

University of Lethbridge

Comprehensive Institutional Plan 2013/14 - 2015/16



ACCOUNTABILITY STATEMENT

This Comprehensive Institutional Plan was prepared under the Board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the Board is aware.

Gordon E. Jong, FCA
Chair, University of Lethbridge Board of Governors

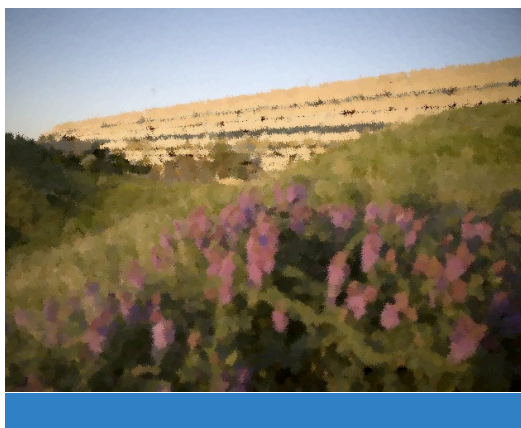


Table of Contents

<u>EXECUTIVE SUMMARY</u>	<u>1</u>
<u>INSTITUTIONAL CONTEXT</u>	<u>3</u>
Institutional Mandate	
Mission: Why We Exist	
Vision: Where We Are Going	
Fundamental Principles	
Values	
<u>PLAN DEVELOPMENT</u>	<u>7</u>
<u>ENVIRONMENTAL SCAN</u>	<u>9</u>
Demographic Trends	
A CHANGING POPULATION	
ABORIGINAL STUDENTS	
Post-Secondary Environment	
CAMPUS ALBERTA	
DEMAND & ACCESS	
STUDENT OUTCOMES	
RESEARCH	
<u>GOALS AND PRIORITIES</u>	<u>13</u>
Access & Quality	
MODELED ENROLMENT	
PROGRAMMING	
Academic Directions	
SUPPORTING THE STUDENT EXPERIENCE	
LEADERSHIP IN LEARNING	
CREATING A COMMUNITY OF LEARNERS	
Research	
RESEARCH THEMES	
RESEARCH PRIORITIES	
Sustainability	
Community	
U of L & Campus Alberta	

FINANCIAL AND BUDGET INFORMATION 33

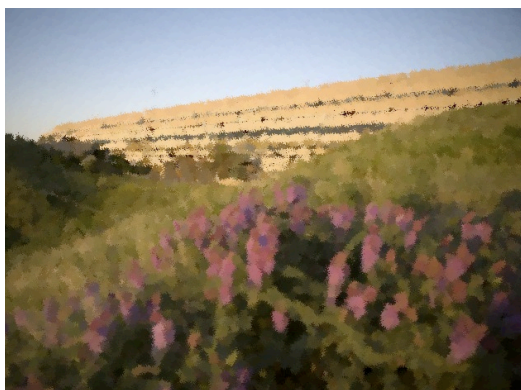
Budget Assumptions
Budget Adjustments
Proposed Revenue Budget and Proposed Expenditure Budget
Consolidated Budget
Statement of Cash Flows
Tuition and Fees

RESOURCE IMPLICATIONS 44

Access & Quality
Research
Information Technology
Capital Plan

APPENDICES

Appendix A: Future Programs
Addendum: Revised Input to CIP to Reflect March 7, 2013 Budget Announcement



Executive Summary

At the University of Lethbridge we recognize and embrace our role as a comprehensive academic and research institution (CARI) in Campus Alberta. We take the “comprehensive” characterization in that classification seriously: we provide opportunities for study at all levels undergraduate, Masters, and Doctoral across the full breadth of disciplines and are working to identify new programs and majors that serve the community; we undertake high-quality research and support the cornerstones of the Alberta Innovates Model; we aim to provide Alberta learners with various pathways through higher education, whether by location or delivery mode.

This Comprehensive Institutional Plan (CIP) was developed through a series of consultations with various groups across campus. It is derived from three foundational documents – the University Strategic Plan, the Academic Plan, and the Strategic Research Plan – and the supporting Capital Plan and Budget. Each of the foundational documents received widespread input from campus and community stakeholders.

The March 7, 2013 Provincial Budget is a significant barrier to the U of L’s ability to realize our full potential within Campus Alberta. It does not, however, change our long-range goals and priorities; what has changed is the timing. This budget has not caused us to retrench, but to reaffirm our values and to reprioritize the University’s actions and activities (see Addendum).

As discussions begin around institutional roles and outcomes within Campus Alberta, the University of Lethbridge is confident that we will be served by our self-reflection through our planning processes on the unique niche we fill within Campus Alberta and in our ability to meet the demands of our students and the post-secondary system.

Access Demands and Enhanced Learner Pathways

The University is committed to providing a comprehensive and diverse array of undergraduate, graduate, and postgraduate programs. As we continue this progression, we are developing new programs that take advantage of institutional strengths and that address labour market and learner demand, keeping in mind that serving the labour market is “much more than producing employees for industry [but is also] about producing critical thinkers, artists, entrepreneurs and global citizens.”¹ Balancing between institutional strength and outside demand ensures that we are making the best use of our resources to meet our mandate.

Creating a more accessible post-secondary system goes beyond the programs offered, to ensuring that they are offered in the right place and in the right way. We continue to work to enhance the targeted programming that we offer through our Calgary and Edmonton campuses, serving the needs of the working learner. As well, an increasing focus on distance delivery and effective use of emerging technologies allows us to offer in-demand programs to learners where they live and work.

¹ *Campus Alberta Planning Resource 2012*, v

We are committed to providing our students with the programs and supports they need to succeed. This includes targeted programs and supports that will increase participation and the success of those traditionally underrepresented in the advanced education system.

The U of L has a strong history as a transfer partner. With the increase in degree granting institutions under the Roles and Mandates Framework, we have had to look to balance our efforts to build on existing and new transfer opportunities and partnerships, while moving away from our reliance on transfer students to maintain enrolment numbers. Our commitment to offering learners varied pathways will help to increase overall access to post-secondary education in Alberta.

Research Capacity

At the University of Lethbridge we recognize the extensive impact and value of research on our students and society. Internally, a robust research environment enhances our role as teachers. The University of Lethbridge fosters an environment that emphasizes student engagement in learning and research in all disciplines and levels of instruction, from undergraduate to graduate. The end result is a personalized and interactive learning environment combined with engagement in creative activities and research.

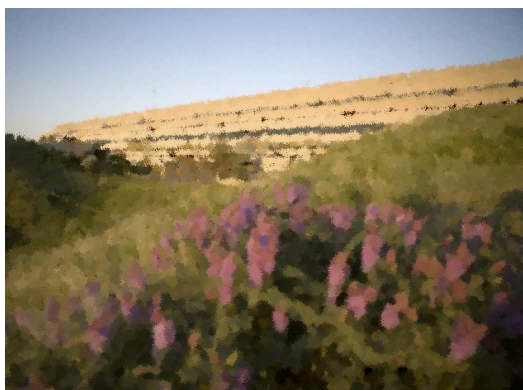
Alternately, there is the potential for national and international impacts arising from the research conducted at the University. The Strategic Research Plan research themes transcend disciplinary boundaries and integrate long-standing areas of excellence with emerging areas of inquiry. Collectively, these themes are the foundation upon which the University will build and advance its national and international impact: creativity and performance; earth and environment; healthy futures; organizations, culture and society; and origins and explorations.

Resources and Capital

Over the past several years, the University has revised its budget processes to ensure that the institution is in a position to make resource allocation decisions that will advance the University's strategic directions. Especially in challenging financial times, we need to be able to quickly adapt to the situation without losing sight of the priorities that have been established through our academic, research, and strategic plans. The core of these plans were distilled into a framework of values intended to guide the Budget Advisory Committees (BAC and BPAC) in developing the 2013/14 University of Lethbridge consolidated operating budget (see Values, page 6).

The proposed operating budget for the 2013/14 fiscal year is \$162,567,427. On March 7, 2013 the Government of Alberta announced that the University's Campus Alberta Operating Grant would decrease by 7.3% (\$7,225,599). This reduction, coupled with budgeted expenditure increases of \$4,600,437, left the University with a total required budget reduction of \$11,826,036. Due to the late announcement of the decrease in the Campus Alberta Operating Grant, the University was unable to find expenditure reductions adequate to cover the full amount of the total budget reduction and will be submitting a deficit budget of \$4,927,859 for fiscal 2013/14. This deficit has been submitted to Alberta Enterprise and Advanced Education for approval. The deficit for 2013/14 will be funded out of existing University carryover funds, which will provide one-time relief to be applied to the deficit until the University is able to identify reductions in expenses or increases in revenue to balance the operating budget.

The top three new capital priorities for the University are directly tied to our ability to deliver our mandate: the Destination Project; a First Nations Gathering Space; and an Arts Learning Centre. In addition to the need for new space, the University also needs to maintain and optimize the use of existing space.



Institutional Context

INSTITUTIONAL MANDATE

The University of Lethbridge is a public, board-governed university operating as a Comprehensive Academic and Research Institution under the authority of the Post-secondary Learning Act of Alberta.

Founded on the principles of liberal education, the University of Lethbridge provides undergraduate and graduate programs in education, fine arts, health sciences, humanities, management, nursing, sciences, and social sciences, leading to bachelor's, master's, and doctoral degrees. The institution also provides certificate programs, post-baccalaureate certificate programs, post-graduate certificate programs, post-master's certificate programs, programs and degrees that lead to professional specialization, and open studies for lifelong learners.

The University of Lethbridge conducts pure and applied research and establishes and sustains facilities for pursuing original research. The University develops centres of research excellence in areas in which it has special expertise or that have particular relevance to the region or province. Programs of research, scholarship, and creative activity include the study of fundamental issues for their intrinsic intellectual, aesthetic, or philosophical interest, and of practical challenges of direct importance for social, cultural, economic, or environmental well-being. The University of Lethbridge protects free inquiry and scholarship, facilitates access to scholarly resources, and supports artistic expression and the free and open scholarly discussion of issues.

In support of Campus Alberta, the University of Lethbridge collaborates with other institutions to ensure transferability within the province's post-secondary education system and deliver seamless learning opportunities. As part of this commitment, the University works with other institutions to provide degree completion opportunities for university transfer students and diploma graduates.

Across the spectrum of intellectual pursuit, the University of Lethbridge continually develops innovative programs and research collections in existing and emerging disciplines to meet the needs of students, society, and the economy. This includes collaborating with First Nations, Métis, and Inuit peoples to develop programs and collections that are relevant and accessible to them.

The University of Lethbridge serves a variety of student groups: undergraduate and graduate students; transfer students; high school graduates; First Nations, Métis, and Inuit students; adult learners; international students; and immigrants. It also serves students on campuses in Edmonton and Calgary and, through distance learning technology, students across the province, the country, and the world. The University of Lethbridge strives to make university-level education available to all Albertans, including those living outside major urban centres and those who have traditionally not sought university education.

The University of Lethbridge fosters a learning community that meets the educational and personal growth needs of its students. This learning community emphasizes teaching excellence, exposure to research, information literacy, interaction with professors and instructors, effective academic advising and personal counselling, and a spectrum of

cultural, recreational, and extracurricular opportunities. The University of Lethbridge values a high quality of teaching and emphasizes the mutually beneficial relationship between teaching and research. Other facilities and services, such as the Library, student residences, health services, theatres and other performance spaces, and sports and recreation facilities support and enrich the student experience and the lives of community members while respecting environmental sustainability. The University strives to enhance its educational environment through innovation and creativity.

The University of Lethbridge builds mutually supportive relationships and partnerships, addresses the cultural and societal needs of the communities it touches, and advocates the critical role that education plays in the growth and well-being of an informed society. The University further contributes to society by discovering, preserving, synthesizing, and disseminating knowledge for the benefit of all.

Approved by Doug Horner, Deputy Premier and Minister of Advanced Education and Technology, June 24, 2010.

MISSION: WHY WE EXIST

The University of Lethbridge exists to build a better society.

We do this in six essential ways:

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

VISION: WHERE WE ARE GOING

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

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

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

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

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

FUNDAMENTAL PRINCIPLES

Our Commitment to Society

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

Our Commitment to Creativity, Inquiry, and Discovery

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

Our Commitment to Students

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

Our Commitment to Inspiration

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

Our Commitment to Responsible Action

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

VALUES

Our people define our University and are our greatest strength.

People are the essential resource of our institution and as such the University will strive to preserve employment.

All University employee groups will be treated with fairness and with respect in all that lies ahead in our work to maintain our student-centred focus and to ensure the continuing financial sustainability of our institution.

High quality is central to all that we do.

Our commitment to maintaining high quality undergraduate and graduate academic programs is key to our University mission to build a better society.

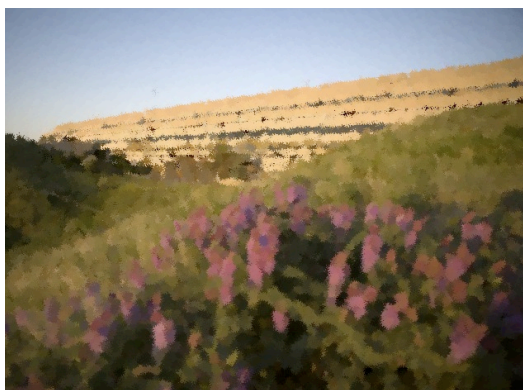
High quality instruction and teaching are essential to this commitment. Research and creative activity are also key to our mission and their vitality and vibrancy serve as a differentiating feature of our institution and a central part of our culture as a comprehensive academic and research institution.

High quality facilities and services support our mission and best serve our students, staff, and academic staff.

Access to our University is a foundational value.

As a Comprehensive Academic and Research University, dedicated to liberal education, that was born out of the needs and aspirations of our local communities we are committed to providing student access to our high quality academic programs throughout the province without creating unnecessary financial barriers.

Community engagement with our University and community use of our facilities play a role in defining us as a public institution.



Plan Development

Since the Ministry introduced an integrated plan submission in 2011, the University of Lethbridge has spent considerable time and effort to coordinate and refine our planning processes. The Comprehensive Institutional Plan draws together the University's Strategic Plan, Academic Plan, and Strategic Research Plan, carefully considering how budget allocations promote the values of the institution and support Campus Alberta.

The foundational plans upon which the CIP is built were all developed with input from academic and non-academic units through their Unit Plans, and in consultation with senior administration, Deans, Executive Directors, faculty and staff, and students.

The CIP was coordinated and co-written by the Office of the Vice-President (Academic), with topical input from the Office of the Vice-President (Finance and Administration) and the Office of the Vice-President (Research). In developing the plan, various units on campus were asked for their contribution, including Institutional Analysis, Financial Services, and the Faculties, and the Deans and Associate Deans of all Faculties and Schools were consulted on new program development.

General Faculties Council reviewed and approved all academic and research components of the plan before presentation to the Board of Governors where it received a final review and formal approval.

Budget Process

In 2012, the University reviewed out budget process, looking to better integrate budget planning with other planning activities that had evolved across the institution.

In the fall of 2012, the Strategic Planning Committee hosted presentations by units to describe their priorities from their respective Unit Plans. The purpose of these presentations and the Unit Plan process was to encourage units to think creatively and strategically about the most important activities to ensure their continued growth and success. In mapping what matters to units, it provided a foundation for making budget allocation decisions to best support those activities.

Based on Unit Plans and presentations, as well as the University Strategic Plan, Academic Plan, and Strategic Research Plan, the Strategic Planning Committee identified guiding values for budget decisions. With set values and contextual budget submissions, the Budget Advisory Committee (BAC) examined unit priorities, strategic opportunities, and budget challenges. BAC provided a framework for more focused budget priority setting to Budget Priority Advisory Committee (BPAC) to guide the allocation of funding. The large group of BAC to provide the framework, combined with the smaller group of BPAC for more granular priority setting enabled a more participatory budget process than the broad, single University Budget Committee of the past.

The U of L also consulted Enterprise and Advanced Education during CIP development. As questions arose, we consulted with the appropriate staff members in various units of Enterprise and Advanced Education. The U of L met

with AET to discuss the plan on December 19, 2012 and incorporated feedback and comments from that meeting into subsequent drafts.

