

University of Lethbridge

Comprehensive Institutional Plan 2012/13 – 2014/15



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.

Robert Turner
Chair, University of Lethbridge Board of Governors

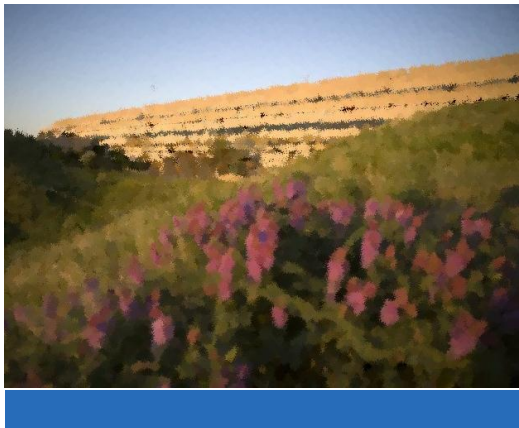


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Executive Summary

At the University of Lethbridge we recognize and embrace our role as a comprehensive academic and research institution (CARI) in Campus Alberta. Throughout this plan are examples of how the goals and priorities of the U of L will promote the priority directions outlined by Advanced Education and Technology (AET) to meet access demand, enhance learner pathways, ensure an affordable post-secondary education, and maintain the quality of our programs. In addition to these directions, the U of L continues to work with AET within the Alberta Innovates Model to promote the four cornerstones of that system: Bio Solutions; Energy and Environmental Solutions; Health Solutions; and Technology Futures.

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

The current environment for post-secondary in Alberta and the Lethbridge region presents a number of opportunities and challenges for the U of L. While there are ways to address all of these, our greatest constraint over the period of this Plan in realizing these solutions will be resources. We have worked diligently to find efficiencies; however, funding constraints will limit the U of L's ability to realize our full potential within Campus Alberta and will delay the fulfillment of the U of L's role as a CARI.

Accessibility: Responding to Access Demands and Enhancing Learner Pathways

The University is committed to providing a comprehensive slate of undergraduate and graduate 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. This balance between institutional strength and outside demand ensures that we are making the best use of our resources to meet our mandate.

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

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

The U of L has a strong history as a transfer partner. The changes to the post-secondary system introduced with the Roles and Mandates Framework has had a significant impact on this role. The goals and priorities identified in this Plan look to balance our efforts to build on existing and new transfer opportunities, 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.

Affordability: Ensuring an Affordable and Sustainable Advanced Education System

The U of L recognizes that diversified funding will be crucial to maintain growth, especially as it relates to research activity. One of the strategic activities identified in the U of L Strategic Research Plan is to broaden the range of research funding sources. This will include pursuing a broader range of private and industrial partnerships in addition to continuing to work toward growing our proportionate share of federal and provincial funding envelopes.

University Advancement continually works to foster relationships and encourage external financial support of University activities. These relationships and the programs they support must be carefully developed and maintained to ensure that they have the most meaningful impact to University activity and to the donor. Appropriate avenues for donor activity will continue to be cultivated, but it is important to recognize that these are only truly appropriate to augment, and not replace, sustainable provincial funding.

Quality: Maintaining a Quality Advanced Education System

The University of Lethbridge is committed to providing quality programs for Alberta students. We are engaged in a comprehensive review of academic programs at the institution, and are working with the Campus Alberta Quality Council to review our quality assurance processes. Currently, 14 reviews are underway. In addition to reviewing existing programs, we are pursuing new program development to provide a balanced mix of programs while ensuring that any new programs live up to the high standards expected from a CARI.

An added dimension of quality programs is the need for appropriate space in which to deliver these programs. New science facilities are the highest capital priority for the U of L. These facilities will allow us to deliver up-to-date science programs and to accommodate our commitment to research. The renovation of University Hall when science laboratories are moved out will also reaffirm the University's commitment to the social sciences, humanities, and liberal education. The University has been developing a new Campus Master Plan over the past year that will help us to identify our long-range priorities for space across campus.

The U of L has a history of providing access to Alberta students and continues to explore innovative programs and partnerships to meet learner and societal demand. In addition to existing partnerships such as the Nursing Education in Southwest Alberta (NESA) program between U of L and Lethbridge College, the University is actively working to identify and develop opportunities for enhanced collaboration across Campus Alberta. Examples of these include: various work related to the use and management of Learning Management Systems between ourselves, Red Crow College, and the University of Alberta; the development of common research ethics with the University of Alberta; and the use of cloud systems to aid IT departments at Campus Alberta institutions.



Institutional Context

INSTITUTIONAL MANDATE

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

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

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

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

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

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

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

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

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

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

MISSION: WHY WE EXIST

The University of Lethbridge exists to build a better society.

We do this in six essential ways:

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

VISION: WHERE WE ARE GOING

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

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

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

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

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

FUNDAMENTAL PRINCIPLES

Our Commitment to Society

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

Our Commitment to Creativity, Inquiry, and Discovery

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

Our Commitment to Students

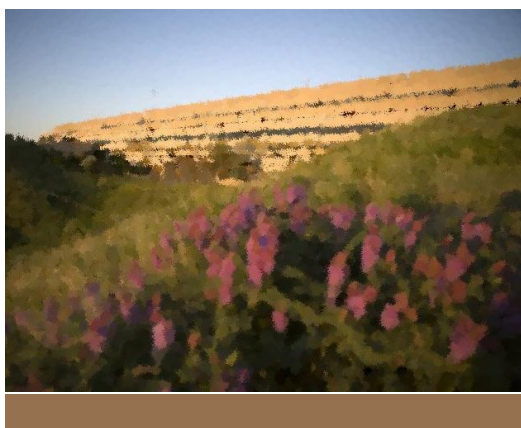
- We give students the best preparation for their future.
- We strive to develop a culture of achievement and motivation among students.
- We are student-centred. Students give focus and meaning to the University of Lethbridge.
- We are a comprehensive university.
- We believe in excellence in undergraduate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

Our Commitment to Inspiration

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

Our Commitment to Responsible Action

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



Plan Development

The University of Lethbridge used a consultative process to develop this CIP. The previous CIP, Strategic Plan, Consolidated Academic Plan, Strategic Research Plan, and former Institutional Research Plan, upon which this CIP is partly based, were themselves developed in consultation with senior management, Deans, Executive Directors, faculty members, and staff members.

The CIP development process followed a similar pattern. The CIP was coordinated and co-written by the Office of the Vice-President (Academic), and was drafted by a development team that included representatives from the Office of the Vice-President (Finance and Administration) and the Office of the Vice-President (Research). The development process involved several stages of consultation, with several groups. Before the first draft was completed, many sections were released for input and revision to various units on campus, such as Institutional Analysis, Financial Services, and the Faculties, and the Deans and Associate Deans of all Faculties and Schools were consulted on new program development. General Faculties Council reviewed and approved all academic and research components of the plan before presentation to the Board of Governors where it received a final review and formal approval.

The U of L also consulted Advanced Education and Technology during CIP development. As questions arose, we consulted with various staff members in the Strategic Directions unit of Advanced Education and Technology. The U of L met with AET to discuss the plan on December 9, 2011 and incorporated feedback and comments from that meeting into subsequent drafts.

GROUPS CONSULTED IN CIP DEVELOPMENT

Senior Management

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

Deans and Associate Deans

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

Administrative Units

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

Library

Institutional Analysis

Faculty Members

As required, for new programming

Alberta Advanced Education and Technology

Strategic Directions Unit

DOCUMENT INPUTS TO CIP

University of Lethbridge Documents

2011 Comprehensive Institutional Plan – A revised and updated version of the 2011 CIP is the core of the 2012 CIP.

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

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

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

2010 Institutional Research Plan – A revised and updated IRP is now integrated into the CIP.

Annual Report – Submitted to AET, the Annual Reports track progress on initiatives and goals from the Business Plan.

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

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

Setting Enrolment Directions – This internal document sets out five strategic enrolment directions for enrolment management at the U of L. It was developed in consultation with senior administration, the Faculties, and the Registrar's Office and Student Services.

Government and
Ministry Documents

Government of Alberta Strategic Plan, 2011-2014

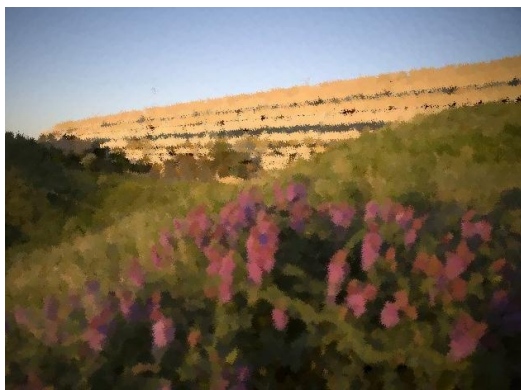
Alberta Advanced Education and Technology Business Plan, 2011-2014

Campus Alberta Planning Resource 2011

Alberta Research and Innovation Plan

Roles and Mandates Policy Framework

Alberta's 20-Year Strategic Capital Plan



Environmental Scan

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

- To meet labour and skills needs;
- To balance growth and maintain access;
- To manage investment and ensure sustainability;
- To respond to demographic realities; and
- To build on our strengths.

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

DEMOGRAPHIC TRENDS

A Changing Population

The Campus Alberta Planning Resource (CAPR) anticipates that Alberta will see a 5% decline in the number of 18-34 year olds by 2020; the number of 18-34 year olds in the Lethbridge Region is expected to grow by 5.8%. While this group is expected to grow overall, the growth is largely accounted for in the 25-34 year old population, with the 18-24 year old cohort declining. This cohort remains the primary age group at the University with 76.9% of students in Fall 2010 between 17 and 25 years of age.

