



**THE UNIVERSITY OF LETHBRIDGE**

**2004 – 2008 Business Plan**

University of  
Lethbridge





## **The University of Lethbridge 2004-2008 Business Plan**

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# Executive Summary

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## About the University

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

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

## Opportunities and Challenges

The U of L is facing a complex mixture of opportunities and challenges. There are four key opportunities:

- (1) **Enrolment growth** — Rising enrolment provides the opportunity to consider developing or expanding programs. A growing campus may attract and retain more students (including urgently-needed graduate students) and faculty, which in turn can infuse new talent and ideas and increase the U of L's reputation and profile. As the U of L grows, research, scholarship, and creative activity will rise, as will the University's financial and cultural contribution to the community.

- (2) **Leadership in research** — The U of L has the opportunity to expand its research in areas of special expertise and of relevance to the province or region. In so doing, the U of L will reinforce its reputation as one of the leading smaller research institutions in the country.
- (3) **Leadership in technology** — The University of Lethbridge will persist in being a leader in using technology to facilitate learning conversations among students and academic staff.
- (4) **Leadership in First Nations participation** — The U of L has the opportunity to be a provincial and national leader in encouraging and supporting First Nations involvement in the University community.

There are ten important challenges:

- (1) The U of L's persistent **enrolment growth** will challenge the institution to: attract faculty when teaching assignments may be higher; provide adequate space; ensure library resources meet student and faculty needs; and establish the administrative structures to support more students.
- (2) A rising number of **unfunded students** continues to pressure the U of L's resources.
- (3) The **attraction and retention** of high-quality faculty members is an ongoing challenge.
- (4) The **indirect costs of research** are an abiding drain on the institution's resources, and providing **research facilities** for new and expanded research programs is a persistent challenge.
- (5) Keeping the U of L at the forefront of **applicable technology** is difficult in terms of effort and cost.

- (6) There is an urgent need for research, office, and general campus **space**. The U of L has the least assignable space per student among the Alberta universities.
- (7) The cost of **facilities maintenance**, particularly deferred maintenance, is placing increasing pressure on the U of L's budget.
- (8) Planned capital projects and the need for more space have challenged the U of L to implement major **fundraising** initiatives.
- (9) Located in Calgary and Edmonton, the U of L's **northern campuses** place major demands on administration, faculty, and staff.
- (10) **Increased competition** for students among Canadian postsecondary institutions makes it difficult for the U of L to retain its market share.

## Goals and Performance Measures

To help effectively address opportunities and challenges, The University of Lethbridge has set a series of goals, with associated actions and expected results. The institutional goals are: (1) accessibility; (2) academic excellence; (3) research excellence; (4) community and public relations; (5) student services; (6) facilities and equipment renewal; and (7) responsive and responsible operations.

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

## Budget

The University of Lethbridge presents a balanced budget for the 2004-05 fiscal year. The \$84M general operating budget is an increase of 5.3% over the previous year.

In the next four years the U of L will, where feasible, reduce discretionary costs in areas including sessional budgets, supplies and materials, travel budgets, and capital budgets. The reductions will be reallocated to the mandatory and statutory increases the institution is facing. Expenditures are increasing faster than revenue over this period, and so funds must be reallocated to salaries, benefits, and utilities. To continue to present a balanced budget, reductions must be in the amounts of \$1.5M in 2004-05, \$2.5M in 2005-06, and \$2.1M in 2006-07.

In 2002, the University Budget Committee reviewed the budget process and incorporated four recommendations into the current budget process. This new budget process has allowed faculties and schools to budget more realistically.

The University of Lethbridge is dedicated to cost containment, fiscal responsibility, and continuous quality improvement.

## Enrolment Plan

The University of Lethbridge has proposed expansions in undergraduate programs in all faculties and schools, and at the graduate level in its Masters and Doctoral programs. These proposed expansions will help address unmet market demand.

## Capital Projections

In renewal and upgrading, deferred maintenance and the upgrading of services required by new buildings will be the top challenges. The priority long-term capital projects are the Centre for Leadership and Innovation, the Water and Environmental Science building, and the Regional Health and Wellness Centre (in partnership with the City of Lethbridge). These projects will help accommodate future planned expansion and continue The University of Lethbridge's commitment to meeting the challenge of increased demand for postsecondary education.

## 1.0 Institutional Context

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### 1.1 Mandate Statement

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

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

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

*Approved by the Minister, May 23, 2001*

### 1.2 Mission and Vision

#### *Our Mission*

The University of Lethbridge exists to develop individuals who are creative and inventive discoverers, leaders and independent learners, well prepared to contribute significantly to their local, national, and global communities. We, The University of Lethbridge, care about what our students, staff, and faculty need to achieve this goal. Thus, we provide excellent programs with a liberal education focus, outstanding and inspirational teaching, intellectual horizons that extend far beyond the boundaries of our community, quality services, an inclusive and diverse campus within a climate of respect, high quality facilities and resources, and a commitment to responsible action.

The University also has a social responsibility to protect free inquiry and scholarship, and to push the frontiers of current knowledge through innovative research. Taking this responsibility seriously, we cultivate a community that fosters intellectual exchange, creativity, originality, and discovery.

#### *Our Vision*

The University of Lethbridge strives to build the most vital and engaging learning environment in Canada, through superior teaching, research, and creative achievement.

## 1.3 Strategic Plan

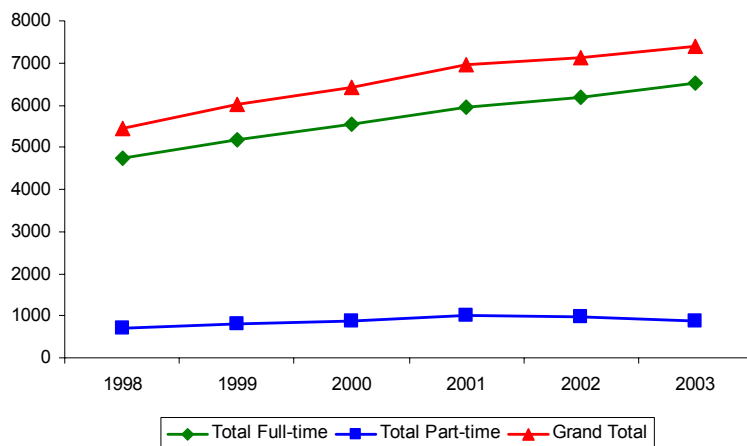
The result of an extensive and consultative process, The University of Lethbridge *Strategic Plan 2003-2008* contains the Mission, Vision, Fundamental Principles, and Strategic Priorities. For the complete Strategic Plan, see Appendix One (page 42).

## 1.4 Opportunities

### *Opportunities of Enrolment Growth*

Fall 2003 enrolment at The University of Lethbridge has increased 4.9% over fall 2002.

Figure 1: Fall Enrolment, 1998-2003



This growth in enrolment provides several opportunities:

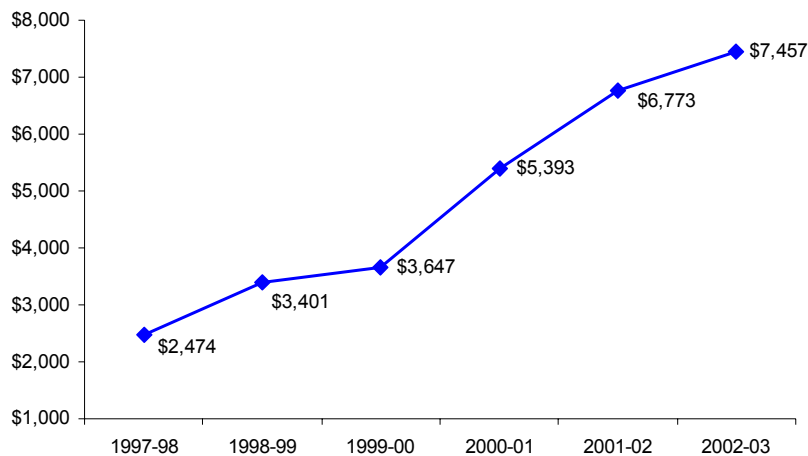
- **New or expanded programs**—With increasing student enrolment, the U of L has the opportunity to consider expanding programs and developing new programs or faculties.
- **Attraction and retention**—Potential students and faculty may view a growing university as a more dynamic and desirable environment in which to study and work.
- **New talent and ideas**—A growing student and faculty body infuses new talent and ideas into the U of L.
- **Increased reputation and profile**—As the U of L grows, attracts more high-quality students, instructors and researchers, and increases its reputation, it will gain a higher profile.
- **Research, scholarship, and creativity**—With more high-quality faculty there will likely be an increase in research, scholarship, and creative activity. Moreover, an expanded U of L may be more able to build further national and international research initiatives.
- **Enhancement of graduate studies**—A growth in student population will likely result in more graduate students, urgently needed in Alberta and across Canada.
- **Community**—As the U of L grows, so will its financial and cultural contribution to the community.



### ***Leadership in Research***

The University of Lethbridge is committed to being a leader in research. Research funding continues to grow. In 2002-03, U of L researchers were awarded more than seven million dollars in funding, which is the highest in the institution's history. Successes in research funding give the U of L the opportunity to expand its research program significantly.

*Figure 2: Value of Research Grants Received, 1997-98 to 2002-03 (in thousands of \$)*



Guided by its Strategic Research Plan, and driven by its success in research funding, the U of L will expand its research in areas of special expertise and of relevance to the province or region.

To capitalize on expertise across disciplinary boundaries, the U of L will strive to develop centres of research excellence that span a wide range of disciplines. One recent example of this is the U of L's founding role in the Water Institute for Semi-Arid Ecosystems.

The University of Lethbridge has the opportunity to reinforce its position as one of the leading smaller research institutions in Canada.

### ***Leadership in Technology***

The University of Lethbridge continues to be a leader in the effective use of technology to support learning. The U of L may be the best-networked institution in Canada, providing high bandwidth Internet access for all students, faculty, and staff. State-of-the-art classrooms are the norm, as is the use of appropriate technologies across the institution's programs.

The University uses technology in support of our core competence: promoting learning conversations among students and academic staff. We are committed to using technology to facilitate these personal contacts, not supplant them. Our aim is to graduate students who are adept at using communications technologies to meet a range of learning objectives, and skilled in using technology to enhance teaching, scholarship, and administrative functions.

The U of L will persist in technology leadership, which brings tremendous opportunities to expand the institution's tradition of excellence.

### ***Leadership in First Nations Participation***

With its ongoing positive relationships with and proximity to First Nations communities, The University of Lethbridge has the opportunity to be a leader in encouraging and supporting the participation of First Nations people in the University community.

## 1.5 Challenges

### *Enrolment Growth*

Over the past five years, enrolment has increased by about 30%. Enrolment growth presents four key challenges:

- (1) Attracting faculty when teaching assignments may be higher than other institutions.
- (2) Finding adequate instructional and residence space.
- (3) Ensuring library resources are adequate.
- (4) Establishing administrative structures to support additional students.

