

Questions	Answers
<b>University Budget</b>	
<p>1. I'm hearing from a lot of people who are concerned that we've had a lot of layoffs on campus, but University administration is growing in size. A new exec director in Financial Services, EDI Coordinator, VP Research and VP Advancement, but we are losing academic and non-academic staff. The internal staff and general public perception is that we are laying off and/or abolishing lower paying jobs and creating more senior positions with much higher salaries. This is a very bad perception for the University to be portraying in a time of severe budget cuts. What is the rationale behind making all of these hires instead of putting in some interim directors/VPs until such a time as we can actually staff these positions without being in a major budget crisis? <i>(Answered live during Town Hall)</i></p>	<p><i>While we've moved to fill certain positions, we've also deleted senior positions. There are a number of senior positions we've chosen not to fill, we have put some people in acting roles, and deleted other positions entirely. It's been a balancing act to determine which positions should be filled, and which should either have an acting person or not be filled at all. It's very important that we not stall the University by not making decisions that are in the best interest of the institution. If we look at EDI (Equity, Diversity, and Inclusion) as an example, we did a very thorough review of EDI on this campus, and got a significant internal report back as to where we were, which was not moving in the right direction from an EDI perspective. So we decided we needed a leader for EDI. We had many difficult discussions about creating a new position, while at the same time looking at having to delete other positions, but we made the decision because we believe EDI is really important. If we look at the VP Research position, we did a very significant consultation with members of the faculties about whether or not to put an interim person into the position. The feedback we received was that this is a very important position for our research university to continue to grow and evolve, and so we decided to have an external</i></p>

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<p>2. We have known for a couple of years already that the budget strings were going to continue to be tightened to educational institutes and other sectors. Back when these cutbacks started, we were told in a town hall meeting/letter that there would be a hiring freeze and no new positions would be created. Numerous U of L staff have been temporarily/permanently laid off. We have seen new positions posted for hiring in some of the senior / executive management level. Given our current situation, why are these positions being hired for? <i>(Answered live during Town Hall)</i></p>	<p><i>search. As for the position in Advancement, we held off for many months because we were concerned about moving forward, but in the end, after consultation both with the University community and the Board, we recognised that the future of this university is going to be about revenue generation, so having an individual who is able to bring that to bear at our University and grow our philanthropy, research partnerships, and industry partnerships is important. There's no 100% right answer to this question; there's a balancing act between filling positions that we feel are important to be filled, and difficult decisions we've had to make around reducing positions in different areas. We appreciate that not everyone will agree with the rationale that we've used to make decisions, but we believe that, in the long run, the success of the U of L and our students and employees, is in continuing to look forward, and recognising that we continue to need leaders in different areas, in the same way we need individuals in academic and non-academic positions.</i></p> <p><i>Note that senior administration did not communicate that there would be a hiring freeze. Essential positions will always need to be replaced and it is hard to have a blanket statement that no positions will be replaced. For example, legislative requirements dictates that there are certain positions that must exist at universities (e.g. nursing positions for health and safety reasons).</i></p>
<p>3. The 2021-2022 budget year is about to begin, yet there was no information provided on what measures may be taken to achieve budget reductions. Could an update please be provided? <i>(Answered live during Town Hall)</i></p>	<p><i>We have made quite a few reductions to achieve a balanced budget in 2021/22. In particular, we've increased tuition rates, and we're planning on increasing our credit hours. Unfortunately, we have positions lost where we feel we can operate the University without those positions. We have reduced lifecycle costs by \$1 million as a</i></p>