GROUPS CONSULTED IN CIP DEVELOPMENT

Senior Management

President, Vice-President (Academic), Vice-President (Finance and Administration), Vice-President (Research), Vice-President (Advancement), Associate Vice-President (Academic), Associate Vice-President (Research)

Deans and Associate Deans

Faculties of Arts and Science, Education, Fine Arts, Health Sciences, Management; School of Graduate Studies

Administrative Units

Ancillary Services, Information Technology, Registrar's Office and Student Services, Human Resources, Financial Services, Financial Planning, Facilities

Library

Institutional Analysis

Faculty Members

As required, for new programming

Alberta Enterprise and Advanced Education

DOCUMENT INPUTS TO CIP

Strategic Plan 2009-13 – Developed in consultation with a wide variety of internal and external groups, the U of L Strategic Plan defines who we are, where we are going, our fundamental principles, and several priority strategic directions to help us achieve our collective vision for the institution.

Academic Plan – This plan contains the academic actions that support the Strategic Plan, at an institutional and academic unit level.

Strategic Research Plan 2012-2017 – This document, which contains strategic priorities for research at the U of L, informed the research components of the CIP.

2012/13 Comprehensive Institutional Plan – A revised and updated version of the 2012/13 CIP is the core of the 2013/14 CIP. As the core documents informing the CIP remain unchanged, the 2013/14 plan is an update on the 2012/13 plan.

Campus Space Report – The report, which identifies space needs to 2018, was developed in consultation with faculty and staff from senior administration, the Faculties, Registrar's Office and Student Services, and administrative units.

Capital Plan – Submitted to the Government of Alberta annually, the Capital Plan presents the U of L's capital priorities, which are aligned with the Government's Strategic Capital Plan, and are the result of ongoing consultation with Ministers and other Government officials.

Setting Enrolment Directions – This internal document sets out five strategic enrolment directions for enrolment management at the U of L.

University of Lethbridge

Government and
Ministry Documents

Government of Alberta Strategic Plan, 2013–16

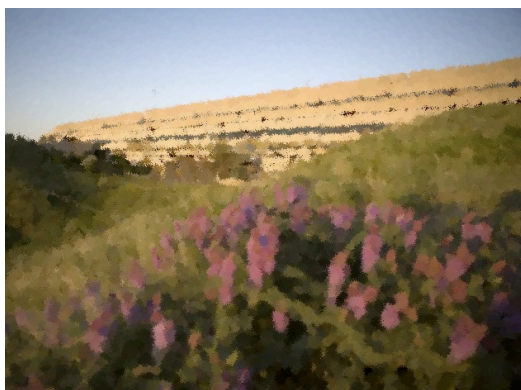
Enterprise and Advanced Education Business Plan, 2013–16

Campus Alberta Planning Resource 2012

Research and Innovation Framework

Roles and Mandates Policy Framework

Government of Alberta 20-Year Strategic Capital Plan



Environmental Scan

Like the province, the U of L faces opportunities and challenges in our efforts to give students an affordable, accessible, quality post-secondary education. The opportunities and challenges faced by the U of L in achieving this broadly mirror those faced by the Ministry:

- Changing demographics;
- Increase participation of under-represented groups;
- Ongoing economic uncertainty;
- Addressing skill shortages;
- Striking a balance between economic needs and social benefit;
- Enhancing learner pathways; and
- Growing research capacity.

The following environmental scan breaks down some of the specific demographic and post-secondary trends that impact the U of L and the opportunities and challenges these present.[†]

DEMOGRAPHIC TRENDS

A Changing Population

The Campus Alberta Planning Resource (CAPR) anticipates a shift in the age distribution for Alberta over the next ten years; while overall population growth is anticipated to be close to 20%, projected growth of 18-34 year olds is much lower at 6.3%. While this group is expected to grow overall, the growth is largely accounted for in the 25-34 year old population, with the 18-24 year old cohort declining. The latter cohort remains the primary age group at the University with 80.7% of undergraduate students in Fall 2011 between 17 and 25 years of age (average age: 23), and a majority of graduate and post-graduate students being 30 or younger (51.4%).

Opportunities

- The U of L has traditionally been a first choice for students from Southern Alberta. We will have to work to maintain this advantage by gaining a greater understanding of what motivates these students to choose the U of L.
- Over 40% of Lethbridge[‡] Region high school students do not transition to post-secondary within six years of

Challenges

- Calgary and Edmonton institutions will increasingly look to our region as their regions' traditional post-secondary cohorts shrink.
- The slower growth in 18-34 year olds in Calgary and Edmonton also poses a challenge for the U of L. In the

[†] Unless otherwise noted, the numbers in this Environmental Scan were taken from the *Campus Alberta Planning Resource*.

[‡] Lethbridge Regional Profile, 2012.

graduation. Considering that the Lethbridge Region has a higher than average high-school completion rate, it is essential that we engage a greater proportion of high school graduates in the area.

- With lower than average growth in one of our primary sources of students (Calgary), we will have to expand our reach to regions that may not have been traditional sources of students for the U of L (e.g. Northern Alberta) and to under-represented groups (e.g. First Nations, Métis, or Inuit students).
- The changing demographics provide opportunities for the U of L to give more attention to the adult learner as a possible student and to consider the implications this has on programs and services.

2011-12 academic year, 39% of students at the University of Lethbridge come from the Calgary and Edmonton regions. So not only are we likely to see increasing competition for students in our own backyard, we also will have to work harder to maintain our reach in Calgary and Edmonton.

Aboriginal Students

The University of Lethbridge is located on traditional Blackfoot land and adjacent to the Blood Tribe Reserve. In Fall 2011, 5.0% of the University of Lethbridge student body self-identified as First Nations, Métis, or Inuit (FNMI). The U of L continues to have the highest proportion of FNMI students of the six Alberta universities (CARIs and Baccalaureate and Applied Studies Institutions). Aboriginal peoples represent a growing segment of Alberta's population, including the traditional post-secondary cohort of 18-24 year olds.

Educational attainment for Aboriginal Albertans has increased significantly over the past five years, and at a higher rate than for the non-Aboriginal population. However, the level of attainment of a bachelor's or graduate degree remains below that of the non-Aboriginal population.

Opportunities

- The U of L is well situated to serve the Aboriginal community by building on the strong relationships that have been established with the local Blackfoot community. This refers both to serving the community as learners and through programming that addresses the needs of the community.
- 34% of Aboriginal Albertans have a post-secondary certificate or diploma. There may be significant opportunities to offer degree-completion options for this group.
- Refocus FNMI activities throughout the University to elevate activity and support services under the guidance of the Aboriginal Education Policy.

Challenges

- While Aboriginal Albertans make up about 6% of the population, Aboriginal learners comprise less than 4% of the overall Alberta post-secondary student population. It will be essential to continue to develop services and supports that will encourage FNMI learners to participate, persist, and succeed.

POST-SECONDARY ENVIRONMENT

Campus Alberta

The increasing number of baccalaureate degree granting institutions has resulted in increased competition for new students, and a smaller pool of potential transfer students for the University of Lethbridge. With the policy shift under the *Roles and Mandates Framework*, the U of L has experienced a decline in the number of students coming to the University to complete undergraduate degrees, particularly as transfer or post-diploma students. This is especially true of Mount Royal University. Historically, Mount Royal College was one of the primary sources of transfer and post-diploma students to the U of L. Since Mount Royal's shift to a Baccalaureate and Applied Studies Institution, the U of L has witnessed a sharp decline in students transferring to the U of L from Mount Royal.

Opportunities

- The increasing number of degree opportunities for students gives the U of L a strategic opportunity to build a graduate student population. The U of L must ensure that it is actively involved through Campus Alberta program approval stages to ensure that new undergraduate programs mesh with graduate-level programming.
- Consider new programming for degree completion opportunities.

Challenges

- The increased number of baccalaureate degree granting institutions challenges the U of L to maintain enrolments. Building on our continuing strengths and forging new relationships as a receiving institution for transfer students will be an important part of our future plans.

Demand & Access

The University of Lethbridge excels at providing access to qualified applicants. In Fall 2011, the University of Lethbridge was able to offer 96.8% of qualified Alberta applicants admission on at least one application; only 0.8% of qualified Alberta applicants to the U of L were not accommodated somewhere in the Alberta post-secondary system.

Perhaps more concerning for U of L are those qualified applicants who are offered admission for at least one application who do not attend either at U of L or within the Alberta post-secondary system. In Fall 2011, 21.7% of Albertans who were offered admission chose to attend another institution and 14.7% did not attend in the system. It begs the question: why are these applicants not ultimately choosing to attend the U of L?

Opportunities

- Continue our commitment to providing access to qualified applicants.
- Continue to ensure that our policies promote access to a post-secondary education.

Challenges

- Limited resources make it increasingly difficult to accommodate additional students while maintaining the quality of education and student experience.
- We need to better understand student demands and work to provide new programs and increased access to existing programs for which there is student and employer demand. This must be balanced with our commitment to be a comprehensive institution.

Student Outcomes

The U of L has awarded more than 19,000 degrees, diplomas, and certificates in the past ten years. While the number of graduates has increased overall, the program completion rate for students entering with prior post-secondary course credits is significantly higher than those who enter directly from high school. This trend led the University to initiate a Recruitment and Retention Project to consider how to address attrition and increase program completion.

Opportunities

- The work of the various groups in the Recruitment and Retention Project along with other institutional initiatives will be critical to enhance the experiences of students, both academically and personally, leading to lower attrition rates.

Challenges

- With declining numbers of transfer students, the importance of retaining students in four-year programs will continue to increase in importance.

Research

Over the past decade the value of externally funded research grants received by the University has more than doubled (\$7.3 million in 2002/03 to \$17.1 million in 2011/12)[§]. Our Tri-Council success has also witnessed similar steady growth. This growth aligns with our goal of confirming ourselves as a comprehensive university but carries a number of opportunities and challenges for the University. The University's was named 2012 Research University of the Year (undergraduate category) by Re\$earch Infosource.

Opportunities

- Through Alberta Innovates Corporations and AET programs, enable researchers and innovators to work together to better meet the research and innovation needs of the Government of Alberta as articulated in the Alberta Research and Innovation Plan (ARIP).
- Use the Strategic Research Plan 2012-2017 to meet the mandate of the ARIP to provide for strategic use of funding to an extent that will feasibly sustain balance between basic research and targeted research priorities.
- Contribute knowledge, specifically within the areas of Social Science and Humanities, to complement, reinforce, and sustain the realization of research outcomes.
- Make use of the Regional Innovation Network of Southern Alberta to bolster commercialization and knowledge transfer capacity in the southern region of the province.

Challenges

- There will be institutional and system-wide challenges in adjusting to align with the new research and innovation corporations (e.g. delays in new programming).
- It will be important to find an institutional balance between research aligned with the more translation and innovation focus of Alberta Innovates and other more curiosity-based research contributions.
- Ensuring institutional research priorities complement the priorities of the ARIP while also meeting the broader needs of a CARI institution.
- Budget cuts to federal funding agencies will limit our capacity to sustain core facilities, conduct research, and contribute to provincial strategic priorities. We will be challenged to find alternate, sustainable sources for base research funding and for enhancing and sustaining leading edge infrastructure, rather than relying on intermittent competitive opportunities.

[§] University of Lethbridge, Research Services



Goals and Priorities

The Goals and Priorities of the University have largely been drawn out of the Academic Plan and the Strategic Research Plan. Overlying these priorities and actions is the University's key priority: the Destination Project. Without a new science-focused facility for teaching and research, we will be limited in fully achieving our long-term academic and research priorities.

ACCESS & QUALITY

Modeled Enrolment

	ACTUAL FLEs					PROJECTED FLEs				TARGET
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	0-2% range on 2010-11
Undergraduate	6,503	6,296	6,361	6,448	6,288	6,277	6,266	6,236	6,162	0%: 6,448 2%: 6,577
Arts and Science	3,713	3,525	3,460	3,435	3,430	3,269	3,222	3,196	3,171	
Education	460	452	449	465	443	465	463	460	456	
Fine Arts	560	538	561	600	577	581	569	564	560	
Health Sciences	281	346	434	524	539	517	540	557	527	
Management	1,489	1,436	1,456	1,424	1,299	1,445	1,472	1,459	1,448	
Graduate	435	393	550	602	606	582	587	596	602	0%: 602 2%: 614
Arts and Science	217	222	292	344	332	369	369	375	379	
Education	175	125	203	184	193	132	135	137	138	
Fine Arts	1		4	10	15	15	16	16	16	
Health Sciences	28	27	31	34	30	33	31	31	31	
Management	15	19	20	30	37	33	37	38	38	
TOTAL	6,938	6,689	6,911	7,050	6,894	6,859	6,853	6,832	6,764	0%: 7,050 2%: 7,191

Note: These figures are in Full Load Equivalents (FLEs). Numbers may not add up due to rounding. Beginning in the fall 2012 semester students were able to apply directly to the Faculty of Management.

The projected FLEs noted above are based on past trends; they do not reflect the University's planned enrolment. The U of L's target enrolment is based on historical peak enrolment in 2010-11. It is important to note that to return to 2010-11 enrolment represents approximately 3% growth from 2012-13 numbers. The gap between the projected FLEs for the next three years compared to the target range illustrates the significant challenge the U of L faces. The priorities that follow are designed to reverse this trend and to put us on track to meet target enrolment.

Programming

Table 1: Priority New Programs and Program Expansions

	Program	Projected Funding Source	Planned Implementation Year
Undergraduate	B.A., Major in Applied Statistics	No government funding required for program initiation.	2014
	B.A., Major in Spanish	No government funding required for program initiation.	2014
	B.F.A. (Native American Art)	No government funding required for program initiation.	2014
	B.H.Sc., Major in Aboriginal Health Studies	Government funding.	2014
	Post-Diploma Bachelor of Therapeutic Recreation	Government funding.	2013
Graduate	Master of Nursing	Government funding.	2014
	Master of Health Management	Government funding.	2014
	Master of Arts in Culture, Theory, Social Change	No government funding required for program initiation.	2014
	Ph.D. in Culture, Theory, Social Change	No government funding required for program implementation.	2014
	Ph.D. in Population and Health Studies	No government funding required for program implementation.	2014
Pending Implementation	Ph.D. in Education	Government funding will be required for program implement.**	

Note: These are the priority new programs for U of L. Additional ideas for future programming can be found in Appendix A.

** It was originally intended that internal funds would be used to launch the Ph.D. in Education, with government funding necessary to bring it to its full fruition. Given the current situation faced by the University, the Faculty's Bachelor of Education and Master of Education were prioritized over introducing a new, unfunded program.

ACADEMIC DIRECTIONS

With the University's Strategic Plan as a framework, the University of Lethbridge has worked to refine an Academic Plan to consider the academic actions that will support continued progress towards achieving its identified academic mission.

There are three broad areas of focus ("Academic Directions"). Two of these – Supporting the Student Experience and Leadership in Learning – relate directly to Access and Quality. These Directions are then defined by the contributing priorities and broad actions.

As part of the Academic Planning process, performance measures and metrics were developed to identify our success in fulfilling the Academic Plan. The measures reflect the broad goals that the individual actions will support.

SUPPORTING THE STUDENT EXPERIENCE

	Priorities	Actions
<i>Recruitment, Retention, and Enrolment Priorities</i>	<ul style="list-style-type: none"> Recruitment and Retention Pre-University Experience First-Year Experience 	<ul style="list-style-type: none"> Continuously evaluate student recruitment practices to ensure they reflect new technologies and innovative practices. Monitor and systematically plan for enrolment including implementing long range and annual University-level enrolment plans. Continue to support and develop the Recruitment and Retention Project. Establish stronger connections with local middle and high school students and teachers. Support and develop new programming for pre-university students to place the U of L as their university of choice. Optimize the first-year student experience through resources and opportunities to enhance and support academic and community experiences.
<i>Student Academic Support Priorities</i>	<ul style="list-style-type: none"> Student Services Academic Advising 	<ul style="list-style-type: none"> Enhance existing and continue to develop student academic and personal support structures on all U of L campuses. Continue to develop the centralization of services in the one-stop student service centre in Anderson Hall. Address the unique support requirements of different student groups. Provide academic transition experiences for high school students looking to join the University. Ensure that academic advising services are centred on the needs of students.

