

The following Motions and Documents were considered by the Board Finance and Property Committee during the Open Session of its February 27, 2020 meeting:

Agenda Title: **Proposed New Non-Regulated Exclusion to Program Fees, Proposed Change to Existing Non-Regulated Exclusion to Program Fees (Previously Mandatory Student Instructional Support Fees)**

APPROVED MOTION: THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, and acting with delegated authority of the Board of Governors, approve:

- the proposed New Non-Regulated Exclusion to Program Fees (set forth in Attachment 1),
- the proposed Change to Existing Non-Regulated Exclusion to Program Fees (set forth in Attachment 2),

as submitted on behalf of the relevant Faculties/Departments by the Registrar’s Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.

Final Item: 4c.

Agenda Title: **Capitalization of Unrestricted Funds to Permanent Restricted Endowments Net Assets**

APPROVED MOTION: THAT the Board Finance and Property Committee, acting with delegated authority of the Board of Governors, approve the transfer of \$1,831,480.63 of unrestricted net assets to permanent restricted endowment net assets.

Final Item: 4d.

Agenda Title: **University of Alberta 2020-2021 Tuition and Student Financial Aid**

APPROVED MOTION: THAT the Board Finance and Property Committee, on the recommendation of General Faculties Council Academic Planning Committee, recommend that the Board of Governors approve the Tuition Proposal for Fall 2020 as outlined in the following table, **as amended**:

Category of Student	Proposed Increase for Fall 2020	Financial Support
Domestic Undergraduate (incoming and continuing students)	7%	15% of net increase
International Undergraduate (continuing students admitted prior to Fall 2020)	4% Exception PharmD – 0%	7.55% ¹
Domestic Graduate (thesis-based) (incoming students)	7%	15% of net increase
Domestic Graduate (thesis-based) (continuing students admitted prior to Fall 2020)	7% with rebate to reduce increase to 2.67% ²	15% of net increase

International Graduate (thesis-based) (continuing students admitted prior to Fall 2020)	7% with rebate to reduce increase to 2.67% ²	7.55%
Domestic Graduate (course-based) (incoming and continuing students) (with exceptions noted below)	7%	15%
International Graduate (course-based) (continuing students admitted prior to Fall 2020)	4%	7.55%
Domestic Graduate (course-based) exceptions	Masters of Accounting – 0% MBA – 10% Executive MBA – 10% ³ MBA – Ft. McMurray – 9% ⁴ MEng – 10%	15% of net increase
International Graduate (course-based) exceptions	MBA – 0% Executive MBA – 0% MBA – Ft. McMurray – 0% Integrated Petroleum Geoscience – 0%	7.55%
Former Cost-Recovery Program exceptions	(all 0%) Certificate in Advanced Adolescent Literacy Certificate in Teaching Students with Complex Needs Master of Education in Education Studies Master of Education in Health Studies Education Master of Science in Internetworking Master of Science in Multimedia Master of Science in Urban and Regional Planning Post-Baccalaureate Certificate in Bridging to Canadian Physical Therapy Certificate in School Leadership Certificat d'etudes superieures en administration et leadeurship scolaire	

¹ Existing model for International tuition financial aid.

² 2.67% reflects the increase in cost drivers for the University year over year.

³ Students currently enrolled in the Executive MBA will be grandparented for 2020 only with a 0% increase.

⁴ Students currently enrolled in the MBA- Ft. McMurray will be grandparented for 2020 only with a 0% increase in tuition.

Final Recommended Amended Item: 7a.

Agenda Title: **2020-2021 Mandatory Non-Instructional Fees Proposal**

APPROVED MOTION: THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, and acting with delegated authority of the Board of Governors, approve the 2.67%¹ overall increase of mandatory non-instructional fees for 2020-21, with the increase applied differentially to individual fees as follows:

Student Fees	Current Rates/Term	2 Terms	Increase	Revised Rates 2 Terms
Athletics and Recreation	\$82.00	\$164.00	10.00%	\$180.40
Health and Wellness	\$61.32	\$122.64	0.00%	\$122.64
Academic Support	\$252.18	\$504.36	0.936%	\$509.08
TOTALS	\$395.50	\$791.00		\$812.12
Total FT Student Increase (2.67%)		\$21.12		
New Annual Rate (2 terms)		\$812.12		

¹2.67% represents the increase in cost drivers for the University year over year (Academic Price Index (API)).