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<p>4. My question was misunderstood. It was said that the 2021-2022 budget year was balanced, but after the government increased its cut to our operating grant we now have an unbalanced budget and have new budget reductions to find and make very quickly before presenting a balanced budget for 2021-2022. You described many of the steps taken to achieve that balanced budget, but no comments about what will be done to balance the budget again after these further reductions.</p>	<p><i>one-time cost savings, we've reduced travel, and reduced materials and services as much as possible. There have also been some utilities savings as buildings unused due to COVID. We're hoping that there will be efficiencies and cost savings realised through our Budget Task Forces. We're working through the Budget Task Force results now, and we hope that by summer we'll have more concrete answers about specific opportunities for budget savings. It's important to understand that one-time cost savings do not solve the deficit problem in following years; down the line, reductions in continuing operating dollars will still be necessary.</i></p>
<p>5. So what is plan B - what if budget task forces are inconclusive or that the recommendations do not work?</p>	<p><i>The University is required to have a balanced budget approved by our Board of Governors and submitted to the Provincial Government. If there are not savings realized from the work of the budget task forces all university units will be asked to re-examine their operations and budgets in order to achieve a balanced budget. The budget can be balanced by both expenditure reductions and increasing revenues. The University has used both continuous and one-times savings to balance the budget for next year, with recognition that one-time savings just pushes the problem to the next year as those savings must be realized again to balance the budget.</i></p>
<p>6. In the diagram that Erasmus showed regarding the consultation process, there was no mention of the GFC Committee of the Whole. Where does it fit in the consultation process? <i>(Answered live during Town Hall)</i></p>	<p><i>The page with the diagram wasn't very clear in the initial presentation, but the GFC Committee of the Whole does appear on that page. The GFC Committee of the Whole has an important feedback role reporting to the Budget Advisory Committee, as shown in the diagram.</i></p>

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<p>7. We know that there have been roughly 100 support positions (AUPE/APO's) lost as a result of budget issues over the last year or so, but we haven't heard much about budget effects on faculty - I'm wondering how faculty positions have been affected? <i>(Answered live during Town Hall)</i></p>	<p><i>Working with the Deans, we've come up with principals they have to meet when they're asking for positions to be replaced or for new hires to be hired. In that context, when retirements have occurred, we consider program delivery when deciding whether that position is replaced. We'll continue to use this lens moving forward. In terms of positions lost through retirement and attrition, for faculty, 9 positions were lost in 2019/20, and 11 in 2020/21. That represents about 4% of all faculty positions. There will likely be further retirements in future years, as we have received some notifications from faculty members who wish to retire. Not all of those future retirements have been finalised and not all of these positions will be replaced.</i></p>
<p>8. Would Nancy be able to let us know what % ratios or numbers of positions/reductions have been with the other Employee Groups? <i>(Answered live during Town Hall)</i></p>	<p><i>Since 2019-20, 5 Senior Administration positions have been lost (19% of Senior Administration Positions), 20 faculty positions have been lost (4% of faculty positions), 3 Exempt Support Staff (ESS) positions have been lost (14% of ESS positions), 47 AUPE positions have been lost (11% of AUPE positions), and 30 APO positions have been lost (14% of APO positions). In all, 105 positions have been lost since 2019-20.</i></p>
<p>9. Have reductions in salary in the top administration positions been considered as a cost-savings strategy? If so, what are the specifics (i.e. percentage, duration) and if not, why not? <i>(Answered live during Town Hall)</i></p>	<p><i>The President took a 25% salary reduction last year. Senior Administrators have had a salary freeze for six years running. In contrast, some other union employee groups have had average annual salary increases ranging from 2.5% - 3.5% per year, relating to merit and progress through the ranks. APOs and ESS staff have also had the same six year salary freeze. Although APO and ESS employees are comparable to other employee groups, the government has singled them out in not allowing non-bargaining employee groups to have any sort of salary increase. Top administration positions other than the President have not seen reduced salaries because of the continuing salary freeze, and we're currently waiting to see if the government will have any further directives regarding these salaries. We're mindful of six years of frozen salaries and mindful that the government may choose to legislate or demand that salaries for senior administration positions be further reduced, and this may happen regardless of whether the University had already implemented reductions for these positions.</i></p>

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<p>10. With the Institution’s optimism to significantly reopen in the Fall, and lots of work to be done to achieve this, will the University of Lethbridge be temporarily laying off AUPE employees this summer much like it did last Summer to meet its budget reduction goals? <i>(Answered live during Town Hall)</i></p>	<p><i>We can’t answer this question yet. If reopening happens in a robust way for the fall, we’ll have to look at what that means for what needs to happen on campus this summer. We’ve been attempting to avoid as many layoffs as possible by finding savings in other areas, but these are big budget cuts, with significant challenges ahead. These will be discussions we have with our employees and in line with our collective agreements.</i></p>
<p>11. What new types of revenue generation is the University looking into? I've heard rumours of the old CCBN building being rented out to other facilities. Are there other things that are happening to raise funds?</p>	<p><i>There is a task force specifically looking at revenue generation, which includes new credit and non-credit programs, research and innovation revenue opportunities, continuing education, and monetising some of our physical assets, including development and leasing opportunities. We have a team specifically working on the Centre for Community Wellbeing (CCW – formerly CCBN) looking at leasing possibilities to achieve external revenues. We also have a team working on development of our south campus land. The CCW may be able to achieve revenue in the next couple of years (facility upgrades will be required) and the south campus land development is a more longer term endeavour before revenues can be realized.</i></p>