Our strong growth is due to our increasing provincial and national reputation and to rising demand. In the past few years, Alberta Learning has approved a number of graduate programs, which have allowed us to enhance our reputation for providing opportunities at the undergraduate and graduate levels.

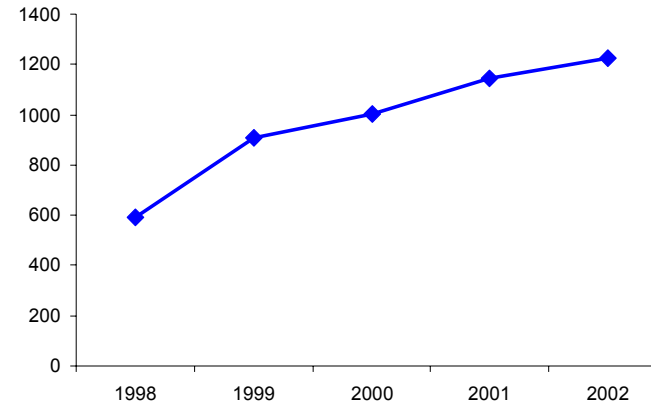
Although graduate student numbers are modest, they are crucial in attracting and retaining excellent faculty, in supporting growth in research programs, and in making us more attractive to prospective undergraduates. Due to the large enrolment increase at the institution, the proportion of graduate students has actually declined, and must be increased to meet internal and external needs. Alberta continues to produce graduate degrees at an anomalously low rate.

### *Unfunded Students*

Since 1994, our resources have been stretched by a growing number of unfunded students (see Figure 3). These unfunded students pay a maximum of 30% towards their education, with little corresponding increase in grant revenue in the U of L's base operating budget. The U of L has only received an additional \$413,000 in operating grant funds for unfunded enrolments (\$1,000 per unfunded

student) for the period 1998-2001. The number of unfunded students is approximately 18% of our total enrolment.

Figure 3: *Unfunded FLEs 1998-2002*



### *Faculty Attraction & Retention*

Attracting and retaining faculty members is a challenge at the U of L. The specific challenges that the institution faces are threefold:

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

The U of L must be competitive in compensation packages, workloads, and research opportunities to recruit and retain highly talented and productive people. With the increased pressure from larger institutions, staff attraction and retention will continue to be a challenge.

### Research Facilities and Indirect Costs

The U of L's continuing success in research funding and programs (see "Research Growth and Achievement", page 15) leads to two challenges: (1) provide the office and laboratory space necessary to conduct new and expanded research programs; and (2) fund the indirect costs of such research.

It is estimated that indirect research costs to the institution are 42¢ for each dollar spent on research. For a small institution, this is a significant drain on resources. Measures to address the indirect costs of research must endure, so that The University of Lethbridge can continue to be successful in its research endeavours.

### Applicable Technology

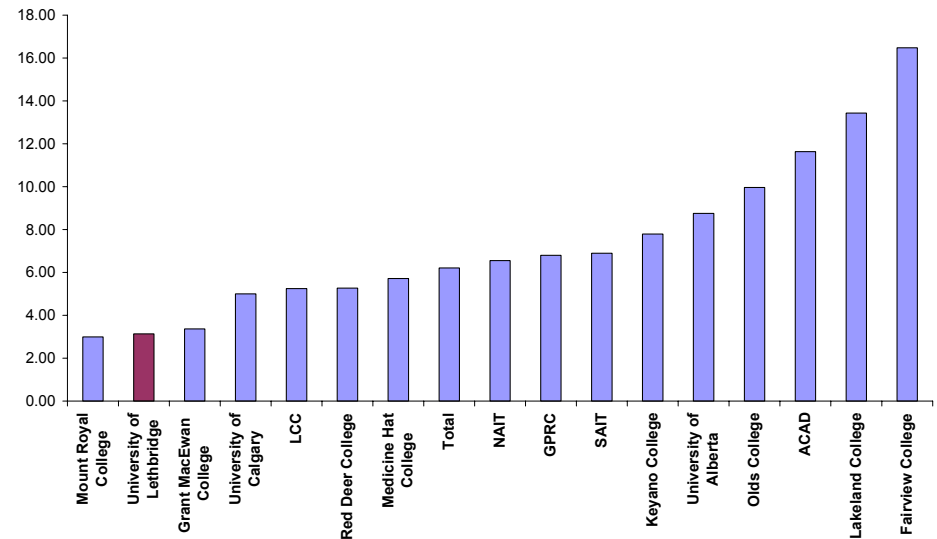
The U of L is very progressive in providing technology to its students. A recent student survey showed that 85% of our students think access to computer technology on campus is exceptional. Our challenge will be to maintain this level of satisfaction, and to keep the U of L at the forefront of applicable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

A significant technology-related challenge will be to maintain adequate support for the use of technology in teaching. Currently, our Curriculum Re-Development Centre supports faculty members in learning how to use technology effectively in teaching. With the discontinuation of the Learning Enhancement Envelope funding, we need an alternative funding source to continue this important function.

### Space

The University has the lowest amount of teaching space per student among public postsecondary institutions in the province, and the least assignable space per student among Alberta universities (see Figure 4).

Figure 4: Classroom and Laboratory Space Per FLE in Alberta Postsecondary Institutions, 1997-98



Although The University of Lethbridge continues to grow in terms of its students, faculty, and staff, the institution has no additional offices or research laboratories to accommodate this growth. There is also an urgent and growing need for general campus space, such as recreational space, fitness center space, and student housing.

### ***Facilities Maintenance***

The cost of maintenance is increasing pressure on our budget. Deferred maintenance on university facilities is estimated at \$62 million. This is the cost of repairs and maintenance to bring our present facilities up to an acceptable standard. The U of L is working with Alberta Infrastructure to address this serious issue.

### ***Fundraising***

Capital projects, and the need for more space, have challenged the University to seek increased financial support from granting agencies and the community. Soliciting donation funds is always a challenge, due to competition from other organizations seeking similar funding.

### ***Northern Campuses***

The University is committed to providing access to degree programs for Albertans. This is especially evident in our Bachelor of Management degrees for post diploma students in Calgary and Edmonton. Almost 900 students attend our classes in Management, Arts and Science, and Fine Arts at our Calgary and Edmonton campuses.

These unique programs have been especially successful. This success has, however, resulted in significant demands on administration, faculty, staff, and the Student Union.

### ***Increased Competition***

There is increasing competition for students among postsecondary institutions in Canada, making it more of a challenge to maintain our market share. However, students value smaller classes, a sense of community, more access to faculty, national and international opportunities, state-of-the-art teaching space and laboratories, and access to cutting-edge computer technology, all of which the U of L offers.

## 2.0 Goals and Performance Measures

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### 2.1 Goals

#### *Goal 1: Accessibility*

The University of Lethbridge will provide access to quality academic programs for as many qualified students from the secondary school system and college transfer programs as it can accommodate.

Strategies	Actions	Expected Results
<b>A. Continue to support appropriately funded, selective growth of the institution.</b>	Based on the capabilities of the University and the needs of students, develop quality programs.	Enrolment targets will be met for all Access-funded programs at the University.
	Continue to build relationships with high schools in primary target areas.	Enrolment targets will be met for all Access-funded programs at the University.
	Continue to build relationships with colleges.	The number of new entrance and transfer scholarships will expand in the next three years.
	Increase community visits to exchange information with stakeholders.	Community visits will increase.
	Provide prospective students with clear evidence on the benefits of postsecondary education, and the specific advantages of attending The University of Lethbridge.	Enrolment targets will be met for all Access-funded programs at the University.

Strategies	Actions	Expected Results
<b>B. Improve our commitment to support First Nations education.</b>	The University will undertake research to identify actions that will increase the participation and success of First Nations students at the University.	The number of First Nations people attending and graduating from the University will grow substantially.
	In collaboration with appropriate partners, the University will identify, develop, and seek funding for programs that meet the educational aspirations of First Nations people.	The University will expand the number of teachers, managers, and others with academic, cultural, and professional knowledge and skills related to First Nations culture.
	The University will expand opportunities for all students to gain understanding of First Nations cultures and issues.	The number of non-Aboriginal students taking courses that deal with First Nations culture and issues will increase.
	The University will encourage and support research to advance First Nations culture, improve the quality of life of First Nations peoples, and improve relationships between First Nations and other communities.	The number of First Nations people attending and graduating from the University will grow substantially. Improved support services to First Nations students, with a focus on improving recruitment and retention.
	The Aboriginal Student Advisor will initiate programs of support for Aboriginal students.	Improved support services to First Nations students, with a focus on improving recruitment and retention.
	<b>C. Enhance the process of Internationalization on campus.</b>	Actively recruit in a limited number of selected international markets.
Actively recruit international students who are currently in Canada in feeder schools and colleges.		
Continue with current international exchange programs, and explore new opportunities in this area.		
Increase scholarships available for international students.		
Improve local support for international students on-campus and in the community.		

### **Goal 2: Academic Excellence**

The University of Lethbridge will retain and enhance its national reputation as an outstanding primarily undergraduate university. The U of L will continue to be a student-centered institution, committed to offering the best possible programs and services.

<b>Strategies</b>	<b>Actions</b>	<b>Expected Results</b>
<b>A. Continue to maintain academic programs of exceptional quality that meet the needs of students and the community.</b>	Continue to recruit world-class faculty for new and existing academic programs.	The academic units will prepare staffing plans and hire academic staff for new and existing programs.
	Systematically review programs and majors to ensure continuing quality.	Academic quality assurance processes will ensure the quality of units and programs.
	Continue to offer comprehensive student-professor interaction and small class sizes, particularly in upper-level courses.	High levels of student satisfaction with their educational experience.
	Combine innovative teaching and research methods with the effective use of emerging technologies to meet the educational goals of students.	High levels of student satisfaction with their educational experience.
	Continue to ensure students have access to the latest technology for academic purposes.	Continuous upgrade of the campus-wide network system, and the expansion of bandwidth for Internet access.  The University will provide students and faculty with the most effective technology for academic purposes.
	Conduct a number of surveys each year to monitor student satisfaction with the University's programs and services.	Continuous improvement of academic programs.
	Partner with industry and other agencies to ensure that co-op and other experiential programs have sufficient capacity for all students who wish to participate.	All students who wish to participate in co-op and other experiential programs will have the opportunity to do so.