Opportunities

- The U of L has traditionally been a first choice for students from Southern Alberta. We will have to work to maintain this advantage by gaining a greater understanding of what motivates these students to choose the U of L.
- While Lethbridge has an above average high school transition rate, there are still over 40% of Lethbridge† Region high school students who do not transition to post-secondary within six years of graduation. It will be crucial to engage a greater proportion of high

Challenges

- Calgary and Edmonton institutions will increasingly look to our region as their regions' traditional post-secondary cohorts shrink.
- The projected decline in 18-34 year olds in Calgary and Edmonton also poses a challenge for the U of L. In the 2010-11 academic year, 39% of students at the University of Lethbridge come from the Calgary and Edmonton regions. So not only are we likely to

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

† Fall 2010 ASI Data and Education's High School Graduates, High School Transition Fall 2010 provided for the University of Lethbridge.

school graduates in the area.

see increasing competition for students in our own backyard, we also will have to work harder to maintain our reach in Calgary and Edmonton.

- With anticipated demographic declines in one of our primary sources of students (Calgary), we will have to expand our reach to regions that may not have been traditional sources of students for the U of L (e.g. Northern Alberta) and to under-represented groups (e.g. First Nations, Métis, or Inuit students).
- In addition to changing our approach to 18-34 year olds, the changing demographics will also require us to give more attention to the adult learner as a possible student and the implications this has for how we provide programs and what services might be needed.

Aboriginal Students

The University of Lethbridge is located on traditional Blackfoot land and adjacent to the Blood Tribe Reserve. 4.7% of the University of Lethbridge student body self-identifies as First Nations, Métis, or Inuit (FNMI). This is the highest proportion of the six Alberta universities (CARIs and Baccalaureate and Applied Studies Institutions). Aboriginal peoples represent one of the few growing segments of Alberta's population, including the traditional post-secondary cohort of 18-24 year olds.

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

Opportunities

- With Aboriginal peoples representing one of the few growing segments of our population, the U of L is well situated to serve this community by building on the strong relationships that have been established with the local Blackfoot community. This refers both to serving the community as learners and through programming that addresses the needs of the community.
- 34.9% of Aboriginal Albertans have a post-secondary certificate or diploma. There may be significant opportunities to offer degree-completion options for this group.
- Refocus FNMI activities throughout the University to elevate activity and support services at the University level (Presidential Initiative).

Challenges

- While Aboriginal Albertans make up about 6% of the population, Aboriginal learners comprise about 3% of the student population. It will be a challenge to develop services and supports that will encourage FNMI learners to participate and succeed.

POST-SECONDARY ENVIRONMENT

Campus Alberta

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

Opportunities

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

Challenges

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

Demand & Access

As a post-secondary credential increasingly replaces a high school diploma as the key to labour market entry, we will have to work to provide access to qualified applicants, to align our programs with student and economic demand, and to ensure the quality of those programs.

The University of Lethbridge excels at providing access to qualified applicants. In Fall 2010, the University of Lethbridge was able to offer 96.6% of qualified Alberta applicants admission on at least one application; only 0.6% of qualified Alberta applicants to the U of L were not accommodated somewhere in the Alberta post-secondary system.

Perhaps more concerning for U of L are those qualified applicants who are offered admission for at least one application who do not attend either at U of L or within the Alberta post-secondary system. In Fall 2010, 22.9% of Albertans who were offered admission chose to attend another institution and 14.7% did not attend in the system. It begs the question: why are these applicants not ultimately choosing to attend the U of L?

In Fall 2010, the U of L was the most successful Alberta university at attracting qualified Alberta applicants (as a percentage of total applicants) and was best able to offer admission on at least one application to qualified applicants. We have excelled at providing access within the Alberta post-secondary system. Our commitment to providing access is evident in these numbers.

Opportunities

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

Challenges

- Limited resources make it increasingly difficult to accommodate additional students while maintaining the quality of education and student experience.
- We need to better understand student demands and work to provide new programs and increased access to existing programs for which there is student and

employer demand. This must be balanced with our commitment to be a comprehensive institution.

Student Outcomes

The number of students graduating from the U of L has grown over the past decade, with approximately 50% more students graduating in 2010/11 than in 2001/02. While the number of graduates has increased overall, the program completion rate for students entering with prior post-secondary course credits is significantly higher than those who enter directly from high school. This trend led the University to initiate a Recruitment and Retention Project to consider how to address attrition and increase program completion.

Opportunities

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

Challenges

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

Research

Over the past decade the value of research grants received has increased by about 230% (\$6.7 million in 2001/02 to \$22.61 million in 2010/11)[‡]. Our TriCouncil 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.

Opportunities

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

Challenges

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

[‡] University of Lethbridge, Research Services



Goals and Priorities

ACCESS & QUALITY

Enrolment Plan

| | ACTUAL FLEs | | | | | PROJECTED FLEs | | | | |
|----------------------|-------------|---------|---------|---------|---------|----------------|---------|---------|---------|--|
| | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | |
| Undergraduate | 6,520 | 6,503 | 6,296 | 6,361 | 6,448 | 6,393 | 6,430 | 6,455 | 6,457 | |
| Arts and Science | 3,747 | 3,713 | 3,525 | 3,460 | 3,435 | 3,538 | 3,559 | 3,573 | 3,574 | |
| Education | 444 | 460 | 452 | 449 | 465 | 440 | 442 | 444 | 444 | |
| Fine Arts | 539 | 560 | 538 | 561 | 600 | 569 | 573 | 575 | 575 | |
| Health Sciences | 254 | 281 | 346 | 434 | 524 | 541 | 544 | 546 | 547 | |
| Management | 1,536 | 1,489 | 1,436 | 1,456 | 1,424 | 1,304 | 1,312 | 1,317 | 1,317 | |
| Graduate | 429 | 435 | 393 | 550 | 602 | 610 | 612 | 637 | 646 | |
| Arts and Science | 207 | 217 | 222 | 292 | 344 | 325 | 361 | 380 | 390 | |
| Education | 176 | 175 | 125 | 203 | 184 | 198 | 163 | 164 | 162 | |
| Fine Arts | - | 1 | - | 4 | 10 | 14 | 13 | 13 | 13 | |
| Health Sciences | 31 | 28 | 27 | 31 | 34 | 35 | 37 | 39 | 41 | |
| Management | 16 | 15 | 19 | 20 | 30 | 38 | 38 | 40 | 40 | |
| Total | 6,949 | 6,938 | 6,689 | 6,911 | 7,050 | 7,003 | 7,042 | 7,092 | 7,103 | |

Note: Numbers may not add due to rounding

Programming

Table 1: New Priority Programs and Program Expansions

| | Program | Projected Funding Source | Planned Implementation Year |
|------------------------------|---|--|--------------------------------|
| Undergraduate | B.A., Major in Spanish | No government funding required for program initiation. | 2013 |
| | B.F.A. (Native American Art) | No government funding required for program initiation. | 2013 |
| | B.H.Sc., Major in Aboriginal Health Studies | Government funding. | TBA when funding is available. |
| | B.F.A. (New Media)/B.Mgt. | No government funding required for program initiation. | 2012 |
| | B.H.Sc. in Public Health/B.Mgt. | No government funding required for program initiation. | 2012 |
| | B.A., Major in Applied Statistics | No government funding required for program initiation. | 2012 |
| | B.Ed. Program Expansion | Government funding. | TBA when funding is available. |
| Graduate | Master of Nursing | Government funding. | TBA when funding is available. |
| | Master of Health Services Management | Government funding. | 2014 |
| | Ph.D. in Chemistry | No government funding required for program initiation. | TBA |
| | Ph.D. in Theory, Culture, and Social Change | No government funding required for program implementation. | TBA |
| | Ph.D. in Population and Health Studies | No government funding required for program implementation. | 2014. |
| Approved - to be Implemented | Ph.D. in Education | Internal funding to initiate; government funding will be required in the future. | 2013 |

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

ACADEMIC DIRECTIONS

With the University's Strategic Plan as a framework, the University of Lethbridge has worked over the past year to develop an Academic Plan that considers the academic actions that will support our continued progress towards achieving our academic mission.

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

As part of the Academic Planning process, performance measures and metrics are currently being developed to identify our success in fulfilling the Academic Plan.

Supporting the Student Experience

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

Student Life Priorities

post-secondary education.

- ▶ Ensure that the policies and procedures associated with student scholarships and awards are optimized.
- ▶ Grow student scholarships and awards.
- ▶ Educate students and parents about the costs, benefits, and ways to finance a University education.
- ▶ Address the funding needs for graduate students.
- ▶ Continue to work with the Government of Alberta to ensure sustainable academic program funding and opportunities for new academic program funding.

- Student Housing

- ▶ Increase on-campus residence space in Lethbridge.
- ▶ Develop and enhance the residence life experience, including food services and residence student programming.
- ▶ Increase support for students to find off-campus accommodations and roommates.
- ▶ Develop ways to assist local students to be an active part of the University community while living at home.
- ▶ Ensure that there are various options for student housing for different student groups, specifically graduate students.

- Campus Collegiums

- ▶ Establish campus collegiums for students to enhance their connection to the University community and to build peer support networks that will enhance and support academic study.

- Learning Commons

- ▶ Support on-campus and off-campus students through the development of a Learning Commons with both physical and virtual components.

- Cultural, Recreational, and Extracurricular Opportunities

- ▶ Provide educational, recreational, and cultural opportunities to foster student involvement in the non-academic activities of the University.
- ▶ Work with the local community to increase available opportunities for culture and recreation for students.