Final Item: 7b.

Agenda Title: **2020-2021 University of Alberta Meal Plan Rates**

APPROVED MOTION: THAT the Board Finance and Property Committee, acting with delegated authority of the Board of Governors, approve an increase of 2.9% to all meal plan rates for the 2020-21 academic year.

Final Item: 7c.

Agenda Title: **2020-2021 University of Alberta Residence Rate (5% Increase)**

APPROVED MOTION: THAT the Board Finance and Property Committee, acting with delegated authority of the Board of Governors, approve an increase of 5.0% to the rates charged for the following residences:

- Augustana - Hoyme
- Augustana - Ravine
- Augustana - Community House
- Campus Saint-Jean
- East Campus Village Houses
- Graduate Student Residence
- HUB
- International House

- Lister - Chalifoux
- Lister - Henday
- Lister - Kelsey
- Lister - Schaefer
- Maple and Aspen House
- Newton Place
- Peter Lougheed Hall

Final Item: 7di.

Agenda Title: **2020-2021 University of Alberta Residence Rates (New - Lease Terms)**

APPROVED MOTION: THAT the Board Finance and Property Committee recommend that the Board of Governors approve new rates for residences transitioning from 11-month leases to 8-month leases, as follows:

- Alder
 - 1 bedroom - \$1,104 / month
- Linden
 - 1 bedroom - \$1,104 / month
- Nipisiy
 - 4 bedroom - \$1,139 / month
 - 6 bedroom - \$1,019 / month
- Pinecrest
 - 2 bedroom - \$1,136 / month
 - 4 bedroom - \$1,015 / month
- Tamarack
 - 2 bedroom - \$1,136 / month
 - 4 bedroom - \$1,015 / month

Final Recommended Item: 7dii.

Agenda Title: **2020-2021 University of Alberta Residence Rates (New - Renewal)**

APPROVED MOTION: THAT the Board Finance and Property Committee recommend that the Board of Governors:

a) approve new rates for residences having undergone major renewal, as follows:

- Lister - Mackenzie Hall
 - Single - \$1,172 / month
 - Double - \$973 / month

and

b) authorize the Vice-President (Facilities and Operations) to apply the MacKenzie Hall residence rates (inclusive of any future approved increases) to Henday Hall and Kelsey Hall once they return to service as fully renewed residences.

Final Recommended Item: 7diii.

Agenda Title: **University of Alberta 2020-21 Budget**

APPROVED MOTION: THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, recommend that the Board of Governors approve the 2020-21 Consolidated Budget as set forth in Attachment 1.

Final Recommended Item: 7e.

Governance Executive Summary
Action Item

Agenda Title	Proposed New Non-Regulated Exclusion to Program Fees, Proposed Change to Existing Non-Regulated Exclusion to Program Fees (Previously Mandatory Student Instructional Support Fees)
---------------------	--

Motion

<p>THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, and acting with delegated authority of the Board of Governors, approve:</p> <ul style="list-style-type: none"> • the proposed New Non-Regulated Exclusion to Program Fees (set forth in Attachment 1), • the proposed Change to Existing Non-Regulated Exclusion to Program Fees (set forth in Attachment 2), <p>as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.</p>
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Vice-Provost and University Registrar and the Faculties and Departments that have proposed new and changed fees.
Presenter(s)	Melissa Padfield, Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is	To establish new Non-Regulated Exclusion to Program Fees and Change to Existing Non-Regulated Exclusion to Program Fees.
Executive Summary	<p>The impacts of the proposals are stated in the purpose and outline in each attached proposal.</p> <p>Implementation dates for each proposal may vary; see attachments for details.</p> <p>After final approval by the Board of Governors, the proposed fees would be implemented by the Office of the Registrar, Financial Services and the corresponding units proposing fee changes. The Office of the Registrar will communicate the approval of all fees to the proposers of the various fees contained in this proposal. All of these categories of fees are listed on the Office of the Registrar's website and the units initiating the proposal are responsible for communicating any fees to the impacted students.</p>
Supplementary Notes and context	<p><i>The new Alberta Tuition Framework, published in February 2019, refers to what were previously known as Mandatory Student Instructional Support Fees (MSISFs) as Non-Regulated Exclusion to Program Fees.</i></p> <p><i>The Board of Governors delegated authority to the Board Finance and Property Committee for approvals of MSISFs on March 15, 2019.</i></p>

