

UNIVERSITY OF LETHBRIDGE

COMPREHENSIVE INSTITUTIONAL PLAN
2014/15 - 2016/17



University of
Lethbridge



ACCOUNTABILITY STATEMENT

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

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) and across the full breadth of disciplines. We 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 of Lethbridge 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.

Financial constraints continue to be a challenge to the University of Lethbridge’s ability to realize our full potential within Campus Alberta. This has not caused us to retrench, but to reaffirm our values and to reprioritize the University of Lethbridge’s actions and activities. 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 of Lethbridge 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 about much more than skilled labour, but is also about encouraging “critical thinkers, artists, entrepreneurs and citizens that can engage effectively in an increasingly global society.”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 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, effective use of emerging technologies, and active participation in eCampusAlberta allows us to offer in-demand programs to learners where they live and work.

We are committed to providing our students with the tools 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 University of Lethbridge 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.

¹ *Campus Alberta Planning Resource 2013*, ii

EXECUTIVE SUMMARY

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 of Lethbridge. 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 of Lethbridge 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 of Lethbridge has revised its budget processes to ensure that the institution is in a position to make resource allocation decisions that will advance the University of Lethbridge'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 2014/15 University of Lethbridge consolidated operating budget.

The proposed operating budget for the 2104/15 fiscal year is \$162,157,825. The University of Lethbridge's Campus Alberta Operating Grant increased by 1.62% (0% base operating grant increase plus \$1.5 million in targeted enrolment funding). While this is helpful, it does not alleviate the 4.85% reduction in the Campus Alberta Operating Grant in 2013/14. As a result, the University of Lethbridge will be facing \$8.8 million in reduction over the next three years to balance the budget based on adjustments.

The top three new capital priorities for the University of Lethbridge are directly tied to our ability to deliver our mandate: the Destination Project, Student Residences (Aperture Park Phase IV), and an Art Gallery. In addition to the need for new space, the University of Lethbridge also needs to maintain and optimize the use of existing space.

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INSTITUTIONAL CONTEXT

INSTITUTIONAL OUTCOMES

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*. The university is committed to delivering on its Government approved Mandate Statement for the benefit of all Albertans.

Throughout its three campuses, the University of Lethbridge will:

- Develop and maintain high quality academic programs that serve the interests and needs of society, based on its founding ideas of a student-centred, liberal education that optimizes preparation for future success.
- Strive to create seamless learning opportunities in collaboration with other institutions.
- Advance knowledge, for the improvement of society, through a significant program of pure and applied research and creative activity.
- Where it has special expertise and/or areas of special relevance to the region or province, develop and nurture centres of research excellence.
- Provide access to the University to as many qualified students as possible, and engage with the members of the communities it serves.
- Continually strive to find ways to improve teaching and learning and enrich the student experience.
- Offers its expertise, facilities, and services for the benefit of the community it serves.
- Advance the sustainability of the institution.

Several plans guide the University of Lethbridge in meeting its Mandate. Using these, and numerous other plans and initiatives, the University of Lethbridge will deliver on its Mandate using specific directions, goals, and actions:

- Strategic Plan
- Academic Plan
- Unit Academic Plans
- Strategic Research Plan
- People Plan
- Setting Enrolment Directions
- Faculty-level strategic plans
- Campus Master Plan
- Capital Plan
- Comprehensive Institutional Plan
- Business Plan

In implementing its Mandate, the University of Lethbridge will use its Fundamental Principles to inform how it meets its commitments as a Comprehensive Academic and Research Institution in Alberta's post-secondary education system.

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.

INSTITUTIONAL CONTEXT

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.

<http://eae.alberta.ca/media/277273/u leth.pdf>

PLAN DEVELOPMENT

Since the Ministry introduced an integrated plan submission in 2011, the University of Lethbridge has spent considerable time and effort coordinating and refining our planning processes. The Comprehensive Institutional Plan enables the University of Lethbridge's Strategic Plan, by focusing the Academic Plan and the Strategic Research Plan through careful capital planning considerations and budget allocations with the intention of promoting the values of the institution and the ongoing support of 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 academic and non-academic administrators, 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 CIP, various other units on campus were asked for their input, including: Institutional Analysis, Financial Services, Information Technology, Financial Planning, and Facilities.

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

GROUPS CONSULTED IN CIP DEVELOPMENT

Senior Academic and Non-Academic Administrators

President, Provost & Vice-President (Academic), Vice-President (Finance & Administration), Vice-President (Research), Vice-President (Advancement), Vice-Provost and Associate Vice-President (Academic), Associate Vice-President (Research), Deans, University Librarian, Executive Directors

Library, Faculties, and School

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

Administrative Units

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

Institutional Analysis

Faculty Members

As required, for input pertaining to new programming

Alberta Innovation and Advanced Education

DOCUMENT INPUTS TO CIP

University of Lethbridge	Strategic Plan 2020 — Developed in consultation with a wide variety of internal and external groups, the University of Lethbridge 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 annually updated plan contains the academic actions that support the Strategic Plan.
	Strategic Research Plan 2012-2017 — This document, which contains strategic priorities for research at the University of Lethbridge, informed the research components of the CIP.
	2013/14 Comprehensive Institutional Plan —As the core documents informing the CIP remain unchanged, the 2013/14 plan provides the foundation for the 2014/15 CIP.

INSTITUTIONAL CONTEXT

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 other administrative units.

Capital Plan — Submitted to the Government of Alberta annually, the Capital Plan presents the University of Lethbridge's capital priorities, which are aligned with the Government's Strategic Capital Plan, and are the result of ongoing consultation with Government representatives.

Setting Enrolment Directions — This internal document sets out five strategic enrolment directions for enrolment management at the 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 2013

Research and Innovation Framework

Roles and Mandates Policy Framework

Government of Alberta 20-Year Strategic Capital Plan

ENVIRONMENTAL CONTEXT

The University of Lethbridge faces opportunities and challenges in our efforts to provide students with an affordable, accessible, quality post-secondary education. The opportunities and challenges faced by the University of Lethbridge in achieving this broadly mirror those faced by the Ministry:

- Changing demographics;
- Increase participation of under-represented groups;
- Economic conditions;
- Addressing labour market demands;
- 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 University of Lethbridge and the opportunities and challenges these present.²

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 over 20%, projected growth of 18-34 year olds is much lower at 7.2%. This is the primary age group at the University with 79% of undergraduate students in Fall 2013 between 17 and 25 years of age (average age: 23.4), and a majority of Master's and Doctoral students being 30 or younger (59.1%).

Opportunities

Challenges

- | Opportunities | Challenges |
|---|--|
| <ul style="list-style-type: none">• The University of Lethbridge has traditionally been a first choice for students from Southern Alberta. We will have to work to maintain this advantage by continuing to work to gain a greater understanding of what motivates these students to choose the University of Lethbridge.• Close to 40% (2012: 38.8%) of Lethbridge Region³ high school students do not transition to post-secondary within six years of 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 demographic growth | <ul style="list-style-type: none">• As competition for the traditional post-secondary cohort increases, other institutions will increasingly look to our region as their regions' traditional post-secondary cohorts shrink. Both "in-Alberta" and "out of Alberta" post-secondary competition for students is anticipated.• The slower growth in the number of 18-34 year olds in Edmonton also poses a challenge for the University of Lethbridge. In Fall 2013, 37.9% of students at the University of Lethbridge came from the Calgary and Edmonton regions. 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 recruitment rates in Calgary and Edmonton. |

² Unless otherwise noted, the numbers in this Environmental Scan were taken from the *Campus Alberta Planning Resource*.

³ Lethbridge Regional Profile, 2013.

INSTITUTIONAL CONTEXT

in one of our primary sources of students (Calgary), we will need to expand our recruitment reach to regions that may not have been traditional sources of students for the University of Lethbridge (e.g., Northern Alberta).

- There continue to be opportunities to attract increased numbers from under-represented groups, specifically First Nations, Métis, or Inuit students. The University of Lethbridge will continue to build relationships with local communities to increase access for FNMI students.
- The University of Lethbridge is actively working to increase its international student community. This drive is taken to actively counter changing demographics within University of Lethbridge's traditional recruitment markets.
- The changing demographics provide opportunities for the University of Lethbridge to give more attention to the adult learner as possible students and to consider the implications this has on programs and services.

ABORIGINAL STUDENTS

The University of Lethbridge is located on traditional Blackfoot land and adjacent to the Blood Tribe Reserve. In Fall 2013, 4.9% of the University of Lethbridge student body self-identified as First Nations, Métis, or Inuit (FNMI). The University of Lethbridge 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. Opportunities to recruit and receive aboriginal students from Mexico are also being explored through the University of Lethbridge's initiative with the State of Quintana Roo, Mexico on a proposal to CONACyT (The National Council of Science and Technology in Mexico) to host 20 indigenous women from across the state for a 4 – 6 week summer program to enhance their opportunity for admission to graduate studies.

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 bachelor's or graduate degrees remains below that of the non-Aboriginal population.

Opportunities

- The University of Lethbridge is well situated to serve the Aboriginal community by building on the strong relationships that have been established with the local Blackfoot community.
- 32% of Aboriginal Albertans have a post-secondary certificate or diploma. There may be significant opportunities to offer degree-completion options for this group.

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.

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- Refocus FNMI activities throughout the University of Lethbridge to elevate activity and support services under the guidance of the Aboriginal Education Policy.

POST-SECONDARY ENVIRONMENT

CAMPUS ALBERTA

The increased number of baccalaureate degree granting institutions has resulted in increased competition for new students, and a smaller pool of potential transfer students looking to gain access to the University of Lethbridge. With the policy shift under the *Roles and Mandates Policy Framework*, the University of Lethbridge has experienced a decline in the number of students coming to the University of Lethbridge to complete undergraduate degrees through 2 + 2 agreements 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 University of Lethbridge. Since Mount Royal's repositioning as a Baccalaureate and Applied Studies Institution, the University of Lethbridge has witnessed a sharp decline in students transferring to its programs from Mount Royal University.

Opportunities

- The increasing number of degree opportunities for students within Alberta provides the University of Lethbridge with a strategic opportunity to grow its graduate student population. The University of Lethbridge 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 in areas of institutional expertise.

Challenges

- The increased number of baccalaureate degree granting institutions within Alberta challenges the University of Lethbridge to maintain undergraduate student 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 2013, the University of Lethbridge was able to offer 94.9% of qualified Alberta applicants admission on at least one application⁴; only 58 qualified Alberta applicants to the University of Lethbridge were not accommodated somewhere in the Alberta post-secondary system.

Perhaps more concerning for University of Lethbridge are those qualified applicants who are offered admission for at least one application who do not attend either at University of Lethbridge or stay within the Alberta post-secondary system. In Fall 2013, 22.8% of Albertans who were offered admission chose to attend another institution and 14.0% did not attend in the system. The University of Lethbridge will work to better understand why students decide not to attend.

Opportunities

- Continue our commitment to providing access

Challenges

- Increasingly limited resources make it increasingly difficult to accommodate additional

⁴ASI Institutional Submissions, Fall 2012

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to qualified applicants.

- Continue to ensure that our policies and procedures promote and enhance access to post-secondary education.
- We need to better understand student demands and work to provide new academic 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.
- The inability of the University of Lethbridge to provide increased levels of funding for graduate students is beginning to limit our ability to attract well-qualified students to graduate programs.

students while maintaining the quality of education and student experience.

STUDENT OUTCOMES

The University of Lethbridge has awarded more than 17,500 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 of Lethbridge to initiate a Recruitment and Retention Project to consider and implement innovative strategies to address attrition, increase program completion rates, and enhance collaborative opportunities to increase learner pathways and success.

Opportunities

Challenges

- The work of the various groups in the Recruitment and Retention Project along with other institutional initiatives remain critical to further enhancing the experiences of students, both academically and personally, leading to lower attrition rates.
- The Recruitment and Retention Project continually identifies and evaluates opportunities for integrated planning across academic and administrative units, as well as the secondary and post-secondary sectors and local community, to increase collaboration with a goal of increasing learner pathways, satisfaction, and success.
- 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 of Lethbridge has grown (\$8.9 million in 2003/04 to \$15.3 million in 2012/13)⁵. 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 of Lethbridge. In 2013, the University of Lethbridge maintained a top-three ranking among Canadian undergraduate universities in the annual Re\$earch Infosource's Top 50 Research Universities list.

Opportunities

Challenges

⁵ University of Lethbridge, Fact Book

INSTITUTIONAL CONTEXT

- 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.
- 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 focus of Alberta Innovates and other more fundamental 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.

GOALS & PRIORITIES

ACADEMIC

ENROLMENT PLAN

The University of Lethbridge is anticipating 6,785 full-load equivalent (FLE) students in the 2013/14 academic year. This represents a 0.2% increase from the 2012/13 value of 6,772.

From 2012/13 to 2013/14, enrolment of undergraduate students is anticipated to decline slightly from 6,190 to 6,120 FLEs. In fall 2013, new transfer students enrolled at the undergraduate level declined to 742 from 905 students the prior year. This represents an 18% decline. Fewer students enrolled in the Pre-Bachelor of Arts/Bachelor of Education, Post-Diploma Bachelor of Management, and Bachelor of Fine Arts (New Media) programs. New high school student enrolment increased in fall 2013 to 1,112 from 998 students the prior year. The Bachelor of Science program also had a positive increase in enrolment.

In 2013/14, graduate student enrolment is expected to increase by 14.1% from 582 to 664 FLEs compared to the prior year. The most notable growth in graduate programming is in the Master of Counselling, Master of Education, Master of Science, and Master of Arts.

International student enrolment is also anticipated to increase in 2013/14. International student enrolment increased by 6.3% in fall 2013 to 470 from 442 students the prior year.

At this point in time, enrolment for the 2014/15 academic year is anticipated to increase marginally by 0.9% from the previous year. Undergraduate enrolment is expected to increase by 0.4%, while graduate enrolment is anticipated to increase by 6.0%.

A further breakdown of projected FLE enrolment is provided below.