- Financial Accessibility and Sustainability
 - ▶ Promote and implement financial policies and procedures that will ensure enhanced access to post-secondary education.
 - ▶ Ensure that the policies and procedures associated with student scholarships and awards are optimized.
 - ▶ Grow student scholarships and awards, specifically looking to maximize existing awards.
 - ▶ Educate students and parents about the costs, benefits, and ways to finance a University education.
 - ▶ Address the funding needs of graduate students.
 - ▶ Continue to work with the Government of Alberta to ensure sustainable academic program funding.

Student Life Priorities

- Student Housing
 - ▶ Increase on-campus residence space in Lethbridge.
 - ▶ Develop and enhance the residence life experience, including food services and residence student programming.
 - ▶ Increase support for students to find off-campus accommodations and roommates.
 - ▶ Develop ways to assist local students to be an active part of the University community while living at home.
 - ▶ Ensure that there are various options for student housing for different student groups, specifically graduate students.
- Campus Collegiums
 - ▶ Establish campus collegiums for students to enhance their connection to the University community and to build peer support networks that will enhance and support academic study.
- Learning Commons
 - ▶ Support on-campus and off-campus students through the development of a Learning Commons with both physical and virtual components.
- Cultural, Recreational, and Extracurricular Opportunities
 - ▶ Provide educational, recreational, and cultural opportunities to foster student involvement in the non-academic activities of the University.
 - ▶ Work with the local community to increase available opportunities for culture and recreation for students.

METRICS

Completion Rate

Degree Level	Entry Academic Year		
	2002-03	2003-04	2004-05
Undergraduate	74.8%	76.4%	73.6%

Degree Level	Entry Academic Year		
	2005-06	2006-07	2007-08
Graduate	83.8%	78.1%	84.2%

Degree Level	Entry Academic Year		
	2003-04	2004-05	2005-06
Post-Graduate	100.0%	100.0%	62.5%

Source: Student Information System

Program Completion in Years

Degree Level	Earliest	Year of Completion		
		+1 Year	+2 Years	Latest
Undergraduate	48%	17%	6%	3%
Graduate	26%	44%	12%	3%
Post Graduate	25%	38%		

Note: The earliest year of completion is the academic year during the final year of study, typically the first year for a certificate, second year for a diploma or master's student, fourth year for a bachelor's or doctoral degree, and fifth year for a combined degree.

Source: Student Information System

Degrees Granted

Degree Level	Convocation Year		
	2009-10	2010-11	2011-12
Undergraduate	1837	1755	1822
Graduate	95	162	214
Total	1932	1917	2036

Source: Student Information System

First Year Retention Rate

Degree Level	Entry Semester		
	Fall 2008	Fall 2009	Fall 2010
Undergraduate	75.3%	75.1%	75.5%

Source: Student Information System

Enrolment

Degree Level	Fall Semester		
	Fall 2009	Fall 2010	Fall 2011
Undergraduate	7724	7946	7942
Graduate	519	526	515
Total	8243	8472	8457

Source: Student Information System

*Academic Advising**Please indicate whether you have used academic advising?*

	First Year		Senior Year	
	2007	2010	2009	2012
Have used academic advising	45%	56%	92%	93%

Rate your level of satisfaction with academic advising:

	First Year		Senior Year	
	2007	2010	2009	2012
Very Satisfied	36%	49%	24%	29%
Somewhat Satisfied	50%	42%	49%	54%
Somewhat Dissatisfied	10%	7%	17%	11%
Very Dissatisfied	3%	2%	9%	5%
Don't Know	2%	N/A	1%	

Source: Canadian University Survey Consortium

*Financial Support**Percentage of Student Population with University Scholarships*

Degree Level	Fall Semester		
	Fall 2009	Fall 2010	Fall 2011
Undergraduate	21%	22%	21%
Graduate	22%	19%	24%
Total	21%	22%	22%

Source: Student Information System

Graduates who received scholarships, grants, or bursaries:

	Convocation Year		
	2005-06	2007-08	2009-10
Undergraduate	76%	75%	79%
Graduate	72%	78%	80%
Total	76%	75%	79%

Source: Graduate Outcomes Survey

Operating Cost Per FLE

	Academic Year		
	2008-09	2009-10	2010-11
Total Program Costs	\$123,613,352	\$133,687,969	\$131,300,520
FLEs	6688.7	6911.1	7049.7
Operating Cost per FLE	\$18,481	\$19,344	\$18,625

Source: Financial Reporting System, Enterprise and Advanced Education

Place of Residence for First Year Students

	First Year	
	2007	2010
With parents, guardians, or relatives	29%	29%
In on-campus housing	25%	33%
Rented housing (shared or alone)	41%	35%
In a home that you personally own	4%	1%
Other	1%	2%

Source: Canadian University Survey Consortium

LEADERSHIP IN LEARNING**Priorities**

- Undergraduate Programming
- Graduate Programming
- Liberal Education Requirements
- Experiential Learning

Broad Actions

- ▶ Prioritize areas of new program development to address institutional priorities and the identified priorities of the Government of Alberta.
- ▶ Enhance access to undergraduate programming by evaluating and improving existing programs and developing new programs of study.
- ▶ Build interdisciplinary programs that reflect the interests of our faculty, students, and society.
- ▶ Refine and develop curriculum to focus on the needs of students.
- ▶ Increase access to graduate programs to promote the University's continued development as a Comprehensive Academic and Research Institution.
- ▶ Review the place of liberal education at the U of L including setting a clear institutional definition and identifying the skills and knowledge associated with a liberal education. Liberal education will continue to be a hallmark of the educational experience offered at the U of L.
- ▶ Simplify, refine, and evolve the General Liberal Education Requirement as an essential part of the undergraduate experience.
- ▶ Enhance opportunities for students to gain direct experience outside the classroom through programs such as co-operative education, applied studies, or service learning.
- ▶ Implement the expansion of co-operative education to graduate students.

	<ul style="list-style-type: none"> • Quality Assurance 	<ul style="list-style-type: none"> ▶ Evaluate and improve existing programming by following a program review schedule (QA to 2020) to ensure that all academic programs and units are reviewed.
	<ul style="list-style-type: none"> • Sustainability 	<ul style="list-style-type: none"> ▶ Wherever possible, the concept of sustainability will be embedded in programming and curricula.
<i>Teaching Priorities</i>	<ul style="list-style-type: none"> • Support and Promote Teaching Excellence 	<ul style="list-style-type: none"> ▶ Expand the recognition of teaching excellence. ▶ Explore new ways to identify, recognize, promote, and celebrate excellence in teaching. ▶ Provide opportunities for all faculty members and instructors to participate in teaching-oriented conferences and workshops.
	<ul style="list-style-type: none"> • Teaching Development 	<ul style="list-style-type: none"> ▶ Support and promote the role of the Teaching Centre in fostering and sustaining outstanding and inspirational teaching. ▶ Through the Teaching Centre, implement programs that provide enhanced teaching support to new and existing faculty members and graduate students. ▶ Ensure teaching development programs and supports recognize the varying demands of undergraduate and graduate instruction. ▶ Mentor graduate students for their possible future teaching roles as faculty members.
<i>Research Priorities</i>	<ul style="list-style-type: none"> • Research & Undergraduate Education 	<ul style="list-style-type: none"> ▶ Provide undergraduate students with opportunities to explore and contribute to the wide array of research and creative activity experiences at the U of L. ▶ Ensure that undergraduate programs continuously evolve to reflect current states of available knowledge and that academic programs are informed and shaped by the research conducted at the U of L.
	<ul style="list-style-type: none"> • Research & Graduate Education 	<ul style="list-style-type: none"> ▶ Develop further connections between the School of Graduate Studies and the U of L research community to support graduate students and faculty members.
	<ul style="list-style-type: none"> • Communicating Research 	<ul style="list-style-type: none"> ▶ Ensure access to and preservation of the scholarly output of faculty and students through Library initiatives such as the Institutional Repository, digital collections, and other partnerships.
	<ul style="list-style-type: none"> • Academic Support for the Strategic Research Plan 	<ul style="list-style-type: none"> ▶ Units will align their research mandate to promote the priorities identified in the University's Strategic Research Plan and continue to participate in

		research planning to ensure that their own research priorities are advanced as well.
Program Delivery Priorities	• Pan-Alberta Campus	▶ Continue to develop and offer unique programs through our Calgary and Edmonton locations.
	• Modes of Delivery	▶ While the U of L's focus for undergraduate education remains face-to-face learning, we embrace the growing importance of new learning technologies and will work to integrate these within the classroom to enhance and support teaching and learning activities. ▶ Develop an institutional strategy for articulating blended learning program delivery. ▶ Continue to build educational pathways for students by ensuring transfer agreements support the educational goals of students and partnering institutions.

METRICS

Graduate Enrolment

Degree Level	Fall Semester		
	Fall 2009	Fall 2010	Fall 2011
Graduate	519	526	515
Percentage of Total University Enrolment	6.3%	6.2%	6.1%

Source: Student Information System

Northern Campus Enrolment

	Fall Semester		
	Fall 2009	Fall 2010	Fall 2011
Calgary	537	704	717
Edmonton	381	401	337
Calgary Percentage of Total University Enrolment	7%	8%	8%
Edmonton Percentage of Total University Enrolment	5%	5%	4%
Northern Campus Percentage of Total University Enrolment	11%	13%	12%

Source: Student Information System

*Teaching Quality**Generally, I am satisfied with the quality of teaching I have received.*

	First Year		Senior Year	
	2007	2010	2009	2012
Strongly Agree	26%	29%	27%	38%
Agree	66%	64%	67%	54%
Disagree	7%	6%	6%	6%
Strongly Disagree	1%	1%	1%	2%
Total	100%	100%	100%	100%

Source: Canadian University Survey Consortium

*Graduate Outcomes**All things considered, how satisfied are you with your current (main) job?*

	Year of Completion		
	2005-06	2007-08	2009-10
Very satisfied	43%	36%	42%
Satisfied	46%	49%	46%
Dissatisfied	9%	11%	8%
Very dissatisfied	2%	5%	3%

How is main job related – subject area knowledge:

	Year of Completion		
	2005-06	2007-08	2009-10
Very Related	43%	47%	53%
Somewhat Related	38%	33%	32%
Not Related	19%	20%	15%

How is main job related - general skills and ability:

	Year of Completion		
	2005-06	2007-08	2009-10
Very Related	52%	59%	60%
Somewhat Related	37%	27%	31%
Not Related	11%	14%	9%

To what extent is work related to the program:

	Year of Completion		
	2005-06	2007-08	2009-10
Very Related	47%	47%	54%
Somewhat Related	34%	32%	31%
Not Related	19%	20%	15%

Source: Graduate Outcomes Survey

Faculty Composition	Faculty Type	Year		
		2010	2011	2012
	Tenured	249	278	282
	Tenure-track	88	58	56
	Sessional	155	191	185
	Tenure/Tenure-track to Sessional Ratio	2.2	1.8	1.8

Source: Human Resources Information System

CREATING A COMMUNITY OF LEARNERS

Student Priorities	• First Nations, Métis and Inuit Students	▶ Increase access and participation of FNMI students by building and enhancing relationships with Aboriginal communities and developing a university-level framework for support.
	• International Students	▶ Promote international diversity by enhancing access for students from around the world. ▶ Ensure that support services are in place to help international students succeed. ▶ Provide international education opportunities for all U of L students to enhance intercultural and international competencies.
	• Community Engagement	▶ Support and foster social responsibility within our student community and encourage local community engagement through volunteerism and service learning.

METRICS

First Nations, Métis and Inuit Student Enrolment	Fall Semester		
	Fall 2009	Fall 2010	Fall 2011
FNMI	414	431	423
Total Enrolment	8243	8472	8457
Percentage of Total Enrolment	5.0%	5.1%	5.0%

Source: Student Information System

International Enrolment	Fall Semester		
	Fall 2009	Fall 2010	Fall 2011
International	454	452	459
Total Enrolment	8243	8472	8457
Percentage of Total Enrolment	5.5%	5.3%	5.4%

Source: Student Information System

RESEARCH

Our commitment to becoming a comprehensive university provides opportunity for complementary emphasis on teaching and research. To achieve this goal, the University of Lethbridge fosters an environment that emphasizes student engagement in learning and research in all disciplines and levels of instruction, from undergraduate to graduate. The end result is a personalized and interactive learning environment combined with engagement in creative activities and research.

Research Themes

The Strategic Research Plan outlines the strategic themes that will chart the direction and inform the focus of research for the University of Lethbridge in our expanded mandate as a CARI. The research themes transcend disciplinary boundaries and integrate long-standing areas of excellence with emerging areas of inquiry. Collectively, these themes are the foundation upon which the University will build and advance its national and international impact. The research themes provide the framework for knowledge investment, capacity building, and innovative creative outcomes that define our strategic direction and form our national and international excellence:

- **CREATIVITY AND PERFORMANCE:** This theme recognizes research at the intersection of art, culture and society. Our current capabilities in these contexts rest on the outstanding intellectual, creative, and performance activities of our cultural and literary critics and theorists, analysts and composers as well as our dramatists, visual artists, musicians, designers, producers, directors and digital media specialists who each provide constructs of social communication and aesthetic expression. This theme builds on the University of Lethbridge's strength in visual arts by incorporating traditional and emerging media, including digital and interactive media. Through collaborative efforts with other disciplines, research explores the connections of movement and performance, both athletic and artistic, and its implications on group identity and popular culture.
- **EARTH AND ENVIRONMENT:** This research theme is built on a foundation of understanding the earth, its resources and its sustainability. The University of Lethbridge has long focused on the issues of sustainability, development and globalization. Our current capacity stems from our work on water, fresh-water ecosystems, mountain and river hydrology and the overall sustainability of our environment, including the development of biofuels, bioenergy sources and new materials, such as biodegradable plastics. Our work on remote sensing and imaging, spectroscopy, chemical processes and structures, and water and environmental research will provide data and knowledge pertinent to the development of effective land and water management practices. Our emerging capabilities include exploring and resolving the interconnected problems revolving around demographics, economics and environmental sustainability.
- **HEALTHY FUTURES:** This research theme is built on an integrated approach to health and wellness that incorporates a range of disciplines including the social sciences, natural sciences, health sciences and education. Basic research is providing the knowledge necessary to realize breakthroughs in wellness and in disease prevention and management. This fundamental research offers potential for the development of new treatment approaches for many of the devastating injuries and diseases we face throughout life. Upon these foundations, our emerging capabilities include developing ground-breaking techniques for measuring learning-related brain changes, developing and refining new drug techniques, identifying new targets and novel perspectives for a number of inherited and acquired diseases, improving child development outcomes for children born pre-term, and understanding the implications of re-growth of mammalian brain cells for the treatment of cognitive disorders. The University of Lethbridge has strong research efforts aimed at improving the health and wellness of all Albertans and

we will continue to further our capacity to influence social policy, improve education, identify preventative strategies and reverse pathology.

- **ORGANIZATIONS, CULTURE AND SOCIETY:** This theme of research explores the relationships that exist between people, cultures and places, and organizations. Our current capabilities are founded on scholarship that seeks to provide insight into how individuals, groups, organizations and institutions relate to one another as well as the ethos and processes that shape society and civilization. Research questions challenge the multifaceted dimensions of civilization through critical and interpretive examination of the past and the present across multiple perspectives including those of culture, aesthetics and language, nationality and race; gender, age, disability, and sexuality; religion and politics; ethics, morality, justice, equity and social trust; work, sport and leisure activity; and business and the economy. Through social and cultural critique, our researchers seek to understand our present and our past, and to identify and clarify public issues. In doing so, they contribute the knowledge and understanding necessary to inform political participation and cultural, social and economic policy, and to enable individuals, communities and organizations to engage effectively and meaningfully with an increasingly global environment.
- **ORIGINS AND EXPLORATIONS:** This theme is dedicated to explorations of the most basic questions of life, humanity and the universe. From the origins of human cultures to the creation of galaxies and stars, our researchers probe thought, understanding and reason to provide the numerical, literary and computational discourse to advance theory, critique contemporary and historical frameworks, synthesize new materials, create novel devices, and solve complex problems. Emerging opportunities in this theme are broad in scope and positioned to raise critical questions, expand both knowledge and global enterprise, and diversify economies. Applications of the tools of cellular imaging, electrophysiology, magnetic resonance imaging and computational modeling are leading current understanding of how the neural networks of the brain create the phenomena of memory, perception and action. Our expertise in magnetic resonance spectroscopy on materials and structure determination is producing novel insight for work on biological and synthetic macromolecules as well as on paramagnetic species. The methods, assumptions and disciplines of study within this theme are a catalyst for the development of skills of critical and interpretive dialogue, logic, reason and understanding.