Item No. 4c

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	<u><i>Those who are actively participating:</i></u>
	<ul style="list-style-type: none"> As outlined in various proposals
	<u><i>Those who have been consulted:</i></u>
	<ul style="list-style-type: none"> As outlined in various proposals
	<u><i>Those who have been informed:</i></u>
	<ul style="list-style-type: none"> As outlined in various proposals
Approval Route (Governance)	GFC Academic Planning Committee – February 12, 2020 (for recommendation) Board Finance and Property Committee – February 27, 2020 (for approval) Board of Governors – March 13, 2020 (for information)

Strategic Alignment

Alignment with <i>For the Public Good</i>	Institutional Strategic Plan – For the Public Good:	
	SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.	
	Objective 21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
	Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.	
	i. Strategy: Seek and secure resources needed to achieve and support our strategic goals.	
	ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	1. <i>Post-Secondary Learning Act (PSLA)</i> : Sections 61(1) and (2)(a) “Tuition fees 2. <i>Post-Secondary Learning Act (PSLA) Regulations</i> – Alberta Regulation 228/2018 – Section 2 3. <i>Post-Secondary Learning Act (PSLA)</i> 4. Board of Governors General Terms of Reference, Section 1 (b) 5. Board Finance and Property (BFPC) Terms of Reference 6. University of Alberta Calendar 7. GFC Academic Planning Committee Terms of Reference	

Attachments:

- Proposals for New Mandatory Non-Regulated Exclusion to Program Fees (48 pages, page #s 4 - 51)
- Proposals for Change to Existing Non-Regulated Exclusion to Program Fees (50 pages, page #s 52 - 101)
- Overview of Proposals (2 pages)

Attachment 1**Proposals for Non-Regulated Exclusion to Program Fees**

Course	Implementation	Fee	Page Number
SCI 299	May 1, 2020	\$2,500 - \$3,500	5
BIOL 395	May 1, 2020	\$600 - \$6,000	22
REN R 345/724	September 1, 2020	\$0 - \$50	35
REN R 368/768	September 1, 2020	\$0 - \$100	35
REN R 445/745	September 1, 2020	\$0 - \$50	35
EDFX 498	September 1, 2020	\$750	42
EDFX 499	September 1, 2020	\$750	47

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: **June 25, 2019**

Item No. <02>

Request for Approval for: **Science 299 Field School**

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: Science 299 is a course offering in the Faculty of Science as part of the Certificate in Engaged Citizenship in Arts and Science. The course is offered in Fall/Winter and students are expected to tackle a global problem that has a potential scientific solution that has economic, political and cultural aspects of its implementation. The course expects students to engage with experts and understand the nuances of a problem that students at the University of Alberta rarely have experience with. The aim of running a non-mandatory additional course offering in Spring session is to provide students in Science 299 with the exposure to ground zero of global problems by visiting countries on the front lines of global issues. The course is open to students from Faculty of Arts and the Faculty of Science so long as they have completed 5 Science courses. Therefore, it has broad appeal, is not required for any degree program but offers students a unique experience and important exposure that will help train leaders of the future. For more information please see Attachment 3

