institutions in Canada are allowing students back on campus for housing / ancillary services. Is the University of Lethbridge opening housing back up for students? *(Answered live during Town Hall)*	*That's a work in consideration. We're looking at housing, and how we manage it in relation to public health restrictions. Housing has never completely closed, as about 30 students have stayed in residence successfully. We're looking at how to support students who are challenged if they're unable to stay in residence. As with all restrictions, we need to consider them in the context of our ability to manage the facilities safely. It's conceivable, for example, that we won't have housing in University Hall, but we might have housing in other facilities due to their layouts. These are important questions that we're working through.*
39. A crucial part of the 1967 work was that it involved faculty and was consensus-focussed. Current efforts seem to be more top-down: we are told what decisions are being made by "leadership" rather than developing them together. What steps are being taken to involve faculty and staff in the actual decision-making that are being taken? I.e. membership on the EOC? membership on the Research Access committees, and so on. These are perspectives that get lost if it is all management on these committees. *(Answered live during Town Hall)*	*There's always tension in ensuring that we have all voices, including faculty voices, on our various committees. I agree that 1967 was a point in time where a group of faculty created a vision for the University, and we execute that in a different way now as a more contemporary university, through the development of our Strategic Research Plan, our Academic Plan, our Strategic Plan, etc. Those have significant faculty input at all levels, including at the level of Faculty Council as well as all of the different instruments we use in those exercises, such as town halls and working groups. Moving forward, we're committed to ensuring faculty voices are included. Significant faculty advice has been involved in the EOC process as it related to bringing people back to campus, and the nature of Fall course delivery. So Faculty voices are important. So, too, is the need to move these things along as a functional necessity in a complicated environment, and we need people whose jobs it is to work through difficult questions and do so in a timely manner. It's a blend between ensuring faculty, student, and community input, and having administrators help deliver on these things.*
40. Our Homewood contract allows twelve sessions for mental health per year. Has consideration been given to increasing this number given the increase in challenges? *(Answered live during Town Hall)*	*HR and Wellness have been trying to provide as much support as possible to employees and managers. Suggestions are welcome.*

Questions	Answers
COVID-19 Response / Campus Access	
41. I am wondering about the impact on our Professional Activities Report (PAR) due in Sept - given teaching and research as well as service have been severely hampered. *(Answered live during Town Hall)*	*Conversations are ongoing with the Faculty Association, and we'll have to address this effectively. We'll discuss how to handle this amongst COVID, and interruptions to teaching, research, and service.*
42. Is the concern that public transit's reduced operations may not be able to handle capacity if the university's operations resume?	*The University will work with Lethbridge Transit to ensure that there is adequate transit to accommodate the University's community's needs.*
43. If we are worried about loss of revenue from our facilities being closed, why has there been limited direction and support to reopen the facilities that generate revenue (i.e. centre for sport and wellness, fitness centre, gymnasiums, pool, stadium, etc.). And what support will be offered to get us open so our patrons don't go to other facilities permanently? *(Answered live during Town Hall)*	*We are looking at all of these questions and are mindful of the fact that the city is slowly opening up facilities and summer camps, which is the reason we're initially opening summer camps at our stadium and hopefully in the 1st Choice Savings Centre for Sport & Wellness. We're very concerned about the loss of revenue, but are restricted based on public health requirements. Our Fitness Centre is moving its equipment around to allow for physical distancing to support people on campus, but other issues such as the customer service desk, swimming pool, etc. still need to be considered. Our #1 priority continues to be the safety of our community, and we want to avoid any episodes that would force us to close again.*

Questions	Answers
Government Funding / Performance Metrics	
44. How is degree-related employment for Humanities (e.g., English or Philosophy) if not BA? BEd be determined? *(Answered live during Town Hall)*	*The University has provided significant 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.* *According to the statistics we have about graduate employment, the U of L's graduate employment rate is around 95%, which is very positive.* *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.*
45. It seems the Government doesn't have things in place and it's very much unknown. Do we know when we will have the definite targets we need to meet for the next two/three fiscal years? Also, with so much reductions and programs, etc. being closed it's hard to see the University ever being what it is/was - is our reputation at threat? *(Answered live during Town Hall)*	*What we know now is exactly what was presented in the Town Hall. We don't' know anything more than that in terms of the budget targets or metrics. We know presently the government has said that these are the reductions planned for the next few years. We will continue to provide what we know as soon as we know it. The only other thing we know is that at a meeting our Board Chair attended with the Minister recently, he did suggest that there may be the potential for further reductions beyond the $11.1 million over the next two fiscal years. The challenge is in planning in a vacuum, which is what we've been doing over the last year, so we'll continue to push the government to give us as much certainty as possible. The only thing we can say is that this is a yearly occurrence. Even preceding the times we're in, we haven't really known what our budget looks like until the spring. In the past ten years, our budget certainty has been pretty limited until close to the end of the fiscal years. So our team is pretty skilled at doing scenario planning based on predictions.* *In terms of whether we'll ever be the same university, absolutely, I believe strongly we will. If you look at what has happened in the rest of the world, there's no question that governments have changed the percentage of funding directly contributed to universities, and we've been fortunate in Alberta for a number of years to have had that be one of the highest percentages of core funding coming from government. The evidence is in how other universities have managed through this. We'll have to do things we haven't done as much of to make sure we're successful going forward. For example, we're low on the percentage of international students in our student*

Questions	Answers
Government Funding / Performance Metrics	
	population. At the University of Toronto, for example, their largest budget revenue source, much larger than Provincial revenue, is international students. So we know that we can get there, but we'll have to be far more focussed on the revenue side than we have been, and less dependent on government revenue. Am I worried we'll lose our reputation? I think our reputational risk is if we sit still and hope things will get better. If we do that, we risk reputational drift because we will not be able to manage through the future. If we think boldly about how we address change, I'm very optimistic the U of L will continue to evolve in a positive way. But will we be exactly the same in terms of how we're structured? Probably not. But is structure the essence of the U of L? I don't think so. I think the essence is in our roots as a liberal education institution, our roots as a university dedicated to the student experience, and as a research university and a university that has had a great commitment to people. Going forward, if we maintain those attributes we will not lose our reputation.

Questions	Answers
Other	
46. I missed the first part of this town hall; if it is recorded, can I access it? 2) Can we access student Town Hall today?	*The Budget Town Halls and Q&A's are posted on the U of L Budget Updates website:* https://www.uleth.ca/budget-finance/2020-21-budget-updates *Employees were able to access the student town halls. The Zoom links were made public and we didn't limit attendance, however only students received direct invitations to attend. The recordings are posted on the following site:* https://www.uleth.ca/ross/fall-2020-update-faq-students
47. Where are the answers going to be posted? I didn't know where to look for them after the last town hall.	
48. I can't find the answers to the last town hall - it doesn't' seem to be posted on the Budget. Could you please email a link to everyone?	
49. In what ways is the UofL collaborating with, for instance, Lethbridge College and how can we contribute to these collaborations? Are these in the areas of teaching or research? *(Answered live during Town Hall)*	*We've created a Memorandum of Understanding between Lethbridge College, Medicine Hat College, and U of L that has eight key principles to support collaboration, ranging from collaboration in academic programming, to collaboration around items as IT, Financial Services, etc. We've met as a group to decide how to begin moving forward, and agreed to tackle three initial areas: (1) services and employee supports, (2) academic programming, and (3) how we support our indigenous students and communities. The starting point will be small working groups getting together. In areas where faculty engagement makes sense, we'll involve the academic community.*