GOALS & PRIORITIES

Table 1: FLE Enrolment, 2012/2013 and 2014/2015

Faculty	Program	2014/2015 Estimate				2015/2016 Estimate				2016/2017 Estimate			
		Undergrad	Master's	Doctoral	Total	Undergrad	Master's	Doctoral	Total	Undergrad	Master's	Doctoral	Total
Arts & Science	Bachelor of Arts	1,443			1,443	1,443			1,443	1,443			1,443
	Bachelor of Science	1,428			1,428	1,428			1,428	1,428			1,428
	Bachelor of Arts and Science	129			129	129			129	129			129
	Pre-Engineering					10			10	20			20
	Master of Arts		85		85		89		89		89		89
	Master of Science		247		247		258		258		258		258
	Doctor of Philosophy			128	128			133	133			133	133
Arts and Science Total		3,089	3,000	332	128	3,460	3,010	347	133	3,490	3,020	347	133
Education	Post-Baccalaureate Certificate												
	Bachelor of Education	405			405	420			420	405			405
	Master of Education		118		118		118		118		118		118
	Master of Counselling		48		48		48		48		48		48
Education Total		405	405	166		571	420	166		586	405	166	
Fine Arts	Master of Arts		1		1		1		1		1		1
	Master of Music		4		4		4		4		4		4
	Master of Fine Arts		10		10		10		10		10		10
	Bachelor of Music	162			162	162			162	162			162
	Bachelor of Fine Arts	350			350	350			350	350			350
	Bachelor of Fine Arts (Native American Art)	1			1	1			1	1			1
Fine Arts Total		513	15		529	513	15		529	513	15		529
Health Sciences	Master of Science		29		29		29		29		29		29
	Bachelor of Nursing	367			367	340			340	256			256
	Bachelor of Health Sciences	205			205	225			225	234			234
	Bachelor of Therapeutic Recreation					20			20	40			40
Health Sciences Total		572	29		601	585	29		614	530	29		559
Management	Bachelor of Management	1,400			1,400	1,400			1,400	1,400			1,400
	Management Certificate	9			9	9			9	9			9
	University Diploma	46			46	46			46	46			46
	Master of Science - Management		33		33		35		35		35		35
Management Total			1,455	33		1,488	1,455	35		1,490	1,455	35	
Not Specified	Open Studies	197			197	197			197	197			197
Total		6,142	576	128	6,845	6,180	593	133	6,906	6,120	593	133	6,846
International (Visa) Student Enrolment		307	105	54	465	319	109	56	484	332	113	59	503

GOALS & PRIORITIES

% of Population International (Visa) Students	5.0%	18.2%	42.3%	6.8%	5.2%	18.4%	42.4%	7.0%	5.4%	19.1%	44.1%	7.4%
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Notes:

Numbers may not add up due to rounding

Combined programs have been separated by credential

2012/2013 values taken from the signed-off LERS submission to Innovation and Advanced Education

2013/2014 estimated FLE values as of March 1st

2014/2015 to 2016/2017 planned program expansions:

-Bachelor of Health Sciences, Major in Aboriginal Health

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
Bachelor of Health Sciences		13	24

-Bachelor of Therapeutic Recreation

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
Bachelor of Therapeutic Recreation		20	40

-Bachelor of Education (an additional 30-student cohort will be admitted every other year)

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
Bachelor of Education	30		30

-University transfer pathways (Pre-Engineering and upper year level transfer science programs)

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
Bachelor of Science	20	20	20
Pre-Engineering		10	20

Modest growth in graduate programs have been projected for 2014/2015 to 2015/2016

Modest growth in Addictions Counselling and Public Health in the Bachelor of Health Sciences have been projected for 2015/2016 and 2016/2017

Decline in Nursing projected for 2014/2015 to 2016/2017

4% growth year over year assumed in international students

GOALS & PRIORITIES

PROGRAMMING PRIORITIES

New Programming

	Program	Projected Funding Source	Planned Implementation Year	Stage of Development
Undergraduate	B.A., Major in Applied Statistics	No government funding required for program initiation.	2015	CAQC Review
	B.H.Sc., Major in Aboriginal Health Studies	Government funding.	2015	System Coordination Review
	Post-Diploma Bachelor of Therapeutic Recreation	Government funding.	2015	System Coordination Review
Graduate	Master of Nursing	No government funding required for program initiation.	2015	CAQC Review
	Master of Health Management	Government funding.	2016	Internal Development
	Master of Arts in Culture, Theory, Social Change	No government funding required for program initiation.	2015	System Coordination Review
	Ph.D. in Culture, Theory, Social Change	No government funding required for program implementation.	2015	System Coordination Review
	Ph.D. in Population Studies and Health	No government funding required for program implementation.	2015	CAQC Review
Pending Implementation	Ph.D. in Education	Government funding will be required for program implementation. ⁶		Approved

Quality Assurance

Schedule of Reviews and Progress Reports, 2014 to 2017

Year:	QA Reviews Scheduled:	QA Progress Reports Scheduled:
2014	Dept. of Philosophy Dept. of Native American Studies Dept. of English Master of Arts Dept. of Political Science Dept. of Psychology Dept. of Religious Studies First Nations Transition Program Master of Counselling Dept. of Art Dept. of History M.Sc.	Dept. of Economics Dept. of Modern Languages B.Mgt. – First Nations Governance B.Mgt. – General Management B.Mgt. – International Management B.Mgt. – Marketing Pre-Professional Transfer Program (Engineering)
2015	Dept. of Anthropology	Dept. of Kinesiology

⁶ 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 funding decreases to the University in 2013-2014, the continuation of the Faculty's Bachelor of Education and Master of Education were prioritized over introducing a new, unfunded program.

GOALS & PRIORITIES

Year:	QA Reviews Scheduled:	QA Progress Reports Scheduled:
	Dept. of Biological Sciences Chemistry Biochemistry Dept. of Geography Mathematics Computer Science Dept. of Theatre and Dramatic Arts Bachelor of Health Sciences, Public Health Management – Theory Into Practice Programs M.Sc. Management M.Ed. M.Ed. (Counselling Psychology)	B.Ed. B.Mgt. – Info. Systems Dept. of Music B.Mgt. – Accounting B.Mgt. – Finance B.Mgt. – Human Resource Mgt. Dept. of New Media Dept. of Physics and Astronomy
2016	Dept. of Sociology Dept. of Women and Gender Studies Dept. of Music Master of Fine Arts Master of Music	Dept. of Economics Dept. of Modern Languages B.Mgt. – First Nations Governance B.Mgt. – General Management B.Mgt. – International Management B.Mgt. – Marketing
2017	No reviews scheduled	Dept. of New Media Dept. of Physics and Astronomy

Program Delivery Priorities

Modes of Delivery

- Consistent with its Destination University philosophy, the University of Lethbridge's focus for undergraduate education remains face-to-face learning. However, the University of Lethbridge embraces the growing importance of new learning technologies and the need to integrate these within our curriculum and better support new and emerging teaching and learning activities. We will continue to develop as Alberta's Destination University.
- Recognizing the importance of blended program delivery, the University of Lethbridge will develop an institutional strategy for articulating blended program delivery including resourcing and support.
- Continue to encourage student mobility by ensuring transfer agreements support the educational goals of students and of partnering institutions at both the course and program level.

Pan-Alberta Campus

- Continue to develop and offer unique programs through our Calgary and Edmonton locations. These programs increase access to post-secondary education for all Albertans and specifically provide post-secondary opportunities for working adults looking to enhance or develop their academic credentials.

eCampusAlberta

- Facilitate increased access to online learning opportunities through active participation as a partner in eCampusAlberta.
- Work with other consortium partners to develop best practices around online learning.
- Refine instructional approaches suited to online learning.

GOALS & PRIORITIES

SUPPORTING THE STUDENT EXPERIENCE

Students are central to all we do at the University of Lethbridge. In addition to facilitating their intellectual growth through directed, high-quality academic programs, the University of Lethbridge is committed to creating an educational environment where our students can grow as citizens, in an atmosphere of engagement. The professional relationships we develop with students in helping them achieve their academic and personal goals are increasingly important as our institution looks to further differentiate itself within the post-secondary system. Students are our most important stakeholders and our academic priorities will optimize factors related to their success.

Recruitment, Retention, and Enrolment Priorities

Recruitment and Retention

- Continuously evaluate student recruitment practices to ensure they reflect new technologies and innovative practices.
- Ensure admission and registration schedules align to the needs of students to develop academic plans for graduation.
- Monitor and systematically manage enrolment including implementing long range and annual University level enrolment plans.
- Continue to support and develop the Recruitment & Retention Project to enhance student recruitment and retention through initiatives that remove barriers and generate student engagement focused on a graduation culture.
- Continue to enhance student relationships and education through a quality liberal education experience for all undergraduate and graduate students at all campuses.
- Establish stronger connections with local middle and high school students, teachers and district administrators with the intention of building familiarity with the University of Lethbridge and pride in its accomplishments with the ultimate goal of attracting increased numbers of high school graduates to our programs.
- Increase post-secondary collaboration and innovative partnerships to better align learner pathways to create seamless learning opportunities and increase recruiting and retention efficacy.

Pre-university Experience

- Support and develop new programming and relationship building for pre-university students to place the University of Lethbridge as their post-secondary institution of choice.

First-Year Experience

- Optimize the first-year student experience. The University of Lethbridge will provide students with resources and opportunities to enhance and support their first-year academic and community experiences with the goals of building community and University engagement and support.

Student Academic Support Priorities

Student Services

- Enhance existing and continue to develop student academic and personal support structures on all University of Lethbridge campuses within a sustainable funding model.

GOALS & PRIORITIES

- Continue to develop the centralization of services for Lethbridge campus students in the one-stop student service centre in Anderson Hall.
- Address the unique support requirements of different student groups (e.g. new high school, transfer, and adult students; undergraduate and graduate students; traditional and non-traditional students; FNMI⁷ students; international students; students with disabilities; residence and commuter students).
- Provide academic transition experiences for high school students looking to join the University of Lethbridge. Promote and present pathways by which students can optimize academic success and encourage greater consideration of career pathways.

Academic Advising

- Ensure that academic advising services are centred on the needs of students. Academic advising units will continue to review leading practices and implement service driven initiatives designed to optimize student success within a University level policy framework.

Financial Accessibility and Sustainability

- Promote and implement financial policies and procedures that will support access to post-secondary education.
- Ensure that the policies and procedures associated with Student Scholarships and Awards are optimized to efficiently and rapidly transfer financial support to students. Grow student scholarships and awards with the aid of University Advancement to remove financial barriers that prevent access to post-secondary education.
- Educate students and parents about the costs, benefits, and ways to finance a University education.
- Work to address levels of funding for graduate students to remain competitive in recruitment of these students.
- Continue to work with the Government of Alberta to ensure sustainable academic program funding and opportunities for new academic program funding.

Student Life Priorities

Student Housing

- Increase on-campus residence space in Lethbridge. More residence space is viewed as an essential strategy in enhancing the first-year experience of our students. In particular, increasing the number of residence spaces for incoming high school students is likely to result in enhanced student retention. Increasing the number of residence spaces will also positively influence the continued push to build on-campus community and increase retention for all groups of students.
- 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 of Lethbridge community while living at home.

⁷First Nations, Métis and Inuit

GOALS & PRIORITIES

- Ensure that there are various options for student housing for different student groups including families and graduate students.

Campus Collegiums

- Establish campus collegiums for students to enhance their connection to the University of Lethbridge community and to build peer support networks that will enhance and support academic study. Such collegiums will focus on meeting the varying needs of students through their time at University of Lethbridge, starting with enhancing the first-year experience.

Supportive Learning Environments

- Support on-campus and off-campus students through developing and re-imagining spaces as supportive learning environments.

Cultural, Recreational, and Extracurricular Opportunities

- Provide educational, recreational, and cultural opportunities to foster student involvement in the non-academic activities of the University of Lethbridge.
- Work with local communities to increase available opportunities for culture and recreation through the University of Lethbridge.
- Encourage students to seize local, national, and international opportunities to enhance skills, demonstrate an entrepreneurial spirit, and obtain a competitive advantage in the job market with the support of a co-curricular record.

LEADERSHIP IN LEARNING

The University of Lethbridge is committed to providing students the best possible preparation for their futures and will offer the academic experiences and opportunities necessary to advance and drive a knowledge-based Alberta economy. We are a comprehensive university built on the foundations of liberal education; broad in scope, we believe equally in excellence in undergraduate education and the highest level of professional and intellectual advancement through graduate studies. We model and encourage the intellectual growth of our students and provide the tools and supports required to attain academic and personal excellence.

Programming Priorities

Undergraduate Programming

- Enhance access to undergraduate programming by evaluating and improving existing programs and by developing new programs of study that build on the strengths and experience of faculty members.
- Build interdisciplinary programs that span traditional disciplines and reflect the interests of our faculty, students, and society.
- As part of the Comprehensive Institutional Plan, areas of new program development will be prioritized to address institutional priorities and societal needs.
- Refine and develop curriculum to focus on the needs of students (including the liberal education experience) and the expertise of our faculty members. Support program review with curricular changes to streamline students' academic progression, diminishing curricular complexity, while enhancing the quality of our programs (e.g., review of minors).

GOALS & PRIORITIES

Graduate Programming

- Increase access to graduate programs to fuel the University of Lethbridge's development as a comprehensive academic and research institution. New Masters and Doctoral degree opportunities will build on our quality undergraduate programs and research expertise to build unique, high quality programs to support the growth of Alberta's knowledge economy. The University of Lethbridge will also explore multidisciplinary approaches to graduate level programming and look to form special graduate programming relationships with national and international partner institutions.

Liberal Education

- Review the place of liberal education at University of Lethbridge, including setting a clear institutional definition and identifying the skills and knowledge associated with a liberal education. Liberal education has served as a hallmark of the quality educational experience offered at the University of Lethbridge and will continue to be in the future.
- As part of a broader review, revisit the General Liberal Education Requirement (GLER) to simplify, refine, and evolve the requirement as an essential part of the undergraduate experience.

Experiential Learning

- Enhance opportunities for students to gain direct experience outside the classroom through programs such as cooperative education, applied studies, or service learning.
- Increase support of experiential learning through a co-curricular record.
- Look to expand graduate student cooperative education opportunities.

Quality Assurance

- Rigorous quality assurance processes will be used to evaluate and improve existing programs. A program review schedule (QA to 2020) will ensure systematic reviews of all academic programs and units at the University of Lethbridge. The Academic Quality Assurance Committee will be central in administering review processes, while the core responsibility for conducting reviews will remain with Faculties, units, and/or departments/areas. The University of Lethbridge quality assurance program will work to surpass the quality assurance expectations of the Government of Alberta. (www.uleth.ca/quality)

Sustainability

- Wherever possible, embed the concept of sustainability in programming and curricular design.