Research Priorities, 2013/14 – 2015/16

The U of L's strategic research priorities capitalize on external opportunities to build capacity in the research themes listed above. Each priority directly supports the University's Strategic Research Plan and aligns with institutional and provincial goals and priorities.

PRIMARY PRIORITIES & TARGETED INVESTMENTS

The Campus Alberta Innovates Provincial (CAIP) Chair program enables the University of Lethbridge to maximize existing external programs, namely the Canada Research Chair (CRC) and Canada Foundation for Innovation (CFI), to the University of Lethbridge's greatest advantage. Leveraging this investment will be the University of Lethbridge's primary strategic focus. Because of this program, the U of L is able to build capacity in the CAIP Chair areas (Aquatic Health; Brain Health and Dementia; Synthetic Biology & RNA-based Systems; and Terrestrial Ecosystems Remote Sensing) and allocate the two vacant CRC positions to different strategic areas.

2012/13 UPDATE

The U of L has filled two of the four CAIP Chairs. The CAIP Chair in Aquatic Health will be held by Dr. Gregory Pyle. Dr. Pyle is an internationally recognized aquatic ecotoxicologist. Dr. Pyle joined the U of L in January 2013. Dr. Chris Hopkinson will assume the CAIP Chair in Terrestrial Ecosystems Remote Sensing in March 2013. Prior to joining the U of L, Dr. Hopkinson was a Visiting Research Scientist at the Commonwealth Scientific and Industrial Research Organization in Australia.

Following a campus call to fill the vacant CRC positions, the U of L recruited a U of L Alumnus to fill a Tier 2 CRC in Experimental Astrophysics. Dr. Locke Spencer is a Postdoctoral Fellow in the School of Physics and Astronomy at Cardiff University and will join the U of L in July 2013. The second chair is earmarked for Child and Youth Studies. The U of L submitted the Tier 2 CRC application and received a positive response in March 2013. The University looks forward to announcing the Chairholder once the results are officially announced by the CRC Secretariat.

The U of L identified three main areas for targeted research investment which align with provincial priorities and University strategic research strategies: neuroscience; community health; and applied life sciences.

Targeted Investment:

Neuroscience

U of L Strategic Research Priorities:

Healthy Futures; Origins & Explorations

Through a series of strategic investments in both people and infrastructure, the University of Lethbridge has built considerable capacity in basic and applied research on brain and behavior. The Canadian Centre for Behavioural Neuroscience (CCBN) is home to an internationally recognized group with a broad range of neuroscience research interests and a history of leading the "next wave" in Neuroscience. The specific priorities to continue this tradition are:

Priority	Description
Recruit CAIP Chair in Brain Health and Dementia	The CAIP Chair in Brain Health and Dementia will join the research-intensive group at the CCBN. The Chair will develop a research program focusing on cellular and molecular mechanisms underlying normal and disordered memory and related cognitive processes, especially related to dementia.

2013/14

2014/15	Submit CFI NIF proposal	<p>The University has selected a potential candidate and has submitted application documentation for external review by the CAIP review team.</p> <p>We anticipate submitting a New Initiative Fund application centred on the CAIP Chair in Brain Health and Dementia. Initial discussions have been held on a possible application. Details will be filled out once the CAIP Chair holder is recruited.</p>
---------	-------------------------	---

Targeted Investment:

U of L Strategic Research Priorities:

Community Health

Healthy Futures; Organizations, Culture & Society

University of Lethbridge researchers are exploring the multifaceted relationships that exist between people in our increasingly global and diverse environment. Research conducted within this priority area is devoted to understanding community health: the physical and psychological well-being of individuals with a particular interest in rural, family, and aboriginal issues. The specific priorities are as follows:

	Priority	Description
	Recruit AIHS CAIP Translational Chair in Aboriginal Health & Wellness	The AIHS CAIP Translational Health Chair in Aboriginal Health and Wellness will work to understand and address Aboriginal health and wellness from a holistic perspective through research that strives to identify and enhance Aboriginal peoples’ strengths, including the use of traditional knowledge, spirituality, and desire to promote healthy living.
2013/14	Recruit AIHS CAIP Translational Health Chair in Healthy Futures and Well-being.	<p>The AIHS CAIP Translational Health Chair in Healthy Futures and Well-being will be recruited with the intention of bridging existing capacity and building research partnerships between the Faculty of Arts and Science (Kinesiology) and the Faculty of Health Science. Ideally, the successful candidate will be cross-appointed between Faculties and will develop areas of mutual opportunity and priority for each Faculty.</p> <p>Areas of particular focus include, but are not limited to: physical activity and public health; human nutrition; novel interventions that promote health and/or health equity; and primary, secondary or tertiary prevention strategies that reduce disease and/or injury.</p>

Targeted Investment:**Applied Life Sciences****U of L Strategic Research Priority:**

Origins & Explorations; Health Futures; Earth & Environment

Knowledge of the genome of man, other mammals, microorganisms and plants unlocks the door to major discoveries that can be shared across scientific disciplines. Basic genomics research has applications to human health, generation of new drugs, biodegradable plastics, bioenergy and biofuel. Genomics research itself blurs traditional boundaries between the sciences and different sectors of the economy, with genomics discoveries creating unique research projects leading to business opportunities and opportunities to transform existing sectors of the economy. The ultimate success of this “Life Sciences” business sector will depend heavily on scientific innovation and the ability to link research with commercialization.

Priority	Description
Recruit CAIP Chair in Synthetic Biology & RNA Based Systems	This Chair will develop a research program centred upon synthetic biology and novel RNA-based systems. It is anticipated that the Chairholder will become an active member in the newly established Alberta RNA Research and Training Institute (ARRTI) and will work to develop a research program addressing grand challenges in the energy sector, such as the interdependence of sustainable energy production and the environment that manifest in large-scale real-world problems such as unconventional energy production strategies and carbon management.
Recruit AIHS CAIP Translational Health Chair in RNA & Chronic Disease	The AIHS Translational Health Chair in Health and Disease will develop and apply novel RNA-based methodologies in conjunction with synthetic biology approaches. The Chairholder will bring special focus on applications in chronic health conditions and acquired chronic disease and will also be integrated into the ARRTI. Together with the CAIP Chair in Synthetic Biology, this Chair will provide impacts that will broaden the current reach of the ARRTI.
Secure Strategic Chair in Bioengineering	This Chair will build on established strengths by bridging specific expertise in molecular-level simulations with the study and rational design of multi-scale biological systems using a wide range of biophysical and molecular biology approaches. Applications for the research lie in diverse areas important for Alberta’s economy such as agriculture, food safety, and the responsible and efficient extraction of natural resources.

Secure industry-sponsored potato research chair

The U of L has a solid foundation in plant science research. The proposed Chair would increase the sustainability and competitiveness of potato production through integrated pest management and variety development.

RESEARCH PRIORITIES FOR 2014/15 – 2015/16

- **DEVELOPMENT OF CENTRES AND INSTITUTES:** With the newly-hired Director of Centres & Institutes, and Research Advocacy, the University is positioning itself to capitalize on its strong research foundation by encouraging the development of Centres & Institutes. These specialized research Centres & Institutes facilitate the formation of creative partnerships, attract alternate sources of funding for research programs, broaden the U of L's knowledge base by incorporating applied research activities alongside inquiry-driven research, and contribute to the goals outlined in the U of L's *Strategic Plan*. This ongoing activity is crucial for moving the U of L's research beyond the confines of the University and into the broader community. Ultimately, the goal is to use knowledge translation techniques to encourage the uptake of U of L research for effective policy and government programs. The University hopes to establish an additional 3 to 5 Centres and Institutes by 2015/16, which will align university strengths with provincial priorities. However, given current budgetary constraints, the University anticipates the expansion of Centres and Institutes will be staggered over a longer time frame.
- **SEED CAPITAL INVESTMENT:** The U of L is exploring the possibility of leveraging funding to invest seed capital in the promising ideas and innovations generated by our researchers and students. These funds would ensure that new and nascent technologies emerging from University laboratories from across the five research pillars will have a greater chance of becoming commercially viable. The U of L is currently exploring the best vehicle for implementing this idea.
- **STRATEGIC PLAN REVIEW:** The U of L will conduct a mid-term review of the current *Strategic Research Plan* and will update the plan as necessary.

Performance Measures/Impact

A core principle for the assessment of the *Strategic Research Plan* by the university is that the measurement of benchmarks should be appropriate to each discipline. While the traditional indicators of research success such as institutional rankings and annual data from Re\$earch Infosource will be used to evaluate our performance relative to other Canadian universities, it is important that these indices be considered alongside other measures of knowledge transfer and impact including government and public panel contributions, policy papers, exhibitions, performances, technical reports, media impact and commercial interest. To this end, the University of Lethbridge will undertake periodic evaluation of research outputs using traditional metrics and, in consultation with Faculty Deans, will work toward the development of Key Performance Indicators that are appropriate to the diverse individual and interdisciplinary research activities that define our academy.

SUSTAINABILITY

University operations will be sustainable by aligning resource decisions with the U of L Strategic Plan.

Strategies	Performance Measures
<ul style="list-style-type: none"> Implement a revised University Budget Process for the 2013/14 fiscal year that: reflects sound financial and resource management; is fully integrated with the University's plans and priorities; is transparent and understandable; is consultative, documented, and timely; cultivates institutional trust and confidence; and is iterative. 	<p>Resources allocated to activities associated with strategic priorities.</p> <p>Annual balanced budgets approved by the Board of Governors.</p>
<ul style="list-style-type: none"> Broaden and grow the financial resource base of the University. 	<p>Success in raising and securing funds in addition to government operating grants.</p> <p>Value of research grants received.</p> <p>Total gift funds per student.</p>
<ul style="list-style-type: none"> Develop a sustainable information technology (IT) strategy and identify infrastructure required for delivering programs and student services at all U of L campuses. 	<p>Investment in IT including the provision of funds for lifecycle replacement of IT equipment on an annual basis.</p> <p>Continuing support to Alberta Post-Secondary Application System (APAS).</p> <p>Investment in an online scholarship system for students.</p>
<ul style="list-style-type: none"> Ensure that the U of L follows best practices and the requirements under the Post-secondary Learning Act. 	<p>Number of audit recommendations made by the Auditor General's Office, the University's Internal Auditor, and other external auditors.</p>
<ul style="list-style-type: none"> Plan for staff complement, specifically retirements and duplications. 	<p>Number of positions successfully filled.</p>

Environmental and ecological sustainability will be central to decisions about the design and operation of the University of Lethbridge.

Strategies	Performance Measures
<ul style="list-style-type: none"> Maximize the use of existing physical infrastructure. 	
<ul style="list-style-type: none"> Continue to construct to LEED Building standards, while exploring whether formal certification provides greater accountability. 	<p>Number of buildings that incorporate sustainability features.</p>
<ul style="list-style-type: none"> Ensure that procurement follows environmentally sustainable practices. 	

The University will complete the initial work to prepare a campus sustainability plan.

Strategies	Performance Measures
<ul style="list-style-type: none"> Develop a strategy for resourcing and drafting the sustainability plan. 	Completion and release of sustainability plan strategy.

COMMUNITY

Continue to build a healthy, supportive, and collaborative environment and culture that promotes student success and satisfaction.

Strategies	Performance Measures
<ul style="list-style-type: none"> Ensure that the capital requirements of the institution continue to meet the evolving and growing needs of academic programming. 	Integration of Campus Master Plan into campus planning activities.
<ul style="list-style-type: none"> Promote the University Library as a physical and virtual location that brings together services that support the learning needs of students. 	
<ul style="list-style-type: none"> Increase on-campus residence space at the Lethbridge campus and enhance the residence life experience. 	Number of students living in residence.
<ul style="list-style-type: none"> Develop programs and spaces to assist non-residence students to be an active part of the University community. 	
<ul style="list-style-type: none"> Support and, when feasible, expand the U of L Calgary and Edmonton campuses. 	Enrolment at Calgary and Edmonton campuses. Availability of student services at Calgary and Edmonton campuses.

Develop and maintain relationships with the Lethbridge and southern Alberta community.

Strategies	Performance Measures
<ul style="list-style-type: none"> Connect with the local community through a broad range of educational, recreational, and fine arts programs. 	Number of public events and lectures. Attendance at public events and lectures. Registration in community programs. Unique visits to the 1st Choice Savings Centre by community members.
<ul style="list-style-type: none"> Expand the University's presence in the Lethbridge community and southern Alberta. 	Attendance at events and programs held in the downtown Penny Building. Relocation of the Conservatory of Music to the Community Arts Centre in 2013. Promote academic and community activity at the Coutts Centre for Western Canadian Heritage (a

homestead property located just outside of Nanton, AB, that was gifted to the U of L in 2011).

- Support and encourage active alumni engagement with the University.

U OF L AND CAMPUS ALBERTA

Strengthen links to Campus Alberta partners.

Strategies

- Foster and renew relationships with Campus Alberta partners.
- Advance the profile of Campus Alberta in Calgary by supporting the continued downtown development of Bow Valley College in partnership with Bow Valley College, Olds College, and Athabasca University (Campus Alberta South Partnership).

Develop programs and delivery options that support Campus Alberta.

Strategies

- Look at programming to identify learner pathways. This includes considering maximum transferability for students between similar programs within the system, as well as opportunities for laddering on diploma programs in collaboration with other Campus Alberta institutions.
- In considering new programs, develop novel programs of study that enhance student options within the system.

Work with the Ministry of Enterprise and Advanced Education to maximize the U of L's contribution to Campus Alberta.

Strategies

- Work with internal stakeholders (students, faculty, and staff), community members, and Ministry officials to clarify the U of L's role in the Campus Alberta system through the Memorandum of Understanding.



Financial and Budget Information

The proposed operating budget for the 2013/14 fiscal year is \$162,567,427. On March 7, 2013 the Government of Alberta announced that the University's Campus Alberta Operating Grant would decrease by 7.3% (\$7,225,599). This reduction, coupled with budgeted expenditure increases of \$4,600,437, left the University with a total required budget reduction of \$11,826,036. Due to the late announcement of the decrease in the Campus Alberta Operating Grant, the University was unable to find expenditure reductions adequate to cover the full amount of the total budget reduction and will be submitting a deficit budget of \$4,927,859 for fiscal 2013/14. This deficit has been submitted to Alberta Enterprise and Advanced Education for approval. The deficit for 2013/14 will be funded out of existing University carryover funds, which will provide one-time relief to be applied to the deficit until the University is able to identify reductions in expenses or increases in revenue to balance the operating budget.

Over the past several years, the University has revised its budget processes to ensure that the institution is in a position to make resource allocation decisions that will advance the University's strategic directions. Especially in challenging financial times, we need to be able to quickly adapt to the situation without losing sight of the priorities that have been established through our academic, research, and strategic plans. The core of these plans were distilled into a framework of values intended to guide the Budget Advisory Committees (BAC and BPAC) in developing the 2013/14 University of Lethbridge consolidated operating budget (see Values, page 6). These values support our commitment to maintain the forward vision of the University of Lethbridge, keeping our long-term future at the front of mind as we make immediate decisions to react to the current situation.

While the fiscal environment is unfavourable for foreseeable future, and budget reductions will be experienced in most budget units, the University remains committed to directing as many of its scarce resources as possible towards our strategic priorities and enhancing our position as a comprehensive teaching and research university. As reductions are made to the operating budget, the U of L has made every effort to ensure that the University maintains the quality of our academic programs and service to our students.

To fully understand the costs of University operations will require a detailed analysis of program costs within each of the Faculties and the School of Graduate Studies and reviewing current services and associated costs performed by the administrative units. These reviews will be completed in conjunction with the operation of already established working groups tasked with looking at the integration and efficiency of services. The analyses will be reviewed by the Budget Advisory Committees to enable decisions that will make the University more cost effective and intentional in its decision-making. These will be completed by July 31, 2013. At that point we will have a complete picture of the financial operations of the institution.