Strategies	Actions	Expected Results
<b>B. Create opportunities that prepare students for success in their personal lives and careers.</b>	Review programs in light of the emerging needs of Alberta and Canada, and the changing interests of students, to identify potential high priority programs.	The University will continue to offer degree programs in traditional academic areas and degree programs that address the career interests of students.
	Continue to apply the University's principle of liberal education to all undergraduate programs.	Graduates will be prepared to tackle a wide range of challenges.
	Combine innovative teaching and research methods with the effective use of emerging technologies to offer students a broad range of learning opportunities.	Graduates will have transferable, knowledge-based skills.
	Systematically review programs and majors to ensure continuing quality.	Academic quality assurance processes will ensure the quality of units and programs.
	Ensure that all students have access to career counselling services so they can make a successful transition to their careers.	Graduates have the skills to transition successfully to their careers.



### Goal 3: Research Excellence

The University of Lethbridge is committed to excellence in research for students and faculty. The U of L will develop a balanced funding approach and will increase research support in the social sciences and humanities.

Strategies	Actions	Expected Results
<b>A. Continue to build a strong research program, with nationally and internationally recognized researchers and scholars.</b>	Create a vital and engaging intellectual climate that supports inquiry at all levels and permeates the instructional programs.	The University's reputation for research will continue to grow. Undergraduate student involvement in research will increase. The number of students graduating from research-based graduate programs will double.
	Sustain and enhance the University's basic research program, including research supported by the national and provincial granting councils.	The University's reputation for research will continue to grow. The amount of research activity at the University will rise.
	Expand applied research based on existing and emerging areas of research excellence and with attention to regional and provincial needs. Disseminate this knowledge to the wider community through technology transfer.	
	Maintain the quality and productivity of researchers.	
	Provide adequate research space, equipment, access to information, and other necessary research infrastructure.	
	Build research partnerships with federal and provincial agencies, with the University of Calgary and University of Alberta, and with world-class institutions and research groups beyond Alberta.	
	Develop and implement a communications plan to raise public awareness of the quality and scope of research, scholarship, and creative activity at the University.	

Strategies	Actions	Expected Results
<b>A. Continue to build a strong research program, with nationally and internationally recognized researchers and scholars. (Cont'd)</b>	Establish a fund to support short-term research assignments, to be awarded through peer reviewed competition.	The University's reputation for research will continue to grow. The amount of research activity at the University will increase.
	Where appropriate, commercialize research to contribute to the national target of tripling commercialization by 2010.	Commercialization of research will increase selectively.
	Continue to recruit excellent faculty, and ensure that they receive the necessary assistance to establish their scholarly careers at the University.	The assignments of newly hired faculty will reflect their need to establish both their research and teaching careers.
	Promote the University's researchers and their research programs within government, industry, and the academic community.	The University's reputation for research will continue to grow.
<b>B. Continue to provide research opportunities for our undergraduate and graduate students.</b>	Aggressively pursue student research funding through NSERC, AHFMR, ALBERTA Ingenuity, and other agencies.	The University of Lethbridge will maintain and enhance its reputation as a national leader in undergraduate involvement in research, and will build its reputation at the graduate level.
	Increase funds provided internally for the Chinook Summer Research Awards.	
	Develop and implement a competitive system of graduate teaching assistantships, graduate research fellowships, and graduate research assistantships.	The University of Lethbridge will approve and fund a consistent funding mechanism for students in research-based graduate studies.

### Goal 4: Community and Public Relations

The University of Lethbridge will continue to build and enhance a strong University presence in the local and provincial community.

Strategies	Actions	Expected Results
<b>A. Continue to build strong ties with the community.</b>	Establish a communications plan to regularize the University's two-way consultation with the community.	Increased University-community integration and interaction.  Increased financial support from the community in the form of donations for scholarships and capital projects.
	Continue to build responsive, high quality degree programs that are well adapted to the needs of prospective students.	Business leaders, scientists, and other members of the community will continue to serve on committees, and as sessional lecturers.
	Offer educational, recreational, and fine arts programs to the community.	
	Continue our annual showcase speaker events, which are open to community members.	
	Continue to expand the University's web site as a key channel for marketing and community/student relations.	
	Encourage faculty and staff involvement in the community and local service organizations.	
	Continue to build partnerships in the community with the City of Lethbridge, other local governments, businesses, and government institutions.	
	Maintain the broad representation from the community on the Senate.	
	Use the Senate and its Outreach Committee to maintain and enhance connections with the community.	

### Goal 5: Student Services

The University of Lethbridge will identify the needs of students and employers when developing student services, and respond to student and community concerns and requirements whenever possible.

Strategies	Actions	Expected Results
<b>A. Provide students, faculty, and staff with exceptional access to information technology and resources.</b>	Continue to support high-speed network access for all students, faculty, and staff.	Improved access to information.
	Implement WestGrid, and participate in other provincial and national initiatives, such as Netera, SuperNet, and Canarie.	Better integration of technology to enhance learning in academic and research programs.
	Maintain excellence in our library system by moving selectively toward electronic-based library materials, preserving our current holdings, and adding appropriate new print materials.	Increased access to computers throughout the campus.
	Increase electronic access to scholarly journals through the National Site Licencing project, and other initiatives.	
<b>B. Identify and update services required by students.</b>	Continue with the existing program of externally and internally managed surveys of students, from before entry to after graduation.	Improved satisfaction ratings on surveys.
	Implement the recruitment tracking and degree audit modules in the Student Information System, and use the resulting information to increase effectiveness and efficiency of the University's processes.	Improved services to current and prospective students. Improved efficiency.
	Provide one-time and continuing funds to allow the initiation and maintenance of new student services identified in the student surveys.	Improved retention and completion rates.
	Continue to provide athletic services and recreation programs for students.	
	Increase counselling and career planning resources available to students by implementing an internship program with graduate students in Counselling Psychology.	
	Increase support for students with special needs, to allow them to fully participate in the academic and social life on campus.	

Strategies	Actions	Expected Results
<b>C. Extend access to services for students, faculty, staff, and community, using emerging technologies where appropriate.</b>	Increase services supported by voice response technology and the Internet.	The University of Lethbridge will provide the following services electronically by 2005:
	Implement web-based registration to increase the efficiency of student registration.	<ul style="list-style-type: none"> <li>- Automated tracking of student applications for admission.</li> <li>- Web-based individual student final exam schedules.</li> <li>- On-line advising and program audit.*</li> <li>- Web-based student registration.</li> </ul> Automated support for front-line services in the areas of scholarship, student finance, and recruitment.
	Automate routine tasks, allowing staff to work directly with students on complex and unique student issues.	Improved efficiency. Improved levels of satisfaction with services.
	Ensure continuing access to recreational and cultural facilities (e.g., fitness centre, health centre, fine arts performances, art gallery).	

\* Planning for automated degree auditing began in 2002.

### Goal 6: Facilities and Equipment Renewal

The University of Lethbridge will expand and upgrade academic, research, and support facilities to sustain enrolment growth. The U of L will address essential infrastructure and building renewal needs, based on available opportunities and resources.

Strategies	Actions	Expected Results
<b>A. Address the increased demand for postsecondary education by ensuring that the proper facilities, equipment, and infrastructure are available when required.</b>	Use the Campus Master Plan as the guide to future development of the campus.	The University will identify ways to meet space requirements. Construction on the Regional Health and Wellness Centre will begin in January 2005. The University will undertake capital campaigns to raise funds for new facilities.
	Annually identify and prioritize new building projects and building renewal projects, as part of the four-year capital budget process.	The University will set up reserves to provide funds for replacing equipment and maintaining facilities.
	Continue to work with Alberta Learning and Alberta Infrastructure to provide support for new and existing facilities, equipment, and infrastructure.	
	Continue to prioritize and fund academic equipment renewal as part of the four-year capital budget process.	
	Continue to update the Facility Infrastructure Renewal Inventory and use it as a guideline to plan for improvements annually.	
	Continue to perform life cycle costing of new systems, and annually set up plans to fund them.	
	Continue to provide the most up-to-date technology for students in laboratories and classrooms.	

\* Current priorities are the Centre for Leadership and Change, the Regional Health and Wellness Centre, the Water and Environmental Science Building, and student residences.

### *Goal 7: Operate Responsively and Responsibly*

The University of Lethbridge will operate in a manner that is fiscally responsible, forward thinking, and responsive to the needs of students, faculty, government, society, and the economy.

<b>Strategies</b>	<b>Actions</b>	<b>Expected Results</b>
<b>A. Increase tuition fees to the Alberta average.</b>	Consult with students to achieve tuition fee rates that support quality academic programs.	The high quality of education at the University will continue.
	Work with Alberta Learning to review the Tuition Fee Policy and regulations, and make it more responsive to the needs of students and institutions.	The University's general operating budget (cash basis) will be balanced. Educational opportunities at the University will continue to be accessible.
<b>B. Pursue funding from external sources.</b>	Develop partnerships with industry to provide contracted services that support academic programs.	The University's general operating budget (cash basis) will be balanced.
	Continue with Board of Governor-approved four-year budgets, which approve the current year's budget and give approval in principle for the budget for the following three years.	
	Meet the fundraising objectives set out in the University Advancement strategic plan.	University Advancement will develop relationships with individuals and organizations to advance the mission of the University.

## 2.2 Relationship of University of Lethbridge Goals to Alberta Ministry Goals

U OF L GOALS	U OF L STRATEGIES	RELATED GOVERNMENT OF ALBERTA MINISTRY GOALS			
		<i>Alberta Learning Goals</i>	<i>Alberta Innovation &amp; Science Goals</i>	<i>Alberta Human Resources &amp; Employment Goals</i>	<i>Alberta Government Goals</i>
1. Accessibility	<p>A. Continue to support appropriately funded, selective growth of the institution.</p> <p>B. Improve our commitment to support First Nations education.</p> <p>C. Enhance the process of internationalization on campus.</p>	Goal 1: High quality learning opportunities for all.		<p>Goal 2: Albertans have the skills and supports they need to succeed in the labour market.</p> <p>Goal 5: Alberta has a productive workforce that meets the needs of the economy today and in the future.</p>	<p>Goal 2: Albertans will be well prepared for lifelong learning and work.</p> <p>Goal 5: Aboriginal communities in Alberta will be effective and self-reliant.</p>
2. Academic Excellence	<p>A. Continue to maintain academic programs of exceptional quality that meet the needs of students and the community.</p> <p>B. Create diverse opportunities that prepare students for success in their personal lives and careers.</p>	<p>Goal 1: High quality learning opportunities for all.</p> <p>Goal 2: Excellence in learner outcomes.</p>		<p>Goal 2: Albertans have the skills and supports they need to succeed in the labour market.</p> <p>Goal 5: Alberta has a productive workforce that meets the needs of the economy today and in the future.</p>	Goal 2: Albertans will be well prepared for lifelong learning and work.