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Science
Dean/Chair	Dr. Frank Marsiglio
Primary Contact (Name, phone number, and e-mail)	Dr. Torah Hunt (Kachur) 780-945-7123 tkachur@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Dr. Theresa Garvin Director of Interdisciplinary Programs, Faculty of Science 780-492-4593 Theresa.garvin@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Funding room and board, excursions and course-specific field trips in the country of course delivery.
Proposed Amount	\$2,500 - \$3,500/student based on 15 student enrolment (does not include student flights or instructional fees)
Previous Fee Amount (if this is a new fee, please indicate that here)	This is a proposed new course offering in Spring/Summer session.
Requested Implementation Date	Spring 2020
The Impact of the Fee (number)	15-20 students

of students affected, etc.)	
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Science 299
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Science 299 is an existing course in Fall/Winter, this proposal is for an additional offering in Spring/Summer as a Field School
New or Existing Program (include name)	Existing program – Interdisciplinary “Certificate in Engaged Leadership and Citizenship in Arts and Science”
Course Description(s)	<p>Science 299 – Science Citizenship</p> <p>A course for supervised participation in a citizenship project. In this course, students will work in interdisciplinary groups to research and present the science underlying a global issue, as well as implement a local solution to that global issue. The course will also include a discussion of the possible career paths, ethics, culture and values of scientists. Normally taken after completion of a minimum of 30 units of course weight in a program in the Faculty of Science.</p> <p>Syllabus is attached from Fall/Winter 2018-2019 as attachment #2</p>

Details

Estimated Costs (Budget information may be included here or as an attachment)	See attachment #1
Explanatory Notes	The course is proposed to be offered over a 4 week period starting in Spring 2020 in Costa Rica. Costs are based on shared accommodation, salaries and instructor(s) accommodation and travel at current day rates and estimated excursion costs based on present day rates.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar’s Advisory Committee on Fees and in what capacity)	
Student Group Consultative Route	See attachment #4
Advisory Route (RACF) Include dates	June 25, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

- 1 – Budget estimates for Sci299 Field School
- 2 – Syllabus Science 299 Fall Winter 2018-2019
- 3 -Sci299 FIELD SCHOOL Proposal
- 4 – Field School Program Student Survey

Science 299 Field School Estimated Expenditures, Revenue and Cost per Student

Summer 2020 - Tamarindo, Costa Rica

Course: Science 299 (3 credits)

Course based budget: 15 students, 3.5 weeks)

Expense	CDN	Description
Marketing	\$1,000.00	Posters/Info sessions
Program Coordination Salary	\$4,500.00	Based on 1/16 full time salary (\$72,000) at \$40/hr contract rate
Faculty accommodation	\$2,450.00	Based on \$75/night for 35 nights
TA accommodation	\$2,450.00	Based on \$50/night for 35 nights
Per Diem (Lead Faculty)	\$2,310.00	Based on 35 days at Int'l rate of \$66/day
Per Diem (TA)	\$2,310.00	Based on 35 days at Int'l rate of \$66/day
Flights from Canada (Lead Faculty and TA)	\$3,000.00	Based on 2 flights, \$1500/flight
Business Taxi Rental (on site case-by-case allowance)	\$300.00	Airport pickups and project site visit
internet and Phone	\$350.00	Based on \$10/night for 35 nights
Emergency Contingency	\$2,000.00	
Excursions	\$2,000.00	3 Field Trips
TOTAL OPERATING COSTS	\$22,670.00	
TOTAL EXPENDITURES = TOTAL PROGRAM FEES	\$22,670.00	
OVERVIEW OF COSTS PER STUDENT (15 students)		
1. TOTAL PROGRAM FEE PER STUDENT	\$1,511.33	
2. TOTAL GROUND FEE PER STUDENT (room/half board)	\$1,200.00	Based on \$40/day for accommodation and breakfast and lunch

**TOTAL COST PER STUDENT (15 students) - not including
airfare**

\$2,711.33 Does not include student flights

*Prices may be affected from year to year by exchange
rate and inflation

Suggested Price RANGE \$2500-\$3500

University of Alberta
SCI 299 - Science Citizenship
Fall and Winter, 2018-2019

Instructor: Torah Hunt
Office: Biological Sciences B118 Desk 1
E-mail: tkachur@ualberta.ca
Web Page: SCI 299 Moodle (eClass) website

Office Hours: By appointment

Lecture Room & Time: Chemistry W4-44, Tuesdays 9:30-11:00

Course Description:

A course for supervised participation in a citizenship project. In this course, students will work in interdisciplinary groups to research and present the science underlying a global issue, as well as implement a local solution to that global issue. The course will also include a discussion of the possible career paths, ethics, culture and values of scientists. Normally taken after completion of a minimum of 30 units of course weight in a program in the Faculty of Science. Prerequisite: GPA of 2.5 or higher, at least five science courses, and consent of Faculty of Science.