Questions	Answers
<b>Student Learning and Supports</b>	
<p>12. Summer course registration usually begins when Fall Registration opens. With pushing Fall registration back when will Summer Registration begin? <i>(Answered live during Town Hall)</i></p>	<p><i>The Summer timetable is already published, and Summer session registration will open on March 16, as normally planned. Summer session will not be impacted by the shift in registration date for the Fall.</i></p>

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13. How are we doing on enrolment? <i>(Answered live during Town Hall)</i>	<i>At the undergrad level, we're currently down 2% in applications, which is a better scenario than we had before last weekend's Open House. At the graduate level, we're down 78 applications, or 20%. Our enrolment is currently down, and although we're not yet into registrations, these trends often flow through, so we need to keep working at growing enrolment. We know students are waiting to see what will be available for in person learning, and we are working to balance maintaining a focus on health and safety and communicating a sense of optimism around applications.</i>
14. Is there any concern about retention with the 7 week push back of course registration? With not a lot of communication about the registration plan or timeline, students are getting very anxious around fall and registering in courses. Students have expressed that other institutions have fall registration open and they are considering taking courses elsewhere because they want the security of course registration before May. <i>(Answered live during Town Hall)</i>	<p><i>One of the things we've been hearing is a real reluctance to register without having enough information about the Fall 2021 delivery method, so we're trying to provide as much information as we can when we ask students to register. Other institutions are also planning a later registration. We are trying to best serve student needs as well as faculty and staff needs in order to provide a great learning experience, and to give students the information they need about whether a class is in person or online to make informed choices about their fall registration. A communication plan is in place, and we'll be reaching out to students, staff, and faculty to make sure they have all the information that we have with respect to Fall 2021, and know and understand about when they'll get additional information.</i></p> <p><i>We've been in direct consultation with the Ministry of Advanced Education and Alberta Health Services about this. There's some significant work going on this week looking at these questions. BC has announced that institutions will be open in the fall, so there's a lot of pressure to have answers to questions about opening in Alberta.</i></p>
15. Is there any new information on alternate programs that could be offered - Micro-credits, diplomas, etc.? <i>(Answered live during Town Hall)</i>	<i>We've heard from the government today that micro credentials and other alternative forms of laddering certificates and such are very important. The U of L is in the process of ensuring that we have a sense of how many of these things we can execute. One of the Budget Task Forces is focusing on revenue generation, and one of the working groups on that Task Force is looking at credit and non credit programming. One of the things we're working on is to build capacity on campus for these micro credits, and opportunities on both campuses to pursue these opportunities. Several pilots will be happening over the summer in this area.</i>