U OF L GOALS	U OF L STRATEGIES	RELATED GOVERNMENT OF ALBERTA MINISTRY GOALS			
		<i>Alberta Learning Goals</i>	<i>Alberta Innovation &amp; Science Goals</i>	<i>Alberta Human Resources &amp; Employment Goals</i>	<i>Alberta Government Goals</i>
3. Research Excellence	<p>A. Continue to build a strong research program, with nationally and internationally recognized researchers and scholars.</p> <p>B. Continue to provide research opportunities for our undergraduate and graduate students.</p>	<p>Goal 1: High quality learning opportunities for all.</p> <p>Goal 2: Excellence in learner outcomes.</p>	<p>Goal 1: To enhance the capability and capacity of Alberta's research system that underlines our goals in areas of strategic priority.</p> <p>Goal 2: To support energy research that will contribute to Alberta's sustainable prosperity and quality of life.</p> <p>Goal 3: To foster excellence in information and communications technology (ICT) research that contributes to Alberta's continued prosperity.</p> <p>Goal 4: To foster excellence in life sciences research that contributes to Alberta's continued prosperity.</p> <p>Goal 5: To foster the growth of knowledge-based industries and establish Alberta as a preferred location for the commercialization of technologies.</p>	<p>Goal 2: Albertans have the skills and supports they need to succeed in the labour market.</p> <p>Goal 5: Alberta has a productive workforce that meets the needs of the economy today and in the future.</p>	<p>Goal 2: Albertans will be well prepared for lifelong learning and work.</p> <p>Goal 7: Alberta will have a prosperous economy.</p>
4. Community and Public Relations	<p>A. Continue to build strong ties with the community.</p>	<p>Goal 1: High quality learning opportunities for all.</p> <p>Goal 2: Excellence in learner outcomes.</p>		<p>Goal 2: Albertans have the skills and supports they need to succeed in the labour market.</p>	<p>Goal 2: Albertans will be well prepared for lifelong learning and work.</p> <p>Goal 12: Albertans will have the opportunity to participate in community and cultural activities and enjoy the province's historical resources and parks and protected areas.</p>

U OF L GOALS	U OF L STRATEGIES	RELATED GOVERNMENT OF ALBERTA MINISTRY GOALS			
		<i>Alberta Learning Goals</i>	<i>Alberta Innovation &amp; Science Goals</i>	<i>Alberta Human Resources &amp; Employment Goals</i>	<i>Alberta Government Goals</i>
5. Student Services	<p>A. Provide students, faculty, and staff with exceptional access to information technology and resources.</p> <p>B. Identify and update services required by students.</p> <p>C. Extend access to services for students, faculty, staff, and community, using emerging technologies where appropriate.</p>	Goal 1: High quality learning opportunities for all.	Goal 6: To strengthen the Alberta Advantage by maximizing the opportunities presented by a province-wide high-speed ICT capability through Alberta SuperNet.	Goal 2: Albertans have the skills and supports they need to succeed in the labour market.	Goal 3: Albertans have quality workplace, career, and labour market information.
6. Facilities and Equipment Renewal	A. Address the increased demand for postsecondary education by ensuring that the proper facilities, equipment, and infrastructure are available when required.	<p>Goal 1: High quality learning opportunities for all.</p> <p>Goal 2: Excellence in learner outcomes.</p>			
7. Operate Responsively and Responsibly	<p>A. Increase tuition fees to the Alberta average.</p> <p>B. Pursue funding from external sources.</p>	Goal 1: High quality learning opportunities for all.			

## 2.3 Performance Measures

The University of Lethbridge uses eight performance measures to assess progress related to the institution's goals, strategies, and expected outcomes:

- (1) **Enrolment**—The total number of students enrolled at The University of Lethbridge.
- (2) **Graduate Satisfaction**—In conjunction with other Alberta universities and university colleges, we conduct surveys of graduates, which include rating how satisfied graduates are with the education they received at The University of Lethbridge. We will use these data to assess our progress related to the Academic Excellence and Student Services goals.
- (3) **Graduate Participation and Employment Rates**—This performance measure tracks how well U of L graduates fare in the workforce. Data will show the participation rate and employment rate of graduates. The participation rate is the proportion of graduates who are active in the workforce. The employment rate shows the proportion of these active participants that are currently employed. These data will be useful in measuring the success of its strategies and actions under the Academic Excellence and Research Excellence goals.
- (4) **Administration Expenditures**—Administration expenditures as a percentage of total expenditures less ancillary expenditures will be a useful measure of the efficiency of The University of Lethbridge administration.
- (5) **Citation Index**—This comprises two measures, the number of times U of L research studies are referenced in publications, and the average number of times a U of L publication was cited (citation impact).

- (6) **Research intensity**—The value of sponsored research divided by the value of provincial operating grants.
- (7) **Research Impact**—This measure shows how well the University attracts research money from community and industry sources. Research impact is calculated by dividing the value of community and industry sponsored research by the value of total sponsored research.
- (8) **Research Council Grants**— This performance measure tracks the grant monies that The University of Lethbridge receives from the Natural Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC), and Canadian Institute of Health Research (CIHR).

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

## 3.0 Budget Information

### 3.1 Budget Overview

The University of Lethbridge is presenting a balanced general operating budget for the 2004-05 fiscal year, with a budget of \$84 million. The budget is an increase of \$4.2 million (5.3%) over the previous year. As in previous years, budget decisions were made after consulting with the institution’s various budget units and within the context of the U of L’s Strategic Plan.

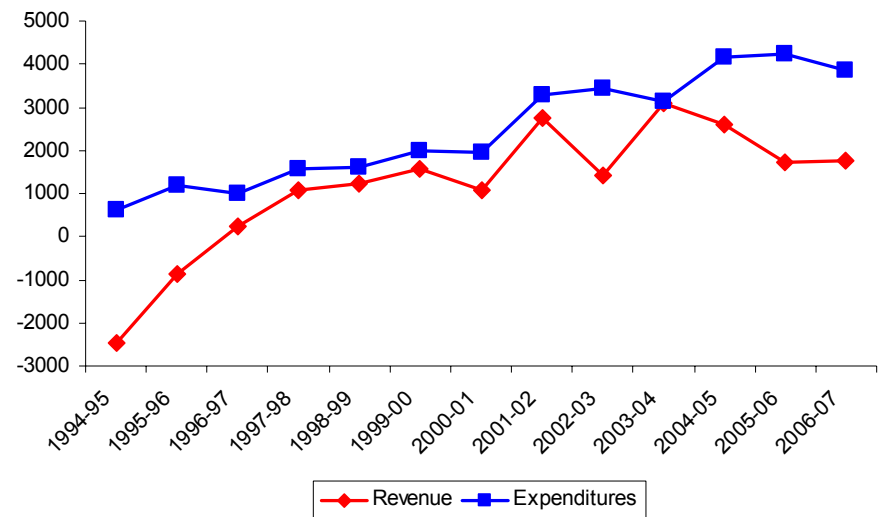
In the spring of 2002, the University Budget Committee (UBC) began a review of the budget process. The mandate of the UBC was to address a number of concerns by academic units, administration, and the Board of Governors, and provide written policies and guidelines that would give better direction for planning and financing future expenditures. As a result, four policies and guidelines have been incorporated into the current budget process:

1. Change the current budgeting system for instructional fees, using the average of the prior three years to projected actual minus 2%, to allow faculties to provide for more realistic spending and hiring requirements within their faculties.
2. Establish a method of reallocating instructional fees to a central pool to fund institutional priorities and shared University responsibilities.
3. Provide for amortization of equipment within academic units using life cycle costing. Funds are currently being allocated to reserves for replacing classroom equipment, support equipment, and Access program equipment on a continuing basis to ensure that sufficient funds are available when required for equipment renewal.

4. Establish a line item operating budget template that can be used by all academic units to ensure proper comparisons between units. This will ensure that recurring expenditures are provided for in the operating budget rather than through carry-forward funds if resources are available.

The University is into the second year of the new budget process and it has provided a system that has allowed faculties to budget on a more realistic basis.

Figure 5: Annual \$ Changes in General Operating Revenue and Expenditures, 1994-2004(\$000)



In the next four years the University will be making reductions in the reducible discretionary costs and reallocating to the mandatory/statutory increases that the institution will be facing. Over this period, expenditure increases are rising faster than the revenue increases, leaving the U of L in a situation where funds must be reallocated to salaries, benefits, and utilities. Areas subject to reduction include sessional budgets, supplies and materials, travel budgets and capital budgets.

With over 80% of the general operating budget (cash basis – excludes amortization) in salaries and benefits, inflationary increases in line items, and smaller and smaller discretionary cost budgets, these reallocations get more difficult every year. To provide for a balanced general operating budget, reductions of \$1.5 million in 2004-05, \$2.5 million in 2005-06 and \$2.1 million in 2006-07 must occur.

As in previous years, the U of L is committed to cost containment and continuous quality improvement, budget reviews to address changing priorities, and the critical assessment of strengths, needs, and special opportunities.

Section 3.5 (page 31) presents the proposed consolidated budget. The consolidated budget includes the general operating budget, other unrestricted funds budget, and restricted funds budget.

## 3.2 Key Budget Assumptions

In past years, the U of L has had to react to the financial crisis facing the institution with the focus on maintaining quality and trying to balance the budget. While the institution will be making further reductions in the coming four-year period, the direction is one of growth and development and priorities have been set using these assumptions. Growth in enrolment through Access programs, new space requirements, and the increased

emphasis on quality teaching and research are the key assumptions in the budget planning process.

In making these assumptions, the U of L has taken a conservative approach to ensure that any changes to these assumptions will still allow sufficient resources to provide for a balanced budget.

*Table 1: Key Assumptions for General Operating Budget Projections*

	2004-05	2005-06	2006-07	2007-08
<b>Revenue</b>				
Grant increase	4.0%	2.0%	2.0%	2.0%
Instructional fee revenue increase	7.5%	4.3%	4.1%	4.0%
Investment income	2.0%	-	-	-
<b>Expenditures</b>				
Compensation				
Merit	~3.30%	~3.30%	~3.30%	~3.30%
Market	Pool est.	Pool est.	Pool est.	Pool est.
Benefits increases	5.00%	5.00%	5.00%	5.00%
Pension increases	1.68%	1.68%	-	-
Utilities	0.7%	1.5%	1.4%	1.0%
Insurance	21.7%	6.7%	4.2%	1.0%
Library Acquisitions	4.3%	2.3%	2.3%	2.3%

## 3.3 Proposed Revenue Budget

The University's overall general operating fund revenue budget will increase by \$4.2 million in 2004-05 because of increases in instructional fees, enrolment, and grants. The proposed revenue estimates are realistic and attainable, although there is little room for unexpected revenue swings apart from minor fluctuations, especially in tuition revenue.

However, experience shows that the budget projections track very closely with actual booked revenue.

There are no significant increases in any of the operating revenue sources in the coming three years. Grants provided by Alberta Learning are for general increases in the Consumer Price Index. We have not provided for increases in miscellaneous revenue or for external/internal sales and have increased investment income by \$250,000 to bring it in line with what the institution receives on operating funds invested on an annual basis.