The University's Carryover Fund Policy has been revised to ensure that there are adequate funds in our Strategic Priorities Fund to support the priorities outlined in our 2009-13 Strategic Plan. The change in the policy allows budget units to retain carryover fund balances to a maximum of 5% (previously 10%) of their annual operating budgets. The balances in excess of 5% will be moved to the Strategic Priorities Fund and allocated to priorities through the established budget processes.

The following graph illustrates the change in the University's operating revenue and expenditures in current dollars over the past 15 years.

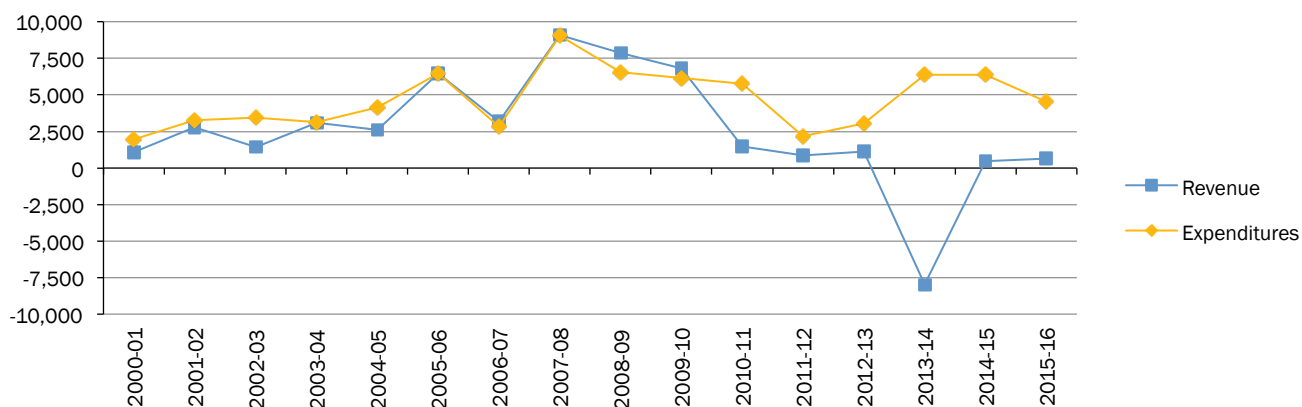


Figure 1: Change From Previous Year (\$000)

BUDGET ASSUMPTIONS

The operating budget for the next three years has been modeled on the basis of a number of assumptions, many of which have been described above. In making these assumptions, the University has adopted a conservative approach to ensure that any changes to these assumptions will still allow for sufficient resources to provide for a balanced budget. The assumptions are provided in the table below.

Table 2: Budget Assumptions, 2013/14 – 2015/16

Budget Assumptions

	2013/14	2014/15	2015/16
Revenue			
Campus Alberta Grant change	-7.3%	0%	0%
Instructional fee increase	0%	2.15%	2.15%
Expenditures			
Compensation increases			
• Merit	2.33%	2.33%	2.33%
• Market	Pool established	Pool established	Pool established
• Benefits	5.0%	5.0%	5.0%
Contracts	33.0%	5.0%	11.0%
Utilities	4.0%	4.0%	2.0%
Insurance	0%	5.0%	5.0%
Investment Advisor	3.0%	2.0%	2.0%

The results of making these assumptions in preparing the budget for the next three years are provided in the following table. The University will be facing deficits in each of the three years in the rolling budget. The total amount of reductions over the next three years that will be required to balance the budget based on these assumptions is \$19.4 million.

Table 3: Proposed Operating Fund Budget Changes, 2013/14 – 2015/16

Proposed Operating Fund Budget Changes (\$000)

	2013/14	2014/15	2015/16
Prior Year Budgeted Expenditures	\$ 149,775	\$ 157,629	\$ 161,762
Cost Increases (Decreases) for Existing Programs			
Salaries & Benefits	5,907	3,285	3,816
Materials & Services	1,841	832	738
Travel	41	16	-
Capital & Equipment	65	-	-
Operating Fund Requirements	\$ 157,629	\$ 161,762	\$ 166,316
Prior Year Budgeted Revenue	\$ 149,775	\$ 143,295	\$ 143,751
General Grant Change	(41)	-	-
Grant Increase (Decrease)	(7,225)	-	-
General Fee Increase	862	631	614
Miscellaneous Other Revenue	(76)	(175)	16
Operating Funds Available	\$ 143,295	\$ 143,751	\$ 144,381
Continuing Grant Allocated to Units	\$ 2,509	\$ 2,509	\$ 2,509
Annual Reductions Required	\$ 11,826	\$ 3,677	\$ 3,924
Cumulative Additional Funds/Reductions Required	\$ 11,826	\$ 15,502	\$ 19,427

BUDGET ADJUSTMENTS

Based on the previous assumption of a 2% increase in the Campus Alberta Grant, units were asked to reduce, on average, 1.68% of their original 2012/13 operating budget for the 2013/14 year. Units could balance either through reductions to expenditures or increases to revenue. The BAC stipulated that when determining budget adjustments workload or costs cannot be downloaded onto other units and consideration to re-engineering processes should be considered wherever possible. The BAC then made recommendations concerning the reductions proposed by the units, along with the 7.3% decrease in grant funding, based on: the consequences of the reductions to the unit and the institution as a whole; and the effects on the institutional priorities from the Strategic Plan. Consultations occurred with Deans, Executive Directors, and Senior Executives prior to budget recommendations being made to the President.

Over the coming months, the Budget Advisory Committees will continue to review all expenditures and possible revenue opportunities in order to balance the budget by the end of the next three fiscal years.

The 1.68% operating adjustment has not been applied to several line items within the budget due to contractual obligations or the needs under strategic priorities. These include:

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

University Wide Initiatives

There are several initiatives that have been implemented and administered centrally that will allow the institution to reduce costs.

ACADEMIC STAFF VOLUNTARY RETIREMENT PLAN (ASVRP)

A voluntary retirement program for members of the University of Lethbridge Faculty Association (ULFA) was approved by the Board of Governors in January 2013. The closing date for applications to the plan was March 15, 2013. Although savings are difficult to estimate, the University anticipates saving \$4.2 million annually by 2015/16 when all of the members have retired. While the original intention was to replace many of these members, due to the significant reduction in the Campus Alberta Grant, most of the positions will not be replaced except those deemed absolutely necessary for the operation of the units and in support of essential programs.

ANCILLARY SERVICES: ADDITIONAL CONTRIBUTION TO OPERATING

While Ancillary Services has always reimbursed the University for its share of costs for services from Financial Services, Human Resources, Facilities, etc., it also contributed \$150,000 towards the University's operating fund. This contribution will now be increased to \$500,000 annually. The consequences of the increased contribution will likely be reduced funds available for capital expenditures and maintenance by Ancillary Services.

PROPOSED REVENUE BUDGET

The University's overall general fund revenue budget will decrease by \$5,348,063 in 2013/14 primarily as a result of the base operating grant decrease. 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. Although past experience shows that the budget projections have tracked very closely with realized revenue, we are now seeing fluctuations in student enrolment which can significantly affect the tuition revenue that the institution receives. For this reason many of the Faculties have reduced or maintained their enrolment projections for the next few years.

The proposed 2013/14 general fund revenue budget is categorized into the following groups (operating funds only):

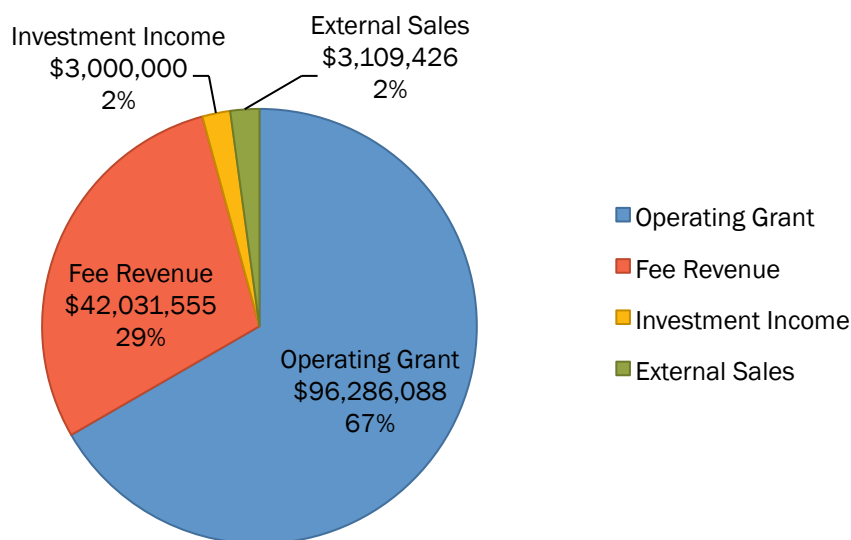


Figure 2: 2013/14 Source of Funds - Operating (cash basis)

Grant Revenue

Predictable grant funding continues to be a concern for the University. After annual 6% operating grant increases from 2005/06 to 2009/10, in 2010/11 the Ministry introduced the Campus Alberta Grant which combined the existing operating grant and Enrolment Planning Envelope (EPE) funding into one grant. The combined grant allowed institutions to make strategic decisions on how best to meet student demand with budgeted resources. However, the resulting total funding was 2.6% lower than what was previously received through the two separate grants. To offset this, the Ministry gave a one-time grant of \$1.7 million for the 2010/11 fiscal year. In 2011/12, the University received a grant increase of \$2.6 million along with a one-time grant of \$1.2 million.

In 2012, Enterprise and Advanced Education had stated that for 2012/13 through 2014/15 the University would receive a 2% grant increase for each year. The 2% increase to the Campus Alberta Grant for 2013/14 was not realized and future grant changes are unknown.

The suspension of EPE funding in 2010/11 impacted several programs, including Health Sciences programs in Public Health and after-degree Nursing. The University has had to stretch existing continuing and one-time funding to allow stability for these programs. This has added additional pressures to the operating budget as existing dollars have had

to be stretched across more programs. University administration continues to discuss program funding for programs that are currently under- or unfunded with Alberta Enterprise and Advanced Education (see Access & Quality, page 44).

PROPOSED EXPENDITURE BUDGET

The University is again in a position where our expenditure line items have outpaced the growth in our revenues. This is primarily due to fewer funds being provided through the provincial and federal governments and smaller increases in instructional and other fees. As in previous years, the starting point for the 2013/14 operating budget is the projection of the continuing cost base from the 2012/13 year. Projected expenditures remain at prior year levels unless increases are required through contractual or statutory obligations. The U of L recognizes that this method of budgeting has had consequences for many budget units, including a loss of purchasing power due to inflationary increases. Each year contractual or statutory increases including salaries and benefits, utilities, insurance, and software contracts/maintenance costs are automatically adjusted in the budget process. These costs are not discretionary and must be paid, and are therefore fully funded.

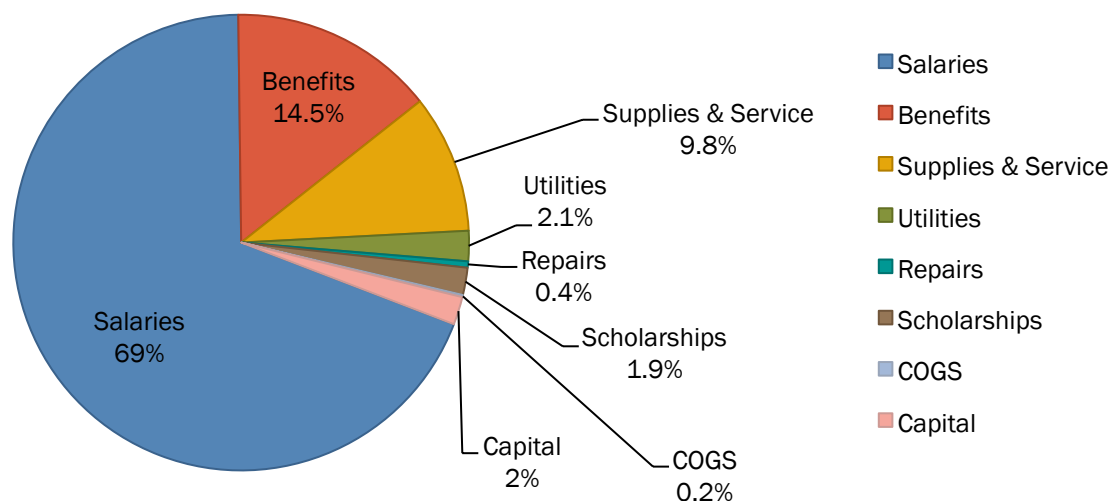


Figure 3: 2013/14 Expenditures (cash basis)

Compensation Costs

The largest component of the University's expenditure budget is compensation, comprising approximately 83.5% of the total expenditures budget (cash basis - excluding amortization). The University is in the final year of a three-year agreement (to June 30, 2013) with the University of Lethbridge Faculty Association. The Alberta Union of Provincial Employees (AUPE) three-year contract will expire on June 30, 2014. Exempt Support Staff, Administration Professional Officers, and Senior Administration compensation adjustments are reviewed and set annually by the Board of Governors. The budget projections have used the adjustments set in the existing agreements and estimated changes in years where the agreements are to be renegotiated.

Fixed Costs

While modest this year, fixed costs continue to grow. Like compensation cost increases, any increases in fixed costs must be provided for out of existing funds. Noteworthy changes in fixed costs include:

- The utility budget increased \$121,500 from the prior year. The University signed a four-year electrical agreement commencing in 2011, which stabilizes our electrical prices until 2014. However, there was a significant increase in utility costs in 2012/13 from the City of Lethbridge due to increases in electrical transmission costs. The University buys gas on a two-year basis and any consumption over the contract amount is bought on the free market.
- The insurance budget increased \$100,000 in 2011/12 and increases of 5% for the fiscal years 2014/15 and 2015/16 are anticipated.
- Contracts budgets will increase by 33% in 2013/14 due to new contracts and licenses and estimated contractual increases.
- The budget for the Investment Advisor was increased by \$12,000 based on the fee percentage on increased investment balances.