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<p>16. What will tuition increases look like for under/graduate students? Which areas within these increases will see the greatest changes (health, facilities, etc.)? <i>(Answered live during Town Hall)</i></p>	<p><i>Undergraduate tuition is governed by tuition regulations, which haven't changed. We increased our undergraduate tuition by 7%, on average, over the past year. We're allowed to increase tuition by the same amount for another two years. We're in discussion with our student groups and looking at our budget. We're not in position to say what our tuition will be increasing by until after these consultations. We are having communication and dialogue with our students and making sure everyone understands the challenges facing the University. There's an expectation that we create a rich environment on campus to ensure a high quality student experience, and anything we can do to create that environment is important. Understanding the dire budget straits that the University is in, our students have been very helpful in moving forward with the tuition increases. We've allocated 1% of that 7% increase and offered it back as bursaries to students for at least one year.</i></p>
<p>17. Are there significant differences between proposed tuition increases between domestic and international students?</p>	<p><i>Currently the differential tuition rate between domestic and international students is 3 times the domestic rate. We do not anticipate in the future that this ratio will change significantly. Before fees are approved by the Board of Governors there is consultation with all applicable student groups.</i></p>
<p>18. In some instances, we have found that there are courses that work much better in an online format--both for students and for faculty. In such instances, will we be able to retain the online delivery, despite a return to 'in-person' more generally in Fall of 2021? <i>(Answered live during Town Hall)</i></p>	<p><i>Part of what we want to do is to look at program delivery with respect to health and safety as well as creating an environment on campus with more on campus student experiences. So, at a program level, what are we doing to enhance student experiences? If online offerings enhance those experiences and meet program objectives, we'll take that into consideration.</i></p>
<p>19. Has there been any thought or plans for continued online course offerings in 2022 and beyond in order to provide flexible options for international students to begin a program from their country as they do now to help with long term recruitment? <i>(Answered live during Town Hall)</i></p>	<p><i>Absolutely, there has. In addition to international students, this is something we want to look at. We've heard from some programs that online learning works better in some cases, so we want to enable that, and build on what we've learned about online teaching and learning. We need to be aware that, normally, online courses do not work for international students not residing in Canada, as they wouldn't usually count toward the post-graduation work permit. Although there's been an exception to this rule for COVID, this is only in place until December 2021. Looking beyond that, we would need to engage with government to ensure we're not putting our international students at a disadvantage as we try to provide them opportunities.</i></p>

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<p>20. Have you considered the possible negative implications on international students that may not be able to travel to Canada by September due to study permit processing delays and travel restrictions if we move to mostly in-person delivery for Fall 2021? Will there be enough courses offered online to allow for those not able to move to Lethbridge to remain enrolled in the Fall? I bring this up because a break in studies is detrimental to international students' ability to remain in Canada after graduation. <i>(Answered live during Town Hall)</i></p>	<p><i>Along with Universities Canada and other Canadian institutions, we're lobbying the federal government to try to ensure that Canada is as open as possible from an immigration standpoint. Canada is quite a distance behind some other countries in terms of visa processing, and that's something we're expressing concern about to the federal government. We hear that this will hopefully be improved. In the absence of that, we're considering the impact of this issue on our international students. The Teaching and Learning Planning Committee is also looking at this issue, and looking at how we may be able to help international students be in Canada, such as questions around self quarantining.</i></p>

Questions	Answers
<b><i>Alberta 2030 / Performance Metrics</i></b>	
<p>21. If I understand correctly, the performance indicators will prioritize majors which lead to jobs in the field studied and salaries of graduates within the first year or two. Doesn't that penalize the Humanities, which, unless a grad goes into teaching, won't get jobs in "their field" &amp; whose grads make less than STEM grads at first, but do as well or better salary-wise, by 10 years. Furthermore, the Humanities teach the "soft skills," are they taken into account? <i>(Answered live during Town Hall)</i></p>	<p><i>We've not heard the specifics of the performance metrics that relate to jobs, and so we haven't recently had the opportunity to have that conversation. We've previously addressed the same points you've made to Government. When it comes to work integrated learning (WIL), the U of L is unique in that all our student have the opportunity for WIL. Whether that's co-op, applied studies, working in a research lab, or something else, we feel that we'll be in a position to be very effective in terms of WIL. We know we have more work ahead to help the government understand the points you've made, especially around the importance of the humanities in and of themselves, but also in terms of the humanities experiences that lead to very productive citizens. Additionally, as you've pointed out, with respect to income over time, all university students do better than those without a university education, whether that's in a STEM discipline or the humanities. We continue to talk about these points to government, although they're not as well heard as we might like, so we have more work to do in this area. The important thing is that we're not the only institution making this case; all institutions in Alberta are doing this, as they have the same belief in the importance of the humanities, social sciences, and fine arts.</i></p>