### Grants

The single largest revenue item for the U of L is government grants. The grants budget assumes a 4% increase over last year to reflect general cost pressures. Alberta Learning has not announced details of other grants (unfunded enrolment growth, performance envelope, access or faculty, and staff attraction and retention funding) that have been provided in past years. These have therefore not been built into the budget for the coming years.

### Instructional Fees

For the fiscal year 2004-05, the U of L projects approximately \$28.6 million in instructional fee revenue from all credit and non-credit instructional programs, and from the remaining non-mandatory student related fees. This is an increase of 11.2% or \$2.9 million over the previous year.

This is the second consecutive year a fee increase has occurred at the University. Before this, fees were frozen for three years at the year 2000 level, in accordance with Alberta Learning's Tuition Policy which restricts increases in tuition fees if the institution's revenue from fees totals 30% or more of their general operating expenditures. The University's tuition fee cap is currently at 28.7% due to the increase in government grants in support of operations and maintenance and the federal government's funding of overhead research costs.

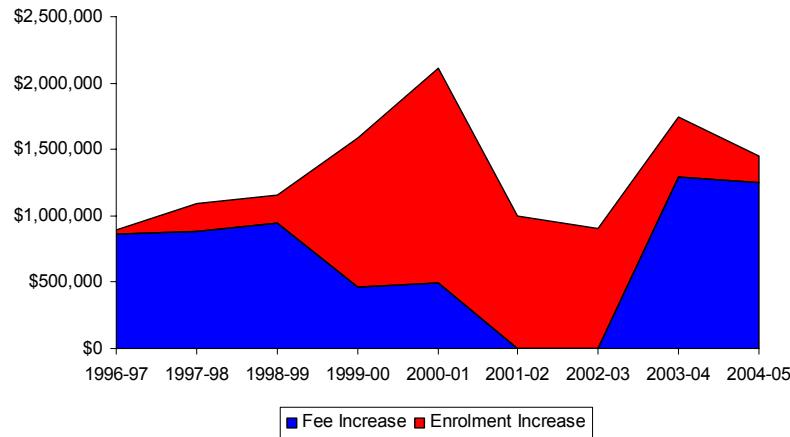
The increase in instructional fee revenue provided in the budget is attributed to both increases in fee rates and to planned enrolment changes in each Faculty and School. This increased enrolment is general growth and does not reflect increases funded through the Access programs. Table 2 provides the growth in credit hours, excluding Access funded programs, and that each Faculty and School has planned for the next three years to meet their budget reductions.

Table 2: Credit Hours by Faculty or School

	2003-04	2004-05	2005-06	2006-07
Arts and Science	100,760	100,760	103,279	105,861
Education	12,910	13,346	13,346	13,346
Management	33,516	34,485	34,485	34,485
Fine Arts	17,174	17,174	17,174	17,174
Health Sciences	2,730	2,880	3,600	3,780
Total	167,090	168,645	171,884	174,646

Figure 6 shows the increased revenue provided from instructional fees for the past seven years and the portions of the increases that are fee increases and enrolment growth. By 2001-02 the entire increase in fees is attributed to enrolment growth, with fees being frozen at the 2000-01 year levels.

Figure 6: Proportions of Instructional Fee Revenue due to Enrolment Increase and Fee Increase, 1996-97 to 2004-05



The amount of general operating grant per student at The University of Lethbridge was \$9,530 in 1993-94, but this has declined to \$6,572 per student by the 2002-03 fiscal year (see Figure 7 and Figure 8).

This decline of 31% for each student during that period has contributed to the University exceeding the tuition fee cap in previous years. The situation must be addressed in the near future if the institution is to continue offering a quality education to its students.

Figure 7: Alberta Universities Operating Grant per Full Time Student, 1993-94 to 2002-03

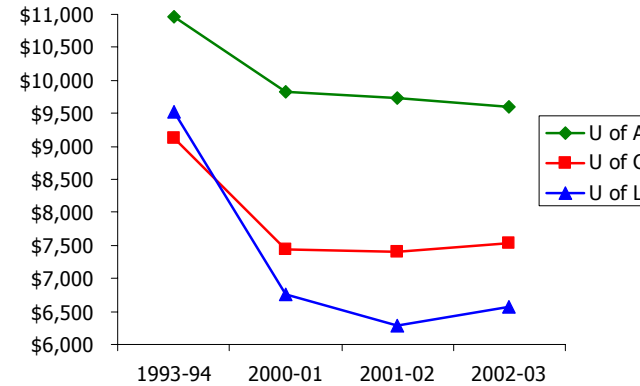


Figure 8: Alberta Universities Relative Change in General Operating Grant per Full Time Student, 1993-94 to 2002-03

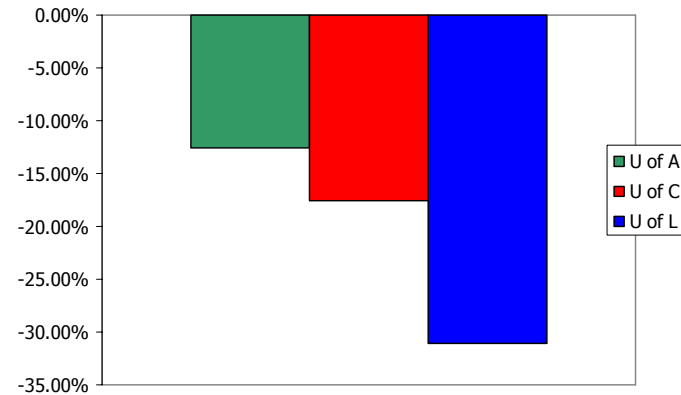
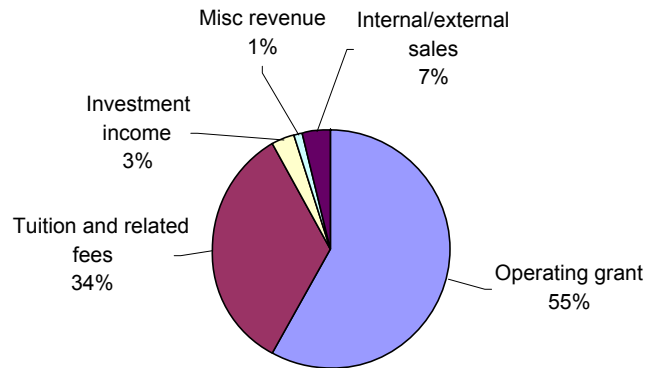


Figure 9 shows the breakdown of general operating revenue by category. The graph depicts general operating funds only; it does not include capital, research, special purpose, endowments, or ancillary operations.

*Figure 9: General Operating Revenue by Category*



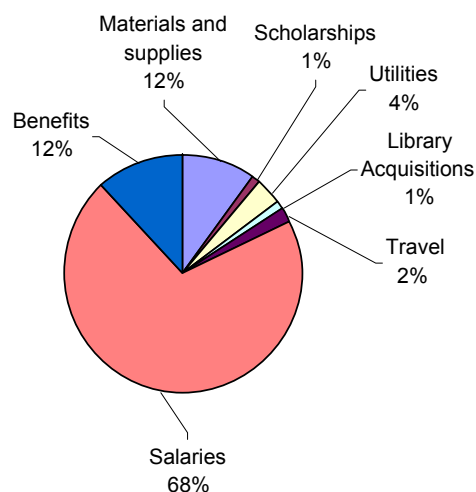


### 3.4 Proposed Expenditure Budget

As in previous years, the growth of U of L expenditures has outpaced that in revenues. In the next three years, even with fees increasing at the maximum allowed under the Tuition Fee Policy, we will be required to make reductions of \$1.5 million in 2004-05, \$2.5 million in 2005-06, and \$2.1 million in 2006-07. Expenditure line items that have been adjusted for contractual or statutory increases include salaries and benefits, utilities, insurance, software contracts, and maintenance costs. This year we have included an inflationary increase for library acquisitions.

Figure 10 shows the U of L's general operating expenditure budget by traditional object of expenditure. The most notable component of the budget is salaries and benefits, which make up 80% of the total general operating budget (cash basis – excludes amortization).

Figure 10: General Operating Expenditures by Category (cash basis – excludes amortization)



#### Compensation Costs

Attracting and retaining faculty and staff continues to remain one of The Board of Governors' priorities. In the 2001-02 and the 2002-03 fiscal years, Alberta Learning responded to the market pressures by providing special funding through the Faculty and Staff Attraction and Retention Fund.

In 2004-05, the institution enters into negotiations with all employee groups on campus, and funds will have to be provided centrally to meet compensation increases. Most of the changes to the benefit category result from increases in the salary and wage base, which ultimately affects the various fringe benefit budgets.

The U of L is budgeting for a major increase in the Universities Academic Pension Plan (UAPP) next year. The trustees of the UAPP have determined that contribution rates must increase by 3.28% of salary effective January 1, 2004 to cover the past unfunded liability and the higher current service costs of the plan due to poor financial markets. The increase will be shared equally between the employers and employees with the cost to the institution being approximately \$650,000.

#### Fixed Costs

While quite modest this year, fixed costs continue to escalate and are a factor in developing the operating budget. Like compensation cost increases, these increases must be taken off the top of any available new funds to cover the projected cost increases and provide for basic operating needs of a fixed or semi-fixed nature. A couple of noteworthy increases within the fixed cost category include utility and insurance premium costs.

### *Library*

The demand for, and cost of, information resources continues to increase. Beginning in 2003-04, the budget has included an increase for library acquisitions equal to the inflationary index.

### *Technology*

Technology is an increasingly important aspect of University life, and it is important to ensure funds are allocated to provide the tools and expertise to make operations more efficient and effective.

### 3.5 Consolidated Budget

Figures are in thousands of dollars.

	General Operating	Other Unrestricted Funds	Restricted Funds	2004-05 Approved Budget	2005-06 Proposed Budget	2006-07 Proposed Budget	2007-08 Proposed Budget
<b>REVENUE</b>							
Government and other grants	47,096	5,904	7,129	60,129	61,331	62,558	63,809
Tuition and related fees	28,655	2,549	-	31,204	32,546	33,881	35,236
Sales of services and products	5,560	7,560	-	13,120	13,382	13,650	13,923
Gifts and donations	-	-	500	500	750	750	750
Investment income	2,250	40	300	2,590	2,790	2,740	2,750
Miscellaneous	1,038	43	250	1,331	1,357	1,384	1,411
Amortization of deferred capital contributions	10,305	-	-	10,305	10,820	11,361	11,929
	94,904	16,096	8,179	119,179	122,976	126,324	129,808
<b>EXPENDITURES</b>							
Salaries and benefits	65,212	6,717	3,500	75,429	79,200	83,160	87,318
Supplies and services	7,437	1,773	1,500	10,710	10,925	11,143	11,366
Repairs and maintenance	392	41	1,000	1,433	1,460	1,491	1,520
Cost of goods sold	185	2,967	-	3,152	3,215	3,279	3,344
Travel	1,438	116	640	2,194	2,238	2,283	2,329
External contracted services	1,338	1,252	335	2,925	2,984	3,043	3,104
Utilities	3,195	635	4	3,834	4,025	4,186	4,228
Scholarships, fellowships and bursaries	676	-	1,200	1,876	2,160	2,175	2,188
Professional fees	446	-	-	446	454	463	468
Interest on long term liabilities	710	-	-	710	700	675	650
Property taxes	10	216	-	226	238	249	252
Insurance	305	21	-	326	348	363	366
Provisions	2,350	326	-	2,676	2,810	2,810	2,810
Amortization of capital assets	11,210	184	-	11,394	11,964	12,562	13,190
	94,904	14,248	8,179	117,331	122,721	127,881	133,133
<b>EXCESS REVENUE OVER EXPENDITURES</b>	\$ -	\$ 1,848	\$ -	\$ 1,848	\$ 255	\$ (1,558)	\$ (3,325)

## 3.6 Statement of Cash Flows

Figures are in thousands of dollars.