Course Objectives

- Apply scientific concepts and principles in everyday life;
- Demonstrate the relevance of scientific concepts to global and local issues; and
- Appreciate the value of creativity and social consciousness in scientific research.

Expected Learning Outcomes:

- Create and produce a persuasive, effective, scientific evidenced-based, oral presentation on the chosen global issue and local solution;
- Develop problem-solving strategies and apply them to the project;
- Justify initiatives through proposal writing;
- Categorize and manage project tasks with group members.

Past Evaluative Material:

After students choose their projects, examples of past presentations and local solutions will be given.

Grade Evaluation:

There are no exams in this course. Grades will be assigned from marks by plotting the marks on a graph and finding appropriate breaks between students. A minimum of 50% is required to pass the course; students with total marks below 50% will receive an 'F'. Reaching the following marks guarantees at least the grade following: 95% A+, 90% A, 86% A-, 82% B+, 78% B, 74% B-, 70% C+, 66% C, 62% C-, 58% D+, 54% D.

ASSESSMENT	WEIGHTING
Assignments:	(15%)
- Career Profile (3%)	
- Science Hero (3%)	
- 3-minute thesis (3%)	
- 4 questions (3%)	
- Persuasive writing (3%)	
Attendance	(7%)
Peer review	(13%)
- Self-reflections (3%)	
- Midterm peer review (5%)	
- Final peer review (5%)	
Project outline presentation	(5%)
Midterm Progress report	(20%) – 10% paper and 10% presentation
Final presentation	(15%)
Final paper	(25%) – 15% paper and 10% peer review

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Missed Term Work and Assignments:

A student who cannot write an assignment or present on the appointed day due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for an excused absence by discussing with the instructor. Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Exams:

There are no exams or midterms in this course. There is no possibility of a re-examination in this course.

Student Responsibilities:

ACADEMIC INTEGRITY: "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Senior Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offences. Anyone who engages in these practices will receive at minimum a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the Faculty of Science the sanction for **cheating** on any examination will include **a disciplinary failing grade** (no exceptions) and senior students should expect a period of suspension or expulsion

from the University of Alberta. Students in this course should pay particular attention to guidelines and issues surrounding “Collaborating on Assignments” link on the Truth in Education website at <http://www.uofaweb.ualberta.ca/TIE/>

CELL PHONES AND RECORDINGS: Cell phones are to be turned off during all classes. Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

STUDENTS WITH DISABILITIES: Students who require accommodation in this course due to a disability are advised to discuss their needs with Specialized Support & Disability Services (2-800 Students’ Union Building).

ACADEMIC SUPPORT CENTRE: Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students’ Union Building).

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class.

Copyright: Dr. Torah Hunt. University of Alberta 2018

Week #	Lecture Topic	Homework	Due
Sept 4	What is science?		
Sept 11	How to craft an interview		
Sept 18	Project Topics	Pick groups	
Sept 25	Scientific Literacy	4 questions Find fake news	Projects Selected
Oct 2	No Class		
Oct 9	Characteristics of a good scientist		4 Questions
Oct 16	Characteristics of a Good Group		
Oct 23	Science Communications		Project Outline
Oct 30	Developing a thesis		
Nov 6	Giving effective presentations	Midterm presentations/paper	3 minute thesis Midterm papers for peer review
Nov 13 Term Break		Peer reviews	
Nov 20	In class work		Peer reviews of midterm papers
Nov 27	Midterm presentations		Midterm presentations
Dec 4	Midterm presentations		Midterm presentations Midterm papers due
Exam Break			
Jan 8	Ethics in science		
Jan 15	What is good data?		
Jan 22	Writing 101	Career profile	Peer review of writing
Jan 29	Career paths in science	Science hero	Career profile
Feb 5	Leaders in science		Science hero
Feb 12	Thinking beyond the problem		
Feb 19 – reading week			
Feb 26	Persuasive writing		
Mar 5	Persuasive writing presentation		Persuasive presentations
Mar 12	Project work		
Mar 19	Project work		
Mar 26	Project work		Final presentations
Apr 2	Final presentations		Final presentations
Apr 9	Final presentations		Final presentations
	Final presentations		

*Topics and Lecture material subject to change

Science 299 Goes GLOBAL

A course proposal by Dr. Torah Hunt (Kachur)

Why Science 299 should go GLOBAL!