UNIVERSITY OF LETHBRIDGE CONSOLIDATED BUDGET, 2013/14 - 2015/16

	University of Lethbridge Budget by Fund (\$000)				2013/14 Proposed Budget	2014/15 Proposed Budget	2015/16 Proposed Budget
	General Operating	Ancillary Enterprises ⁽¹⁾	Eliminate Ancillary Internal Transactions ⁽²⁾	Restricted Funds			
REVENUE							
Government of Alberta grant	94,303	-	-	9,541	103,844	103,844	103,844
Federal and other government grants	1,925	-	-	6,734	8,659	8,659	8,659
Student tuition and fees	42,032	-	-	-	42,032	42,958	43,812
Sales of services and products	3,109	13,320	(1,114)	317	15,632	15,457	15,473
Donations and other grants	58	88	-	2,051	2,197	2,197	2,197
Investment income	3,000	74	-	1,470	4,544	4,544	4,544
Reserve	(88)	731	-	-	643	643	643
Amortization of deferred capital contributions	15,000	-	-	-	15,000	15,000	15,000
	<u>159,339</u>	<u>14,213</u>	<u>(1,114)</u>	<u>20,113</u>	<u>192,551</u>	<u>193,302</u>	<u>194,172</u>
EXPENDITURES							
Salaries	101,765	3,051	-	10,375	115,191	114,090	115,416
Benefits	21,490	559	-	731	22,780	23,436	24,199
Supplies and service	14,480	4,831	(1,114)	3,776	21,973	22,821	23,559
Utilities	3,167	454	-	-	3,621	3,621	3,621
Repairs and maintenance	660	351	-	1,366	2,377	2,377	2,377
Scholarships, bursaries and awards	2,848	-	-	3,865	6,713	6,713	6,713
Cost of goods sold	233	3,407	-	-	3,640	3,640	3,640
Capital	2,924	-	-	-	2,924	2,924	2,924
Amortization of capital assets	15,000	280	-	-	15,280	15,280	15,280
	<u>162,567</u>	<u>12,933</u>	<u>(1,114)</u>	<u>20,113</u>	<u>194,499</u>	<u>194,902</u>	<u>197,729</u>
REVENUE OVER EXPENDITURES	<u>(3,228)</u>	<u>1,280</u>	<u>-</u>	<u>-</u>	<u>(1,948)</u>	<u>(1,600)</u>	<u>(3,557)</u>
Unfunded Liability - UAPP	(1,700)	-	-	-	(1,700)	(1,700)	(1,700)
EXCESS (DEFICIT) REVENUE OVER EXPENDITURES	<u>(4,928)</u>	<u>1,280</u>	<u>-</u>	<u>-</u>	<u>(3,648)</u>	<u>(3,300)</u>	<u>(5,257)</u>

⁽¹⁾ Includes Ancillary Services and Parking Services⁽²⁾ General Operating internal sales netted against expenses

STATEMENT OF CASH FLOWS

Statement of Cash Flows

Figures are in thousands of dollars

	2011-12 Actual	2012-13 Projection	2013-14 Approved Budget	2014-15 Proposed Budget	2015-16 Proposed Budget
Operating activities:					
Excess (deficiency) of revenues over expenses	\$4,176	\$(139)	\$(3,648)	\$(3,300)	\$(5,257)
Add (deduct) non-cash items:					
Amortization of deferred capital assets	19,105	19,128	15,280	15,280	15,280
Other non-cash adjustments	4,421	(559)	-	-	-
(Gain) /Loss on disposal of capital assets	75	416	-	-	-
Change in employee future benefits liabilities	1,140	5,914	(924)	(2,144)	(1,062)
	24,741	24,899	14,356	13,136	14,218
Decrease (increase) in accounts receivable	1,497	76	75	75	75
Decrease (increase) in inventory and prepaid expenses	211	(501)	500	200	200
Increase (decrease) in accounts payable and accrued liabilities	1,137	1,270	500	500	500
Increase (decrease) in deferred revenue	(825)	(10,216)	17,600	165,232	95,854
	30,937	15,389	29,383	175,843	105,590
Investment activities:					
Purchases of investments	(3,991)	(6,442)	(4,544)	(4,544)	(4,544)
Endowment investment earnings	1,031	1,167	1,000	1,000	1,000
	(2,960)	(5,275)	(3,544)	(3,544)	(3,544)
Financing activities:					
Endowment contributions	1,790	565	500	500	500
Debt - new financing	7,500	-	-	-	-
Debt repayment	(270)	(437)	(388)	(406)	(425)
	9,020	128	112	94	75
Capital activities:					
Acquisition of tangible capital assets - internally funded	(14,521)	(28,021)	(16,472)	(3,209)	(3,249)
Acquisition of tangible capital assets - externally funded	(13,484)	(12,359)	(16,182)	(171,732)	(100,854)
Proceeds on disposition of tangible capital assets	44	131	-	-	-
	(27,961)	(40,249)	(32,654)	(174,941)	(104,103)
Increase (decrease) in cash	9,036	(30,007)	(6,703)	(2,548)	(1,982)
Cash and cash equivalents, beginning of year	39,339	48,375	18,368	11,665	9,117
Cash and cash equivalents, end of year	\$48,375	\$18,368	\$11,665	\$9,117	\$7,134

TUITION AND FEES

Fees represent the second largest component of the University's general operating fund revenue budget. For the fiscal year 2013/14, the University projects approximately \$42 million in fee revenue from all credit and non-credit instructional programs, and from the remaining non-mandatory student related fees. This is an increase of \$1,998,015 (5%) over the 2012/13 fiscal year. This increase consists of the increases to the Student Services Fee and International Student Differential, and credit hour changes within each of the Faculties. Approximately ninety percent (90.6%) of tuition and materials and services fees for undergraduate students fund faculty expenditures related to teaching.

The Board of Governors formally approved the new fee rates for the 2013/14 fiscal year at their October 2012 meeting in line with the Ministry's 2007 tuition policy that rolled back tuition fees to the 2004/05 level and restricted fee increases to the annual average Alberta CPI (using a twelve month period ending in June each year). The maximum rate, as directed by EAE, used for the 2013/14 increases was to be 2.15% (1.45% in 2012/13, 0.35% in 2011/12, 1.5% in 2010/11). In April 2013, EAE notified the University that tuition fees for 2013/14 would be held at 2012/13 rates and that EAE will include the corresponding difference in rates as part of the Campus Alberta Operating Grant.

The Student Services Fee was introduced in 2002/03 at \$10.50 per course. This fee remained at that rate until 2011/12 when it was raised to \$12.50 per course. The fee will increase to \$37.50 per course for 2013/14.

International students pay tuition rates at the same level as domestic students as well as an International Student differential. The differential was 1.26 times the base tuition fee. For 2013/14, the differential will increase to 2.0 times the base tuition fee for all new international students.

Table 4: Instructional Fees (per course fee), 2012/13 – 2014/15

	2012/13	2013/14		2014/15		2015/16	
	Actual	% Inc	Approved	% Inc	Proposed	% Inc	Proposed
Undergraduate							
Canadian	\$ 492.50	0.00%	\$ 492.50	2.15%	\$ 503.10	2.15%	\$ 513.90
Foreign (tuition + differential)	1115.00	32.51%	1477.50	2.15%	1509.30	2.15%	1541.70
Graduate							
Canadian	578.00	0.00%	578.00	2.15%	590.40	2.15%	603.10
Foreign (tuition + differential)	1289.00	34.52%	1734.00	2.15%	1771.20	2.15%	1809.30
Co-op Fees	603.00	2.15%	615.95	2.15%	629.20	2.15%	642.70
Mentorship Fee Mgmt	289.00	2.15%	295.20	2.15%	301.55	2.15%	308.00
M.Sc. (Mgt.) Continuation Fee							
Canadian - full time	578.00	0.00%	578.00	2.15%	590.40	2.15%	603.10
Canadian - part time	289.00	0.00%	289.00	2.15%	295.20	2.15%	301.55
International - full time	1289.00	34.52%	1734.00	2.15%	1771.20	2.15%	1809.30
International - part time	644.50	34.52%	867.00	2.15%	885.60	2.15%	904.65
Master of Education							
Canadian Program Fee	341.00	0.00%	341.00	2.15%	348.30	2.15%	355.80
International Program Fee	767.25	33.33%	1023.00	2.15%	1044.90	2.15%	1067.40
Canadian Course Fee	578.00	0.00%	578.00	2.15%	590.40	2.15%	603.10
International Course Fee	1300.50	33.33%	1734.00	2.15%	1771.20	2.15%	1809.30
Part-time term fee*	1112.00	0.00%	1135.90	2.15%	1160.30	2.15%	1185.25
Full-time term fee*	1668.00	0.00%	1703.85	2.15%	1740.45	2.15%	1777.85
Continuation Fee	556.00	0.00%	556.00	2.15%	567.95	2.15%	580.15

Master of Counselling							
Canadian Program Fee	525.00	0.00%	525.00	0.00%	525.00	0.00%	525.00
International Program Fee	1,181.25	33.33%	1575.00	0.00%	1575.00	0.00%	1575.00
Canadian Course Fee	1150.00	0.00%	1150.00	0.00%	1150.00	0.00%	1150.00
International Course Fee	2,587.50	33.33%	3450.00	0.00%	3450.00	0.00%	3450.00

* For student admitted to program prior to April 1, 2009

The increase in instructional fee revenue provided in the budget is attributed to both increases in fee rates as well as to planned enrolment changes in some of the faculties. The following table provides the credit hour profiles that each Faculty has planned for the next three years to meet their budget requirements.

Table 5: Credit Hours by Faculty, 2011/12 - 2015/16

Credit Hours by Faculty

	Actual 2011/12		Estimated 2012/13		Proposed 2013/14		Proposed 2014/15		Proposed 2015/16	
	hrs	%	hrs	%	hrs	%	hrs	%	hrs	%
Arts and Science	102,763	54.0%	99,273	53.1%	100,601	53.5%	100,601	53.6%	100,601	53.7%
Education	12,725	6.7%	13,032	7.0%	12,978	6.9%	12,978	6.9%	12,978	6.9%
Management	32,157	16.9%	31,978	17.1%	32,117	17.1%	32,423	17.3%	32,755	17.5%
Fine Arts	25,044	13.2%	26,628	14.2%	25,586	13.6%	25,586	13.6%	25,586	13.7%
Health Sciences	17,559	9.2%	16,003	8.6%	16,743	8.9%	16,077	8.6%	15,306	8.2%
TOTAL	190,248	100.0%	186,914	100.0%	188,025	100.0%	187,665	100.0%	187,226	100.0%

The following graph depicts the increased revenue provided from instructional fees for the past ten years and the portion of the increases that is attributed to fee increases and credit-hour enrolment growth. Between 2001/02 and 2002/03, the entire increase in fees was attributed to enrolment growth with fees being frozen at the 2000/01 levels. In 2007/08, AET provided students with a tuition rebate (and corresponding grant increase to the institutions). In 2010/11 we experienced a decline in credit hours. For 2011/12 and 2012/13, we have estimated credit hours based on the 2010/11 levels therefore revenue increases are from the modest tuition fee increases as prescribed by AET's Tuition Fee Policy.

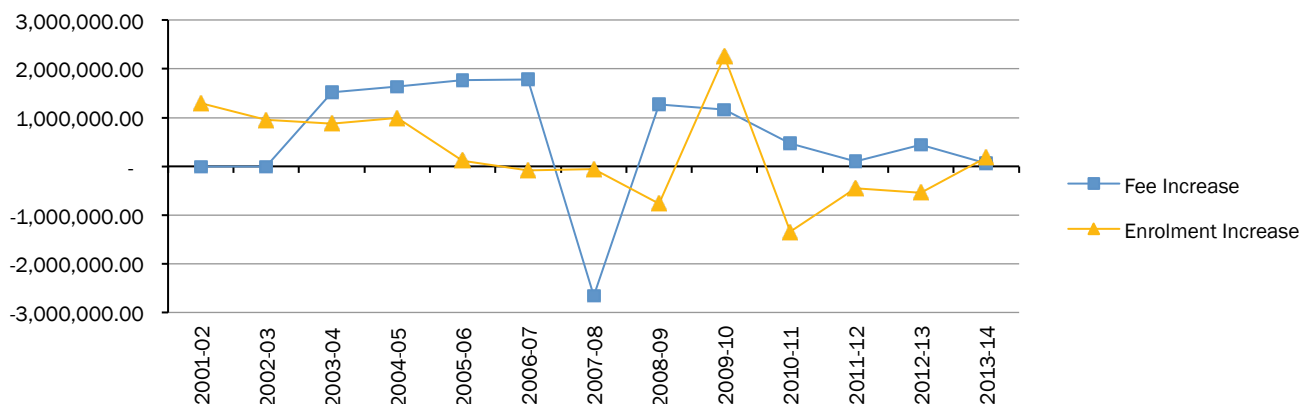
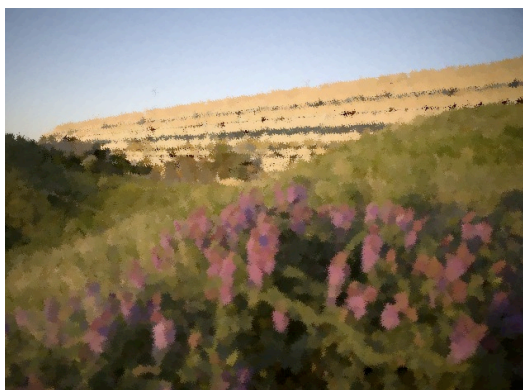


Figure 4: Instructional Fee Changes Compared to Enrolment Changes, 2001/02 - 2013/14



Resource Implications

The achievement of the University's goals is inextricably tied to a sustainable and predictable resource base. Through our budget process identified above, the Budget Priorities Committees and the Financial Planning Office has worked tirelessly with units to identify how existing resources can best be used to achieve the priorities of our Strategic Plan. However, additional resource requirements remain.

ACCESS & QUALITY

Programming

There are two main areas of concern for U of L regarding program funding: existing unfunded (and underfunded) programs and new program funding.

Unfunded Programs

The University of Lethbridge currently has five approved but unfunded programs. We are currently running three of these using existing resources, and will be determining what level of enrolment will be sustainable within existing resources as we implement the Ph.D. in Education. However, to reach the full potential of these programs and to sustain them over the long term, the U of L will need funding and plans to submit them for government funding when it becomes available.

We recognize that there may be funding opportunities through partnerships and other initiatives; however, even where there may be opportunities, the unstable nature of outside funding makes it a poor substitute for grant funding. These partnerships will continue to be explored and developed with funds going to where they may best support programs (e.g. scholarships and awards; endowed chairs).

PROGRAM

DESCRIPTION

Ph.D. in Education

Originally a limited implementation of this program was planned using internal, non-continuing, carryover funding. The 2013 budget has resulted in the re-prioritization of internal funding priorities, with staffing of existing academic programs taking priority. This has resulted in a decision to further delay the implementation of the PhD (Education) program. The University will continue to work with the Campus Alberta Quality Council and EAE to ensure that the excellent work completed during the development of the program will not be lost.

Master of Education (Counselling Psychology), Cohort in Mental Health and Addictions

This cohort-based program of 16 students began in Summer 2012. It is a three-year, part-time program that will prepare graduates to become registered psychologists. Courses in this program will count towards professional registration. Graduates will have to complete a certain number of hours of practice and an exam to become registered psychologists. This cohort is not

	<p>funded by the Government of Alberta, and without funding will be only be offered this one time.</p>
Master of Fine Arts	<p>The M.F.A. program prepares graduates for the professional field of their practice and also qualifies them to teach in post-secondary institutions or community-based organizations. Without government funding support, this program cannot be sustained beyond the initial period of implementation.</p> <p>Lack of funding significantly limits the number of students that can be accepted into the program, preventing the formation of a cohort of colleagues, an invaluable part of graduate studies.</p>
Master of Music	<p>The M.Mus. is a finishing degree for those students wishing to go on in the performance discipline and is a bridging degree for those considering teaching in a post-secondary institution (which requires the terminal Doctor of Musical Arts degree). Like the Master of Fine Arts, the lack of funding negatively impacts the experience of those students who we are able to accommodate. Again, without government funding support we cannot sustain this program beyond the initial implementation period.</p>
Bachelor of Arts in Rural and Urban Planning and Design	<p>This Major responds to the rapidly expanding need for planners and designers to develop creative solutions for the continuing growth in Alberta. Three streams – Architecture and Design; Planning; and Community and Rural Development – will provide students with enhanced knowledge of the evolving complexities of agriculture and food systems, rural social organization, legal and policy issues in planning, environmental challenges, and public administration of these regions.</p> <p>We are currently not offering this program due to lack of funding. However, there is still very strong interest in the program from both within and outside the U of L, and the Faculty of Arts and Science and the Faculty of Fine Arts are presently engaged in an update and refresh of the program structure to ensure it is up to date.</p> <p>The demand for this Government-approved program remains high, and the U of L is hopeful that it can mount this program in the near future.</p>

Additionally, there are two program expansions in the Faculty of Health Sciences that have been only partially funded – the B.H.Sc. in Addictions Counselling and the B.H.Sc. in Public Health. The Faculty of Health Sciences received funding for the first two years of these program expansions through the Enrolment Planning Envelope but has been left to deliver the last two years to students without funding. In both cases, the Faculty had to reduce intakes to handle the lack of funding. The Faculty of Health Sciences faces additional challenges with its Nursing programs. As no continuing funding was received for the Bachelor of Nursing After-Degree (BNAD) program, the Faculty has redistributed seats between the NESAs (Nursing Education in Southwestern Alberta) program and the BNAD program.

Growing graduate programs is a key direction in our Strategic Plan and the University's Mandate. This strategy will help meet Alberta's growing need for highly skilled and educated workers, but this growth is presently constrained by lack of

funding. As of September 2012, there were 488 Masters and Doctoral students at the U of L. These graduate students receive a base level of funding, largely provided by the School of Graduate Studies. **The University of Lethbridge cannot grow its graduate student enrolment and programs without additional funding.**

New Programs

Several new programs currently under development require government funding to be implemented:

- Master of Health Services Management
- Master of Nursing
- Bachelor of Health Sciences, Major in Aboriginal Health Studies
- Bachelor of Therapeutic Recreation (post-diploma program)

The U of L will proceed with developing these programs for future internal and external approval when funding is available. It must be made clear though – without additional funding, we cannot fully implement these programs and operate them at their full potentials.