	2002-03 Actual	2003-04 Approved Budget	2004-05 Proposed Budget	2005-06 Proposed Budget	2006-07 Proposed Budget	2007-08 Proposed Budget
<b>CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES:</b>						
Excess of revenue over expenditures (expenditures over revenue)	\$ 4,114	\$ -	\$ 1,848	\$ 255	\$ (1,558)	\$ (3,325)
Non-cash transactions						
Amortization of deferred capital contributions	(6,094)	(6,668)	(10,305)	(10,820)	(11,361)	(11,929)
Amortization of capital assets	10,922	8,275	11,394	11,964	12,562	13,190
Loss on disposal of capital assets	199	-	-	-	-	-
Unrealized loss on write-down of investments	2,755	-	-	-	-	-
Decrease in unfunded staff benefits	(418)	(200)	(200)	(200)	(200)	(200)
	11,478	1,407	2,737	1,199	(577)	(2,264)
Increase in non-cash operating working capital	1,310	5,000	2,500	1,000	1,000	1,000
	12,788	6,407	5,237	2,199	443	(1,264)
<b>CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES:</b>						
Deposit on capital equipment	(41)	-	-	-	-	-
Sale (purchase) of investments (net)	5,101	(1,000)	-	1,200	2,500	4,200
Capital asset additions						
Internally funded	(7,491)	(5,595)	(7,197)	(3,748)	(2,883)	(2,802)
Externally funded	(4,923)	(1,572)	(1,408)	(2,072)	(2,243)	(2,446)
Financing	-	(4,000)	-	-	-	-
Collection additions	(2)	(500)	(200)	(200)	(200)	(200)
Proceeds on disposal of capital assets	31	-	-	-	-	-
	(7,325)	(12,667)	(8,805)	(4,820)	(2,826)	(1,248)
Increase (decrease) in construction accounts payable	377	(500)	-	-	-	-
	(6,948)	(13,167)	(8,805)	(4,820)	(2,826)	(1,248)
<b>CASH PROVIDED BY (USED IN) FINANCING ACTIVITIES:</b>						
Capital contributions received	3,454	1,572	1,408	2,072	2,243	2,446
Endowment contributions received	144	250	250	250	250	250
Capitalized investment earnings	274	250	250	250	250	250
Long term debt proceeds	-	4,000	-	-	-	-
Long term debt repayments	(9,910)	(400)	(410)	(435)	(450)	(475)
	(6,038)	5,672	1,498	2,137	2,293	2,471
<b>INCREASE (DECREASE) IN CASH</b>	<b>(198)</b>	<b>(1,088)</b>	<b>(2,070)</b>	<b>(484)</b>	<b>(90)</b>	<b>(41)</b>
CASH, beginning of year	4,033	3,835	2,747	677	193	103
CASH, end of year	\$ 3,835	\$ 2,747	\$ 677	\$ 193	\$ 103	\$ 62

## 4.0 Enrolment Plan

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### 4.1 Enrolment Expansion

For the seventh consecutive year, The University of Lethbridge has reached record enrolment levels. The fall 2003 enrolment exceeded the 1993 level by about 53%.

The University of Lethbridge has a strong tradition of providing access to a university education for Albertans and other Canadians. The University is committed to providing increased access if the financial resources are available.

### 4.2 Program Expansion

#### *Arts and Science*

The proposed undergraduate enrolment increase for Baccalaureate degrees in the Faculty of Arts and Science will meet growing demand in all disciplines within the faculty, and will benefit substantially from the Access program for general Arts and Science expansion.

The Access program in Geographical Information Systems (GIS) will focus on admitting students through direct entry to the four year Bachelor's program in Geography (concentration GIS) and through post-diploma articulation agreements from various colleges across Canada. Graduates of this program are professionals capable of applying computer-based spatial data processing tools to analyze data on geographical and earth science phenomena, much of which is gathered through remote sensing tools. Rapid development and growth in GIS offers great opportunities in industry, government, business, teaching, and research, and new careers are emerging in many academic areas.

#### *Education*

##### **BACHELOR OF EDUCATION EXPANSION**

The Faculty of Education is considering a managed expansion of its Bachelor of Education program, widely considered the best in the province. Under this expansion, enrolment in teacher education will increase by approximately 24 students to a total of 240. Education is considering this expansion for 2005-06 or 2006-07.

##### **NICHE COHORTS**

A proposed expansion contingent on one-time funding, niche cohorts are groups of students that explore a certain subject area or expertise in-depth. Niche cohorts would quickly respond to emerging needs in education, in such areas as First Nations education, special education, and elementary education.

##### **NIITSITAPI TEACHER EDUCATION PROGRAM**

The Niitsitapi Education Program is a joint initiative by Red Crow Community College and the Faculty of Education to develop a First Nations teacher education program. The program will be designed to rely on the Blackfoot language and other cultural components of the Blackfoot community. It will graduate teachers that have an understanding of Blackfoot epistemology, pedagogy, and ideology.

The current proposal is for one cohort group to enter the teacher education part of the program. Students admitted will have successfully completed two years of University-level work, and will be able to demonstrate knowledge of the Blackfoot culture and language. Graduates will meet teacher certification requirements of Alberta Learning, and will be good teachers in any school setting—Aboriginal or non-Aboriginal—but with particular expertise in teaching Blackfoot children.

## *Fine Arts*

### **MULTIMEDIA (BFA)**

This expansion will focus on admitting students through direct entry to this four-year program, which meets increasing employer demands. The program combines technical skills in multimedia with a broad education in music, visual arts, and drama. The intent is to create professionals capable of applying creativity and the arts to communications and information technology. Employers favour well-rounded, arts-based training, rather than training focusing primarily on software. The University of Lethbridge's Multimedia Program meets this need with its 13 core multimedia courses, taught by individuals experienced in the performing and graphic arts.

There is considerable demand for this type of program, from both employers and potential students. Currently, 27 agencies specialize in seeking talented people in multimedia, and at least 54 Canadian companies employ people primarily in computer graphics. In 2000, there were three applications for every available seat in our Multimedia program. Our multimedia program cannot meet the demand at its present funded capacity. At the requested rate of 25 FLEs annually, beginning in fall 2002, the program will reach a continuing population of 100 additional FLEs by fall 2005.

## *Graduate Studies*

### **SPECIAL CASE PHD**

The University of Lethbridge proposes to offer a Special Case PhD program. This thesis-based research program is an expansion of the U of L's successful PhD in Cognitive and Behavioural Neuroscience and its rapidly developing graduate program.

The University of Lethbridge proposes to offer five specific PhD programs under the Special Case PhD:

1. Bio-Molecular Science.
2. Biosystems and Biodiversity.
3. Earth, Space, and Physical Science.
4. Evolution and Behaviour.
5. Theoretical and Computational Science.

Each specific program will involve an annual intake of two students, to a maximum of eight enrolled in each program at equilibrium.

### **MASTERS**

In September 2002, The University of Lethbridge began to increase the number of graduate students in the MEd and MA or MSc programs by 20. By 2004-05, these programs will reach a steady state of 40 students.

While the U of L remains committed to being primarily an undergraduate institution, the MEd and MA or MSc programs have helped the University recruit and retain excellent faculty, and maintain research productivity.

## Health Sciences

### ADDICTIONS COUNSELING (BHSC)

The proposed increase in this program will meet growing demand, stabilize the program by allowing it to grow to an efficient size, and build the program's record and reputation.

The growth will also allow this program to mature and increase its quality. As the program is unique in Canada, it is attracting students from other provinces. Presently, the program is benefiting from the experience of the first student cohorts in the classroom and in work placements. The first graduates have done well in the job market, and the expansion of the program will increase its stability, responsiveness to graduate demand, and reputation.

### NURSING (BN)

The proposed increase for the Baccalaureate program in nursing is designed to meet a forecasted shortage of nurses, and heightened interest in the program. Current market projections suggest a major shortage of qualified nurses is imminent. The shortfall in Canada is expected to be as much as 113,000 over the next decade, which suggests a shortage of about 11,000 in Alberta.

The U of L has collaborated with Lethbridge Community College to offer a "2+2" nursing program. To date, there has been a significant shortfall in funding, and if we are to meet the strong demand for this program, government funding is essential.

### Management (BMgt)

The proposed undergraduate enrolment increase for the BMgt program is the result of increased interest from students. The Faculty of Management has proven to be highly successful, with its focus on technology in the Access programs. Management has achieved the enrolment targets required by its most recent Access funding, and has reached capacity on student enrolments across all three campuses. Without additional external funding, the Faculty will be forced to maintain current enrolment numbers.

Table 3: Program Expansion Summary

Group	Cohort Size	FLEs			
		04/05	05/06	06/07	Year Continuing
<b>Arts and Science</b>					
GIS	40	80	80	80	80
Expansion	40	80	80	80	80
<b>Management</b>					
Expansion	67	200	225	225	225
<b>Fine Arts</b>					
Multimedia	25	75	100	100	100
<b>Health Sciences</b>					
Addictions Counselling	20	60	60	60	80
Nursing	25	50	50	50	50
<b>Education</b>					
B. Ed.	24	24	24	24	24
Niitsitapi *	20 (est.)	-	-	-	-
<b>Graduate Studies</b>					
Ph.D.	10	10	10	10	40
Master's	20	40	40	40	40
<b>Total increase in FLE:</b>		619	669	669	719

\* Exact data for the Niitsitapi program were unavailable at time of publication.

## 5.0 Capital Projections

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### 5.1 Overview

With enrolment levels increasing, the U of L has focused on the addressing increased demand for postsecondary education and the growing student population. The U of L has worked hard to solidify the administrative structure and academic environment to cope with increased enrolment.

Enrolment growth also brings the ongoing space issue. The U of L must address areas like specialized teaching and lab space, offices, research labs, student housing, and auxiliary space requirements in recreation and culture.