Teaching Priorities

Supporting and Promoting Teaching Excellence

- Expand the recognition of teaching excellence from internal recognition (i.e. Board of Governors' Teaching Chair, Distinguished Teaching Award, Teaching Fellows) and from external agencies. For example, annual nominations for the 3M National Teaching Fellowship.
- 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.

GOALS & PRIORITIES

Teaching Development

- 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 (e.g., instructional skills workshop).
- Mentor graduate students, especially at the Doctoral level, for their possible future teaching roles as faculty members.
- Actively work to enhance teaching and learning environments by reviewing emerging and established best practices in relationship to the facilities we use on our campuses.

Research Priorities

Research & Undergraduate Education

- Provide undergraduate students with opportunities to explore and contribute to the wide array of research and creative activity experiences available at the University of Lethbridge.
- 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 University of Lethbridge and beyond.

Research & Graduate Education

- Develop further connections between the School of Graduate Studies and the University of Lethbridge's research community to promote and support graduate students and faculty members.

Communicating Research

- Ensure access to and preservation of the scholarly output of faculty and students through University Library initiatives such as the Institutional Repository, digital collections, and other partnerships.

Academic Support for the Strategic Research Plan

- Units will continue to participate in research planning with the Office of Research Services.

Centres & Institutes

- Encourage the development of new research centres and institutes to bring leading researchers together from across the University of Lethbridge to foster understanding of the issues facing society in the 21st Century. (See Research & Scholarly Activities)

GOALS & PRIORITIES

ACADEMIC METRICS

Supporting the Student Experience

<i>Completion Rates</i>	The completion rate is based on the percentage of students that complete their program within three years after the earliest completion year.				
<i>Undergraduate</i>	Entry Academic Year			Undergraduate refers to all undergraduate degree, diploma and certificate programs. Undergraduates are given four years to complete a one-year certificate, five years to complete a two-year diploma, seven years to complete a four-year degree and eight years to complete a five-year degree. The percentage excludes new high school students not returning in the year following entry. All Bachelor of Nursing students that complete courses at the University of Lethbridge are included in the completion rate. Source: Student Information System	
	Degree Level	2003-04	2004-05		2005-06
	Undergraduate	76.4%	73.6%		77.7%
<i>Master's</i>	Entry Academic Year			Masters refers to all master degree, diploma and certificate programs. These students are given five years to complete a two-year degree, diploma or certificate. Source: Student Information System	
	Degree Level	2006-07	2007-08		2008-09
	Masters	78.1%	84.2%		81.5%
<i>Doctoral</i>	Entry Academic Year			Doctoral refers only to the doctorate programs. Doctoral students are given seven years to complete a four-year degree. Source: Student Information System	
	Degree Level	2004-05	2005-06		2006-07
	Doctoral	100.0%	62.5%		69.2%
<i>Program Completion</i>	Year of Completion				
	Degree Level	Earliest	+ 1 Year	+ 2 years	Latest
	Undergraduate	50%	18%	8%	3%
	Master's	21%	32%	23%	5%
	Doctoral	8%	31%	31%	
<i>Degrees Granted</i>	Convocation Year			Students in a combined degree program are included in the count of both degrees. Undergraduate refers to all undergraduate degree, diploma and certificate programs. Graduate refers to all master and doctorate degree, diploma and certificate programs. Source: Student Information System	
	Degree Level	2010-11	2011-12		2012-13
	Undergraduate	1755	1822		1801
	Graduate	162	214		139
	Total	1917	2036		1940

GOALS & PRIORITIES

<i>First Year</i>		Entry Semester				<p>The retention rate includes all students that persist to second year in full or part-time studies that were full-time students in their semester of entry. Students registered as a placeholder in their second year have been included in the retention rate. All measurements are taken on December 1st. Undergraduate refers to all undergraduate degree and diploma programs. Transfer and one-year certificate programs and Bachelor of Nursing students entering Lethbridge College have been excluded from the retention rate.</p> <p>Source: Student Information System</p>	
<i>Retention Rate</i>	Degree Level	Fall 2010	Fall 2011	Fall 2012			
	Undergraduate	75.4%	75.0%	76.5%			
<i>Enrolment</i>		Fall 2011	Fall 2012	Fall 2013	<p>Enrolment is measured as of the third week in September in the respective year. All students registered as a placeholder have been excluded. Undergraduate refers to all undergraduate degree, diploma and certificate programs. Students in Open Studies are included as undergraduates. Graduate refers to all master and doctorate degree, diploma and certificate programs. Students in Open Studies are included as graduates.</p> <p>Source: Student Information System</p>		
	Degree Level						
	Undergraduate	7942	7884	7778			
	Graduate	515	458	533			
	Total	8457	8342	8311			
<i>Academic Advising</i>						<p>Surveys are conducted during the spring semester with students that registered in both the fall and spring semesters of that academic year. The survey samples 1,000 students. First year baccalaureate degree-seeking students include students with no prior university or college experience. Senior year baccalaureate degree-seeking students have applied to graduate in the spring of the survey year and are currently registered in the spring semester.</p> <p>Source: Canadian University Survey Consortium</p>	
<i>Use of Academic Advising</i>		First Year		Senior Year			
		2010	2013	2009	2012		
	Have used academic advising	505	446	542	297		
<i>Level of Satisfaction</i>		First Year		Senior Year		<p>Satisfaction with academic advising is only measured from those students who answered that they had used academic advising.</p> <p>Source: Canadian University Survey Consortium</p>	
		2010	2013	2009	2012		
		Very Satisfied	139	136	118		81
		Somewhat Satisfied	118	123	245		149
		Somewhat Dissatisfied	19	23	83		31
		Very Dissatisfied	7	7	47		15
	Don't Know			3			

GOALS & PRIORITIES

Scholarships

Percentage of Student Body with University Scholarships	Degree Level	Fall 2011	Fall 2012	Fall 2013	Information from the student information system only includes scholarships administered by the University of Lethbridge. Undergraduate refers to all undergraduate degree, diploma and certificate programs. Graduate refers to all master and doctorate degree, diploma and certificate programs. Source: Student Information System
	Undergraduate	21%	22%	24%	
Graduate	24%	20%	21%		
Total	22%	22%	24%		

Graduates Who Received Scholarships, Grants Or Bursaries As A Student	Convocation Year			The survey samples the entire population that graduated during the convocation year. Surveys are administered through Enterprise and Advanced Education. Undergraduate and graduate students that have completed their degree, diploma or certificate are surveyed two years after graduation. Source: Graduate Outcomes Survey
	2005-06	2007-08	2009-10	
Undergraduate	883	543	542	
Graduate	81	37	44	
Total	964	580	586	

Operating Cost per FLE		2011-12	2012-13	Total program costs include direct, service and support costs and overhead. FLEs are a unit measure of enrolment in which one FLE represents one student for a year of study taking a full load. In programs where students are full- or part-time by definition, FLE calculations are not based on credit hours. In these programs, each student generates FLEs based on their full- or part-time status in the program. Note: Due to changes in withdrawal policies, 2011-12 and subsequent values cannot be compared to previous years. Source: Financial Information Reporting System, Innovation and Advanced Education
	Total Program Costs	\$139,200,214	\$149,629,938	
FLEs	6893.6	6771.6		
Operating Cost per FLE	\$20,193	\$22,097		

Place of Residence for First Year Students	First Year		Source: Canadian University Survey Consortium
	2010	2013	
With parents, guardians, or relatives	141	93	
In on-campus housing (residence, dormitory, etc.)	160	163	
Rented housing (shared or alone)	168	127	
In a home that you personally own	6	10	
Other	10	4	

Leadership in Learning

Generally, I am satisfied with the quality of teaching I have received.	First Year		Senior Year		Surveys are conducted during the spring semester with students that registered in both the fall and spring semesters of that academic year. The survey samples 1,000 students. First year baccalaureate degree-seeking students include students with no prior university or college experience. Senior year baccalaureate degree-seeking students
	2010	2013	2009	2012	
Strongly Agree	148	125	140	112	
Agree	323	249	353	159	
Disagree	28	31	29	17	
Strongly Disagree	3	4	5	6	

GOALS & PRIORITIES

	Total	502	409	527	294	
						have applied to graduate in the spring of the survey year and are currently registered in the spring semester. Source: Canadian University Survey Consortium
<i>Graduate Enrolment</i>			Fall Semester			
	Degree Level	Fall 2011	Fall 2012	Fall 2013		Enrolment is measured as of the third week in September in the respective year. All students registered as a placeholder have been excluded.
	Graduate	515	458	533		Graduate refers to all master and doctorate degree, diploma and certificate programs. Students in Open Studies are included as graduates.
	Total	8457	8342	8311		Source: Student Information System
	Percentage of Total Enrolment	6.1%	5.5%	6.4%		
<i>Graduate Outcomes</i>	The Graduate Outcomes Survey samples the entire population that graduated during the convocation year. Surveys are administered through Enterprise and Advanced Education. Undergraduate and graduate students that have completed their degree, diploma or certificate are surveyed two years after graduation.					
<i>How is main job related - subject area knowledge:</i>		Year of Completion				Source: Graduate Outcomes Survey
		2005-06	2007-08	2009-10		
	Very Related	371	239	272		
	Somewhat Related	326	165	164		
	Not Related	164	102	77		
<i>How is main job related - general skills and abilities:</i>		Year of Completion				Source: Graduate Outcomes Survey
		2005-06	2007-08	2009-10		
	Very Related	452	302	309		
	Somewhat Related	317	138	161		
	Not Related	92	69	44		
<i>All things considered, how satisfied are you with your current (main) job?</i>		Year of Completion				Source: Graduate Outcomes Survey
		2005-06	2007-08	2009-10		
	Very satisfied	365	180	217		
	Satisfied	392	246	237		
	Dissatisfied	77	54	43		
	Very dissatisfied	21	25	14		
<i>To what extent is the work related to the program:</i>		Year of Completion				Source: Graduate Outcomes Survey
		2005-06	2007-08	2009-10		
	Very Related	409	240	277		
	Somewhat Related	293	165	160		
	Not Related	163	104	76		

GOALS & PRIORITIES

<i>Faculty Composition</i>	Faculty Type	Year			Faculty members classified as Continuing and all Academic Assistants have been excluded from the ratios. Faculty measures are taken as of April 30 th during the respective year. Source: Human Resources Information System
		2011	2012	2013	
	Tenured	278	282	283	
	Tenure-track	58	56	56	
	Sessional	191	185	156	
	Tenure/Tenure-track to Sessional Ratio	1.8	1.8	2.2	

<i>Northern Campus Enrolment</i>		Fall Semester			Calculated based on Institutional Analysis methodology. Enrolment is measured as of the third week in September in the respective year. All students registered as a placeholder have been excluded. Source: Student Information System
		Fall 2011	Fall 2012	Fall 2013	
	Calgary	734	755	769	
	Edmonton	344	290	239	
	Calgary Percentage of Total Enrolment	9%	9%	9%	
	Edmonton Percentage of Total Enrolment	4%	3%	3%	
	Northern Campus Percentage of Total Enrolment	13%	13%	12%	

Community of Learners

<i>First Nations, Métis and Inuit Student Enrolment</i>		Fall Semester			FNMI students are those who have self-identified Enrolment is measured as of the third week in September in the respective year. All students registered as a placeholder have been excluded. Source: Student Information System
		Fall 2011	Fall 2012	Fall 2013	
	FNMI	423	415	401	
	FNMI Percentage of Total Enrolment	5.0%	5.0%	4.8%	

<i>International Enrolment</i>		Fall Semester			Enrolment is measured as of the third week in September in the respective year. All students registered as a placeholder have been excluded. Source: Student Information System
		Fall 2011	Fall 2012	Fall 2013	
	International	454	443	478	
	International Percentage of Total Enrolment	5.4%	5.3%	5.8%	

RESEARCH & SCHOLARLY ACTIVITIES

The University of Lethbridge's positioning as a comprehensive university provides the opportunity for complementary emphases on teaching and research. To achieve this goal, the University of Lethbridge fosters an environment that prioritizes 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.

GOALS & PRIORITIES

STRATEGIC RESEARCH PLAN

The University of Lethbridge conducts pure and applied research and establishes and sustains facilities for pursuing original research. 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. The University of Lethbridge's *Strategic Research Plan* supports these endeavours.

Our research goal is to fulfill our comprehensive mandate such that our recognition and research performance clearly place us amongst Canada's most influential universities. Our continued success is realized through five strategies: promote excellence, invest strategically, promote translation, diversify funding, and train graduate students.

Resting upon these strategies are the University of Lethbridge's research pillars. The University of Lethbridge deliberately focused development both in programs of instruction and in research, in order to develop excellence and depth of expertise in a rich and sustainable environment. These pillars integrate long-standing areas of excellence with emerging areas of inquiry, and those of strategic importance to our community. They provide the framework for the knowledge investment, capacity building and innovative and creative outcomes that define our strategic direction and form our national and international excellence: CREATIVITY AND PERFORMANCE, EARTH AND ENVIRONMENT, HEALTHY FUTURES, ORGANIZATIONS AND SOCIETY, and ORIGINS AND EXPLORATIONS. These research pillars transcend disciplinary boundaries and promote collaborative research across the humanities, social sciences, natural sciences and health sciences.

Collectively, this is the structure upon which the University of Lethbridge will build and advance its national and international impact as envisioned in the *Strategic Research Plan*, which can be read in its entirety here: <http://www.uleth.ca/president/research-academic-plans>

CREATIVITY AND PERFORMANCE

This research pillar recognizes research at the intersection of art, culture, and society. It builds on the University of Lethbridge's strength in visual arts by incorporating traditional and emerging media, including digital and interactive media with disciplines and methodologies found in the arts and sciences. 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 pillar is built on a foundation of understanding the earth, its resources and its sustainability. The University of Lethbridge has long focused on issues of sustainability, development and globalization. Many of our research efforts in this area are cast in a regional context, but we are mindful of the broader applicability of our work. 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.

GOALS & PRIORITIES

HEALTHY FUTURES

This research pillar 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 AND SOCIETY

This research pillar 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 research pillar explores 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.