The costs associated with new programs encompass more than simply the costs of instruction; they include the necessary supports such as Library resources, expanded recruitment, or international student support. As new programs are developed, these costs will be considered in developing the program budget. However, it is critical to note that in many cases existing resources are fully extended and will not be able to fully accommodate additional demands without additional funding.

Resources Related to the Academic Directions

Blended Learning. Responding to market demands will require us to transition to more accessible blended learning offerings for adult learners. To achieve this will involve a significant investment in new learning technologies and strategies, as well as a possible reallocation of instructional resources to accommodate a more flexible and accessible delivery format.

First Nations, Métis, and Inuit Initiatives. A true commitment to increasing access to FNMI students requires dedicated resources. Successful FNMI programming initiatives typically deploy twice the level of support as traditional programs. The University already has a number of strong FNMI support initiatives, such as the First Nations Transition Program in the Faculty of Arts and Science, and the Support Services for Aboriginal Students Learning Facilitator in the Faculty of Health Sciences. It is essential that we continue to provide our FNMI students with appropriate academic, cultural, and social supports to ensure our current students' success and to increase access to this under-represented group. To do this will require appropriate funding.

RESEARCH

Broadly speaking, three interconnected research and development strategies are crucial for preserving the breadth and depth of scholarship that distinguishes our research community and confirms our unique identity within the Canadian university landscape: pursue excellence and innovation; recruit outstanding faculty of international calibre; and train high quality personnel. The U of L has a broad vision for research growth and development; however, such aspirations are limited by the availability of resources, both in terms of infrastructure and human resources.

Investments in research infrastructure, buildings, and laboratories have been, and continue to be, crucial for the development of targeted priority areas. The Government of Alberta remains the most important funding partner for CFI awards. **To fully leverage our CFI Leaders Opportunity Fund allocation, the University of Lethbridge requires \$351,635 in matching funds from the Small Equipment Grants program.**

INFORMATION TECHNOLOGY

There is an increasing dependence on information technology by all University stakeholders as part of their teaching, research, learning, and administrative responsibilities. These technology solutions can streamline our operations and improve efficiency.

Moreover, a greater investment in technology can also position us to fundamentally reshape the ways the institution operates, and provide new capabilities. For example, we are exploring cost efficiencies related to cloud computing and shared services platforms that leverage scale to better support common needs across institutions in the province. We are in the process of implementing sophisticated business intelligence tools to provide new insight into operational and strategic decisions. The widespread use of mobile platforms like smartphones and tablets introduces potential new computing applications, and requires investment in our core infrastructure and in applications and services to drive these platforms.

IT needs are grouped into three areas:

1. **Infrastructure:** Initiatives related to foundational Information Technology structures and services that must be deployed and managed to support all other IT services and functions.
2. **Enterprise:** Initiatives supporting core university business processes, including student recruitment, admission and registration, human resources, finance, and advancement.
3. **Transformation:** Initiatives where there are emerging requirements to support new university services and processes. This reflects the role of IT as a catalyst for transformational business process change.

The following identifies key capital projects requiring funding in critical areas that embrace the strategic initiatives of the University.

Table 6: Information Technology Priority Initiatives

Category	Capital Projects	Estimated Budget Requirement
Infrastructure	Data Network Upgrade Network Redundancy, Manhole Redundancy Tier 3 Data Centre, Disaster Recovery Research Storage, Research HPC, Servers	\$8.1 M
Enterprise	Banner ERP review for process improvement and simplification Records Management	\$3.2 M
Transformation	Information and Technology Management Control Framework implementation Web Governance and Digital Strategy Framework	\$1.5 M
TOTAL		\$12.8 M

There is an increasing reliance on IT Services to support the processes and services offered across the University. The investment of \$12.8 million would position the U of L more strongly in the strategic areas of recruitment & retention, student engagement, and access to quality post-secondary education programs.

CAPITAL PLAN

The Capital Plan is guided by the University of Lethbridge Campus Master Plan, which has been updated and was approved by the Board of Governors in May 2013. In addition to the University's Strategic Plan and our Comprehensive Institutional Plan, the U of L Capital Plan is also aligned with Government of Alberta and the Ministry of Enterprise and Advanced Education goals and priorities.

Over the past three years, three major projects have been completed at the U of L: Markin Hall, a Daycare Facility, and the addition of new residence spaces through a series of renovations. The additional space in Markin Hall, along with the renovation of vacated space in University Hall and Anderson Hall, provided much needed additional space to accommodate our current enrolment and office needs, but there continues to be a critical need for offices, safe and modern science labs, formal and informal learning spaces, and residence spaces.

In Fall 2011, construction began on a new 11,589 square foot residence complex that will be occupied in September 2013 at a cost of approximately \$32 million. Renovations have recently been completed in the University's Physical Education Building, after \$5.6 million funding from the Province was received for that project.

Recently, \$12.78 million funding was approved for planning for the new science facility, now named the Destination Project, which is the highest capital priority for the University. The Destination Project will deliver up to date science programs and accommodate the University's commitment to research, enabling the University to continue to excel in research and to further our role as a comprehensive university by providing more dedicated space for these programs and functions. New science facilities will increase capacity by providing appropriate space for principal investigators, new graduate and undergraduate students, and technical support personnel.

In addition to the need for new space, the University also needs to maintain and optimize the use of existing space. The average age of the 42 buildings on campus is 24 years. Due to the aging of the buildings, deferred maintenance on existing facilities continues to grow and is of concern for the University. Total deferred maintenance projects currently sit at approximately \$96 million with \$23 million that should be addressed between 2013 and 2016. In addition to the growing deferred maintenance burden, many spaces need to be modernized to meet current research, pedagogical, and technical standards or practices in order to optimize the use of existing space.

It is not enough to build new facilities and to preserve those we have; there are also the costs associated with using the facilities. Based on the University's planned major capital projects (Destination Project, Student Residences, Art Learning Centre, and Alberta Water and Environmental Sciences Building Phase 2), \$10 million in lights-on funding will be required to maintain and operate these new facilities once they are completed.

Capital Priorities

The University uses Alberta Infrastructure's BLIMS system for categorizing capital projects into Preservation, Expansion or New Facilities. The following are the University's identified priority capital projects, as well as the anticipated timelines.

Table 7: University of Lethbridge Capital Priorities, 2013/14 – 2016/17

	Estimated Project Cost (Jan 2013 dollars)	2013/14	2014/15	2015/16	2016/17
NEW FACILITY PROJECTS					
1 Destination Project	\$ 270,000,000				
2 First Nations Gathering Centre	8,118,600				
3 Art Learning Centre	45,130,000				
Total New Facility Projects	323,248,600				
EXPANSION PROJECTS					
1 Student Residences – upgrade University Hall	7,875,000				
2 Student Residences – upgrade Piikani House	5,250,000				
3 Alberta Water & Environmental Sciences Building (Phase 2)	25,704,000				
Total Expansion Projects	38,829,000				
PRESERVATION PROJECTS					
1 CCBN HVAC Project	1,500,000				
Total Preservation Projects	1,500,000				
TOTAL CAPITAL PROJECTS	363,577,600				
PROJECTS IN PROGRESS					
1 Science Complex – Planning Phase	12,780,731				
2 2013-14 Deferred Maintenance Projects	10,628,384				
3 Student Residences – Aperture Park	32,000,000				
4 Tunnel & South Plaza Replacement	2,400,000				
Total Projects in Progress	57,809,115				

Top Three Capital Priorities

The top three priority capital projects for the University of Lethbridge are:

PRIORITY	DESCRIPTION
1. Destination Project (including new Science Facility, Central Plant Facility and University Hall Renewal)	<p>This is the highest capital priority of the University of Lethbridge in order to deliver up to date science programs and accommodate the University's strong commitment to research. To continue to excel in research and to adapt to the comprehensive institution with more emphasis on graduate student education, the University requires new facilities that will provide more dedicated space for these programs and functions. These facilities would increase the capacity for training by providing space for principal investigators, new graduate and undergraduate students, and technical support personnel. Some research facilities that are in the planning stages include laboratory and research spaces for Biochemistry, Chemistry, Physics, Geography and Kinesiology. These facilities are currently housed in University Hall, and moving them to the Destination Project will allow existing space in University Hall to be repurposed for more appropriate uses. Proposed repurposed space in University Hall will include classroom space in order to address the University's growth projections and the needs of an evolving curriculum, office and dry lab space for Social Science/Humanities, academic and administrative department space and study and learner support spaces. A new, comprehensive Science Facility will require a second Central Plant Facility. The new central plant will permit the development of other future facilities to accommodate their infrastructure needs.</p> <p>The estimated project cost for the project is \$270.0 M.</p>
2. First Nations Gathering Centre	<p>One of the Strategic Priorities identified in the University's 2009-13 Strategic Plan is to enhance the experience of First Nations, Métis and Inuit (FNMI) students. One specific action to accomplish this goal is to develop a FNMI social and cultural gathering space. This space will provide students with a space that is welcoming and will support their academic and social needs. The University is committed to increasing the attraction and retention of FNMI students.</p> <p>The estimated project cost for the project is \$8.118 M.</p>
3. Art Learning Centre	<p>The University art collection is recognized as one of the finest in Canada, with over 14,000 works of art. In building the collection, the University committed to making the collection accessible for teaching and research. A larger, more accessible exhibition space, including space for conservation and exhibition preparation, will make the collection available to a wider public through exhibitions and public programs, and will provide the University's Museum Studies students with experience necessary for careers in the cultural sector. The expansion of the gallery will also allow more access to students, from the University and from other institutions, in this field of study and research.</p> <p>The estimated project cost for the project is \$45.13 M.</p>

Resource Implications

The University of Lethbridge relies heavily on the Province of Alberta in funding capital projects, but also uses funds from research agencies, fund raising, and the University's own contributions.

Table 8: Funding Sources for Capital Projects, 2013/14 – 2016/17

	2012/13 Approved Budget	2013/14 Approved Budget	2014/15 Proposed Budget	2015/16 Proposed Budget
SOURCES OF FUNDS				
Major Capital Projects:				
Provincial Government	1,400	19,150	160,350	59,931
Fund Raising/External Sources	-	-	-	9,250
Federal Government	-	250	2,350	7,266
Research Agencies	-	-	500	10,710
University Contributions	16,000	11,000	1,750	11,915
	17,400	30,400	164,950	99,072
Infrastructure Maintenance (IMP) Grant	3,600	1,782	1,782	1,782
Indirect Research Costs Grant	100	100	100	100
University Contributions	3,767	3,422	2,774	2,749
University Capital Reserves	220	1,950	335	400
TOTAL FUNDING	\$ 25,087	\$ 37,654	\$ 169,941	\$ 104,103

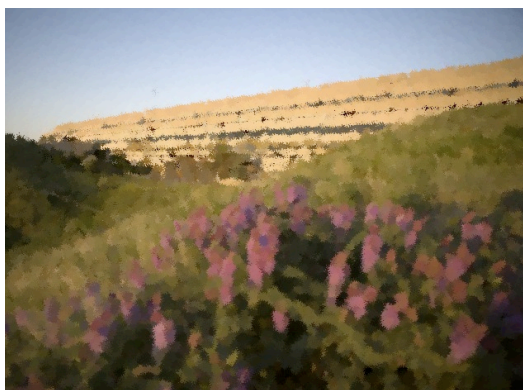


Appendix A: Future Programs

The following programs are concepts for future programming that take advantage of societal and marketplace demand and University expertise. Depending on resourcing, the U of L may move these programs to active development in subsequent CIPs.

	Program	New or Expansion	Projected Funding Source
Undergraduate	Bachelor of Arts	New Multidisciplinary Major in Latin American Studies	Government funding
	Bachelor of Fine Arts (New Media)	New Major in Film Studies	No new government funding anticipated for initiation
	Bachelor of Health Sciences	New Major in Recreational Therapy	Government funding
	Bachelor of Management	Honours program	No new government funding anticipated for initiation
	Bachelor of Music (Digital Audio Arts)/Bachelor of Management	Existing programs to be offered as a combined degree	Government funding
	Bachelor of Science	New Multidisciplinary Major in Medical Physics	Government funding
	Bachelor of Science	New Major in Nanoscience	Government funding

Graduate	Master of Business Administration		No new government funding anticipated for initiation
	Master of Health Sciences	Addictions Counselling	Government funding
	Master of Interactive Arts		Government funding
	Master of Music	Digital Audio Arts	Government funding
	Master of Science (Management)	Focus in Not-for-Profit	Government funding
	Master of Science	Imaging Science	No new government funding anticipated for initiation
	Master of Science	Mental Health Therapist	Government funding
	Ph.D. in Chemistry		No government funding anticipated for initiation.



Addendum: Revised Input to CIP to Reflect March 7, 2013 Budget Announcement

PROCESS

The academic components of the Comprehensive Institutional Plan (CIP) were approved by the University of Lethbridge General Faculties Council (GFC) on February 4, 2013. This approval followed an internal system of review and approval that included review by Deans' Council. In addition, the approval of the plan benefitted from extensive discussion with Enterprise and Advanced Education (EAE) at a meeting on December 19, 2012.

Following the March 7, 2013 provincial budget announcement, the University was informed that the anticipated March 15, 2013 submission date of the CIP was to be extended to May 31, 2013.

The 7.3% decrease to U of L's Campus Alberta Operating Grant announced on March 7, 2013 required a number of changes to academic planning information contained within the CIP that had been previously approved by GFC. As a result this addendum to the CIP was created, reviewed again by Deans' Council on May 1, 2013, and was presented to GFC for approval on May 6, 2013. This addendum forms part of the overall revised CIP that was presented to the University of Lethbridge Board of Governors for approval on May 16, 2013.

Additional changes to the academic and research directions presented in this addendum and to the CIP approved by GFC on February 4, 2013 are likely as a result of ongoing consultations occurring within the University of Lethbridge to address required budget reductions. Any additional changes to institutional planning will be captured within the 2014 University of Lethbridge CIP submission.

See page **Error! Bookmark not defined.** of this Addendum for details of the Values Reaffirmation Process and the Budget Process.

ACADEMIC RENEWAL

In the fall of 2012 the University of Lethbridge developed an academic renewal program that was initiated in late January of 2013. The plan, that was based upon an Academic Staff Voluntary Retirement Program (ASVRP), was designed to address two opportunities (i) to renew faculty at the University, and (ii) to create enhanced sustainability in academic salary costs by realizing savings through the differential in salaries of those retiring and those who would be newly hired. Parameters supporting the plan identified an eligibility criterion of combined age and years of service to a sum of eighty years. Funding of the ASVRP utilized internal one-time carryover reserves. Of an academic staff complement of approximately 565, the criterion identified 59 individuals who were eligible to apply. Thirty-four applications to the ASVRP were received and all have been approved.

The March 7, 2013 provincial budget has dictated that the one for one academic replacement strategy, that was central to the design of the ASVRP, cannot be implemented. Although internal one-time funding of the ASVRP funding was supplemented by EAE through the grant of \$1.697 million, the 7.3% cut to continuing operating funding has resulted in the University having a significantly reduced financial capacity to replace retiring positions. At this time, only approximately 25% of the planned position replacements may be realized, these decisions being based on the University's need to support ongoing academic programming and course offerings.

ONGOING OPERATIONAL CHANGE

As a result of the operating budget reduction, the University engaged in an extensive process to address required budget reductions. As a starting point, the University designed a community inclusive process to reaffirm its core values (see Appendix I). These values have been used as a compass to guide the institution through a process (see Appendix I) in which required budget reductions are identified. People, quality, and access are core to the operation of the University of Lethbridge. Operational changes will continue to evolve within the University. As part of the budget reduction process eight committees were formed to further explore efficiencies. These committees are identified as:

1. Communications & Marketing
2. Information Technology
3. Recruitment
4. Finance
5. Faculty Work Assignments / Faculty Program Costs
6. Collaboration
7. Revenue Generation
8. Employee Group Negotiations / Discussions

The Committees have been tasked to address the following (i) identify where efficiencies can be achieved in operations, (ii) identify where the operations can be made more effective, (iii) identify cost savings, budget cuts and/or revenue opportunities, and (iv) identify service responsiveness improvements. All committees have been directed to submit final reports by July 31, 2013.