### 5.2 Renewal and Upgrading

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

#### *Deferred Maintenance*

The Deferred Maintenance Study, produced by the Canadian Association of University Business Officers in 2000, warned that postsecondary institutions in Canada have a serious problem with the poor conditions of their facilities.

Alberta Infrastructure recently completed a facilities study as well, which also took into account the building envelopes, and the Facilities Condition Index is now estimated at 24%. A high FCI means that buildings are deteriorating faster than the institution can get funding to maintain them. Ideally, funding for facilities maintenance should be 1.7% of the building replacement costs, which for The University of Lethbridge is about \$4 million per year. For the last two years, actual funding for facilities maintenance has been approximately \$1.5 million per year, which is 27% of the ideal funding levels.

The U of L is working closely with Alberta Infrastructure to ensure the facilities condition database is kept up to date, to support the planned renewal and upgrading of facilities in a cost effective manner.

Although the U of L has been fiscally responsible in ensuring that funds are available in the future to maintain our physical facilities, it has put pressure on our budget, as funds that could have been used for teaching are diverted to facilities maintenance.

#### *Infrastructure Upgrades*

When new buildings are required on campus, it will be necessary to upgrade the services that support these buildings. The U of L will have to build new capacity into the current power plant, or auxiliary services will have to accompany new construction projects. The Campus Master Plan calls for the development of a second energy centre.



## 5.3 Long-Term Projects

The University of Lethbridge has identified the following long-term projects as priorities. Each project is critical to the future development of the U of L, and intended for funding by different groups. For example, a particular project might be more suitable for government funding, whereas others are more fitted for funding by users or private donors.

### *Centre for Leadership and Innovation*

The University of Lethbridge's Faculty of Management is growing at an exceptional rate, resulting in an immediate need for new accommodations. A planned new facility, the Centre for Leadership and Innovation, would require 5,700 sq.m., at a projected construction cost of \$15 million. This building would also accommodate the School of Health Sciences and the Department of Native American Studies. The Board of Governors has identified this project as the highest priority for future construction.

### *Water and Environmental Science Building*

The Water and Environmental Science Building will house the administrative centre for the Alberta Ingenuity Centre for Water Research. It is intended to accommodate an interdisciplinary group of faculty members, together with a complement of research associates, including graduate and undergraduate students and Post-Doctoral Fellows.

The University of Lethbridge has been selected as the administrative centre for a new tri-University water research partnership with the University of Alberta and the University of Calgary. The Alberta Ingenuity Fund announced this partnership, the Alberta Ingenuity Centre for Water Research, in October 2003. It will deliver fundamental knowledge acquired through research into the interrelation of water quality and quantity in four areas – watersheds, water ecology and the safety of water, wastewater and socio-economic issues.

Currently, the University of Lethbridge is widely known for its founding role in the Water Institute for Semi-arid Ecosystems (WISE) and recently appointed a number of faculty positions with research projects specifically relating to water issues, including four Canada Research Chairs, and three Board of Governors Research Chairs. The University requires a new facility in order to fulfill its commitments in relation to the WISE research.

The University proposes that this facility—the Water and Environmental Science Building—be situated in Exploration Place, near the Canadian Centre for Behavioural Neuroscience.

Water resources are of great importance to our community, and the U of L is committed to strengthening this area of research.

### *Regional Health and Wellness Centre*

The University of Lethbridge is in serious need of additional recreational and cultural facilities to meet the demands of its growing population. The proposed Regional Health and Wellness Centre would address this need, and would provide facilities for one of its research priorities—maintaining wellness in the aged—conducted by the Department of Kinesiology and Physical Education and the Faculty of Education. The U of L is also partnering with local health authorities in order to meet the needs of the community in wellness.

Funding required to construct a facility that would address these recreational needs is estimated at \$20 million. The U of L has already received capital funding in the amount of \$5.3 million from the City of Lethbridge for the project. The balance of the funding for the project will be from U of L reserves and fundraising efforts. In partnership with the City and its community, the U of L is developing the building program for the facility, with a target opening date in 2006.

### ***Research Facilities***

The University continues to have a strong commitment to research. The Maclean's magazine Annual Survey of Canadian Universities ranks the U of L number two for average size and number of research grants awarded to undergraduate medical/science research institutions and number two for national awards per full-time faculty.

To continue to excel in research, the U of L requires more dedicated space for research activities; new facilities must be constructed for this purpose. These facilities would allow for more collaboration with other Alberta based institutions and would increase the capacity for training by providing space for principal investigators, new graduate and undergraduate students, and technical support personnel.

### ***Art Gallery***

The University of Lethbridge is in need of an art gallery to display its outstanding art collection and allow adequate access to it by its students and the national community.

The U of L art collection is recognized as one of the finest in Canada, with over 13,000 works of art. In building the collection, the U of L committed to making the collection accessible for teaching and research. In addition to playing a central role in the teaching practices of the University, the collection is a valued resource for art galleries and researchers across Canada and the world.

A proposed art gallery addition includes exhibition space, curatorial support space, storage, and a loading area. The storage space must meet exacting standards so the U of L can meet its responsibility for stewardship of this national resource. Though the current storage facility is high quality, it cannot house the full current collection, and the collection continues to grow.

A larger, more accessible exhibition space will make the collection available to a wider public through exhibitions and public programs, and will provide the U of L's Museum Studies students with experience necessary for careers in the cultural sector. The expansion of the gallery would also allow more access to students, from the U of L and from other institutions, in this field of study and research.

## 5.4 Effects of Capital Plans

The U of L continues its commitment to meeting the challenge of increased postsecondary demand on the provincial system. The institution is currently operating at capacity, but the planned capital projects will help accommodate future planned expansion.

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

### *Demand for Effective Technology*

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

The demand for increased technology in the classrooms, labs, and administration puts additional pressures on the

U of L's resources. To remain a leader in the use of technology, the U of L has a unique and cost-effective approach to replacing computers for teaching and administration functions.

The campus-wide Technology Access Program replaces the central student computer labs with high-end computers every 12 months, without an increase in funding. The program has allowed for bulk purchase of computers. This reduces the average acquisition cost of computers by an estimated 50%.

### *Life Cycle Costs*

When planning the expansion of its facilities, the University ensures that life cycle costs of its facilities are kept to a minimum. We believe that energy efficiency and ease of maintenance are integral to building planning.

### *Library Resources*

The University Library has solved some space issues, such as additional collection areas, classrooms, and study space. Unfortunately, it does not address the issue of limited library resources, and the University struggles with the need to commit more dollars to improving the library collection in a number of disciplines, and in trying to keep pace with the impact of inflation and the falling dollar.

## 5.5 Capital Budget

Figures are in thousands of dollars.

		2003-04 Approved Budget	2004-05 Approved Budget	2005-06 Proposed Budget	2006-07 Proposed Budget	2007-08 Proposed Budget	
SOURCES OF FUNDS	Alberta Learning/Alberta Infrastructure:						
	Infrastructure Renewal (IRE) reserve	\$ 1,572	1,408	2,072	2,243	2,446	
	University contributions	4,891	2,400	1,685	1,492	1,538	
	Fundraising— Regional Health and Wellness Centre		2,700	2,600		-	
	Parking	639	1,184	779	124	130	
	Telecommunications		145	35	56	79	
	Information technology		776	775	775	775	
	Service vehicles		70	35	-	75	
	Catering and Food Services		63	14	31	33	
	Housing reserves	65	852	334	121	100	
	Printing reserves		133	26	107	47	
	Bookstore reserves		54	65	177	25	
Financing - student residences	4,000						
<b>TOTAL FUNDS</b>	<b>\$</b>	<b>11,167</b>	<b>9,785</b>	<b>8,420</b>	<b>5,126</b>	<b>5,248</b>	
CAPITAL EXPENDITURES	Facilities						
	Student residence expansion	\$ 6,159		-	-	-	
	Regional Health and Wellness Centre		1,520	-	-	-	
	Water and Environmental Science Building		50	-	-	-	
	Soccer Field		350	-	-	-	
	Capital Maintenance	1,822	1,881	2,072	2,243	2,446	
	Facility Upgrade	700	250	300	300	300	
	Parking and Roads	639	1,184	779	124	130	
	Equipment						
	Arts and Science	482	482	475	475	475	
	Education	90	76	75	75	75	
	Management	158	141	140	140	140	
	Fine Arts	60	60	75	75	75	
	Health Sciences	13	13	10	12	15	
	Motor Vehicles	-	70	35	-	75	
	Information Technology	285	776	775	775	775	
	Administrative Support Units	178	135	120	125	144	
	Classroom Technology	56	63	75	75	75	
	Sports and Recreation/Athletics	198	302	400	210	236	
	Telecommunications	40	145	35	56	79	
	Housing	65	852	334	121	100	
	Catering and Food Services	-	63	14	31	33	
	Bookstore	100	54	65	177	25	
	Printing	122	133	26	107	47	
	Conference Services	-	5	15	5	3	
	<b>TOTAL CAPITAL EXPENDITURES</b>	<b>\$</b>	<b>11,167</b>	<b>8,605</b>	<b>5,820</b>	<b>5,126</b>	<b>5,248</b>

Note: The planning for the Health and Wellness Centre has been approved by the Board of Governors. The construction of the facility has not yet been approved and therefore funds received from external sources have been included in revenue, but not the construction project expenditures.

## 6.0 Tuition Projections

For the fiscal year 2004-05, the U of L projects approximately \$ 28.6 million in instructional fee revenue from all credit and non-credit instructional programs, and from the remaining non-mandatory student related fees. This is an increase of 11.2%, or \$2.9 million over the previous year.

This is the second consecutive year an instructional tuition fee increase has occurred at the U of L. Prior to this, tuition fees were frozen for three years at the 2000 year level in accordance with the Tuition Fee Policy. The University's tuition fee cap is currently at 28.7% due to the increase in government grants in support of operations and maintenance and the federal government's provision of overhead research costs.

The increase in instructional fee revenue provided in the budget is attributed to both increases in fee rates and to planned enrolment changes in the faculties and schools. This increased enrolment is general growth and does not reflect increases funded through Access programs.