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<b>Alberta 2030 / Performance Metrics</b>	
<p>22. The presentation indicated that 5% of base funding would be contingent on mutually agreed performance outcomes (work integrated learning (WIL) in 21/22). Do you feel that the term “mutually agreed” means the University has real input, or will the goals be dictated? <i>(Answered live during Town Hall)</i></p>	<p><i>We hope that we'll have the kind of input that we want to have, both on the definition of work integrated learning (WIL), as well as related to that definition, elements of WIL. The government has used this language with us, and we believe they wouldn't have used this language unless they intended to ask the question and listen to our input. Part of what we'll be doing is trying to present the best situation for the U of L related to this metric, as well as other future metrics that we'll have input on.</i></p>
<p>23. Given that one of the main metrics will be focused on WIL, is there any indication that the Alberta Government will provide funding for WIL as the BC government has? <i>(Answered live during Town Hall)</i></p>	<p><i>We're lobbying for that, and pointing to BC and other governments. We don't have any evidence around the extent our government may do that. Given their intense focus on work integrated learning (WIL), that would be in alignment with their focus on employment. We'll continue to lobby for that, but haven't seen anything yet. Some industries and not-for-profit organisations are also integrated in WIL and trying to push the government to be involved in this area.</i></p>
<p>24. Pre the "Alberta 2030" review, the Alberta government seemed concerned about duplication in the post-secondary system. With the possibility of a two sector model, is there any hint that post-secondary qualifications will be split between the sectors to address issues of overlap and duplication? <i>(Answered live during Town Hall)</i></p>	<p><i>At this point, that has not been a conversation, but as we move into this new reality of Alberta 2030, positionality and quality of programs will be important. We'll have people looking at who's offering what, and looking forward, having very strong academic programming, high quality student experiences, and excellent research will be things we're evaluated on through the methods being introduced by the Province. Having said that, we don't have a sense that the Province is doing this because they want to divide up programs and limit some offerings to particular institutions. Rather, the Province is indicating that they will be more open to institutions being able to offer new, high quality programs they're not currently offering. There remains many things we don't understand yet about this new model and the new context, but we feel we'll be able to position ourselves effectively. If we look at how we've always positioned ourselves as a liberal education institution, and look at how the new performance metrics are being chosen, it is important that we continue to look at how we're unique compared to other institutions.</i></p>
<p>25. As the Government of Alberta is planning a two sector model where do you see the University of Lethbridge fits? Division Universities/Polytechnics was the UK HE model before M. Thatcher decided that professional schools deserve to be called</p>	<p><i>The Alberta 2030 System Review proposes a new two-sector model instead of the current six sector model. The six sector model comprises of <a href="#">Comprehensive academic and research universities</a> (CARUs), <a href="#">Comprehensive community colleges</a> (CCCs), <a href="#">Specialised arts and cultural institutions</a> (SACIs), <a href="#">Independent academic institutions</a> (IAIs), <a href="#">Undergraduate universities</a> (UUs), and <a href="#">Polytechnic institutions</a> (PIs).</i></p>

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"Universities". Whether a regression to pre-neoliberal model is the right way to address the current HE crisis (created by neo-liberal thinking) needs to be addressed separately, but if the government implements the two sector division what do you think we should do about our professional schools? Is it correct to assume that those schools are the revenue drivers?	<i>The new proposal has two sectors: (1) Universities; and, (2) Polytechnics and Colleges.</i>
26. I heard the U of L will no longer be its own university and instead be part of a university system, when will this take effect?	<i>Our understanding is that the new Governance Model under Alberta 2030 System Review does not propose that the U of L no longer be its own university. Under the six-sector model, the U of L was a member of the <a href="#">Comprehensive academic and research universities</a> (CARUs) group, distinct from the other post-secondary institutions. Under the new model, all universities will be grouped under "Universities," with the retention of local institutional boards. We do not fully know when this new model will take effect, but the sense is that it may be in the Fall of 2021.</i>

Questions	Answers
<b>COVID-19 / Campus Re-opening</b>	
27. How can we best support members of the academic staff that have genuine and serious concerns about the return to in-person teaching in the Fall of 2021? Will people have a choice? Will physical distancing be in place, masks be required, sanitization stations throughout? Will people be required to be vaccinated? Thank you. <i>(Answered live during Town Hall)</i>	<i>We're looking at these questions currently. We are still waiting for answers from Alberta Health Services for some of these questions, such as physical distancing requirements. We're looking at all of these issues carefully, and we'll follow AHS requirements, taking into very careful consideration the health and wellbeing of faculty, staff, and students but, as we always do, consider the need for individual accommodations.</i>
28. Is the university considering "COVID passports" and/or on-campus testing?	<i>The University is in the preliminary stages of considering on-campus screening for COVID-19. No decisions have been made yet about this possibility, although it will be</i>