STRATEGIC PRIORITIES

The University of Lethbridge's strategic research priorities capitalize on external opportunities to build capacity in the aforementioned research pillars. Each priority directly supports the University's *Strategic Research Plan* and aligns with the strategic directions outlined in *Destination 2020: Vision and Strategy*.

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The University of Lethbridge is capitalizing 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 University of Lethbridge's knowledge base by incorporating applied research activities alongside inquiry-driven research, and contribute to the goals outlined in the University of Lethbridge's *Strategic Plan*. This ongoing activity is crucial for moving the University of Lethbridge's research beyond the confines of the University of Lethbridge and into the broader community. Ultimately, the goal is to use knowledge translation techniques to encourage the uptake of University of Lethbridge research for effective policy and government programs. The University of Lethbridge anticipates establishing an additional 5 to 8 centres and institutes by 2016/17, which will align university strengths with the Government of Alberta's goals and priorities. They are listed below.

Aging and Chronic Disease

2011 marked the beginning of the anticipated demographic shift which will give rise to an increase in the proportion of Canadians aged 65 or older. This trend coupled with the prevalence of chronic and neurodegenerative diseases, as well as mental health issues such as dementia and depression, has significant social and economic costs. The complexity of these diseases are such that an integrated, collaborative and multidisciplinary approach is needed to find the causes and cures. Research conducted at the University of Lethbridge brings together scientists and clinicians from diverse backgrounds and perspectives to collaborate and study the mechanisms, treatment, management, and prevention of these conditions. It is anticipated that this collaborative, interdisciplinary approach will make headway towards cures through the translation of basic scientific inquiry into new treatments.

Priority	Year	Research Pillar(s)
Establish Cell Signaling Interdisciplinary Research Centre (CSIRC)	2015/16	<p>Origins & Explorations; Healthy Futures</p> <p>Through a series of strategic investments in both people and infrastructure, the Canadian Centre for Behavioural Neuroscience (CCBN) has become the University of Lethbridge's pre-eminent research facility. Recognized internationally for cutting-edge neuroscience research, the group represents a broad range of neuroscience research interests including the neural mechanisms of memory, brain plasticity, recovery of function, brain development over the life-span, and brain disease.</p> <p>The next stage in the development of the CCBN, is the establishment of a Cell Signaling Interdisciplinary Research Centre (CSIRC). This cellular imaging research facility will help position the University of Lethbridge as Canada's leading cellular imaging research centre. It will enhance the University of Lethbridge's research capacity in the area of molecular approaches to health and disease. The infrastructure contained within this facility will enable CCBN researchers and collaborators to make fundamental discoveries on how dynamic regulation of the Central Nervous System and other systems activity determines risk for important diseases and symptom expression. Creating CSIRC will enable our scientists to make new discoveries in gene expression, epigenetics, and therapeutics in cancer, dementia, developmental brain disorders, stroke, infections, and environmental toxins.</p> <p>The enhancement of the imaging and systems neuroscience capabilities at the CCBN would allow the University of Lethbridge to continue to develop this multidisciplinary research group. It builds upon recent investments by the Government of Alberta, namely Campus Alberta Innovates Program Chair in Brain Health and Dementia, and an Alberta Innovates Technology Futures Strategic Chair in (RNA) Bioengineering. Research conducted within the CSIRC would improve human health in key domains and work toward the development of specific diagnostic, research, and clinical tools. The CCBN's successful graduate and postdoctoral training</p>

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programs in biomedical sciences will continue to train the next generation of personnel in brain, behaviour, and cognitive science research. Such HQP are crucial for both industrial and academic studies of behavioural/neurological disorders that are important to the economy and social fabric of Canada.

The University of Lethbridge will be submitting a CFI Innovation Fund application in Fall 2014 to support this initiative.

Applied Life Sciences

Knowledge of the human genome, other mammals, microorganisms and plants unlocks the door to major discoveries that can be shared across scientific disciplines. Genomics discoveries create unique research projects leading to opportunities in business and in transforming existing sectors of the economy. The ultimate success of the “Life Sciences” business sector will depend heavily on scientific innovation and the ability to link research with commercialization.

Priority	Year	Research Pillar(s)
Enhance capacity in RNA-based research.	2014/15	Origins & Explorations, Healthy Futures, Earth & Environment
		<p>RNA research is one of the fastest growing fields in the life sciences. As an institutional priority, the University of Lethbridge has invested significant resources to build an RNA-based research program on campus. Through a series of strategic hires, the University of Lethbridge boasts a cadre of scientists who are coalesced into a single research institute – the Alberta RNA Research and Training Institute (ARRTI). ARRTI is the first RNA-focused research centre in the province and uses biophysical and engineering approaches in the study of the structure and function of RNA-based cellular systems.</p> <p>ARRTI is a timely initiative and aligns with many of the provincial research priorities. RNA research has implications for a wide range of commercial sectors ranging from health care and biomaterials to novel production methods. Applications of the research lie in diverse areas important for Alberta’s economy such as agriculture, food security, and natural resources.</p> <p>ARRTI fosters and facilitates RNA research and training excellence, and contributes to the multidisciplinary research and teaching community at the University of Lethbridge. The University of Lethbridge is recruiting two positions to build on the significant strengths that already exist within ARRTI. These positions, which complement the biophysical and computational models applied by current ARRTI members, are as follows:</p> <ul style="list-style-type: none"> • <i>CAIP Chair in Synthetic Biology & RNA-based Systems.</i> This Chair will develop a research program centred upon synthetic biology and novel RNA-based systems. It is anticipated that the Chair holder 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. • <i>AIHS Translational Health Chair in RNA in Health & Disease.</i> This Chair will study molecular interactions of RNA and RNA-processing proteins involved in health maintenance or diseased states. The Chair holder will particularly focus on chronic health conditions and acquired chronic disease. The Chair holder will be integrated into ARRTI and will help develop translational research within the Institute. Together with the CAIP Chair in Synthetic Biology, this Chair will broaden the portfolio of research carried out in ARRTI, and particularly of research with near-term

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		<p>applications, thus increasing the impact of the Institute.</p> <p>The University of Lethbridge has identified candidates for each of the positions and is currently preparing the nomination packages.</p>
Launch Epigenetics Network	Alberta	<p>2014/15 Origins & Explorations, Healthy Futures, Organizations & Society</p> <p>Epigenetic changes in gene expression are inherited and caused by mechanisms other than those that are the result of changes in the DNA sequence. Although the genetic code has long been a central focus of life scientists around the world, epigenetics will play a key role in answering how cells learn, process, store, and distribute information. The field of Epigenetics promises to explain how the genetic code and our environment interact. Many of the basic problems in life science and our understanding and treatment of common diseases, such as dementia, stroke, cancer, heart disease, Parkinsonism, autism, and age-related cognitive decline, require understanding the operation of epigenetic mechanisms of cellular memory. The Alberta Epigenetics Network (AEN) will create opportunities to complement and improve the health of Albertans, animals and the environment, in turn benefiting the health, social, and economic well-being of all Albertans</p> <p>The AEN is a strategic and timely investment. Through a series of strategic hires, the University of Lethbridge boasts a cadre of scientists who are leaders in their respective fields of neuroscience, molecular biology, and biochemistry. This research capacity combined with investments in tools and infrastructure over the past decade makes the establishment of AEN the logical next step in this initiative. By broadening AEN membership to include the University of Calgary and University of Alberta, AEN holds promise to become a world leader in epigenetic research. As a pan-Alberta initiative, research undertaken by AEN will involve experience-induced regulation of gene activity in both animal and plant tissue. It will study environmental toxins, food safety and plant health, cancer, and neurological disorders in addition to epigenetic-related changes to the cell itself. No research centre or institute in Canada addresses epigenetic questions systematically; that is, concurrently studying epigenetic processes at the molecular, cellular and organismic levels. Establishing such a Centre will attract substantial future research investment and HQP resources.</p>
Develop cancer program	novel research	<p>2016/17 Origins & Explorations, Healthy Futures, Organizations & Society</p> <p>The University of Lethbridge is in a unique position to lead a new interdisciplinary science of observing cancer cells. Under the leadership of Dr. David Naylor, the University of Lethbridge is home to the Astronomical Instrumentation Group, which operates an internationally recognized research program in the area of experimental astrophysics specializing in the design, assembly, integration and verification of infrared and submillimeter Fourier transform spectrometers and radiometers. In the Department of Biological Sciences, the University of Lethbridge houses two cancer research groups, one led by Dr. Roy Golsteyn (Cancer Cell Laboratory) and the other by Dr. Olga Kovalchuk (Epigenetic Research Institute). By combining this internationally recognized expertise in cancer biology and in astronomy, the opportunity presents itself to study one of the most prevalent diseases in Canada – cancer – using novel techniques.</p> <p>The team is currently working to apply the technology used in submillimetre astrophysics for the detection of cancer cells, a technique that would negate the need for histological staining and holds promise to provide 100% specificity (i.e., no false positives or negatives). This possibility represents a major advance in the field of cancer diagnosis.</p> <p>This approach will build on our international reputation for excellence in research and contribute the complex and creative solutions necessary to influence social policy, improve</p>

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health service delivery, identify preventative strategies and reverse pathology.

Earth-Space Exploration

Through the use of advanced imaging and computational technologies researchers are able to better understand space and fundamental physics. It is through these studies that researchers are exploring our relationship with our planet and well as our place in the Universe. Through innovative uses of space imaging technology, university researchers are able to see space and the cosmos in new ways, and discover answers to questions that push the boundaries of human understanding.

Through a series of dedicated efforts, the University of Lethbridge has worked tirelessly to establish strong research capabilities in geomatics and terrestrial imaging. It is home to nationally and internationally prominent research groups whose research is funded by a number of significant grants.

Priority	Year	Research Pillar(s)
Establish Cryogenic Test Facility	2014/15	<p>Origins & Explorations, Earth & Environment</p> <p>The University of Lethbridge is home to an internationally-recognized research program in the area of experimental astrophysics. Led by Dr. David Naylor, the Astronomical Instrumentation Group (AIG) focuses on the development and use of imaging Fourier transform spectrometers (iFTS) in the study of the Far-Infrared (FIR), using ground- and space-based telescopes. Dr. Naylor's recent contributions to imaging instrumentation aboard the Herschel Space Observatory resulted in astronomers re-examining their theories of star formation, provided our first large-scale view of distant galaxies, and garnered several international awards. The proposed Cryogenic Test Facility (CTF) builds on this legacy by contributing to a new space astronomy mission, SPICA. The CTF will enable Dr. Naylor and his team to verify the mechanical and optical properties of key flight components of one of the SPICA instruments, which will allow for the development of instrumentation over 100 times more sensitive than those on Herschel.</p> <p>The requested infrastructure will maintain the AIG as one of the top university astronomical instrumentation development laboratories in Canada. Dr. Naylor's research is a core area of institutional excellence, one that has garnered considerable institutional support over the last three decades. The recent recruitment of Dr. Locke Spencer, a Tier II Canada Research Chair in Experimental Astrophysics, further solidifies the University of Lethbridge's commitment to this strategic priority. Dr. Locke Spencer brings significant opportunities for collaboration and attracting top postdoctoral, graduate and undergraduate researchers within the AIG. As the largest professor-led R&D teams on campus, the AIG provides an excellent opportunity for young scientists to be exposed to the research environment early in their careers. Students receive training in a wide range of subject matter from optics, electronics and cryogenics to software development and mathematical processing skills.</p> <p>The University of Lethbridge submitted an application to the fall 2013 CFI John R. Evans Leaders competition for funding support for the CTF. A Memorandum of Understanding to enhance the relationship between the Canadian Space Agency and the University of Lethbridge is under development.</p>

Family and Social Health

The rapid growth of urban centers is the subject of work by scholars at the University of Lethbridge, as are the challenges faced by rural communities undergoing change due to population shifts, resource constraints, and economic pressures. The University of Lethbridge is uniquely placed to consider the

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changing divide between the urban and rural landscape and its impact on family and social health. Researchers at the University of Lethbridge are considering the role of schooling, health care, work, industry and social capital in both rural and urban communities. The care of the elderly, the disabled, and the addicted within families and communities represent an area of research that cuts across disciplines and faculties.

Priority	Year	Research Pillar(s)
Recruit AIHS Translational Health Chair in Rural Health	2014/15	<p>Organizations & Society; Healthy Futures</p> <p>Rural communities face profound challenges that encompass all aspects of the socio-economic fabric of rural life. These may include changing population dynamics, either through migration to urban centers or shifting birth and death rates; competing demands for natural resources and/or their depletion; and deteriorating or inadequate infrastructure. The geographic and social isolation faced by many rural inhabitants compound these challenges. These factors have profound implications on the health and well-being of rural life.</p> <p>In recent years, rural health research has taken a more prominent position on campus as the research capacity in this area is strengthened. The transition of the School of Health Sciences into a Faculty of Health Sciences intensified its research mandate. The Faculty boasts a strong cadre of clinicians, nurses, and researchers whose diverse expertise contributes new knowledge in the study of vulnerable/at-risk populations, public health, population health, health promotion, community resiliency, rural nursing practice, rural accessibility, etc. Research conducted by the AIHS Translational Health Chair in Rural Health will aid in understanding and promoting the health of people living in rural and remote Alberta. The Chair will enhance interdisciplinary and multidisciplinary relationships across campus and foster community engagement.</p> <p>The challenges faced by rural Albertans are not unique, but rather are applicable across Canada. The outcomes of the Chair's research will have direct implications regarding policy development, practice, and administration.</p>
Establish Health Services Quality Institute	2015/16	<p>Healthy Futures, Organizations & Society</p> <p>Service quality in health care arises from the many characteristics that positively shape the experience of health care for patients/clients and their families, and health care providers. It goes beyond the technical quality of diagnostic and therapeutic procedures, and is better perceived as the patient's judgement about the overall excellence of service received. Opportunities to explore health service quality were expanded in 2009 by the Government of Alberta, which outlined five priorities for health care in the province, one of which was the application of "A Healthy Approach: Increase access to quality health care and improve the efficiency and effectiveness of health care service delivery.</p> <p>The Health Services Quality Institute [HSQI] will bring together expertise from the Faculties of Health Sciences and Management with a focus on improved patient outcomes based on processes that enhance organizational, individual (patient/client, employees, professionals, etc.) and system outcomes. This "service quality" approach intersects clinical and organizational leadership, management, service management, and health care bodies of knowledge. This approach will bring together multiple perspectives into a comprehensive framework. The HSQI will consider health services quality throughout the human lifecycle as well as in multiple health care settings (e.g., acute care, long-term care, palliative care, emergency care, public health, and assisted living).</p> <p>The Institute is unique. There is no other institute focused specifically on health services quality</p>

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in Canada. Members of HSQI will collaborate and engage with health practitioners in the province and elsewhere to identify and address the most important research and education opportunities. The Institute will intertwine innovations in health care delivery and management thinking to improve policies and outcomes in the public health care sector through structural and process design/redesign. The activities of the HSQI will contribute to positioning the University of Lethbridge as a national leader and ultimately an international leader for health services quality research and education.