Table 5: Current and Proposed Tuition and Related Fees Revenues

<b>Current 2003-04</b>	\$ 28,156,000
<b>Proposed 2004-05</b>	\$ 31,204,000
<b>Proposed 2005-06</b>	\$ 32,546,000
<b>Proposed 2006-07</b>	\$ 33,881,000
<b>Proposed 2007-08</b>	\$ 35,236,000

Table 4: Current and Proposed Per Course Instructional Tuition Fees

	<b>Current 03-04</b>	<b>% Increase</b>	<b>Approved 04-05</b>	<b>% Increase</b>	<b>Proposed 05-06</b>	<b>% Increase</b>	<b>Proposed 06-07</b>	<b>% Increase</b>	<b>Proposed 07-08</b>
Undergrad	\$373	7.2%	\$400	3.75%	\$415	3.6%	\$430	4%	\$447
Grad	\$450	5.5%	\$475	3.2%	\$490	3.0%	\$505	4%	\$525
Materials & Services	\$24	0%	\$24	0%	\$24	0%	\$24	0%	\$24

# Appendix One: The University of Lethbridge Strategic Plan, 2003-2008

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## Our Mission

The University of Lethbridge exists to develop individuals who are creative and inventive discoverers, leaders and independent learners, well prepared to contribute significantly to their local, national, and global communities. We, The University of Lethbridge, care about what our students, staff, and faculty need to achieve this goal. Thus, we provide excellent programs with a liberal education focus, outstanding and inspirational teaching, intellectual horizons that extend far beyond the boundaries of our community, quality services, an inclusive and diverse campus within a climate of respect, high quality facilities and resources, and a commitment to responsible action.

The University also has a social responsibility to protect free inquiry and scholarship, and to push the frontiers of current knowledge through innovative research. Taking this responsibility seriously, we cultivate a community that fosters intellectual exchange, creativity, originality, and discovery.

## Our Vision

The University of Lethbridge strives to build the most vital and engaging learning environment in Canada, through superior teaching, research, and creative achievement.

## Our Fundamental Principles

### *Preamble*

The University of Lethbridge operates under the guidance of the Board of Governors, and is subject to the provisions of the *Post Secondary Learning Act*. The General Faculties

Council and the councils of the faculties and schools determine the University's academic programs and priorities. The University relies on a framework of policy and strategy, constructed through collegial processes, to set priorities and conduct operations promptly and responsively. Administrative services are provided by a highly qualified professional staff.

The fundamental principles of The University of Lethbridge reflect its commitment to students; to society; to creativity, inquiry, and discovery; and to responsible action.

### *The Principles*

#### **Our Commitment to Society**

*We protect free inquiry and expression.* In keeping with the unique mandate of the university in society, The University of Lethbridge supports and protects artistic expression and the free and open scholarly discussion of issues, including those that are controversial. We also have an obligation to address long-term issues and those of broad scope.

*We work for the public good.* As a public institution, The University of Lethbridge promotes and provides degree-level education for the public good. As a university, we promote scholarship, research, and creativity at the highest level and quality, including research of particular relevance to the region, and we share the benefits of that learning with the community. The University bases its decisions about programs, standards, and capacity on the best available evidence. Within that context, we use innovative methods and processes to optimize the openness of the institution to qualified students.

*We are connected with the community.* The University publicizes its research, scholarship, creative activities, and other initiatives that have significance for society. Members of the University contribute to the community based on their professional expertise. To these ends, the University develops relationships with organizations and individuals, and shares its facilities and resources for the good of the community. We acknowledge faculty, staff, students, and alumni for initiative and creativity that leads to the increased involvement of the University in the community.

The University of Lethbridge values its close and mutually supportive relationship with its alumni, who exemplify the benefits of the University and communicate its value locally, provincially, nationally, and globally.

*We believe in diversity, and equal opportunity for participation.* Diversity strengthens the University and enriches the experience of our students, staff, and faculty members. We respect, appreciate, and encourage diversity, and provide equal opportunity for full participation in the University. We are an inclusive community, in which students, staff, and faculty members feel welcome, respected, valued, and empowered to contribute fully.

*We are dedicated to removing barriers to full participation wherever possible.* The University facilitates accessibility by all students, staff, and faculty members to the intellectual, physical, and social aspects of the institution.

*We believe in gender equity.* The University of Lethbridge honours the rights of all and treats people with dignity and respect. We acknowledge the similarities and differences among women and men, and seek to remove all barriers that inhibit an individual's aspirations and potential. The University will create a supportive environment through education and communication. Equity is inclusive.

*We encourage and support the participation of First Nations peoples in all aspects of the University community.* The University of Lethbridge values its relationship with

First Nations peoples, and collaborates widely to develop programs that are relevant and available to them. We work with First Nations peoples to ensure that these partnerships, and the resulting programs, continue to meet all students' needs.

*We are environmentally and socially responsible.* When making decisions about the design and operation of The University of Lethbridge, we act ethically and responsibly, considering environmental sustainability and good citizenship.

### **Our Commitment to Students**

*We are student-centred.* Students give focus and meaning to The University of Lethbridge. The University helps students achieve their full potential by facilitating their intellectual growth and academic and personal excellence. To this end, the University maintains high academic standards and excellent programs, supported by high-quality, responsive services.

The University of Lethbridge supports and encourages the growth of the student as a whole person, in an atmosphere based on equality of treatment, freedom from discrimination, and responsible use of authority.

*We inspire.* The University of Lethbridge aspires to inspirational teaching that ignites intellectual passion and stimulates a thirst for knowledge. We value and support many approaches to teaching and learning, in a variety of settings within the University and in the broader community.

*We believe in excellence in undergraduate education.* The University of Lethbridge treasures its reputation for quality, responsiveness, and innovation at the undergraduate level. We will continue to sustain and enhance our reputation as an outstanding undergraduate institution. Recognizing that our capacity is constrained by resources, we preserve our value for students and society by managing our size, and concentrating on fields that reflect the excellence of faculty members and the interests of students and society.

*We believe graduate programs are essential.* Graduate programs, closely integrated with undergraduate and research programs, are fundamental to the mission of The University of Lethbridge. Because graduate programs are highly specialized in their focus and requirements, the University implements them selectively. Through them, we contribute to the personal, intellectual, and professional development of individuals, and help meet society's need for citizens with the highest levels of professional and intellectual achievement. In offering graduate programs, the University uses creative approaches appropriate to the disciplines.

*We believe education is a journey, not a destination.* A true measure of our success is our alumni's continuing interest in a lifetime of learning, and their commitment to this goal. Although The University of Lethbridge focuses on degree programs, we offer courses for students who wish to pursue lifelong learning. We are open to alliances or partnerships to provide quality programs that are approved and recommended by professional associations and other organizations.

*We promote face-to-face learning.* Teaching at The University of Lethbridge takes place primarily on our Lethbridge campus and our satellite campuses in Calgary and Edmonton, reflecting our belief that people learn best when they work together in the same place at the same time. We use information technology to supplement this form of instruction. The University delivers courses at a distance when appropriate for the program and the students.

*We expand horizons.* A global perspective is essential to The University of Lethbridge in its teaching, learning, and research. The University educates its students to become well-rounded citizens of a complex society, capable of making important contributions in Canada and elsewhere in the world.

The University of Lethbridge invites students and faculty members from around the world to participate in learning at

the University, and provides international opportunities for our students and faculty members to experience other cultures.

*We give students the best preparation for their future.* The University of Lethbridge provides students with a liberal education—a solid foundation for personal and professional growth. Liberal education promotes the development of academic skills that students can apply to a wide range of experiences, and a broad base of knowledge in the human, aesthetic, ethical, scientific and organizational disciplines. It encourages a multi-faceted, reflective approach to the complex challenges of the 21st century.

### **Our Commitment to Creativity, Inquiry, and Discovery**

*We encourage and support research, scholarship, and creative work.* The University of Lethbridge stimulates and supports research, scholarship, and creative work in all areas in which we teach, and in areas of special relevance to the region and province. This link between research and teaching allows us to explore what is known, challenge how it is known, and thus influence the nature of teaching. We value and protect an environment of free inquiry in which to conduct research, scholarship, and creative work, and communicate the results of these activities with others. We encourage student involvement in research, scholarship, and creative activity.

*We conduct basic and applied research in many forms.* Research conducted at The University of Lethbridge is both basic and applied. Basic research includes that with the broadest scope and longest term. The University has a responsibility to analyze and reflect on these matters, and to communicate the outcome of these efforts. The University also concerns itself with applied research, particularly that which affects the well being of our community. Given the range of disciplines involved, research at the University takes many forms.



## Our Commitment to Responsible Action

*We advance the interests of The University of Lethbridge.* The University of Lethbridge communicates with its internal and external communities so that its mission, goals, and work are well understood. We engage our alumni and other supporters in the activities of the University. We build the value of the University to society by developing mutually supportive relationships with governments, individuals, and organizations.

*We are active and innovative in recruitment and retention.* In developing a coordinated institutional approach to the recruitment and retention of excellent faculty members and staff, The University of Lethbridge pursues new and innovative ideas, implements the most effective strategies, and monitors their success.

*We practice sound financial and resource management.* The University of Lethbridge maintains exemplary financial management of our public and private funds, through the sound management of our budgeting and planning processes, and the preservation of our human and physical assets. The University allocates resources efficiently and effectively, consistent with the institution's principles and values.

*We use technology effectively.* The University of Lethbridge is a leader in the effective use of technology to support learning and research; to prepare students, faculty members, and staff to work effectively in a highly technological environment; to manage the processes that support the delivery of programs and services; and to expand opportunities for individuals to learn, work creatively, and conduct research. We use technology to facilitate and enhance, not supplant, learning relationships among students, faculty members, and other university stakeholders. The University considers technology a means, not an end.

## Our Strategic Priorities

With this Strategic Plan as the framework, The University of Lethbridge commits to continuing action in the areas in which we presently excel, as outlined in our Mission statement, and in those key areas where enhancement is required. The following Strategic Priorities represent these key areas, in which The University of Lethbridge will apply a special effort so that the institution can more successfully align itself with its Mission, Vision, and Fundamental Principles.

### *Students*

- Improve student financial support through scholarships, bursaries, work opportunities, and other initiatives.
- Expand opportunities for graduate studies.
- Foster a sense of healthy culture and community for students.

### *Diversity*

- Improve support and participation of First Nations in the University community.
- Ensure gender inclusivity by promoting and implementing equity within the University community.
- Increase the international focus of The University of Lethbridge, through the recruitment and exchange of students and faculty.

### *Teaching and Research*

- Provide support for faculty in the enhancement of effective teaching skills and strategies.
- Pursue additional funding to support scholarly activity across a wide range of disciplines.
- Develop centres of research excellence across the faculties and schools.

### *Facilities*

- Increase state-of-the-art academic space on campus.
- Increase student residence space.
- Provide access to additional recreation and leisure space.
- Expand research space in all disciplines.

### *Outreach*

- Work with our alumni to help advance the mission and vision of The University of Lethbridge.
- Raise the profile of The University of Lethbridge in the provincial, national, and international arenas.
- Improve relationships and increase involvement with individuals and organizations for the good of The University of Lethbridge and the community.

## **Our Next Steps**

The University of Lethbridge will continue to take action in the areas in which it currently excels, as outlined in the Mission, and in areas that embody and realize the Fundamental Principles. The Board of Governors, Faculties, Schools, students, administrative and support staff, and our alumni will be asked to identify their role in addressing our Strategic Priorities. The units will identify specific actions, targets, and dates for completing these targets. They will then be asked to report back to the Strategic Planning Group annually on their progress in accomplishing these targets.