Additionally, the Board of Governors of the University has approved in principle the planning of a comprehensive fundraising campaign in support of the University of Lethbridge. In this campaign, the university will bring together all of its constituent base, and the community in an all-out effort to garner support.

It is planned that this will be a comprehensive campaign in that it will support all university private funding requirements and include all philanthropy, sponsorship and sponsored research – annual gifts, “bricks & mortar” gifts, endowment gifts, program support gifts, planned gifts and research among many others.

The Case for Support of this campaign will be defined institutional goals and priorities derived from the academic plan, research plan and business plan, with the fund-raising needs closely linked to those goals, the university’s vision for the future and the priorities of the community.

ANTICIPATED IMPLICATIONS FOR ACADEMIC PROGRAMMING

PhD (Education) Implementation

Identified in Table 1 of the CIP as a priority for implementation, the implementation of the approved PhD(Education) program was planned for the fall of 2013. No new government funding was obtained for this program and so a limited implementation was planned using internal, non-continuing, carryover funding. The 2013 budget has resulted in the re-prioritization of internal funding priorities, with staffing of existing academic programs taking priority. This has resulted in a decision to further delay the implementation of the PhD(Education) program. The University will continue to work with the Campus Alberta Quality Council and EAE to ensure that the excellent work completed during the development of the program will not be lost.

Anticipated Program Suspensions

The University has an extensive internal process by which academic program suspensions are considered. The process begins within a Faculty level curriculum committee, with recommendations from this committee flowing to Faculty Council for consideration. From Faculty Council, recommendations are forwarded to the University level Curriculum Coordination Committee (CCC), and from CCC to General Faculties Council for final approval. Once internal approval is obtained, the University follows the well-articulated external requirements for government approval of the recommendation to suspend. At this time, the internal process of academic program suspension has been initiated for two programs. The decision to proceed in this direction was based upon two considerations (i) historically low enrolment in both programs thus identifying that student demand was at best questionable, and (ii) academic positions associated with the programs were affected by the ASVRP and not identified as priority renewals.

The academic programs identified for potential suspension are:

1. Admission to the **Majors in German and in French/German for the B.A. and B.A.Sc.**, and all relevant combined degrees, will be considered for suspension beginning May 1, 2013 and thereafter until further notice.
2. Admission to **Major in Information Systems for the B.Mgt.**, and all relevant combined degrees, will be considered for suspension beginning May 31, 2013 and thereafter until further notice.

Decrease in Number of Students Admitted

Alberta Health Services and EAE have been unable to provide additional one-time or continuing funding for the Bachelor of Nursing After Degree (BNAD) program that is operated in collaboration with Lethbridge College. The program, that was introduced to address a provincial need to increase the number of baccalaureate level nurses in Alberta, has been highly successful both in terms of achieving student graduation targets and meeting student demand. Instead of looking to suspend the BNAD program, the University of Lethbridge and Lethbridge College have decided to accommodate the program within current graduation targets for the Nursing Education in Southwestern Alberta (NESA) program. This results in a decrease in the total number of seats available for students looking to complete the collaborative baccalaureate programs. However, this decision will ensure continuing program entry options and high quality programming for future students.

eCampusAlberta Membership

The University has requested membership in eCampusAlberta. A number of online courses are currently offered by the University and their inclusion within the portfolio of offerings presented by eCampusAlberta is under consideration.

INSTITUTIONAL COLLABORATION INITIATIVES

Lethbridge College

The University is in ongoing discussions with Lethbridge College with respect to both nonacademic and academic initiatives. Discussions of 'back of house' operation efficiencies including an exploration of combined information technology (IT) service operations have been initiated. With respect to academic operations the partners continue to explore ways to improve the successful BNAD and NESA programs and have initiated a discussion of how the new four year Bachelor of Technology in Environmental Science proposed by Lethbridge College can be used to provide additional collaborative options for students.

Concordia University College of Alberta

Following a meeting of Presidents and Board Chairs, Concordia University College of Alberta and the University of Lethbridge have initiated discussions regarding collaborative programming options at the baccalaureate and masters

levels. These programmatic discussions are at an early stage of development but any outcomes will need to flow through both internal and external program approval procedures before they can be initiated.

Lakeland College

Lakeland College and the University of Lethbridge have initiated discussions regarding the potential of programmatic collaboration for students wishing to pursue baccalaureate studies in the area of environmental science. These programmatic discussions are also at an early stage of development and again any outcomes will need to flow through both internal and external program approval procedures before they can be initiated.

Lethbridge College, Norquest College, and the Alberta Therapeutic Recreation Association (ATRA)

Following widespread consultation with provincial stakeholders the Faculty of Health Sciences has developed a post-diploma Bachelor of Therapeutic Recreation. This degree creates learner pathways by building on existing diploma programming at Lethbridge College and Norquest College. The degree has been approved at all levels of the University and is ready for submission to the Campus Alberta Quality Council. Simultaneously, with funding from the Health Workforce Action Plan envelope the Faculty has created a small working group, including membership from Lethbridge College, Norquest College and the ATRA to join forces with a consultant to complete a job market demand study. A report will be provided to Alberta Health in July, 2013.

Ukraine Initiative

The University has formalized linkages with three Ukrainian research institutions to perform collaborative research and provide opportunities for visiting students. Memorandums of Understanding with R.E. Kavetsky Institute of Experimental Pathology, Oncology, and Radiology of the National Academy of Sciences of Ukraine, and the National Research Centre for Radiation Medicine of the Academy of Medical Sciences of Ukraine (RCRM) will support activities in the areas of occupational and environmental effects of ionizing radiation. Another partnership with the Ivano-Frankivsk National Technical University of Oil and Gas will bring graduate students from the Ukraine to the U of L this fall to study environmental science. We are also exploring similar exchange opportunities with Lviv Polytechnic National University. In all, there are significant opportunities for the U of L in Ukraine and we will continue to develop these as resources permit.

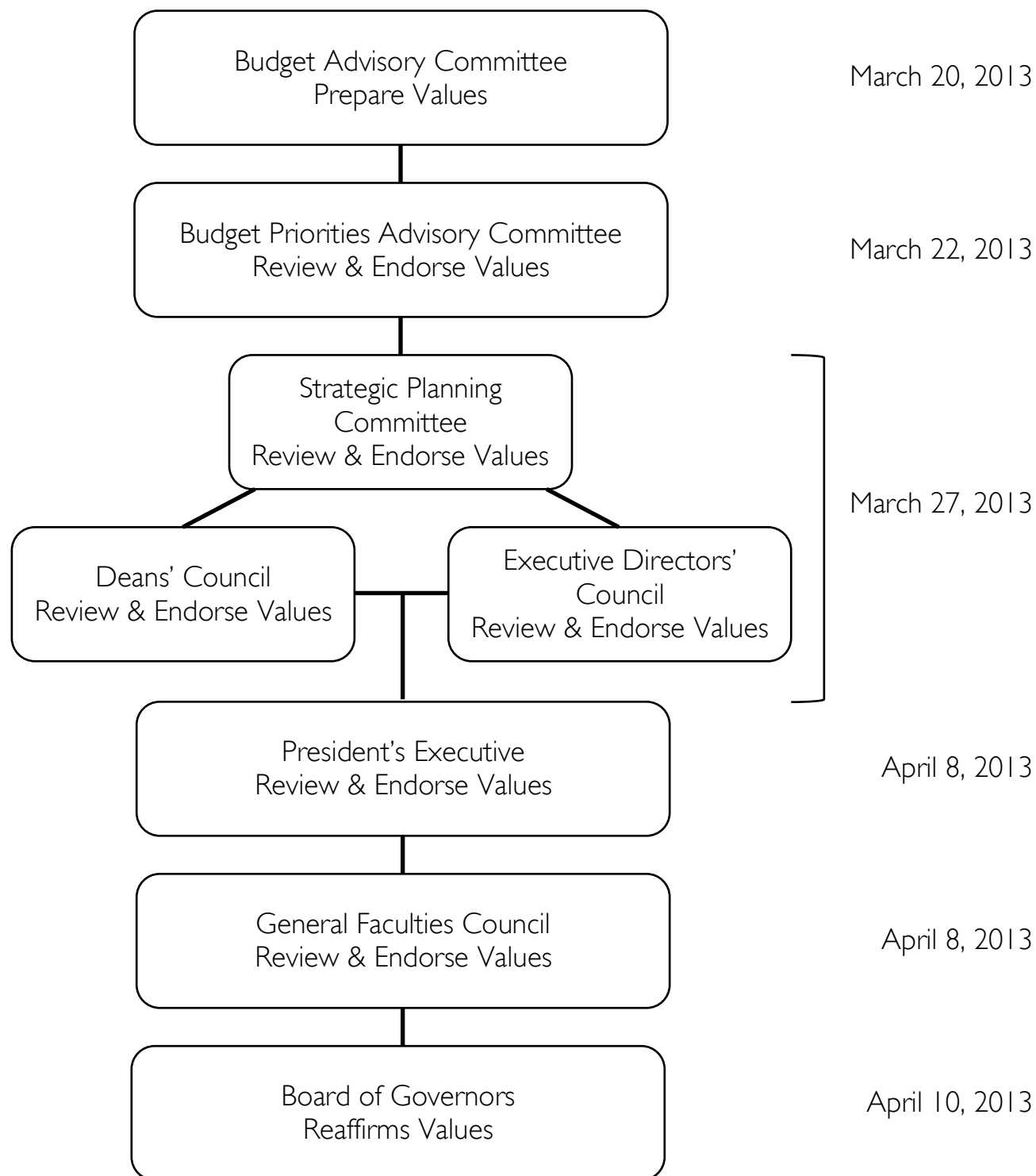
THE DESTINATION PROJECT

The budget announcement of 2013 provided additional planning funds to the University of Lethbridge for its priority capital project: the Destination project. Five million dollars have been provided for 2013-14 and an additional five million will be provided in 2014-15. Through discussion with EAE the planning horizon has been identified as 18 months. This timeline recognizes the U of L's desperate need to move forward with the project as rapidly as possible. A commitment has been made to work very closely with provincial government ministries as the project moves forward.

As part of the Destination Project planning process the University has initiated a Learning Environment Evaluation (LEE) project. This project is designed to critically assess teaching environments within the University with the intention of taking what is learnt and applying it to the design and construction of anticipated new teaching environments within the Destination Project. This project is under the stewardship of the Provost & Vice-president (Academic) but is being managed by the newly established University of Lethbridge Teaching Centre.

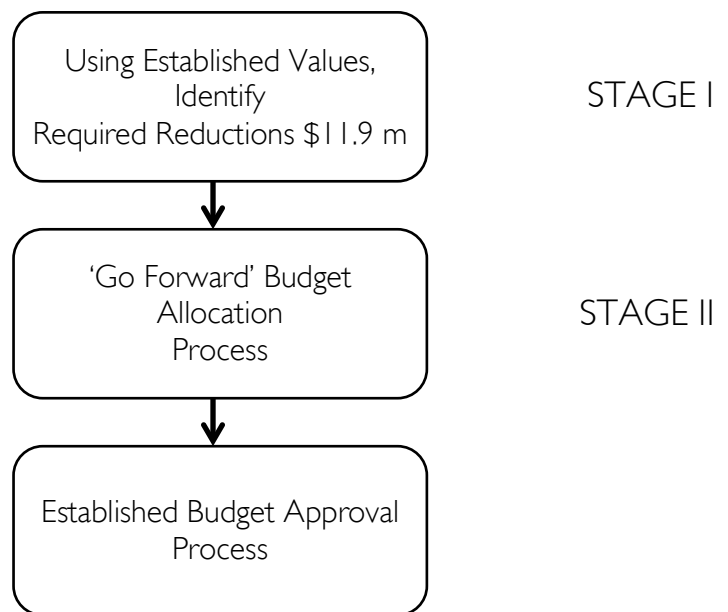
PROCESS

VALUES REAFFIRMATION PROCESS & DATES

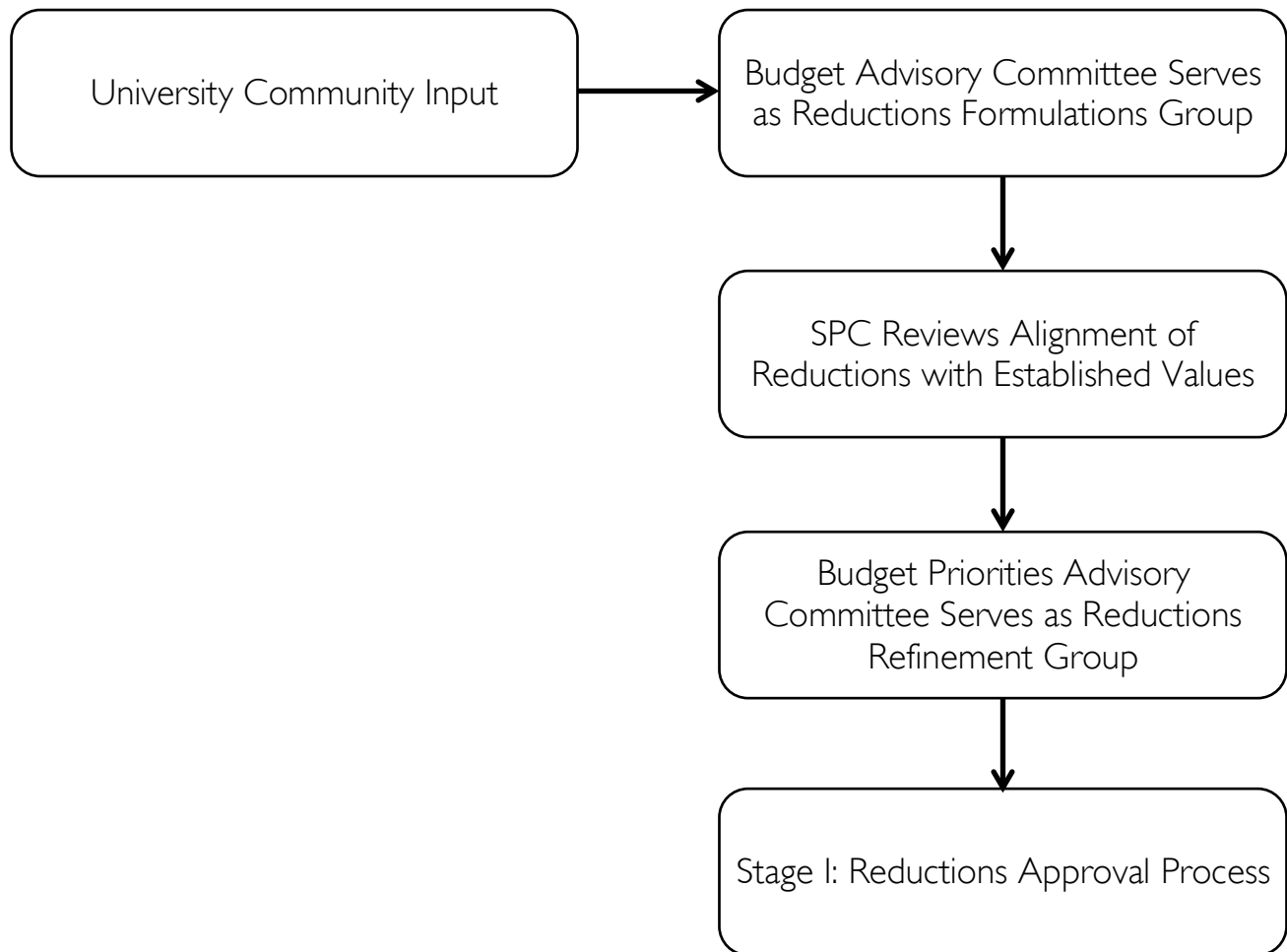


ESTABLISHING THE 2013/14 BUDGET

- An overall two-stage budget creation process
- Establishing the required value based reductions is Stage I
- The 'go-forward' overall budget recalibration/ allocation process is Stage II
- Stage I informs Stage II
- It is Possible for Stages I & II to be operated concurrently
- Combined Stages I & II utilize the established process for operating budget approval



STAGE I: UTILIZING THE VALUES



STAGE I: REDUCTIONS APPROVAL PROCESS