Leadership in Learning

| | Priorities | Broad Actions |
|------------------------|---|---|
| Programming Priorities | <ul style="list-style-type: none"> Undergraduate Programming | <ul style="list-style-type: none"> ▶ Enhance access to undergraduate programming by evaluating and improving existing programs and developing new programs of study. ▶ Build interdisciplinary programs that reflect the interests of our faculty, students, and society. ▶ Annual Access Plans will prioritize areas of new program development to address institutional priorities and the identified priorities of the Government of Alberta. ▶ Refine and develop curriculum to focus on the needs of students. |
| | <ul style="list-style-type: none"> Graduate Programming | <ul style="list-style-type: none"> ▶ Increase access to graduate programs to promote the University's development as a Comprehensive Academic and Research Institution. |
| | <ul style="list-style-type: none"> General Liberal Education Requirements | <ul style="list-style-type: none"> ▶ Simplify, refine, and evolve the General Liberal Education Requirement as an essential part of the undergraduate experience. |
| | <ul style="list-style-type: none"> Experiential Learning | <ul style="list-style-type: none"> ▶ Enhance opportunities for students to gain direct experience outside the classroom through programs such as co-operative education, applied studies, or service learning. ▶ Expand co-operative education to graduate students. |
| | <ul style="list-style-type: none"> Quality Assurance | <ul style="list-style-type: none"> ▶ Following a program review schedule to ensure that all academic programs and units are reviewed, the U of L quality assurance program will work to achieve and surpass the quality assurance expectations of the Government of Alberta. |
| | <ul style="list-style-type: none"> Sustainability | <ul style="list-style-type: none"> ▶ Wherever possible, the concept of sustainability will be embedded in programming and curricula. |
| Teaching Priorities | <ul style="list-style-type: none"> Support and Promote Teaching Excellence | <ul style="list-style-type: none"> ▶ Expand the recognition of teaching excellence. ▶ Explore new ways to identify, recognize, promote, and celebrate excellence in teaching. ▶ Provide opportunities for all faculty members and instructors to participate in teaching-oriented conference and workshops. |
| | <ul style="list-style-type: none"> Teaching Development | <ul style="list-style-type: none"> ▶ Support and promote the role of the Centre for the Advancement of Excellence in Teaching and Learning (CAETL) in fostering and sustaining outstanding and inspirational teaching. ▶ Through the CAETL, implement programs that |

| | | |
|------------------------------------|--|--|
| | | <p>provide enhanced teaching support to new and existing faculty members and graduate students.</p> <ul style="list-style-type: none"> ▶ Ensure teaching development programs and supports recognize the varying demands of undergraduate and graduate instruction. ▶ Mentor graduate students for their possible future teaching roles as faculty members. |
| <p>Research Priorities</p> | <ul style="list-style-type: none"> • Research & Undergraduate Education | <ul style="list-style-type: none"> ▶ Provide undergraduate students with opportunities to explore and contribute to the wide array of research and creative activity experiences at the U of L. ▶ Ensure that undergraduate programs continuously evolve to reflect current states of available knowledge and that academic programs are informed and shaped by the research conducted at the U of L. |
| | <ul style="list-style-type: none"> • Research & Graduate Education | <ul style="list-style-type: none"> ▶ Develop further connections between the School of Graduate Studies and the U of L research community to support graduate students and faculty members. |
| | <ul style="list-style-type: none"> • Communicating Research | <ul style="list-style-type: none"> ▶ Ensure access to and preservation of the scholarly output of faculty and students through Library initiatives such as the Institutional Repository, digital collections, and other partnerships. |
| | <ul style="list-style-type: none"> • Academic Support for the Strategic Research Plan | <ul style="list-style-type: none"> ▶ Units will align their research mandate to promote the priorities identified in the University’s Strategic Research Plan and continue to participate in research planning to ensure that their own research priorities are advanced as well. |
| <p>Program Delivery Priorities</p> | <ul style="list-style-type: none"> • Pan-Alberta Campus | <ul style="list-style-type: none"> ▶ Continue to develop and offer unique programs through our Calgary and Edmonton locations. |
| | <ul style="list-style-type: none"> • Modes of Delivery | <ul style="list-style-type: none"> ▶ While the U of L’s focus for undergraduate education remains face-to-face learning, we embrace the growing importance of new learning technologies and will work to integrate these within the classroom to enhance and support teaching and learning activities. ▶ Develop an institutional strategy for articulating blended learning program delivery. ▶ Continue to build pathways for students by ensuring transfer agreements support the educational goals of students and partnering institutions. |

Creating a Community of Learners

Student Priorities

-
- | | |
|---|--|
| <ul style="list-style-type: none"> • First Nations, Métis and Inuit Students | <ul style="list-style-type: none"> ▶ Increase access and participation of FNMI students by building and enhancing relationships with Aboriginal communities and developing a university-level framework for support. |
| <ul style="list-style-type: none"> • International Students | <ul style="list-style-type: none"> ▶ Promote international diversity by enhancing access for students from around the world. ▶ Ensure that support services are in place to help international students succeed. ▶ Provide international education opportunities for all U of L students to enhance intercultural and international competencies. |
| <ul style="list-style-type: none"> • Community Engagement | <ul style="list-style-type: none"> ▶ Support and foster social responsibility within our student community and encourage local community engagement through volunteerism and service learning. |
-

RESEARCH

The U of L Strategic Research Plan identifies five strategies to ensure that research is aligned with the broader mandate of the University. All U of L research, including each of the following projects, is measured by the degree to which it supports the Strategies for Research outlined in the Strategic Research Plan:

- **PROMOTE EXCELLENCE.** We will continue to place the highest value on exceptional research performance across the institution without regard to the scale of our engagement in the particular field of research in which an individual scholar may work.
- **INVEST STRATEGICALLY.** We will continue to invest strategically to build a portfolio of internationally recognized research around a number of provincially and nationally recognized concentrations of research excellence.
- **PROMOTE TRANSLATION.** We will promote the translation of our research outcomes for the benefit of society and to perpetuate the research process.
- **TRAIN GRADUATE STUDENTS.** We will provide for graduate level research and training within the context of our overall research activities.
- **DIVERSIFY FUNDING.** We will broaden the range of research funding sources.

Research Themes

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

- **CREATIVITY AND PERFORMANCE:** This theme recognizes research at the intersection of art, culture and society. Our current capabilities in these contexts rest on the outstanding intellectual, creative, and performance activities of our cultural and literary critics and theorists, analysts and composers as well as our dramatists, visual artists, musicians, designers, producers, directors and digital media specialists who each provide constructs of social communication and aesthetic expression. This theme builds on the University of Lethbridge's strength in visual arts by incorporating traditional and emerging media, including digital and interactive media. Through collaborative efforts with other disciplines, research explores the connections of movement and performance, both athletic and artistic, and its implications on group identity and popular culture.
- **EARTH AND ENVIRONMENT:** This research theme is built on a foundation of understanding the earth, its resources and its sustainability. The University of Lethbridge has long focused on the issues of sustainability, development and globalization. Our current capacity stems from our work on water, fresh-water ecosystems, mountain and river hydrology and the overall sustainability of our environment, including the development of biofuels, bioenergy sources and new materials, such as biodegradable plastics. Our work on remote sensing and imaging, spectroscopy, chemical processes and structures, and water and environmental research will provide data and knowledge pertinent to the development of effective land and water management practices. Our emerging capabilities include exploring and resolving the interconnected problems revolving around demographics, economics and environmental sustainability.

- **HEALTHY FUTURES:** This research theme is built on an integrated approach to health and wellness that incorporates a range of disciplines including the social sciences, natural sciences, health sciences and education. Basic research is providing the knowledge necessary to realize breakthroughs in wellness and in disease prevention and management. This fundamental research offers potential for the development of new treatment approaches for many of the devastating injuries and diseases we face throughout life. Upon these foundations, our emerging capabilities include developing ground-breaking techniques for measuring learning-related brain changes, developing and refining new drug techniques, identifying new targets and novel perspectives for a number of inherited and acquired diseases, improving child development outcomes for children born pre-term, and understanding the implications of re-growth of mammalian brain cells for the treatment of cognitive disorders. The University of Lethbridge has strong research efforts aimed at improving the health and wellness of all Albertans and we will continue to further our capacity to influence social policy, improve education, identify preventative strategies and reverse pathology.
- **ORGANIZATIONS, CULTURE AND SOCIETY:** This theme of research explores the relationships that exist between people, cultures and places, and organizations. Our current capabilities are founded on scholarship that seeks to provide insight into how individuals, groups, organizations and institutions relate to one another as well as the ethos and processes that shape society and civilization. Research questions challenge the multifaceted dimensions of civilization through critical and interpretive examination of the past and the present across multiple perspectives including those of culture, aesthetics and language, nationality and race; gender, age, disability, and sexuality; religion and politics; ethics, morality, justice, equity and social trust; work, sport and leisure activity; and business and the economy. Through social and cultural critique, our researchers seek to understand our present and our past, and to identify and clarify public issues. In doing so, they contribute the knowledge and understanding necessary to inform political participation and cultural, social and economic policy, and to enable individuals, communities and organizations to engage effectively and meaningfully with an increasingly global environment.
- **ORIGINS AND EXPLORATIONS:** This theme is dedicated to explorations of the most basic questions of life, humanity and the universe. From the origins of human cultures to the creation of galaxies and stars, our researchers probe thought, understanding and reason to provide the numerical, literary and computational discourse to advance theory, critique contemporary and historical frameworks, synthesize new materials, create novel devices, and solve complex problems. Emerging opportunities in this theme are broad in scope and positioned to raise critical questions, expand both knowledge and global enterprise, and diversify economies. Applications of the tools of cellular imaging, electrophysiology, magnetic resonance imaging and computational modeling are leading current understanding of how the neural networks of the brain create the phenomena of memory, perception and action. Our expertise in magnetic resonance spectroscopy on materials and structure determination is producing novel insight for work on biological and synthetic macromolecules as well as on paramagnetic species. The methods, assumptions and disciplines of study within this theme are a catalyst for the development of skills of critical and interpretive dialogue, logic, reason and understanding.