The course is being offered in Fall 2018 from the confines of University campus with research done on the internet and interviews done by Skype. But how enriching and deep would the experience be if this project was done in Costa Rica or Morocco or Thailand with ground floor experiences in the issues the students are investigating. The students would see through a truly global perspective and, ideally, have an experience that will enrich their lives to become leaders of problems into the future.

The philosophy of Science 299 is to create leaders in science and society – what better way to do this than from around the world?

What is Sci 299

Science 299 is an interdisciplinary course that is an introduction to global citizenship. It's being run for the second time in Fall 2018 however it has been completely revamped to focus on the interdisciplinary approach to issues facing the world today. Students are expected to pick a global problem – topics such as textile production and waste, plastic pollution, overpopulation, the aging population (to name a few) and research and present all the various aspects of the problem.

The Problems

Take deforestation – this is a major problem facing the world today. Clear cutting ancient rain forests in Costa Rica for grazing land is a major problem that affects the entire globe with the loss of biodiversity and richness of a rainforest. Students will delve deep into the economic reasons for clear cutting, the science of the ecosystems being lost and the politics allowing it to continue.

Students could also focus on desertification in Morocco and the impact on urbanization and the rise of climate refugees, the scientific solutions helping deal with increasing water scarcity and the political will to protect the watersheds.

While in Costa Rica the students will look at the impacts of the shark finning industry on the marine ecosystem and the seaside economy, or the impacts of plastic waste on intertidal zones. Another interesting aspect in Costa Rica is that it is a world leader in greenhouse gas emission reduction with a clear and active commitment to the Paris Climate Accord, this will give students a chance to do a case study in the country on how to mitigate climate change that perhaps could allow them to bring home lessons to enact at home.

The possibilities for countries are endless however the countries chosen have a diverse range of experiences and are at the forefront of global challenges.

The Expectations

Students will be expected to take a local issue in the destination country – Morocco, Costa Rica or Senegal or Thailand (to be incorporated in 2022 and 2023 respectively) – and expand the view to start to address the global problem.

Students are expected to interview published experts in each of the different realms of science and society and present the broad problem and the different aspects of a solution. This requires in depth research, an increasing maturity of understanding of the multifactorial nature of problems facing the world today, and a deep understanding of both the scientific and societal proposed solutions.

The Instructor

Dr. Torah Kachur (Hunt), current instructor in Science 299, has travelled to over 50 countries often alone and often with only a backpack for company. She has seen slavery in action, polygamy, racism and the depths of poverty first hand. Her experiences and knowledge translate into a guiding hand for students to explore the issues facing the world today. Torah is currently contracted by the Faculty of Science to run Science 299 for 2018-2019 and through 2019-2020.

The Proposal

I propose that Science 299 runs as a 4.5 week intensive course. Each year in a different country that is at the heart of global issues. A group of 12-24 students will join her and be able to choose from a series of 3-4 different major global issues. The countries chosen will dictate which global problems that will be addressed as each country will be 'ground-zero' for a wide variety of global issues.

The Countries

The countries suggested are Morocco, Costa Rica and Senegal or Thailand that would rotate every 3 years. The intent would be to start in Costa Rica, this country is very accessible, has excellent tourist infrastructure and has cheap flights for the students to reduce costs.

Then, the next year the course would travel to Morocco where issues of the textile industry, desertification and poverty take a more acute focus. And finally, the third year in rotation (2023) the course hits Senegal for a first hand look at deforestation, plastic waste, slavery and the myriad of issues that are centered in West Africa today.