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	<p><i>proposed as another potential approach to supporting the health and safety of the University community. University researchers and the Health Centre are involved in developing the proposal.</i></p> <p><i>'COVID passports' (documentation that indicates a person has been vaccinated) are not being considered at this time. However, a University of Lethbridge campaign to encourage being vaccinated is being developed and it may include incentives, particularly for students. On a related note, anyone who is vaccinated receives a record of their vaccination right away, according to Alberta Health Services. We encourage everyone to get vaccinated when the opportunity arises if they are able: <a href="https://www.alberta.ca/covid19-vaccine.aspx#book">https://www.alberta.ca/covid19-vaccine.aspx#book</a> " <a href="https://www.alberta.ca/covid19-vaccine.aspx#book">https://www.alberta.ca/covid19-vaccine.aspx#book</a>. This is one important way that we can all help to end the pandemic and keep each other safe and healthy at the University.</i></p>
<p>29. I love working from home! Will the University consider allowing a more flexible on-campus/working from home life as we return to campus? <i>(Answered live during Town Hall)</i></p>	<p><i>There's been lots of conversations about this. As it relates to academic programs and delivery, decisions are generally best made at the unit level, so that unit can assess how to best deliver the services it provides, whether it be an academic or a non-academic unit. As we've gone through this, we've empowered our unit leaders to manage how best to work through COVID, decide who can work from home, and who needs to be on campus to be successful. The same discussions will need to take place moving forward. It will be important for us to be able to deliver the services our students expect, that our on campus community and external community expect. We can't answer this question for an individual person, but one of the things we've talked to our leaders about is exploring what's the best work environment to deliver what we need to deliver, but also to be able to ensure that we can support the mental health of our students, faculty, and staff.</i></p>

Questions	Answers
<i>Other Questions</i>	
<p>30. People are struggling with burnout due to the pandemic and everything that comes with it. What is the University doing to encourage its students, staff, and faculty to take advantage of all of the EFAP as everyone's mental, emotional, and physical health is suffering?</p>	<p><i>The Employee Family Assistance Program (EFAP) counselling through Homewood Health has been mentioned and provided in almost every President's emails/announcements around COVID planning. Information on EFAP is available on University websites (<a href="#">Pension and Benefits</a>; <a href="#">Wellness &amp; Recognition</a>), and <a href="#">On line support</a> through Homeweb.ca is available to every employee with benefits (on-line counselling, workshops, info sheets). EFAP information is also provided in every monthly Wellness newsletter (sign up at <a href="https://www.uleth.ca/hr/wellness/newsletters">https://www.uleth.ca/hr/wellness/newsletters</a>). Information on mental health and wellness resources is also provided to each employee group executive to pass on to their members (APO Executive, AUPE Executive, ULFA officers, Graduate Students, and Post-Doctoral Fellows). This information includes flyers on wellness sessions, EFAP, and free counselling available from provincial and federal governments, Additionally, sessions provided by Canada Life, Homewood Health. Wellness &amp; Recognition provides information for leaders, managers, supervisors to support their employees.</i></p> <p><i>The University does not utilize an EFAP program for students. We have our own team of counsellors that, throughout the pandemic, provided (and continue to provide) counselling services (both one-on-one and group) via Zoom -- click <a href="#">here</a> for more info on services. These services have been highly utilized by students through this past year and we have promoted them heavily through targeted student messaging (information distributed to professors to share in classes, social media campaigns, email communications, etc.).</i></p>
<p>31. Has there been a conversation about the time and energy that faculty have flipped online in a matter of days last year and now are asked to consider a blended/on-campus format with a lot of differences to teaching styles (e.g., masks, social distancing, possible video recording lectures, extra time to clean spaces, etc.)? It may not seem like a big difference to be on-campus with these changes, but it does impact our teaching and therefore our</p>	<p><i>We recognise the challenge you articulated here. This is something Deans and our Working Groups are looking at, in terms of delivery and what that will look like in the fall. Generally speaking, our intent is not to expect a faculty member to have a robust blended learning model; we're looking at how we can have different approaches within the context of a course. It's early, though, in terms of final decisions that faculties and departments will make as to what will happen at the program level. With respect to burnout and mental health challenges, we're very aware of that as a challenge, and we continue to communicate the importance of reaching out and accessing the services we have on campus for all employees. It's very important for</i></p>