Research Priorities, 2012/13 – 2014/15

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

PRIMARY PRIORITIES & TARGETED INVESTMENTS

The introduction of the Campus Alberta Innovation Program (CAIP) Chair program enables the University to maximize existing external programs, namely the Canada Research Chair (CRC) program, Canada Foundation for Innovation (CFI), and the Research Capacity program. Leveraging this investment is a key goal in the University's research priorities. For example, the University intended to (tentatively) fill its remaining CRC allocation (two chairs) in the areas of remote sensing and neuroscience. With the three CAIP chairs, we are able to build capacity in the CAIP chair areas (Aquatic Health; Brain Health and Dementia; and Terrestrial Ecosystems Remote Sensing) and open the two CRC positions to other possible strategic areas. The U of L issued a campus call to fill the vacant CRC positions, requesting thematic proposals addressing the research opportunities that could be realized through the CRC program. Decisions will be announced early in 2012.

The U of L has identified four main areas for targeted research investment, aligned with provincial priorities and University strategic research strategies: water and environmental sciences; neuroscience; earth imaging; and multiphase materials science.

| | |
|--|--|
| Targeted Investment: | Water and Environmental Sciences |
| Provincial Priorities: | Energy & Environment Solutions; Health Solutions |
| U of L Strategic Research Priorities: | Earth & Environment; Healthy Futures |

The U of L is a recognized force in water and environmental research in Canada. Our specific priorities to address human resources or infrastructure gaps in this area are:

| | Priority | Description |
|---------|---|--|
| 2012/13 | 1. Recruit CAIP Chair in Aquatic Health | This Chair will complement our established Tier 1 CRCs in Aquatic Ecology and Aquatic Toxicology, as well as other members of the University's internationally renowned water research group. This hiring will solidify our provincial and national leadership role in water research, including policy implications, social issues and monitoring of our natural resources. |
| 2013/14 | 2. Submit CFI LOF proposal | The requested infrastructure will aid Dr. Chris Hugenholtz in his research on improving our understanding and ability to predict aeolian (wind) processes, one of the most ubiquitous environmental processes on Earth and other terrestrial planets and moons. |

| | |
|--|---|
| Targeted Investment: | Neuroscience |
| Provincial Priorities: | Health Solutions; Bio Solutions |
| U of L Strategic Research Priorities: | Healthy Futures; Origins & Explorations |

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

| | Priority | Description |
|---------|--|---|
| 2012/13 | 1. Recruit CAIP Chair in Brain Health and Dementia | The CAIP Chair in Brain Health and Dementia will join the research-intensive group at the CCBN. The Chair will develop a research program focusing on cellular and molecular mechanisms underlying normal and disordered memory and related cognitive processes, especially related to dementia. |
| | 2. Submit CFI LOF proposal | The requested infrastructure will assist Dr. Andrew Iwaniuk, an evolutionary neurobiologist, study the effects of environmental contaminants on the brain, endocrine system, and behavior, as well as explore evolutionary neurobiology and how it has shaped the brains and behaviours of numerous species. |
| 2013/14 | 3. Submit CFI LEF proposal | The U of L plans to enhance its research capacity in the area of molecular approaches to health and disease by creating a Molecular and Genetic Interdisciplinary Centre (MaGIC). The proposal builds upon previous CFI awards and provincial investments including a planned launch of a Pan-Albertan Epigenetics Institute, as well as Research Capacity investments in neuroscience and biochemistry to allow the CAIP Chair to be productive immediately upon recruitment. The proposed research facility is the final component needed to achieve full operation of the CCBN research enterprise. This infrastructure will enable transgenic modeling, thereby broadening the scope of our basic research and accelerating translation to new therapies for brain health dementia. The work conducted in this facility will complement that of the Polaris group, and serve to ensure that neuroscientists in Lethbridge and Alberta remain at the leading edge of neuroscience and its applicability to human health. |
| | 4. Submit CFI NIF proposal | We anticipate submitting a New Initiative Fund application centred on the CAIP Chair in Brain Health and Dementia. Initial discussions have been held on a possible application. Details will be filled out once the CAIP Chair holder is recruited. |
| 2014/15 | | |

Targeted Investment: Earth Imaging
Provincial Priorities: Energy & Environment Solutions; Technology Futures
U of L Strategic Research Priority: Earth & Environment

The development of Canada's resources is dependent upon sustainable land and water management practices. The University of Lethbridge boasts research intensity in imaging spectroscopy and remote sensing. 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. Our specific priority in this area is:

| Priority | Description |
|--|---|
| 1. Recruit CAIP Chair in Terrestrial Ecosystems Remote Sensing | This Chair will complement our existing research group by developing and applying remote sensing technologies to support integrated resource management, especially with respect to: monitoring the reclamation status of mine sites and of oil and gas well sites; enhancing the efficiency of watershed management; and investigating spatial and temporal characteristics of environmental and anthropogenic stressors pertinent to food security and sustainable rural development. |

2012/13

Targeted Investment: Multiphase Materials Science
Provincial Priorities: Biosolutions; Energy & Environment Solutions; Technology Futures
U of L Strategic Research Priorities: Origins & Explorations; Earth & Environment

The University of Lethbridge is an emerging leader in magnetic resonance research. This priority will enable innovative research across a wide range of life, energy, environmental, and materials sciences.

| Priority | Description |
|----------------------------|--|
| 1. Submit CFI LOF proposal | The requested infrastructure will establish a Pan-Albertan High-Field NMR Facility, which will enable Dr. Paul Hazendonk and his colleagues to combine expertise in NMR spectroscopy of fluorine-containing materials, and preparative fluorine chemistry in the same place. Correspondingly, cutting-edge research will be conducted in pharmaceutical, energy, nanotechnology, and materials science. Notably, this infrastructure will be the only solution and solids NMR facility in the world with simultaneous four-channel (HFXY) capability at high field and ultrafast spinning. |

2012/13

PRIORITIES IN DEVELOPMENT

The University of Lethbridge remains nimble and responsive to new and emerging opportunities as they arise. These opportunities reinforce our foundational research strategies and encourage interdisciplinary inquiry. There are four areas for targeted research investment in development: behavioural neuroscience; global population and health; new media; and health.

Targeted Investment: Behavioural Neuroscience
Provincial Priority: Health Solutions
U of L Strategic Research Priorities: Healthy Futures; Origins & Explorations; Organizations, Culture & Society; Creativity & Performance

| | Priority | Description |
|---------|---|---|
| 2013/14 | <ul style="list-style-type: none"> Submit CFI LOF proposal | The requested infrastructure will establish a state-of-the-art Behavioural Analysis Unit with dedicated equipment and experimental apparatus to enable Dr. Louise Barrett and her colleagues – one of the largest groups of comparative and evolutionary-oriented psychologists in Canada – to further explore the ways in which human and non-human primates are formed by, negotiate, and transform the social spaces in which they live, and how social life shapes cognition. |

Targeted Investment: Global Population and Health
Provincial Priority: Health Solutions
U of L Strategic Research Priorities: Healthy Futures; Organizations, Culture & Society; Creativity & Performance

| | Priority | Description |
|---------|---|---|
| 2014/15 | <ul style="list-style-type: none"> Submit CFI NIF proposal | The requested infrastructure would enable Dr. Susan McDaniel to execute large longitudinal studies on multinational data. These studies would encompass a wide range of possible scenarios, from following individual people to comparing what-if scenarios for entire countries. |

Targeted Investment: **New Media**
Provincial Priorities: Health Solutions; Technology Futures
U of L Strategic Research Priorities: Healthy Futures; Creativity & Performance

| | Priority | Description |
|---------|---|---|
| 2014/15 | <ul style="list-style-type: none"> Submit CFI LEF proposal | <p>The requested infrastructure will enable unique integration of our existing strengths in Digital Audio Arts, New Media and Drama. The proposed studies will provide a multi-perspective approach toward the creation of new ideas, value-added activities, and new Information and Computing Technologies. The outcome of this investment also provides the opportunity to contribute to promoting wellness by serving to shape and guide the dimensions of tacit knowledge.</p> |

Targeted Investment: **Multiphase Materials Science**
Provincial Priority: Health Solutions
U of L Strategic Research Priority: Healthy Futures

| | Priority | Description |
|---------|--|---|
| 2013/14 | <ul style="list-style-type: none"> Recruit CAIP Chair in Health | <p>The recent Alberta Innovates Health Solutions (AIHS) announcement to direct \$6M toward a 'second generation' of CAIP chairs with the priority focus on translational outcomes provides a key opportunity for the U of L to develop the research agenda of the Faculty of Health Science. As we prepare an institutional strategy in anticipation of our allocation, we will consider our strengths in: primary care; mental health and addictions; Aboriginal health and wellness; developmental disabilities; social policy; and community health.</p> |