Global Identity & Diversity

The extent and implications of population change and the dynamics of economies raise questions that demographers and social scientists alike at the University of Lethbridge are working to understand. Globalization binds economic, social, and political factors together across countries and continents. It affects our lives, our choices and our policies. From looking at how people move through life stages in different economies with different demographic structures, to questions of food security, ethnic diversity and immigration, and international trade University research is providing insight into the multifaceted dimensions of globalization, with particular attention on how individuals, groups, organizations and institutions relate to one another as well as the ethos and processes that shape society and civilization.

Priority	Year	Research Pillar(s)
Establish Institute for the Development, Identity and Assessment of Language	2014/15	<p>Healthy Futures; Organizations & Society</p> <p>Research on language has held increasing prominence at the University of Lethbridge in recent years. The Institute for Development, Identity and Assessment of Language (iDIAL) promotes excellence within and across disciplinary boundaries. It unites linguistics and developmental research in the Faculty of Arts & Science with literacy research in the Faculty of Education. This multidisciplinary approach makes iDIAL unique to Alberta. By working under a common umbrella, scholars within iDIAL seek answers to questions surrounding language, from the importance of gender and identity in the acquisition and development of language and the relationship among the development of motor skills, executive function, and early literacy, to the development of assessment tools for intervention purposes.</p> <p>Collectively, iDIAL will provide new perspectives and understanding necessary to advance the study of language. By combining research in language development with neurological and cultural approaches to language, iDIAL can help translate the development of best practices for protocols, testing and rehabilitation as well as evaluative tool development that will benefit parents, educators, and clinicians alike. Similarly, iDIAL could aid in the development of new language and literacy policies and praxis in education.</p> <p>Through iDIAL, the University of Lethbridge is poised to capitalize on the rich ethnic and cultural diversity of southern Alberta. We anticipate iDIAL will aid in the recruitment and retention of language scholars and students; foster local, national, and international collaborations; and provide a rich environment for undergraduate and graduate student research and training.</p>
Launch Canadian Centre for Writing and Rhetoric	2015/16	<p>Organizations & Society</p> <p>Defined by the National Commission on Writing (2004) as a <i>threshold skill</i>, the ability to write well is among the most important skill sets required in the modern workforce. At the same time, it is an increasingly difficult skill set for students to develop. In this digital age, student writers face the challenge of learning how to compose across an ever-shifting array of technologies, genres, and modalities. In concert with these technological changes, the global economy of today has moved increasingly away from a long-term stable career model toward a focus on</p>

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	<p>hiring a largely contingent workforce that shifts between jobs as demand requires. These changes require student writers of today to develop both new technological knowledge needed to compose multimodal texts, and new social knowledge needed to function effectively within the ethos that is born of these technological shifts.</p> <p>An important implication of this change is that more than ever before, student writers need to learn not simply how to write specific texts or genres, but more significantly, they need to learn how <i>to learn to write</i> across an ever-changing constellation of technologies, genres, modalities and contexts. Making their challenges all the more difficult is that across the kindergarten to post-graduate continuum institutions have only just begun to examine how our understanding of writing pedagogy, curriculum, and assessment need to change to meet the learning needs of today's students.</p> <p>The Canadian Centre for Writing and Rhetoric (CCWR) will be jointly housed at the University of Lethbridge and University of Alberta. The Centre's research plan seeks to first examine writing in context, namely researching writing and rhetoric in the sciences, the professional disciplines, and the workplace. Findings will inform our understanding of what knowledge and skills are essential for successful writing in these contexts. This knowledge will be applied to the educational system (K-graduate school) and workplaces. Ultimately, this knowledge will identify how to best help students and workers develop the diverse array of knowledge and skills needed to successfully write across or within a range of contexts.</p> <p>This is an ambitious research agenda, one that will seek partnerships with elementary and secondary schools, colleges, universities, workplace training programs, and corporate training centers. The partners will be actively involved in developing, refining and executing the Institute's research agenda as well as designing and testing curriculum models, instructional approaches, and assessment materials.</p> <p>This proposed Center fits well within the direction set by the Alberta government's <i>Inspiring Education</i> initiatives and with its focus on expanding the Campus Alberta model.</p>
<p>Establish Centre for Studies in the Digital Age</p>	<p>2015/16 Organizations & Society</p> <p>Although it is often discussed in terms of its engineering, the information age is as much about the Arts, Humanities, Social Sciences, and human-focussed professions as it is about Science, Technology, Engineering, and Mathematics. The Internet Revolution is profound because it is social. It affects the way we communicate, organise information, enjoy art and culture, protect our health, educate our children, and manage our companies. Its most disruptive aspects are often based on relatively low-tech, well-established technologies. The record industry was not brought to its knees by the MP3 file type, but rather by the novel distribution channels invented first by Napster and then by Apple. The engineering behind the Internet is only powerful because of the use it to which it has been put.</p> <p>The Center for Studies in the Digital Age (CSDA) will help ensure that the University of Lethbridge remains a leading research and teaching force in the human side of the Digital Revolution. The University of Lethbridge already has great strengths in New Media, Health, Education, Management Informatics, and the Digital Humanities. It is developing new capacity in digital scholarly communication. Most researchers working in these areas on campus are already engaged in informal cross-disciplinary collaborations. The CSDA will provide a home that will allow them to better formalise these relationships, discover new connections, and, above all develop new research and teaching programmes that will cut across current disciplinary and administrative silos.</p> <p>There are few questions more important to contemporary Canadian life than understanding and managing the ongoing technological revolution. The CSDA will provide a forum for engaging</p>

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and developing the University of Lethbridge's current cross-disciplinary expertise in this area with the ultimate goal of improving our ability to research, teach, and live as citizens of the New Digital Economy.

Sustainable Development

Human environmental impacts, whether due to loss of habitat, water pollution, or climate change, are an ongoing source of concern at the University of Lethbridge. How will organisms adapt to environmental changes? For those that can't adapt, what will be the impacts of the loss of biodiversity on the health of our ecosystems? How can we manage our environment to minimize our impact on the health of the planet? What ethical obligations do we have to our descendants or to other species sharing the planet with us to preserve the environment? These are all questions which are under daily examination at the University of Lethbridge.

The development of Canada's resources is dependent upon sustainable land and water management practices. Through efforts to observe, monitor, and forecast land and natural resources, university research contributes to a situation where societal benefits are maximized while minimizing current and future environmental impacts. Using an integrated approach, university research informs policy so that the interrelated and increasingly complex economic, community and environmental issues confronting the key sectors of energy, forestry, agriculture and the environment are not sacrificed for strong, sustained economic growth.

Priority	Year	Research Theme(s)
Secure industry-sponsored agricultural research chair	2015/16	<p>Earth & Environment, Healthy Futures</p> <p>The potato industry in southern Alberta is a key component of Alberta's agricultural output. The corridor stretching from Lethbridge and Taber to Vauxhall and Brooks is characterized by fertile soil, long summer days and cool nights, a dry climate, and extensive irrigation infrastructure. This is the ideal environment for growing high quality potatoes. According to the Potato Growers of Alberta (PGA), the "total value of the industry, crop and value added, is approximately \$1 billion annually, all spent in Alberta." It is little wonder that this important crop is also an important avenue of research at the University of Lethbridge.</p> <p>The University of Lethbridge is working with the PGA and southern Alberta potato processors to establish an endowed chair. As the University of Lethbridge's first industrial chair, it will build on the University of Lethbridge's previous investments in agricultural biotechnology. The proposed Chair will increase the sustainability and competitiveness of potato production through integrated pest management and variety development. It will foster collaborative research and development.</p> <p>The Chair is of strategic importance not only to the University of Lethbridge, but also to southern Alberta. The agricultural sector drives the economy, contributes directly to our quality of life and brings external revenues to Alberta through value-added processing.</p>
Establish Centre for Agricultural Research & Innovation	2015/16	<p>Earth & Environment, Healthy Futures, Organizations & Society</p> <p>Without a doubt, Alberta's agriculture and agri-food sector contributes not only to Canada's high standard of living, but also is vital to the country's economic prosperity. The agricultural sector is one of southern Alberta's primary industries. Southern Alberta is extremely important in terms of agricultural output, energy production, and ecological diversity. It is the point of convergence for fluctuations in temperature and precipitation; its economic prosperity is vulnerable, more so than urban centres, because the economy is reliant primarily upon</p>

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	<p>agriculture; and industry is dependent upon water availability. The University of Lethbridge is the ideal location to house an integrated centre for water, agricultural research, and policy development. Environmental research is one of five priority areas in the University of Lethbridge's strategic research plan and is of strategic importance to our community.</p> <p>The Centre for Agricultural Research and Innovation (CARI) will conduct research and training focussed on ensuring that Alberta will play a key role in meeting new market demands from growing global populations with high quality, safe and nutritious food. The centre will bring together new approaches in agriculture finance, concentrations on value-added agri-business, data driven agriculture, plant science and genetics and improved agronomy. The centre will also look to capitalize on Alberta's position in irrigated agriculture and livestock production.</p> <p>By establishing CARI, the University of Lethbridge is building on significant investments in people, infrastructure, and organizational effort over the past decade. CARI is consortium of researchers from a wide spectrum of disciplines in the natural, life and social sciences whose research expertise ranges from the adaptation of plants to changing environments and value added agriculture to the socio-economic impacts of agriculture.</p> <p>The Centre for Agricultural Research and Innovation (CARI) is in the beginning stages. We anticipate launching the Centre in 2015.</p>
<p>Establish Centre for Collaborative Environmental Modelling</p>	<p>2015/16 Earth & Environment</p> <p>The University of Lethbridge has worked hard to establish strong research and teaching capabilities in geomatics and terrestrial imaging as identified in its <i>Strategic Research Plan</i>. The application of these capabilities to land and water management are critical for the sustainable development of Alberta and Canada's natural resources. By observing, monitoring, forecasting and managing land and natural resources in a cooperative, integrated manner, societal benefits are maximized while minimizing current and future environmental impacts. Through the Centre for Collaborative Environmental Modelling (CCEM), the University of Lethbridge has the opportunity to play a leading role in increasingly complex and interrelated economic, community and environmental issues confronting the key sectors of energy, forestry, agriculture and the environment, while continuing to drive strong, sustained economic growth.</p> <p>The CCEM will draw expertise from across the University of Lethbridge's existing Centres and Institutes and work to fill a gap in Alberta, a centre focussed on the development of tools and processes to assist in integrated resource management decision making. Much of Alberta's future prosperity and global reputation will be determined by the choices that are made around environmental performance and prudent natural resource management decision making. This is a priority area for the Government of Alberta and one where long-term relationships can be developed; new tools developed, tested and piloted; and students trained in an area of global importance. We anticipate the CCEM will work closely not only with other academic institutions, but also develop strategic partnerships with not-for-profits, NGO's and industry.</p>

PRIORITIES TO ADDRESS CANADA'S INNOVATION LANDSCAPE

There is a growing dialogue in Canada about our nation's innovation gap. This gap is the notion that Canada lags behind other industrialized nations with respect to its research and innovation performance. Canada ranks a disappointing 13th among 16 peer countries when it comes to innovation.⁸ Conversely, Canada ranks 2nd among 16 developed countries with respect to education.⁹ In light of this disparity, all

⁸ Canada Gets a "D" on the Innovation Report Card, Conference Board of Canada report <http://www.conferenceboard.ca/hcp/default.aspx>

⁹ Canada Gets an "A" on its Education and Skills Report Card - Conference Board of Canada report <http://www.conferenceboard.ca/hcp/default.aspx>

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levels of government are questioning why our post-secondary system doesn't develop its commercial potential to a level that is competitive with our peers in other industrialized nations. Several reports appeal for improving the way research knowledge is translated into social and/or economic benefits.^{10,11}

In Alberta, addressing the innovation gap includes a desire to more closely align publicly funded post-secondary education, research and innovation. One response to this challenge is to hire a greater concentration of faculty in areas of high commercial promise. However, the consequence of doing so is an increasing division between faculty who teach and faculty who focus on avenues of commercialization within the University of Lethbridge. The University of Lethbridge is mindful of this division. Given that we are a small research-intensive university founded on a liberal education model, it places the University of Lethbridge in a relative disadvantage to have a significant number of faculty members who are solely dedicated to commercialization of research activities. The University of Lethbridge's answer to this push is its students. Our students have demonstrated an immense grassroots movement in innovation. The following are our priorities to coalesce the ad hoc student innovation into an institutional-supported, student-led innovation initiative.

Priority	Year	Research Theme(s)
Launch THINC: The Home for Innovative New Companies	2014/15	<p>Cuts across all five research pillars</p> <p>The Home for Innovative New Companies (THINC) will be a student research-based innovation incubator that will foster collaboration and translation, address applied research questions, contribute to the development of a skilled Canadian workforce, capitalize on the academic strengths of our institution, and produce students that are steeped in the innovation culture required for a 21st century liberal education.</p> <p>The University of Lethbridge's approach to THINC is unique. The program will be open to any student in any program or discipline. By bringing together students from every corner of campus and providing them with dedicated space and resources, the student-led teams will perform transformative and innovative research with social, health, environmental and economic benefits to Alberta and Canada.</p> <p>The goal of THINC is not only to produce innovative new companies, but also focus on fostering the development of talented young innovators. It will share many of the characteristics of other university-based business incubators; however, it will be unique in that it will be grounded in student-led research with the focus on providing students with an innovation tool kit that will serve their entrepreneurial aspirations long after they leave our institution. The University of Lethbridge will be the destination of choice for prospective students as this experience cannot be gained elsewhere within Alberta.</p>
Establish Lethbridge Journal Incubator	2014/15	<p>Cuts across all five research pillars</p> <p>The Lethbridge Journal Incubator will address the issue of the sustainability of scholarly communication in an open access, digital age by aligning it with the educational and research missions of the University of Lethbridge. The skills and experiences involved in contemporary scholarly journal production are generalizable across disciplines and of significant value to graduate students whether they pursue post-graduate careers within or outside academia.</p>

¹⁰ CCA (Council of Canadian Academies). (2012). The State of Science and Technology in Canada 2012. Ottawa (ON): Expert Panel on the State of Science and Technology in Canada.