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<p>planning. I'm concerned with being asked to adapt and modify our teaching again in such a short time period. I feel that some of us are burnt out. What supports do faculty have for these changes? What types of appreciation can we expect? <i>(Answered live during Town Hall)</i></p>	<p><i>people to access supports, and we encourage anyone to do so if you're experiencing challenges.</i></p> <p><i>Many faculty consultations are occurring to gather ideas about how we'll proceed to increase the number of in person student experiences. This may not explicitly be courses, but course components. Many faculty members are doing things in many different ways, and what we're trying to do is gather many ideas that people could choose from if we end up in a blended learning situation. Those ideas could all look very different. The intention has never been for faculty to completely redesign courses. Hopefully, we may be able to return to a fully in person experience, where faculty may choose to keep what aspects of their online courses worked well, while being mostly in person. We want these to be conversations, and want people to challenge themselves to think about how we can increase in person experiences.</i></p> <p><i>We understand that this has been a difficult time, and we're working to put in place different mechanisms for different employee groups. For faculty, we're trying to establish a committee between ULFA and administration to address these questions and keep lines of communication open. Throughout, we've been trying to make people aware of supports that are in place, and understand that there's been a redistribution of workload, and we've been trying to put measures in place to reduce anxiety around other pieces.</i></p>
<p>32. Not a question. I just want to remind all 50-64 year old staff and faculty that you can register starting tomorrow for your first vaccination. Please do this it can save a life. Thank you. <i>(Answered live during Town Hall)</i></p>	<p><i>Thank you for that reminder!</i></p>
<p>33. Lakehead University in Ontario recently suffered a catastrophic cyber attack. It's another reminder of the effects of underfunding information technology, and how critical their infrastructure has become to literally keeping the doors open. Has senior administration reflected on this incident as a</p>	<p><i>Information Technology Services reviews all cyber incidents that occur at Canadian institutions with the Vice Presidents during regular IT Steering Committee meetings. While specific details of the compromise are often not disclosed for legal reasons, we do have a process in place for sharing what details we can and that information is used to help better inform our security posture. Currently the institution is working on recruiting an Information Security Manager and is also working on an outsourcing</i></p>

Questions	Answers
<b>Other Questions</b>	
<p>learning opportunity to help prevent us from being another statistic when it comes to large cyber attacks?</p>	<p><i>agreement for security operations to increase our security capacity. While we can put people and tools in place security is everyone's responsibility and this is why we have implemented a mandatory Security Awareness Training policy, but compliance with the policy continues to lag among academic staff.</i></p>
<p>34. Is there any possibility that Pronghorn athletics teams will resume playing and competing again in their respective leagues in the fall of 2021? <i>(Answered live during Town Hall)</i></p>	<p><i>Currently, university teams are again allowed to be practicing together again, with some restrictions in place. The extent to which we'll have team competition back on our campus may depend on vaccines and the success of that rollout. It's perhaps too early to know.</i></p>
<p>35. In regard to understanding the WIL landscape at U of L we are currently executing phase 1 of an environmental scan for WIL and CBEL at the course level for the Summer 2021 term. Please work with your curriculum experts to help us with this data collection project. You can also email my.experience@uleth.ca for more information.</p>	<p><i>This was not posed as a question but was rather a comment within the Q&amp;A forum by a Town Hall participant engaged in Working Integrated Learning on our campus. The comment was intended to add context to an answer provided orally within the Town Hall.</i></p>
<p>36. What is the state of the Navitas proposal and negotiations? <i>(Answered live during Town Hall)</i></p>	<p><i>There have been no negotiations to date. We're still in a very exploratory phase. We've heard lots of input from the community from a variety of perspectives, both from faculty councils as well as meetings such as this town hall. This has given us lots of questions to have answered between Navitas and ourselves. We haven't moved forward with Navitas, because we feel like we either have to be able to answer all the questions, and move forward, or, if some of the questions lead us to decide that this isn't the best fit for us, then make that decision.</i></p>
<p>37. Is an update available on the development of University lands that was mentioned before?</p>	<p><i>The University has a team working with external financial and legal advisors on the south campus development project, with a goal to have some concept options developed by this summer. These options will be presented to the University's Board of Governors for review and decisions on how to move forward with this project. This is a long term project before revenues may be realized but the land provides exciting opportunities for the University.</i></p>