SUSTAINABILITY

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

| Strategies | Performance Measures |
|---|--|
| <ul style="list-style-type: none"> Review the University Budget Process to ensure that it reflects sound financial and resource management. | Implemented recommendations from the University Budget Task Force. |
| <ul style="list-style-type: none"> Utilize a budget process founded on open discussion, alignment of resources with strategic priorities, consideration of long-term consequences, and prioritization of institutional financial stability and growth. | Resources allocated to activities associated with strategic priorities. Annual balanced budgets approved by the Board of Governors. |
| <ul style="list-style-type: none"> Broaden and grow the financial resource base of the University. | Success in raising and securing funds in addition to government operating grants. Value of research grants received. Total gift funds per student. |
| <ul style="list-style-type: none"> Develop a sustainable information technology (IT) strategy and identify infrastructure required for delivering programs and student services at all U of L campuses. | Investment in IT including the provision of funds for lifecycle replacement of IT equipment on an annual basis. Continuing support to Alberta Post-Secondary Application System (APAS). Investment in an online scholarship system for students. |
| <ul style="list-style-type: none"> Ensure that the U of L follows best practices and the requirements under the Post-secondary Learning Act. | Number of audit recommendations made by the Auditor General's Office, the University's Internal Auditor, and other external auditors. |
| <ul style="list-style-type: none"> Plan for staff complement, specifically retirements and duplications. | Number of positions successfully filled. |

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

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

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

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

COMMUNITY

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

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

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

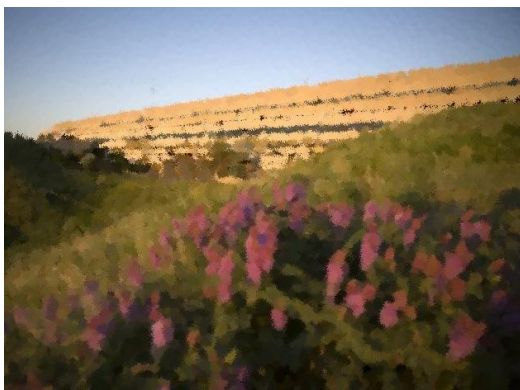
| Strategies | Performance Measures |
|--|---|
| <ul style="list-style-type: none"> Connect with the local community through a broad range of educational, recreational, and fine arts programs. Expand the University's presence in the Lethbridge community and southern Alberta. | <p>Number of public events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

Coutts Centre for Western Canadian Heritage (a homestead property located just outside of Nanton, AB, that was gifted to the U of L in 2011).

- Support and encourage active alumni engagement with the University.

Strengthen links to Campus Alberta partners.

| Strategies | Performance Measures |
|---|--|
| <ul style="list-style-type: none"> • Foster and renew relationships with Campus Alberta partners. | Number of collaborative programs. Enrolment in collaborative programs. Number of active articulation agreements. |
| <ul style="list-style-type: none"> • Advance the profile of Campus Alberta in Calgary by supporting the continued downtown development of Bow Valley College in partnership with Bow Valley College, Olds College, and Athabasca University. | Enrolment at Calgary campus. |



Financial and Budget Information

The proposed operating budget for the upcoming fiscal year is \$152,324,133, which is an increase of \$1,108,860 (0.73%) from the previous year. As in previous years, budget decisions were made in consultation with the University Budget Committee (UBC) and with the University’s various budget units. Budget decisions were also made within the context of the University’s 2009-13 Strategic Plan and with consideration of the University’s Academic Plan and Strategic Research Plan.

This year’s budget was a challenge, as the University of Lethbridge is again facing reductions in the 2012/13 fiscal year. The University is encouraged by the government’s introduction of predictable, three-year funding in the amount of 2% operating grant increases for each year. However, it is important to note that this will not fully offset the cost of expenditure increases for these years and we will still be experiencing reductions. The reductions that the University will be making to the operating budget could be reason enough to step back and put the institution in a holding pattern. Instead, through increased efficiencies and reallocations, we are finding ways to continue to make strides towards our strategic priorities by reallocating continuing funds. While the fiscal environment is unfavourable for the next three years, the University remains committed to directing as many of its scarce resources as possible towards our strategic priorities and enhancing our position as a comprehensive teaching and research University. As reductions are made to the operating budget, the U of L has made every effort to ensure that the University maintains the quality of our academic programs and service to our students.

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

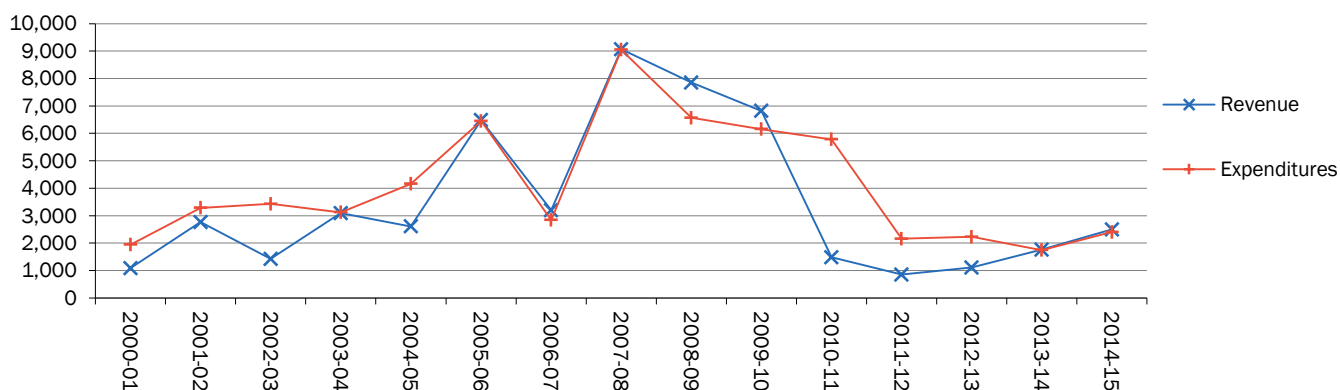


Figure 1: Change From Previous Year (\$000)

GUIDING PRINCIPLES

Each year through the budget process, the University Budget Committee follows certain guiding principles that provide the framework for the decision-making process. These guiding principles are:

- An open budget process that allows for discussion between all units on campus.
- A process that allows resources to be aligned with strategic priorities.
- A process that examines the long-term consequences of short-term decisions.
- A process that concentrates on the long-term financial viability of the University.
- A process that ensures the financial stability and growth of the institution.

BUDGET ASSUMPTIONS

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

Table 2: Budget Assumptions, 2012/13 – 2014/15

Budget Assumptions

| | 2012/13 | 2013/14 | 2014/15 |
|----------------------------|------------------|------------------|------------------|
| Revenue | | | |
| Grant change | 2.0% | 2.0% | 2.0% |
| Instructional fee increase | 1.45% | 1.45% | 1.45% |
| Expenditures | | | |
| Compensation increases | | | |
| • Merit | 2.33% | 2.33% | 2.33% |
| • Market | Pool established | Pool established | Pool established |
| • Benefits | 5.0% | 5.0% | 5.0% |
| Contracts | - 6.7% | 0% | 0% |
| Utilities | 0% | 0% | 0% |
| Insurance | 0% | 0% | 0% |
| Investment Advisor | 8% | 2% | 2% |

The results of making these assumptions in preparing the budget for the next three years are provided in the following table. The University will be facing deficits in each of the three years in the rolling budget. The total amount of reductions over the next three years that will be required to balance the budget based on these assumptions is \$4.05 million.

Table 3: Proposed Operating Fund Budget Changes, 2012/13 – 2014/15

Proposed Operating Fund Budget Changes (\$000)

| | 2012/13 | 2013/14 | 2014/15 |
|--|-------------------|-------------------|-------------------|
| Prior year budgeted expenditures | \$ 151,216 | \$ 154,266 | \$ 157,952 |
| Cost increases (decreases) for existing programs | | | |
| Salaries & benefits | 6,451 | 3,764 | 3,487 |
| Scholarships | 555 | - | - |
| Materials & Services | (3,117) | (78) | 17 |
| Strategic Priorities | 800 | - | - |
| Unrealized Investment Income | (2,000) | - | - |
| Travel | (33) | - | - |
| Capital & Equipment | 393 | - | - |
| Operating fund requirements | \$ 154,266 | \$ 157,952 | \$ 161,456 |
| Prior year budgeted revenue | \$ 151,216 | \$ 152,324 | \$ 154,908 |
| General Grant Adjustment | (102) | - | - |
| 2% Grant Increase | 1,945 | 1,989 | 2,029 |
| General fee increase | 720 | 587 | 460 |
| Unrealized Investment Income | (2,000) | - | - |
| Miscellaneous Other Revenue | 545 | 8 | 10 |
| Operating funds available | \$ 152,324 | \$ 154,908 | \$ 157,407 |
| Annual reductions required | \$ 1,941 | \$ 1,102 | \$ 1,005 |
| Cumulative additional funds/reductions required | \$ 1,941 | \$ 3,043 | \$ 4,048 |

BUDGET ADJUSTMENTS

Reductions have been asked of each unit for the 2012/13 year based on approximately 3.39% of their original 2011/12 operating budget. Units may balance either through reductions to expenditures or increases to revenue, with the stipulation that budget adjustments could not be achieved by downloading workload or costs onto other units. The University Budget Committee requested that units give consideration to re-engineering process wherever possible. The UBC then made recommendations concerning the reductions proposed by the units along with the 2% increase in grant funding, based upon the consequences of the reductions to the unit and the institution as a whole, as well as the effects on the institutional priorities from the Strategic Plan. Consultations occurred with Deans, Executive Directors, and Senior Executives prior to budget recommendations being made to the President.

In addition to individual unit reductions, several initiatives have been implemented and administered centrally that will allow the institution to reduce costs and ease the pressure of reductions on individual units. These include:

- Voluntary early retirement plans; and
- Budget unit reviews.

PROPOSED REVENUE BUDGET

The University’s overall general fund revenue budget will increase by \$1,108,860 in 2012/13 primarily due to the 2% base operating grant increase. 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.