STIC (Science, Technology and Innovation Council). (2012). State of the Nation 2012

¹¹ Canada's Science, Technology and Innovation System: Aspiring to Global Leadership. Ottawa (ON): Science, Technology and Innovation Council.

GOALS & PRIORITIES

Through their work in the incubator, students will acquire training in one or more of the technical aspects of journal production (copy-editing, preparation of proofs, document-encoding, the use of standard journal-production software, etc.) as well as in the duties of an academic journal managing editor (supervising the progress of articles through the workflow from receipt to publication, corresponding with authors and referees, keeping minutes of editorial meetings, etc.). This mix of duties provides students with first-hand experience with contemporary digital technology and project management. These skills are highly sought-after by public and private sector employers, especially when combined with the higher-level analytic skills acquired in the course of their graduate studies.

The Incubator model has been developed over the last 3 years as a collaborative project of the University Library, School of Graduate Studies, and Faculty of Arts and Science.

COMMUNITY

The University of Lethbridge maintains close ties with the communities it serves. Going forward, we will continue to develop these relationships.

- Connect with the community through a broad range of educational, recreational, and fine arts programs. This includes public events and lectures, community programs, and visits to University campuses and facilities.
- Expand the University of Lethbridge's presence in the Lethbridge community and southern Alberta.
- Continue to be an active partner at CASA (community arts centre) through the Conservatory of Music.
- Promote academic and community activity at the Coutts Centre for Western Canadian Heritage (a gifted homestead property located just outside of Nanton, AB).
- Support and encourage active alumni engagement with the University of Lethbridge.

PLAN FOR FINANCIAL SUSTAINABILITY

BUDGET PROCESS

Over the past several years, the University of Lethbridge has put significant efforts to revising its budget processes to ensure that the institution is in a financial position to make informed decisions on resource allocations that will advance our strategic direction. In challenging financial times, we need to be able to adapt quickly to whatever fiscal situation is presented without losing sight of the priorities we have established in our academic, research, and strategic planning.

Budget decisions are made within the context of the University of Lethbridge's "Destination 2020" Strategic Plan. "Our strategic priorities remain priorities independent of the financial challenges our University encounters. To take us to our desired future the University of Lethbridge will pursue its established strategic directions and identified priorities."

The approval of the budget entails recommendation of the University of Lethbridge's Operating Budget by the University of Lethbridge President to the Board of Governors' Finance Committee, who in turn recommends it to the Board of Governors for approval. Budget decisions are made in consultation with the Budget Advisory Committee (BAC), Budget Priority Advisory Committee (BPAC) and with the University of Lethbridge's various budget units.

NEW BUDGET ALLOCATION MODEL

While the fiscal environment has been and will be unfavourable for the next few years and budget reductions will be experienced in most budget units, the University of Lethbridge 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, senior administration has made every effort to ensure that the quality of our academic programs and services to our students are maintained.

In addressing the budget reductions imposed on the University of Lethbridge during the 2013/14 it became apparent that the current budget model does not allow the University of Lethbridge to reallocate funds to our strategic priorities in an effective manner. Other concerns that units have expressed over a number of years have been the lack of rationale for the grant allocation, along with the fact that the tuition allocation does not account for varying costs per course. Due to these concerns, the University of Lethbridge undertook to review the current operating budget allocation model during the year.

In dealing with the 4.85% (-7.3% + 2.45% returned in Fall 2013) reduction in the Campus Alberta Operating Grant in 2013/14, a framework of values was developed to guide the Budget Advisory Committee in developing the University of Lethbridge consolidated operating budget. This framework of values continued to be one the main principles used to guide the discussions on developing a new operating budget allocation method. The three key values, reaffirmed by both the General Faculties Council and the Board of Governors were that:

- **Our people define our University and are our greatest strength.** People are the essential resource of our institution and, as such, the University of Lethbridge 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 continued financial sustainability of our institution.

PLAN FOR FINANCIAL SUSTAINABILITY

- **High quality is central to all 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 institution dedicated to liberal education 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.

Other guiding principles used when developing the new budget allocation model were:

- The budget process is very rigorous and open.
- Decisions are made within the context of the University of Lethbridge's Strategic Plan.
- All decisions are made with a view of their long-term consequences.
- All decisions are made with a purpose of maintaining stability and growth of the University of Lethbridge.

BUDGET MODEL PRINCIPLES

Position Funds:

- All occupied continuing employment positions as of November 2013 will be funded.
- Essential employment positions that were vacant as of November 2013 will be funded.
- Pooled position funds will be funded at 2013/14 original budget levels.
- All compensation adjustments will be funded centrally.
- Position funds will be centralized into 6 funds:
 - President
 - Provost & Vice-President (Academic) – Faculties
 - Provost & Vice-President (Academic) – Academic Support
 - Vice-President (Finance and Administration)
 - Vice-President (Research)
 - Vice-President (Advancement)

Operating Expenses:

- All fixed costs funded centrally prior to operating expenses allocation to units (e.g. insurance, utilities).
- Based on a 5-year analysis, most faculties' and departments' operating expenditures comprised 7-12% of their total operating budget.
- Allocation of base level operating expense budget based on % of salary expenditures.
- Allocation of funding for allowances above the base level operating expenses.

Carryover Policy:

- The University of Lethbridge's carryover policy has been revised to ensure that there are adequate funds in our Strategic Priorities Fund to support our strategic priorities as outlined in our Strategic Plan. The change in the carryover policy allows Budget Units to retain carryover fund balances to a maximum of 2% (previous maximum was 5%) of their annual operating budgets. The balances in excess of 2% will be moved to the Strategic Priorities Fund and allocated to priorities through the budget process.

2014-15 OPERATING BUDGET

The proposed operating budget is \$162,157,825 for fiscal year 2014/15.

The following graph indicates the change in the University of Lethbridge's operating revenue and expenditures in current dollars over a 15-year period.

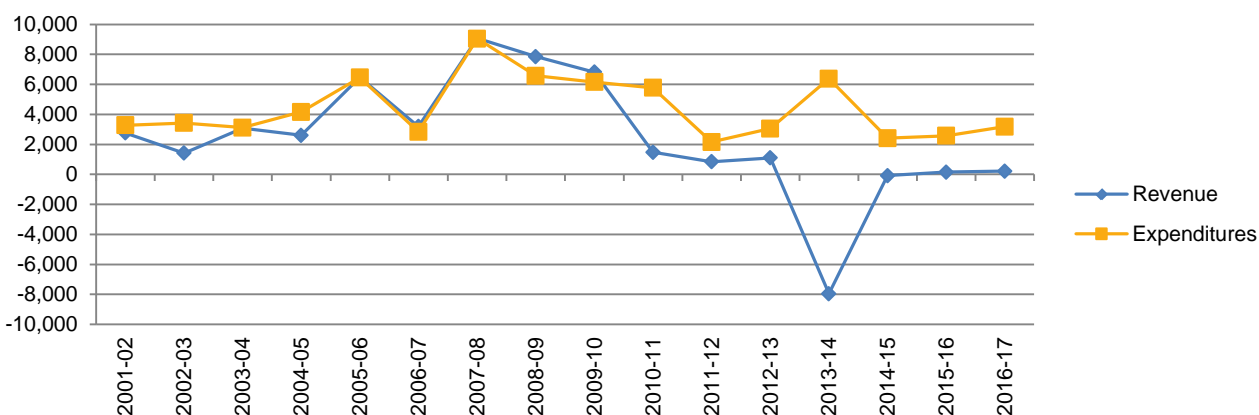


Figure 1: Change From Previous Year (\$000)

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, BAC 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, 2014/15 - 2016/17

	2014/15	2015/16	2016/17
Revenue			
Campus Alberta Grant change	0%	0%	0%
Instructional fee increase	1.0%	1.0%	1.0%
Expenditures			
Compensation increases			
•ULFA			
Merit	2.33%	2.33%	2.33%
Market	Pool established	Pool established	Pool established
•APO			
Merit	2.75%	2.75%	2.75%
Market	Pool established	Pool established	Pool established
•AUPE			
Merit	2.25%	2.25%	2.25%
Market	Pool established	Pool established	Pool established
Contracts	5.0%	11.0%	11.0%
Utilities	8.9%	- 6.7%	1.0%
Insurance	2.0%	5.0%	5.0%
WCB	0.0%	8.0%	8.0%

The results of making these assumptions in preparing the budget for the next three years are provided below. The University of Lethbridge will be facing deficits in each of the three years in the rolling budget.

PLAN FOR FINANCIAL SUSTAINABILITY

The total amount of reductions over the next three years that will be required to balance the budget based on these assumptions is \$8.8 million.

Table 3: Proposed Operating Fund Budget Changes (\$000)

	2014/15	2015/16	2016/17
Prior Year Budgeted Expenditures	\$ 146,735	\$ 150,699	\$ 154,718
Cost Increases (Decreases) for Existing Programs			
Salaries & Benefits	3,419	3,353	4,143
Materials & Services	849	666	492
Travel	(29)	-	-
Capital & Equipment	(275)	-	-
Operating Fund Requirements	\$ 150,699	\$ 154,718	\$ 159,354
Prior Year Budgeted Revenue	\$ 145,771	\$ 147,240	\$ 148,841
Program Grant Change	(100)	(100)	(100)
Targeted Enrolment Grant	1,548	1,548	1,548
General Fee Increase	51	153	218
Miscellaneous Other Revenue	(30)	-	-
Operating Funds Available	\$ 147,240	\$ 148,841	\$ 150,507
Annual Reductions Required	\$ (3,459)	\$ (2,418)	\$ (2,970)
Cumulative Reductions Required	\$ (3,459)	\$ (5,877)	\$ (8,846)

BUDGET ADJUSTMENTS

Units were asked to reduce, on average, 5% of their original 2013/14 operating budget for the 2014/15 year. Units may 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. Consultations occurred with Deans, Executive Directors and Senior Executives prior to budget recommendations being made to the President.

The 5% operating adjustment has not been applied to several line items within the budget due to contractual obligations or the requirements under strategic priorities. These line items include:

- Faculty travel and study leave removal
- Research grants
- Faculty retention – Board Chairs and course relief
- Scholarships and awards
- 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. These initiatives include:

Academic Staff Voluntary Retirement Plan (ASVRP)

The Board of Governors approved a voluntary retirement program for members of University of Lethbridge Faculty Association (ULFA) in January 2013. The closing date for applications to the plan was March 15, 2013.

PLAN FOR FINANCIAL SUSTAINABILITY

Although savings are difficult to estimate, savings are estimated to be \$4.2 million annually, by 2015/16 when all the members have retired. While the intention was to fill the positions left vacant due to the ASVRP retirements, due to the budget reductions required, approximately half the positions will not be replaced.

Ancillary Services – Additional Contribution to Operating

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

PROPOSED REVENUE BUDGET

The University of Lethbridge's overall general fund revenue budget will increase by \$1,474,688 for 2014/15. 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 operating grant provided by Innovation and Advanced Education (IAE) will increase by 1.62% (0% base operating grant increase plus \$1.5 million in targeted enrolment funding) to \$97,094,582. This follows a year when the grant was originally decreased by 7.3%. In November 2013, IAE increased the grant by 2.45% which was an increase of \$2,412,731 for the year 2013/14. Future changes to the Campus Alberta grant are assumed at 0%.

The proposed 2014/15 general fund revenue budget is categorized into the following groups:

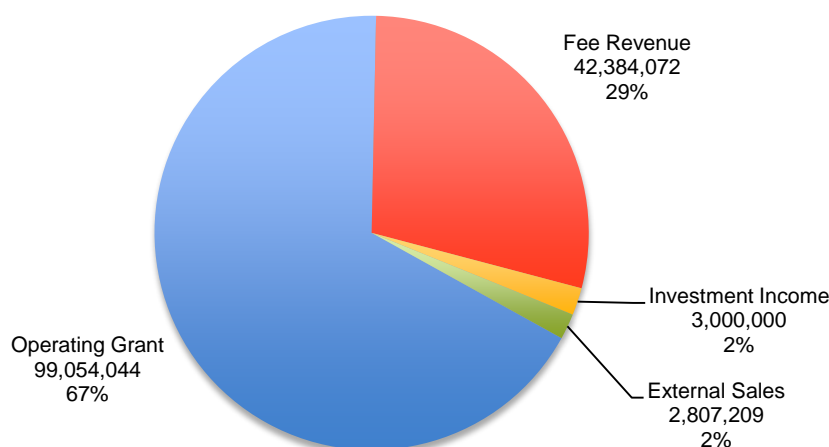


Figure 2: 2014/15 Source of Funds - Operating (cash basis)

PLAN FOR FINANCIAL SUSTAINABILITY

GRANT REVENUE

The single largest revenue item (67%) for the University of Lethbridge is government grants, totaling \$99,054,044. The Campus Alberta grant will increase by \$1,547,913 for 2014/15 as a result of the 1.62% grant increase. This increase in funding is for targeted enrolment growth programs.

Although there had been increases in the operating grant, the grant per student decreased steadily up to 2002 until IAE began to provide unfunded enrolment grants in 2003 to compensate the University of Lethbridge for providing increased access to students. In addition, until 2010/11 the University of Lethbridge received funding to operate expansions and new programs through Enrolment Planning Envelopes. These funds were provided on a grant per FLE (Full Load Equivalent) student in the specific programs, which also provided funds for services to students.

TUITION & FEES

Fees represent the second largest component of the University of Lethbridge's general operating fund revenue budget. For the fiscal year 2014/15, the University of Lethbridge 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 \$352,517 (.8%) over the 2013/14 fiscal year. This increase consists of the increase to the Student Services Fee and International Student Differential, and credit hour changes within each of the Faculties.