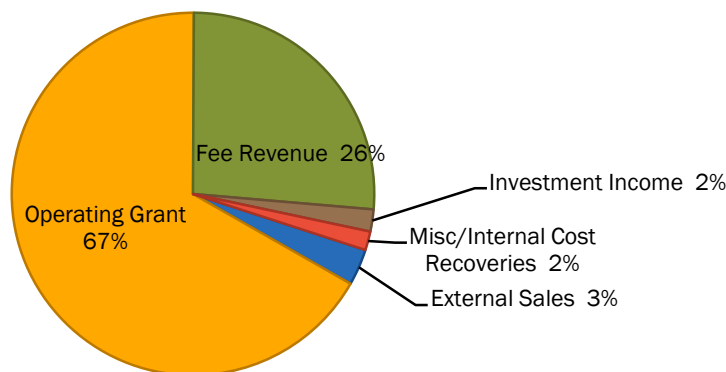


Figure 2: 2012/13 Source of Funds – Operating (Cash Basis)

PROPOSED EXPENDITURE BUDGET

The University is again in a position where our expenditure line items have outpaced the growth in our revenues. This is primarily due to fewer funds being provided through the provincial and federal governments and smaller increases in instructional and other fees. As in previous years, the starting point for the 2012/13 operating budget is the projection of the continuing cost base from the 2011/12 year. Projected expenditures remain at prior year levels unless increases are required through contractual or statutory obligations. The U of L recognizes that this method of budgeting has had consequences for many budget units, including a loss of purchasing power due to inflationary increases. The University has attempted, through selective reductions, to provide some relief to specific departments. Each year contractual or statutory increases including salaries and benefits, utilities, insurance, and software contracts/maintenance costs are automatically adjusted in the budget process. These costs are not discretionary and must be paid, and are therefore fully funded.

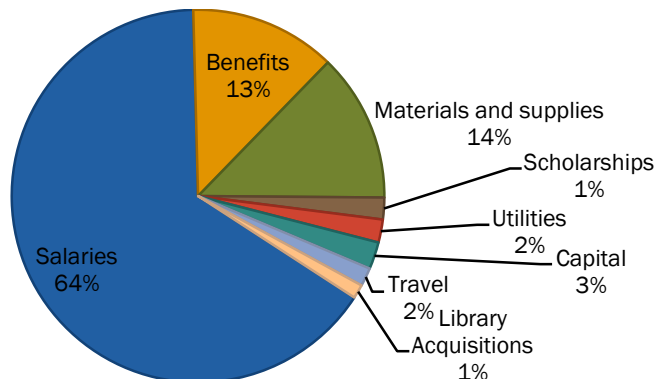


Figure 3: 2012/13 Expenditures (Cash Basis)

UNIVERSITY OF LETHBRIDGE CONSOLIDATED BUDGET, 2012/13 - 2014/15

| University of Lethbridge Budget by Fund (\$000) | | | | | | | |
|---|----------------------|--------------------------|---------------------------------------|---------------------|-------------------------------|-------------------------------|-------------------------------|
| | General Operating | Ancillary Enterprises | Eliminate Internal Transactions | Restricted Funds | 2012/13 Proposed Budget | 2013/14 Proposed Budget | 2014/15 Proposed Budget |
| REVENUE | | | | | | | |
| Government of Alberta grant | 99,467 | - | | 7,145 | 106,611 | 108,600 | 110,630 |
| Federal and other government grants | 1,992 | - | | 5,384 | 7,376 | 7,376 | 7,376 |
| Student tuition and fees | 40,034 | - | | 6 | 40,040 | 40,411 | 40,768 |
| Sales of services and products | 7,480 | 10,259 | (3,559) | 18 | 14,199 | 15,986 | 16,301 |
| Donations and other grants | 352 | 88 | | 2,364 | 2,804 | 2,804 | 2,804 |
| Investment income | 3,000 | 72 | | 1,533 | 4,605 | 4,608 | 4,620 |
| Reserve | 808 | 751 | | - | 1,559 | 846 | 535 |
| Amortization of deferred capital contributions | 11,000 | - | | - | 11,000 | 11,000 | 11,000 |
| | <u>164,132</u> | <u>11,171</u> | <u>(3,559)</u> | <u>16,449</u> | <u>188,193</u> | <u>191,631</u> | <u>194,033</u> |
| EXPENDITURES | | | | | | | |
| Salaries | 99,653 | 2,554 | | 8,506 | 110,714 | 110,333 | 109,692 |
| Benefits | 19,322 | 465 | | 668 | 20,455 | 21,070 | 21,685 |
| Supplies and service | 9,812 | 1,597 | (3,559) | 1,768 | 9,618 | 9,591 | 9,523 |
| Equipment | 2,953 | 436 | | 499 | 3,888 | 3,678 | 3,668 |
| Travel | 2,442 | 49 | | 859 | 3,350 | 3,280 | 3,305 |
| External contracted services | 2,167 | 795 | | 346 | 3,309 | 3,236 | 3,051 |
| Professional fees | 834 | 12 | | 10 | 856 | 849 | 859 |
| Interest on long term liabilities | 275 | 125 | | - | 400 | 900 | 900 |
| Insurance | 722 | 41 | | - | 763 | 766 | 769 |
| Property taxes | 9 | 157 | | 1 | 167 | 224 | 235 |
| Utilities | 3,040 | 422 | | - | 3,462 | 3,656 | 3,741 |
| Repairs and maintenance | 737 | 279 | | 1,366 | 2,382 | 2,408 | 2,322 |
| Scholarships, bursaries and awards | 2,884 | - | | 2,425 | 5,310 | 5,229 | 5,143 |
| Cost of goods sold | 238 | 3,402 | | - | 3,640 | 3,757 | 3,860 |
| Provisions | 4,475 | - | | - | 4,475 | 7,563 | 10,490 |
| Capital | 3,570 | - | | - | 3,570 | 3,082 | 2,733 |
| Amortization of capital assets | 11,000 | 248 | | - | 11,248 | 11,256 | 11,254 |
| | <u>164,132</u> | <u>10,582</u> | <u>(3,559)</u> | <u>16,449</u> | <u>187,604</u> | <u>190,876</u> | <u>193,228</u> |
| REVENUE OVER EXPENDITURES | <u>-</u> | <u>589</u> | <u>-</u> | <u>-</u> | <u>589</u> | <u>755</u> | <u>806</u> |
| Unfunded Liability - UAPP | 1,500 | | | | 1,500 | 1,500 | 1,500 |
| EXCESS (DEFICIT) REVENUE OVER EXPENDITURES | <u>(1,500)</u> | <u>589</u> | <u>-</u> | <u>-</u> | <u>(911)</u> | <u>(745)</u> | <u>(694)</u> |

STATEMENT OF CASH FLOWS

Statement of Cash Flows

Figures are in thousands of dollars

| | 2010-11 Actual | 2011-12 Projection | 2012-13 Approved Budget | 2013-14 Proposed Budget | 2014-15 Proposed Budget |
|--|-------------------|-----------------------|----------------------------|----------------------------|----------------------------|
| Cash provided from (used in) operating activities: | | | | | |
| Excess (deficiency) of revenues over expenses | \$16,977 | \$(230) | \$1,101 | \$1,491 | \$1,504 |
| Add (deduct) non-cash items: | | | | | |
| Amortization of deferred capital contributions | (10,313) | (11,000) | (11,000) | (11,000) | (11,000) |
| Amortization of capital assets | 17,692 | 19,200 | 11,248 | 11,256 | 11,254 |
| Gain (Loss) on disposal of capital assets | 6 | - | - | - | - |
| Change in unrealized loss (gain) on investments | (5,671) | 4,300 | - | - | - |
| Change in employee future benefits liabilities | (672) | 500 | 500 | 500 | 500 |
| | 18,019 | 12,770 | 1,849 | 2,247 | 2,258 |
| Net change in non-cash working capital | 12,056 | 700 | (1,000) | (1,000) | (1,000) |
| | 30,075 | 13,470 | 849 | 1,247 | 1,258 |
| Cash provided from (used in) investing activities: | | | | | |
| Purchase of capital assets and collections, net of proceeds from disposals | (29,448) | (31,335) | (48,183) | (96,831) | (214,182) |
| Purchase of long-term investments, net of sales | 15 | (1,860) | (700) | 9,300 | (700) |
| Endowment investment earnings | 576 | (400) | 100 | 100 | 100 |
| | (28,857) | (33,595) | (48,783) | (87,431) | (214,782) |
| Cash provided from (used in) financing activities: | | | | | |
| Endowment contributions | 2,090 | 1,750 | 700 | 700 | 700 |
| Capital contributions | 5,827 | 18,395 | 27,983 | 67,631 | 211,732 |
| Long-term liabilities - new financing, net of repayments | (250) | 7,000 | (700) | (700) | (700) |
| Change in other long-term assets | 167 | 200 | 200 | 200 | 200 |
| | 7,834 | 27,345 | 28,183 | 67,831 | 211,932 |
| Increase (decrease) in cash | 9,052 | 7,220 | (19,751) | (18,353) | (1,592) |
| Cash and cash equivalents, beginning of year | 30,558 | 39,610 | 46,830 | 27,079 | 8,726 |
| Cash and cash equivalents, end of year | \$39,610 | \$46,830 | \$27,079 | \$8,726 | \$7,133 |

TUITION AND FEES

Fees represent the second largest component of the University's general operating fund revenue budget. For the fiscal year 2012/13, the University projects approximately \$40 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 \$719,707 (1.8%) over the 2011/12 fiscal year. This increase consists of the tuition fee increase and credit hour changes within each of the academic units. Approximately ninety percent (91.3%) of tuition and materials and services fees for undergraduate students fund faculty expenditures related to teaching.

The Board of Governors formally approved the new fee rates for the 2012/13 fiscal year at their December 2011 meeting. AET introduced a new tuition policy in 2007 that rolled back tuition fees to the 2004/05 level and restricts fee increases to the annual average Alberta CPI (using a twelve month period ending in June each year). The maximum rate, as directed by AET, used for the 2012/13 increases is 1.45% (0.35 % in 2011/12, 1.5% in 2010/11, 4.1% in 2009/10). The fee and rate changes were reviewed by a Student Fee Review Committee prior to Board approval in satisfaction of the Advanced Education and Technology requirement of a consultative mechanism with students to discuss the establishment and change to all annual fees charged to students.

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

| | 2011/12 Actual | 2012/13 | | 2013/14 | | 2014/15 | |
|------------------------------|-------------------|---------|-----------|---------|----------|---------|----------|
| | | % Inc | Approved | % Inc | Proposed | % Inc | Proposed |
| Undergraduate | | | | | | | |
| Canadian | \$ 485.50 | 1.45% | \$ 492.50 | 1.45% | \$ 500 | 1.45% | \$ 507 |
| Foreign | 1,099 | 1.45% | 1,115 | 1.45% | 1,131 | 1.45% | 1,148 |
| Graduate | | | | | | | |
| Canadian | 570 | 1.45% | 578 | 1.45% | 586 | 1.45% | 595 |
| Foreign | 1,271 | 1.45% | 1,289 | 1.45% | 1,308 | 1.45% | 1,327 |
| Co-op Fees | 594 | 1.45% | 603 | 1.45% | 611 | 1.45% | 620 |
| Mentorship Fee Mgmt | 285 | 1.45% | 289 | 1.45% | 293 | 1.45% | 298 |
| Master of Education | | | | | | | |
| Program Fee | 336 | 1.45% | 341 | 1.45% | 346 | 1.45% | 351 |
| Course Fee | 570 | 1.45% | 578 | 1.45% | 586 | 1.45% | 595 |
| Part-time term fee* | 1,096 | 1.45% | 1,112 | 1.45% | 1,128 | 1.45% | 1,144 |
| Full-time term fee* | 1,644 | 1.45% | 1,668 | 1.45% | 1,692 | 1.45% | 1,717 |
| Continuation Fee | 548 | 1.45% | 556 | 1.45% | 564 | 1.45% | 572 |
| Master of Counselling | | | | | | | |
| Program Fee | 525 | 0% | 525 | 0% | 525 | 0% | 525 |
| Course Fee | 1,150 | 0% | 1,150 | 0% | 1,150 | 0% | 1,150 |

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

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

Table 5: Credit Hours by Faculty, 2010/11 – 2014/15

Credit Hours by Faculty

| | Actual 2010/11 | | Estimated 2011/12 | | Proposed 2012/13 | | Proposed 2013/14 | | Proposed 2014/15 | |
|------------------|----------------|---------------|-------------------|---------------|------------------|---------------|------------------|---------------|------------------|---------------|
| | hrs | % | hrs | % | hrs | % | hrs | % | hrs | % |
| Arts and Science | 101,174 | 53.0% | 99,048 | 52.7% | 99,273 | 53.1% | 99,273 | 53.1% | 99,273 | 53.2% |
| Education | 13,478 | 7.1% | 13,056 | 6.9% | 13,032 | 7.0% | 13,032 | 7.0% | 13,032 | 7.0% |
| Management | 33,588 | 17.6% | 33,731 | 17.9% | 31,978 | 17.1% | 31,978 | 17.1% | 31,978 | 17.1% |
| Fine Arts | 25,779 | 13.5% | 25,833 | 13.7% | 26,628 | 14.2% | 26,628 | 14.2% | 26,628 | 14.3% |
| Health Sciences | 16,812 | 8.8% | 16,401 | 8.7% | 16,003 | 8.6% | 16,189 | 8.7% | 15,835 | 8.5% |
| TOTAL | 190,831 | 100.0% | 188,069 | 100.0% | 186,914 | 100.0% | 187,100 | 100.0% | 186,746 | 100.0% |

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

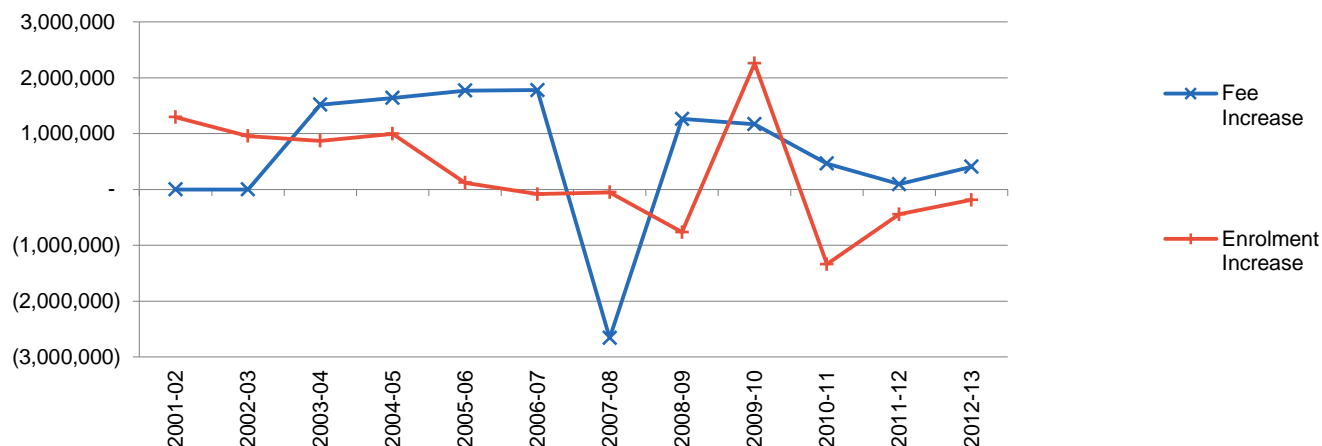
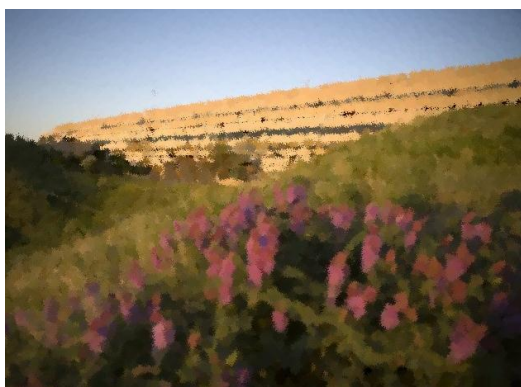


Figure 4: Instructional Fee Changes Compared to Enrolment Changes, 2001/02 – 2012/13



Resource Implications

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

ACCESS & QUALITY

Programming

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

Unfunded Programs

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

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

| PROGRAM | DESCRIPTION |
|--|---|
| Ph.D. in Education | As we implement the program, it will have carefully managed enrollment numbers that can be accommodated without detriment to current resources. The Ph.D. Education will develop gradually, with small enrollments of students selected to match faculty members' research programs. The program will not draw resources from existing programs. However, it is likely that the full enrolment potential of this program will not be met without additional funding. |
| Master of Education (Counselling Psychology), Cohort in Mental Health and Addictions | This cohort-based program of 18-20 students will begin in Summer 2012. It is a three-year, part-time program that will prepare graduates to become registered psychologists. Courses in this program will count towards professional registration. Graduates will have to complete a certain number of hours of practice and an exam to become registered psychologists. This cohort is not funded by the Government of Alberta, and without funding will be only be offered this one time. |

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

Additionally, there are two program expansions in the Faculty of Health Sciences that have been only partially funded – the B.H.Sc. in Addictions Counselling and the B.H.Sc. in Public Health. The Faculty of Health Sciences received funding for the first two years of these program expansions through the Enrolment Planning Envelope but has been left to deliver the last two years to students without funding. In both cases, the Faculty had to reduce intakes to handle the lack of funding.

Growing graduate programs is a key direction in our Strategic Plan and the University's Mandate. This strategy will help meet Alberta's growing need for highly skilled and educated workers, but this growth is presently constrained by lack of funding. As of September 2011, there were 515 Masters and Doctoral students at the U of L. These graduate students receive a base level of funding, largely provided by the School of Graduate Studies. **The University of Lethbridge cannot grow its graduate student enrolment and programs without additional funding.**

New Programs

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

- Master of Health Services Management
- Master of Nursing
- Bachelor of Health Sciences, Major in Aboriginal Health Studies

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

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

Resources Related to the Academic Directions

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

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

RESEARCH

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

Investments in research infrastructure, buildings, and laboratories have been, and continue to be, crucial for the development of targeted priority areas. The Government of Alberta remains the most important funding partner for CFI awards. **To fully leverage our CFI Leaders Opportunity Fund allocation, the University of Lethbridge needs \$1.4 million in matching from the Small Equipment Grants program. A further \$1.24 million would be needed from the Infrastructure Sustainability Fund should our LEF proposal be successful.** Details on our anticipated capacity requests for 2012/13 are provided in Appendix B.

INFORMATION TECHNOLOGY

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

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

In the 2013 budget cycle, IT needs were grouped into three areas:

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

The fiscal 2013 budget submission cites a recommendation identifying \$24.9 million in potential capital expenditures, capturing initiatives in the above three categories. There is a significant shortfall in funding in critical areas that embrace the strategic initiatives of the University.