Tuition Fees

IAE introduced a new tuition policy in the 2007 year that rolled tuition fees back to the 2004/05 level and restricted tuition fee increases to the annual average Alberta CPI (using a twelve month period ending in June each year). The maximum rate, as directed by IAE, to be used for the 2014/15 increases will be 1.0% (0% in 2013/14).

In April 2013, IAE notified the University of Lethbridge that tuition fees for 2013/14 will be held at 2012/13 rates and that IAE will include the corresponding difference in rates as part of the Campus Alberta Operating Grant. IAE provided these funds (\$742,012) as one-time funding in 2013/14 and has confirmed that this amount will be included in the Campus Alberta grant funding for 2014/15 as continuing funding.

Other Student Fees

The Student Services fee was introduced in 2002/03 at \$10.50 per course. This fee remained at this rate until 2011/12 when it was raised to \$12.50 per course. In 2013/14 the fee was increased to \$37.50 per course and for 2014/15 the fee will increase to \$39.25 per course.

International students pay tuition rates at the same level as domestic students plus an International Student differential. In 2013/14 the differential was 1.26 times the base tuition fee. For 2014/15, the differential for all new international students will increase to two (2) times the base tuition fee. The increased international differential fee of two times the base tuition fee will only be assessed to new international students who began their programs effective September 2013. All international students currently enrolled at the University of Lethbridge prior to September 2013 will be assessed the international differential of 1.26 times the base tuition fee until they have completed their program.

PLAN FOR FINANCIAL SUSTAINABILITY

Table 4: Instructional Fees (per course fee), 2014/15 - 2015/16

	Actual 2013-14	%		Proposed		%	
		Inc	2014-15	Inc	2015-16	Inc	2016-17
Undergraduate							
Canadian	492.50	1.00%	497.40	1.00%	502.35	1.00%	507.35
Foreign (tuition + differential)	1,477.50	1.00%	1,492.25	1.00%	1,507.15	1.00%	1,522.20
Graduate							
Canadian	578.00	1.00%	583.75	1.00%	589.60	1.00%	595.50
Foreign (tuition + differential)	1,289.00	1.00%	1,301.90	1.00%	1,314.90	1.00%	1,328.05
Co-op Fees	615.95	1.00%	622.10	1.00%	628.30	1.00%	634.55
Mentorship Fee Mgmt	295.20	1.00%	298.15	1.00%	301.10	1.00%	304.10
M.Sc. (Mgt.) Continuation							
Canadian - full time	578.00	1.00%	583.75	1.00%	589.60	1.00%	595.50
Canadian - part time	289.00	1.00%	291.90	1.00%	294.80	1.00%	297.75
International - full time	1,289.00	1.00%	1,301.90	1.00%	1,314.90	1.00%	1,328.05
International - part time	644.50	1.00%	650.95	1.00%	657.45	1.00%	664.00
Master of Education							
Canadian Program Fee	341.00	1.00%	344.40	1.00%	347.85	1.00%	351.30
International Program Fee	767.25	1.00%	774.90	1.00%	782.65	1.00%	790.45
Canadian Course Fee	578.00	1.00%	583.75	1.00%	589.60	1.00%	595.50
International Course Fee	1,300.50	1.00%	1,313.50	1.00%	1,326.65	1.00%	1,339.90
Part-time term fee*	1,112.00	1.00%	1,123.10	1.00%	1,134.30	1.00%	1,145.65
Full-time term fee*	1,668.00	1.00%	1,684.65	1.00%	1,701.50	1.00%	1,718.50
Continuation Fee	556.00	1.00%	561.55	1.00%	567.15	1.00%	572.80
Master of Counselling							
Canadian Program Fee	525.00	1.00%	530.25	1.00%	535.55	1.00%	540.90
International Program Fee	1,181.25	1.00%	1,193.05	1.00%	1,204.95	1.00%	1,217.00
Canadian Course Fee	1,150.00	1.00%	1,161.50	1.00%	1,173.10	1.00%	1,184.80
International Course Fee	2,587.50	1.00%	2,613.35	1.00%	2,639.45	1.00%	2,665.85

* For students admitted prior to April 1, 2009

PROPOSED EXPENDITURE BUDGET

The University of Lethbridge is again in a position where our expenditure line items have outpaced the growth in our revenues. This is 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 2014/15 operating budget is the projection of the continuing cost base from the 2013/14 year. Projected expenditures remain at prior year levels unless increases or decreases are required through contractual or statutory obligations. BAC recognizes that this method of budgeting has 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 accounted for in the budget process. These costs are not discretionary and must be paid, and are therefore fully funded.

The following graph illustrates the University of Lethbridge's expenditure budget by object of expenditure. The most notable components of the budget are salaries and benefits which comprise approximately 84.2% of the total budget (cash basis – excluding amortization).

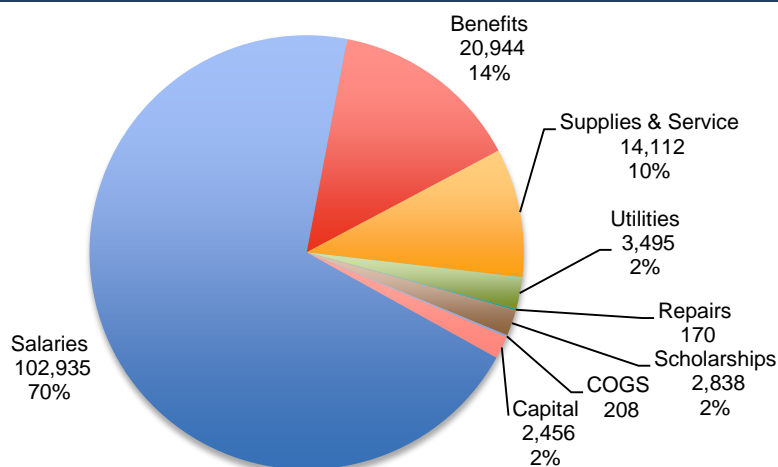


Figure 3: 2014/15 Expenditures (cash basis)

COMPENSATION COSTS

The largest component of the University of Lethbridge's expenditure budget is compensation costs which comprise approximately 84.2% of the total expenditures budget (cash basis – excluding amortization). Attracting and retaining quality faculty and staff continues to remain a Board of Governors' priority.

The University of Lethbridge is in a one-year agreement (to June 30, 2014) with the University of Lethbridge Faculty Association (ULFA) for compensation items. The Alberta Union of Provincial Employees (AUPE) three-year contract will expire on June 30, 2014. Exempt Support Staff, Administrative Professional Officers, and Senior Administration compensation rates are reviewed and set annually by the Board of Governors. The budget projections have used the rates set in the existing agreements and estimated changes in years where the agreements are to be renegotiated.

FIXED COSTS

While quite modest this year, fixed costs continue to grow and represent a factor in the development of the 2014/15 operating budget. Like compensation cost increases, any increases in fixed costs must be provided for out of existing funds.

There are several noteworthy increases and decreases within the fixed cost category:

- The utility budget increased \$288,722 (8.9%) from the prior year. The University of Lethbridge 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 2013/14 from the City of Lethbridge due to increases in electrical transmission costs. The University of Lethbridge buys gas on a two-year basis and any consumption over the contract amount is bought on the free market.
- Provided an increase to our insurance budget of \$13,000 (2%) in 2014/15 and anticipated increases of 5% for the fiscal years 2015/16 and 2016/17.
- Contracts budget will increase by 5% in 2014/15 due to new contracts and estimated contractual increases.

PLAN FOR FINANCIAL SUSTAINABILITY

UNIVERSITY OF LETHBRIDGE CONSOLIDATED BUDGET, 2014/15 – 2016/17

University of Lethbridge Budget by Fund (\$000)							
	General Operating	Ancillary Enterprises ⁽¹⁾	Eliminate Ancillary Internal Transactions ⁽²⁾	Restricted Funds	2014/15 Proposed Budget	2015/16 Proposed Budget	2016/17 Proposed Budget
REVENUE							
Government of Alberta grant	97,095	-	-	11,449	108,544	108,544	108,544
Federal and other government grants	1,959	-	-	5,993	7,952	7,952	7,952
Student tuition and fees	42,384	-	-	-	42,384	42,690	42,690
Sales of services and products	2,807	13,679	(1,017)	263	15,732	16,032	16,390
Donations and other grants	-	88	-	3,121	3,209	3,209	3,209
Investment income	3,000	114	-	1,678	4,792	4,866	4,945
Reserve	(87)	35	-	-	(52)	173	173
Amortization of deferred capital contributions	15,000	-	-	-	15,000	15,000	15,000
	<u>162,158</u>	<u>13,916</u>	<u>(1,017)</u>	<u>22,504</u>	<u>197,561</u>	<u>198,466</u>	<u>198,903</u>
EXPENDITURES							
Salaries	102,935	2,947	-	10,732	116,614	116,786	116,947
Benefits	20,944	590	-	919	22,453	22,480	22,513
Supplies and service	14,112	4,384	(1,017)	4,489	21,968	21,993	22,060
Utilities	3,495	471	-	-	3,966	3,935	3,939
Repairs and maintenance	170	293	-	2,809	3,272	3,354	3,358
Scholarships, bursaries and awards	2,838	-	-	3,555	6,393	6,393	6,393
Cost of goods sold	208	3,406	-	-	3,614	3,720	3,806
Capital	2,456	-	-	-	2,456	2,456	2,456
Amortization of capital assets	15,000	125	-	-	15,125	15,125	15,116
	<u>162,158</u>	<u>12,216</u>	<u>(1,017)</u>	<u>22,504</u>	<u>195,861</u>	<u>196,242</u>	<u>196,588</u>
REVENUE OVER EXPENDITURES	<u>-</u>	<u>1,700</u>	<u>-</u>	<u>-</u>	<u>1,700</u>	<u>2,224</u>	<u>2,315</u>
Unfunded Liability - UAPP	(1,700)	-	-	-	(1,700)	(1,700)	(1,700)
EXCESS (DEFICIT) REVENUE OVER EXPENDITURES	<u>(1,700)</u>	<u>1,700</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>524</u>	<u>615</u>

⁽¹⁾ Includes Ancillary Services and Parking Services

⁽²⁾ General Operating internal sales netted against expenses

PLAN FOR FINANCIAL SUSTAINABILITY

STATEMENT OF CASH FLOWS

	2012-13 Actual	2013-14 Projection	2014-15 Approved Budget	2015-16 Proposed Budget	2016-17 Proposed Budget
Operating activities:					
Excess (deficiency) of revenues over expenses	\$ 1,274	\$ 7,873	\$ -	\$ 524	\$ 615
Add (deduct) non-cash items:					
Amortization of tangible capital assets	19,128	19,300	15,125	15,125	15,116
Other non-cash adjustments	(559)	-	-	-	-
(Gain) /Loss on disposal of tangible capital assets	415	4,202	200	200	200
Change in employee future benefits liabilities	5,070	(599)	500	500	500
Gain on investments	(1,465)	(2,000)	(2,000)	(2,000)	(2,000)
	22,589	20,903	13,825	13,825	13,816
Decrease (increase) in accounts receivable	76	1,665	-	-	-
Decrease (increase) in inventory and prepaid expenses	(500)	196	-	-	-
Increase (decrease) in accounts payable and accrued liabilities	1,270	(2,664)	500	2,000	2,000
Increase (decrease) in deferred revenue	(10,360)	(7,574)	(7,458)	18,520	34,840
	14,349	20,399	6,783	34,869	51,271
Investment activities:					
Purchases of investments	(6,399)	(5,462)	15,208	10,134	15,055
Endowment investment earnings	1,167	1,574	1,500	1,500	1,500
	(5,232)	(3,888)	16,708	11,634	16,555
Financing activities:					
Endowment contributions	565	105	500	500	500
Debt - new financing	-	-	-	68,230	-
Debt repayment	(473)	(388)	(406)	(2,215)	(2,294)
	128	(283)	94	66,515	(1,794)
Capital activities:					
Acquisition of tangible capital assets - internally funded	(28,021)	(14,170)	(5,428)	(72,084)	(8,222)
Acquisition of tangible capital assets - externally funded	(12,359)	(14,093)	(7,542)	(45,302)	(61,622)
Proceeds on disposition of tangible capital assets	131	129	-	-	-
	(40,249)	(28,134)	(12,970)	(117,386)	(69,844)
Increase (decrease) in cash	(31,004)	(11,906)	10,699	(4,368)	(3,812)
Cash and cash equivalents, beginning of year	49,666	18,662	6,756	17,455	13,087
Cash and cash equivalents, end of year	\$ 18,662	\$ 6,756	\$ 17,455	\$ 13,087	\$ 9,275

INTERNATIONALIZATION

The University of Lethbridge is committed to increasing its institutional capacity by further developing an integrated and sustainable international program through innovative collaborations and partnerships, and increased student and faculty support initiatives. We are committed to educating global citizens by developing, promoting, engaging and advancing internationalization on our campuses and abroad. We are committed to educating graduates who are global citizens with international and intercultural skills and knowledge to succeed in an increasingly globalized world. We will increase the diversity of our campus communities, improve our global and cross-cultural competencies, and develop opportunities for international collaborations and partnerships to engage our students and enhance our teaching, research and service. Our commitment is based on building the programs and services to ensure student and faculty mobility is promoted and supported for student success.

STUDENT RECRUITMENT, ENGAGEMENT, LEARNING, AND SUPPORT

We will continue to enhance the student experience by increasing opportunities for student mobility and diversity through a sustainable funding approach.

Target	Activity	Outcomes
Students:	Increase recruitment and promotion in targeted locations.	4% Increase in international enrolment in each of the next three years.
Undergraduate and Graduate	Develop partnerships through collaboration with other institutions to increase access to a quality education.	Increased diversification and enriched learning environment. Increased innovative learning community.
Credit and Non-Credit Programs (English for Academic Purposes)	Increase partnerships with industry, both locally and internationally, for enhanced learning and co-curricular activities.	Increased sense of community. Increased active Liberal Education learning and understanding at both undergraduate and graduate levels for incoming and outgoing students.
International Exchanges and Work Study Programs	Increase opportunities for students to obtain credits through research, travel, study and working abroad, co-curricular accomplishments, and community initiatives. Integrate internationalization perspectives in teaching curricula. Continue to support and expand on Faculty of Management International student exchanges into Latin America, and increase exchange partners for the First Nations Governance Program. Continue to increase work study programs in Europe and Latin	Enhanced integrated knowledge across the University of Lethbridge to better support international incoming and outgoing students.

INTERNATIONALIZATION

	<p>America.</p> <p>Increase peer support networks.</p> <p>Enhance student support for academic and personal purposes.</p> <p>Infuse teaching and training with the liberal education philosophy to ensure brand support with teaching assistants and visiting scholars.</p> <p>Implement an integrated and shared central knowledge database.</p>	
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FACULTY TEACHING AND SUPPORT

The University of Lethbridge is proud of the many faculty and students coming great distances to be members of our destination university. We are committed to enhancing the international involvement by our faculty to increase the diversity of our teaching and our programs. Our instructors share international experiences and enrich our community and instruction. Similarly, we have many faculty members involved in international exchanges and collaborative partnerships which further enhance the global perspective in teaching and extra-curricular activities. We are committed to increasing international instruction and engagement to educate our students to become global citizens.

Target	Activity	Outcomes
<p>Faculty Teaching and Support</p>	<p>Increase faculty involvement in developing strategic partnerships with institutions, industry and communities to advance intercultural skills and knowledge.</p> <p>Increase faculty mobility initiatives through collaboration with partner institutions.</p> <p>Increase internationalization concepts into teaching.</p> <p>Increase peer support programs for visiting faculty and researchers.</p> <p>Implement an integrated and shared central knowledge database.</p>	<p>Increased leadership to drive the economic and social capacity of Alberta.</p> <p>Enriched learning environment with an international perspective through visiting faculty programs.</p> <p>Increased sense of ownership by faculty in developing strategic partnerships.</p> <p>Increased intercultural skills and knowledge by faculty.</p> <p>Increased open and supportive community for internationalization.</p> <p>Increased faculty awareness of student and faculty mobility opportunities within a sustainable funding model.</p>

INTERNATIONALIZATION

RESEARCH

Research is a foundation to student learning at the University of Lethbridge in all disciplines and levels of instruction and engagement. Research activity is integrated across the institution with local, national, and international partnerships based on excellence. We are committed to increasing international excellence and experience through the research pillars of creativity and performance, earth and environment, healthy futures, organizations and society, and origins and explorations. Through our innovative research, international perspectives will be further enhanced and integrated into teaching and student engagement for a richer learning environment, and to develop future leaders for a stronger Alberta.

PLANNING DOCUMENTS

The University of Lethbridge has committed for all planning documents to reflect an internationalization component to increase the understanding and delivery of an international experience for our faculty and students. This planning will ensure engaged global citizens are at the heart of our future.

INFORMATION TECHNOLOGY

Alongside building construction, renovation, and preservation, Information Technology (IT) continues to play a critical role in the University of Lethbridge's delivery of its strategic objectives, while also driving efficiency and effective use of resources in support of sustainability. The rapid growth of mobile device usage, the consumerization of IT, mainstream adoption of cloud services, and the increased use of technology in the delivery of higher education requires that information technology continually adapt to changing stakeholder needs in order to remain relevant. The University of Lethbridge will invest in the areas of network infrastructure improvements, enhanced student experience, improved process and controls, administrative systems enhancements, IT governance, and information management and security in order to meet the demands of faculty, students, and staff and support its strategic direction.

Network Infrastructure Improvements:

Significant upgrades were made to core network infrastructure over the past year to refresh aging equipment and increase bandwidth and reliability. Continued investment (\$1.04M) is planned in this area over the next year to extend the bandwidth and reliability improvements beyond the core network. Planned enhancement includes transitioning the core campus data network from 1 Gbps to 10 Gbps to improve performance and reducing potential network bottlenecks. Wireless density in high use areas will be increased to provide a more reliable student experience and better device support. In order to improve disaster recovery capabilities and better support research we are negotiating an increase in our Cybera network connection from 1 Gbps to 10 Gbps. This will allow faster access to services such as WestGrid, while also providing high bandwidth low latency access to other post-secondary data processing facilities enabling expanded provincial collaboration.

Enhanced Student Experience:

A student portal will be launched this year (\$0.5M) to improve the student experience and provide enhanced access to University services. This will provide easier access to timely and relevant information related to their learning activities and enable us to support single sign on for commonly accessed systems. Also, Google Apps for Education cloud based email is being implemented (\$70K) for students and alumni to provide a more modern and robust email experience. We will also be investing (\$.5M) in refreshing computer lab and classroom technology as part of our ongoing commitment to providing effective teaching spaces and improving student experience.

Improved Process and Controls:

In order to reduce risks, increase value realization, and improve system and service stability the institution will be integrating more parts of the ITM Control Framework into ongoing operations. Additional enhancement will be made to the Service Management, Change Management, and Problem Management processes to ensure effective and efficient IT service delivery within the University of Lethbridge.

Administrative System Enhancements:

Significant investments (\$2.68M over two years) are being made in Banner revitalization in Financial Services, Human Resources, University Advancement, and the Registrar's Office and Student Services that will improve efficiency and streamline business and admissions processes. When complete these changes will make the administrative systems easier to support and better position the institution to address future organizational needs.

INFORMATION TECHNOLOGY

IT Governance:

A review of IT governance processes will be completed in the coming year to increase transparency, accountability, and stakeholder engagement. This process is already underway with the launch of a common IT project review process and we will be implementing a new web governance process as a result of a review completed in the past year.

Information Management and Security:

The volume and complexity of data the University of Lethbridge captures and manages continues to grow. In order to effectively utilize this resource, investments are being made in the areas of Business Intelligence (\$1M) and Data Governance. When complete this investment will provide for robust data analytics and data-driven decision making. Information security continues to be an area of focus. The recent launch of an information security awareness training program is equipping faculty, staff, and students with the knowledge and tools to protect themselves and the University of Lethbridge's information assets from various threats. The planned expansion and formalization of data governance is further demonstration of the University of Lethbridge's commitment to data security.

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 December 2012. In addition to the University of Lethbridge's Strategic Plan and our Comprehensive Institutional Plan, the University of Lethbridge Capital Plan is also aligned with Government of Alberta and the Ministry of Innovation and Advanced Education goals and priorities.

Over the past year, two major projects have been completed at the University of Lethbridge: a new 11,589 sq ft residence complex that opened in September 2013 at a cost of \$32 million, and the repair/replacement of the tunnel and south plaza adjacent to the 1st Choice Savings Centre for Sport and Wellness and the University Library at a cost of \$3.5 million. The University of Lethbridge now has available student residence beds for approximately 13% of its student population, and we remain committed to achieving our goal of providing up to 20% of our on-campus student population with residence accommodations. Renovation work was also completed at the Dr. Foster James Penny Building located in downtown Lethbridge, creating a downtown presence that helps build connections with the Lethbridge community.

To date, \$212.78 million funding has been approved for the new science facility, the Destination Project, which is the highest capital priority for the University of Lethbridge. The Destination Project will construct up to date science facilities and accommodate the University of Lethbridge's commitment to research, enabling the University of Lethbridge 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 help address the critical need for offices, safe and modern science labs, and formal and informal learning spaces, as well as increase capacity by providing appropriate space for principal investigators, graduate and undergraduate students, and technical support personnel.

In addition to the need for new space, the University of Lethbridge also needs to maintain and optimize the use of existing space. The average age of the 43 buildings on campus is 24 years. Due to the aging of the buildings, deferred maintenance on existing facilities is significant but the need to address this continues to be a priority of the University of Lethbridge, although how to fund this issue is of great concern. Total deferred maintenance projects currently amount to approximately \$116 million, with \$40 million that should be addressed between 2014 and 2017. 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 of Lethbridge's planned major capital projects (Destination Project, Energy/Utility Centre, Student Residences, Art Gallery, and Alberta Water and Environmental Sciences Building Phase 2), \$3 million per year in lights-on funding will be required to maintain and operate these new facilities once they are completed.

CAPITAL PLAN

CAPITAL PRIORITIES

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

Table 5: University of Lethbridge Capital Priorities, 2014/15 - 2018-19

PROJECTS	New Facilities	Expansion	Preservation / Renovation	Estimated Project Cost (January 2014 dollars)	2014/15	2015/16	2016/17	2017/18	2018/19
1 Destination Project									
- Academic Science Facility	275,000,000			275,000,000					
- Energy/Utility Centre	45,000,000			45,000,000					
- University Hall Renewal			45,000,000	45,000,000					
- University Hall Envelope Repairs			1,400,000	1,400,000					
- University Hall Window Replacement			4,000,000	4,000,000					
- Canadian Centre for Neuroscience Building (CCBN) Renewal			15,000,000	15,000,000					
				385,400,000					
Confirmed Provincial funding				(212,780,731)					
TOTAL DESTINATION PROJECT				\$172,619,269					
2 Student Residences - Aperture Park Phase IV	40,000,000			40,000,000					
3 Student Apartments - Envelope Repairs			10,000,000	10,000,000					
4 Student Residences - upgrade University Hall			8,230,000	8,230,000					
5 Student Residences - upgrade Piikani House			15,000,000	15,000,000					
6 Art Gallery	33,990,000			33,990,000					
7 Alberta Water & Environmental Sciences Building - Phase 2		27,140,500		27,140,500					
TOTAL PRIORITY CAPITAL PROJECTS	393,990,000	27,140,500	98,630,000	\$306,979,769					
Projects in Progress									
1 Destination Project - Planning Phase				\$12,780,731					
2 2014-15 Deferred Maintenance Projects				3,019,594					
3 UCA North Patio Pavers Replacement				2,200,000					
Total Projects in Progress				\$18,000,325					

TOP THREE CAPITAL PRIORITIES

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

PRIORITY	DESCRIPTION
<p>1. Destination Project (including new Academic Science Facility, Energy/Utility Centre, University Hall Renewal, University Hall Envelope Repairs & Window Replacement, and Canadian Centre for Behavioural Neuroscience Building Renewal)</p>	<p>This is the highest capital priority of the University of Lethbridge in order to construct up to date science facilities and accommodate the University of Lethbridge's strong commitment to research. Alberta Innovation and Advanced Education's commitment of \$212.7 million to date is gratefully acknowledged as a significant step towards achieving this priority.</p> <p><u>Academic Science Facility</u></p> <p>To continue to excel in research and to adapt to the comprehensive institution with more emphasis on graduate student education, the University of Lethbridge 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, graduate and undergraduate students, and technical support personnel. Some facilities that are in the planning stages include laboratory and research spaces; shared research cores; space for K-12 outreach activities; student support spaces; and general and specialized classroom spaces.</p> <p><u>Energy/Utility Centre</u></p> <p>This total comprehensive Destination Project will require a new Energy/Utility Centre. A new Energy/Utility Centre is required for the development of the Destination Project and other future facilities, as well as replace the existing, aging energy centre in University Hall.</p> <p><u>University Hall Renewal</u></p> <p>Most of the facilities that will be housed in the new Academic Science Facility are currently housed in University Hall, and moving them to the Destination Project will allow existing space in University Hall to be repurposed to include such things as more informal learning spaces, a TA Centre, an Art Learning Centre (art storage and study space), student support spaces, classrooms and academic programming space, building support services, and administrative space.</p> <p>The repurposed space will also include a First Nations Gathering Centre. One of the Strategic Priorities identified in the University of Lethbridge's 2014-19 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 of Lethbridge is committed to increasing the attraction and</p>

retention of FNMI students.

University Hall Envelope Repairs and Window Replacement

In 2013 Crosier Kilgour & Partners completed an assessment of the University Hall building envelope, which identified the need to replace every window frame and insulated glass unit in University Hall. This will also require the appropriate tie-in modifications to be made to properly integrate the new windows with the existing wall systems for the best thermal resistance and air tightness. The report emphasized that this window replacement must be integrated with any renovation/renewal work for University Hall. A restoration contractor is also required to perform remediation work to repair areas and face seal/caulk all precast joints (90% of which have failed) and a penetrating sealer treatment (roll applied) is required to control carbonization of the pre-cast concrete cladding.

Canadian Centre for Behavioural Neuroscience Building (CCBN) Renewal

Some of the program units that will be housed in the new Academic Science Facility are currently located in the CCBN building. Moving them to the Academic Science Facility will allow that space to be repurposed to better meet other academic and research priorities.

For more details of the project, refer to the [Destination Project website](#).

The University of Lethbridge is currently in the planning phase of the project, utilizing the \$12.7 million planning grant from Alberta Innovation and Advanced Education received prior to 2014.

The estimated project cost for the project is \$385.4 M.

2. Student Residences – Aperture Park Phase IV

The University of Lethbridge only has available student residence beds for approximately 13% of its current Lethbridge campus student population. It is a well-known fact that students who live in on-campus residences perform better academically, integrate better into campus life programs and generally have a more positive post-secondary learning experience. The University of Lethbridge had set a goal many years ago that it would provide up to 20% of its on-campus student population with residence accommodations.

The University of Lethbridge is proposing further development of the Aperture Park Residence Complex (Phase IV) that will allow for more student residences to be built in accordance with the University of Lethbridge Strategic Plan.

The estimated project cost for this work is \$40 M.

CAPITAL PLAN

3. Art Gallery

The University of Lethbridge art collection is recognized as one of the finest in Canada, with over 14,000 works of art. In building the collection, the University of Lethbridge 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 of Lethbridge'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 of Lethbridge and from other institutions, in this field of study and research.

The estimated project cost for this work is \$33.99 M.

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 of Lethbridge's own contributions.

Table 6: Funding Sources for Capital Projects, 2014/15 - 2016/17

	2014-15 Budget	2015-16 Proposed Budget	2016-17 Proposed Budget
SOURCES OF FUNDS			
Major Capital Projects:			
Provincial Government	760	33,520	49,840
Fund Raising/External Sources	5,000	10,000	10,000
Federal Government	-	-	-
Research Agencies	-	-	-
University Contributions	-	68,230	5,000
	5,760	111,750	64,840
Infrastructure Maintenance Program (IMP) Grant	1,782	1,782	1,782
Indirect Research Costs Grant	100	100	100
University contributions	2,873	2,754	2,787
University Capital Reserves	2,455	1,000	335
TOTAL FUNDING	\$12,970	\$117,386	\$69,844