Table 6: Information Technology Priority Initiatives

| Category | Capital Projects | Estimated Budget Requirement |
|-----------------------|---|------------------------------|
| Infrastructure | Data Network Upgrade Wireless Capacity Upgrade, Network Redundancy, Manhole Redundancy Penny Building Data Infrastructure Northern Campus Upgrades Tier 3 Data Centre, Disaster Recovery Research Storage, Research HPC, Servers | \$9.2 M |
| Enterprise | Records Management Banner Relationship Management Advancement Enterprise Data Warehouse, Business Intelligence Services Luminis Portal | \$4.9 M |
| Transformation | Blended Learning Platform Graduate Application Identity Management Information Technology Management Control Framework Deployment | \$10.8 M |
| TOTAL | | \$24.9 M |

The increasing reliance on the IT Services infrastructure, applications, and customer service support drives the budget requirements. The investment of \$24.9 million would position the University of Lethbridge as a leader. It will enhance development, research, recruitment, and retention. It is a wise investment for the University and the province.

CAPITAL PLAN

The Capital Plan is guided by the principles identified in the Core Campus Expansion Plan, which is currently being refreshed and will result in a new University of Lethbridge Campus Master Plan. In addition to the University's Strategic Plan, Academic Plan, and Strategic Research Plan, the U of L Capital Plan is also aligned with Government of Alberta and the Ministry of Advanced Education and Technology goals and priorities.

Over the past two years, three major projects have been completed at the U of L: Markin Hall, a Daycare Facility, and the addition of new residence spaces through a series of renovations. The additional space in Markin Hall along with the renovation of vacated space in University Hall and Anderson Hall has helped alleviate some of the immediate need for new space. However, there continues to be a critical need for offices, safe science labs, formal and informal learning spaces, and residence spaces.

In Fall 2011, construction began on a new 11,589 sq ft residence complex that is expected to be complete in 2013 at a cost of approximately \$32 million. Renovations will also be proceeding in the University's Physical Education Building, after \$5.6 million funding from the Province was approved for that project.

Recently, \$2.78 million funding was approved for planning for the new science facility, which is the highest capital priority for the University. The science facility will deliver up to date science programs and accommodate the University's commitment to research, enabling the University to continue to excel in research and to further our role as a comprehensive university by providing more dedicated space for these programs and functions. New science facilities will increase capacity by providing appropriate space for principal investigators, new graduate and undergraduate students, and technical support personnel.

In addition to the need for new space, the University also needs to maintain and optimize the use of existing space. The average age of the 43 buildings on campus is 23 years. Due to the aging of the buildings, deferred maintenance on existing facilities continues to grow and is of concern for the University. Total deferred maintenance projects currently sit at approximately \$102 million with \$50 million that should be addressed between 2012 and 2015. In addition to the growing deferred maintenance burden, many spaces need to be modernized to meet current research, pedagogical, and technical standards or practices in order to optimize the use of existing space.

It is not enough to build new facilities and to preserve those we have; there are also the costs associated with using the facilities. Based on the University's planned major capital projects (Science Facility, Central Plant Facility, First Nations Gathering Centre, Student Residences, Art Learning Centre, and an Office/Classroom Complex), \$5.5 million in lights-on funding will be required to maintain and operate these new facilities once they are completed.

Capital Priorities

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

Table 7: University of Lethbridge Capital Priorities, 2012/13 – 2016/17

| | | Estimated Project Cost (Jan 2012 dollars) | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|------------------------------------|---|--|---------|---------|---------|---------|---------|
| NEW FACILITY PROJECTS | | | | | | | |
| 1 | Science Complex | 229,500,000 | | | | | |
| 2 | Central Plant Facility | 30,600,000 | | | | | |
| 3 | First Nations Gathering Centre | 7,732,000 | | | | | |
| 4 | Art Learning Centre | 46,920,000 | | | | | |
| 5 | Office/Classroom Complex | 76,500,000 | | | | | |
| Total New Facility Projects | | 391,252,000 | | | | | |
| EXPANSION PROJECTS | | | | | | | |
| 1 | Student Residences – upgrade University Hall | 7,500,000 | | | | | |
| 2 | Student Residences – upgrade Piikani House | 5,000,000 | | | | | |
| 3 | Alberta Water & Environmental Sciences Building (Phase 2) | 24,480,000 | | | | | |
| Total Expansion Projects | | 36,980,000 | | | | | |
| PRESERVATION PROJECTS | | | | | | | |
| 1 | Dr. Foster James Penny Building Upgrades | 6,324,000 | | | | | |
| 2 | Tunnel & South Plaza Replacement | 3,264,000 | | | | | |
| Total Preservation Projects | | 9,588,000 | | | | | |
| TOTAL CAPITAL PROJECTS | | 437,820,000 | | | | | |
| PROJECTS IN PROGRESS | | | | | | | |
| 1 | Science Complex – Planning Phase | 2,780,731 | | | | | |
| 2 | Physical Education Building Upgrades | 5,600,000 | | | | | |
| 3 | 2012-13 Deferred Maintenance Projects | 7,849,100 | | | | | |
| 4 | Student Residences – Aperture Park | 32,000,000 | | | | | |
| Total Projects in Progress | | 48,229,831 | | | | | |

Top Three Capital Priorities

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

| PRIORITY | DESCRIPTION |
|--|---|
| 1. Science Complex (including Central Plant Facility) | <p>This is the highest capital priority of the University of Lethbridge in order to deliver up to date science programs and accommodate the University's strong commitment to research. To continue to excel in research and to adapt to the comprehensive institution with more emphasis on graduate student education, the U of L requires new facilities that will provide more dedicated space for these programs and functions. Some research facilities that are in the planning stages include laboratory and research spaces for Biochemistry, Chemistry, Physics, Geography and Kinesiology. These facilities would increase the capacity for training by providing space for principal investigators, new graduate and undergraduate students, and technical support personnel.</p> <p>The estimated project cost of \$229.5 M is for the construction of a new, comprehensive science facility.</p> <p>A new, comprehensive Science Complex will require a second Central Plant Facility.</p> <p>A new central plant facility will permit the development of other future facilities to accommodate their infrastructure needs.</p> |
| 2. First Nations Gathering Centre | <p>One of the Strategic Priorities identified in the University's 2009-13 Strategic Plan is to enhance the experience of First Nations, Métis and Inuit (FNMI) students. One specific action to accomplish this goal is to develop a FNMI social and cultural gathering space. This space will provide students with a space that is welcoming and will support their academic and social needs. The University is committed to increasing the attraction and retention of FNMI students.</p> |
| 3. Art Learning Centre | <p>The U of L art collection is recognized as one of the finest in Canada, with over 14,000 works of art. In building the collection, the U of L 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 U of L's Museum Studies students with experience necessary for careers in the cultural sector. The expansion of the gallery would also allow more access to students, from the U of L and from other institutions, in this field of study and research.</p> |

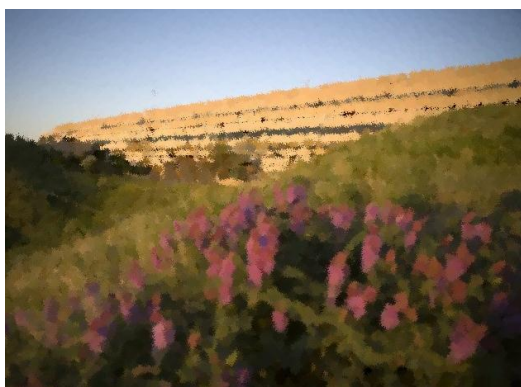
Resource Implications

University reserves are set up from time to time through one-time dollars to be used for special purposes. The University cannot continue to rely on capital reserves to make up shortfalls in capital budgets.

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

Table 8: Funding Sources for Capital Projects, 2012/13 – 2015/16

| | 2012/13 Approved Budget | 2013/14 Proposed Budget | 2014/15 Proposed Budget | 2015/16 Proposed Budget |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| SOURCES OF FUNDS | | | | |
| Major Capital Projects: | | | | |
| Provincial Government | 19,426 | 34,148 | 170,519 | 104,100 |
| Fund Raising/External Sources | - | - | 19,000 | - |
| Federal Government | 500 | 7,933 | 7,673 | - |
| Research Agencies | 500 | 11,000 | 10,740 | - |
| University Contributions | 17,750 | 26,750 | - | - |
| | 38,176 | 79,831 | 207,932 | 104,100 |
| Infrastructure Maintenance (IMP) Grant | 3,600 | 3,600 | 3,600 | 3,600 |
| Indirect Research Costs Grant | 300 | 300 | 300 | 300 |
| University Contributions | 2,150 | 2,150 | 2,150 | 2,150 |
| University Capital Reserves | 207 | 207 | 207 | 207 |
| TOTAL FUNDING | \$44,633 | \$86,081 | \$214,182 | \$110,350 |



Appendix A: Future Programs

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

| | Program | New or Expansion | Projected Funding Source |
|---------------|---|---|---|
| Undergraduate | Bachelor of Arts | New Multidisciplinary Major in Latin American Studies | Government funding |
| | Bachelor of Fine Arts (New Media) | New Major in Film Studies | No new government funding required for program initiation |
| | Bachelor of Health Sciences | New Major in Recreational Therapy | Government funding |
| | Bachelor of Music (Digital Audio Arts)/Bachelor of Management | Existing programs to be offered as a combined degree | Government funding |
| | Bachelor of Science | New Multidisciplinary Major in Medical Physics | Government funding |
| | Bachelor of Science | New Major in Nanoscience | Government funding |
| Graduate | Master of Arts | Curatorial Studies | Government funding |
| | Master of Health Sciences | Addictions Counselling | Government funding |
| | Master of Interactive Arts | | Government funding |
| | Master of Music | Digital Audio Arts | Government funding |
| | Master of Science (Management) | Focus in Not-for-Profit | Government funding |
| | Master of Science | Imaging Science | No new government funding required for program initiation |
| | Master of Science | Mental Health Therapist | Government funding |