Why three countries? Despite being more difficult logistically, the intent is to attract students into Science 299 and hopefully also offer a Science 49X course at the same time – the project would be

individual instead of a group and broader in scope and maturity but having the course go to different countries would allow repeat customers to Science 299 and then Science 49X.

Not only that, the broader country options can attract a larger base of students – for instance Faculte St Jean students may appreciate the opportunity to go to Morocco or Senegal where French is a dominant language.

Why these countries? The travel time is not like going to Southern Africa and the flight prices are cheap. The destinations are accessible and safe and English is spoken by many of the locals. The countries also have very good transportation networks and road safety records to allow students to go further afield and explore once they are there. Additionally, the instructor has a wide-range of personal networks in both Morocco and Senegal having visited several times for extended periods.

Conclusion

Science 299 is part of the Leadership Certificate and there is no better way to produce leaders who can face the future than with cultural immersion and educational guidance. Science 299 is the perfect course to be offered as a 3-week intensive experience into education and the world.

The Logistics

Science 299 will soon be a proven course on the University calendar. Right now, Science 299 is offered as a full-year 3 credit course, some students have found this to be difficult to fit into their schedule because they cannot take a full course load. By offering it in the spring, the students can complete 3 credits, it will appeal to a broader student base from many different faculties and the instructor is more available to travel then!

NOTE: Most of the current Sci299 syllabus is below (material common to all syllabi is omitted for efficiency)

University of Alberta
SCI 299 - Science Citizenship
Fall and Winter, 2018-2019

Instructor: Torah Hunt
Office: Biological Sciences B118 Desk 1
E-mail: tkachur@ualberta.ca
Web Page: SCI 299 Moodle (eClass) website

Office Hours: By appointment

Lecture Room & Time: Chemistry W4-44, Tuesdays 9:30-11:00

Course Description:

A course for supervised participation in a citizenship project. In this course, students will work in interdisciplinary groups to research and present the science underlying a global issue, as well as implement a local solution to that global issue. The course will also include a discussion of the possible career paths, ethics, culture and values of scientists. Normally taken after completion of a minimum of 30 units of course weight in a program in the Faculty of Science. Prerequisite: GPA of 2.5 or higher, at least five science courses, and consent of Faculty of Science.

Course Objectives

- Apply scientific concepts and principles in everyday life;
- Demonstrate the relevance of scientific concepts to global and local issues; and
- Appreciate the value of creativity and social consciousness in scientific research.

Expected Learning Outcomes:

- Create and produce a persuasive, effective, scientific evidenced-based, oral presentation on the chosen global issue and local solution;
- Develop problem-solving strategies and apply them to the project;
- Justify initiatives through proposal writing;
- Categorize and manage project tasks with group members.

ASSESSMENT	WEIGHTING
Assignments:	(15%)
<ul style="list-style-type: none"> - Career Profile (3%) - Science Hero (3%) - 3-minute thesis (3%) - 4 questions (3%) - Persuasive writing (3%) 	
Attendance	(7%)
Peer review	(13%)
<ul style="list-style-type: none"> - Self-reflections (3%) - Midterm peer review (5%) - Final peer review (5%) 	
Project outline presentation	(5%)
Midterm Progress report	(20%) – 10% paper and 10% presentation
Final presentation	(15%)
Final paper	(25%) – 15% paper and 10% peer review

Copyright: Dr. Torah Hunt. University of Alberta 2018

Week #	Lecture Topic	Homework	Due
Sept 4	What is science?		
Sept 11	How to craft an interview		
Sept 18	Project Topics	Pick groups	
Sept 25	Scientific Literacy	4 questions Find fake news	Projects Selected
Oct 2	No Class		
Oct 9	Characteristics of a good scientist		Fake News 4 Questions
Oct 16	Characteristics of a Good Group		
Oct 23	Science Communications		Project Outline
Oct 30	Developing a thesis		
Nov 6	Giving effective presentations	Midterm presentations/paper	3 minute thesis Midterm papers for peer review
Nov 13 Term Break		Peer reviews	
Nov 20	In class work		Peer reviews of midterm papers
Nov 27	Midterm presentations		Midterm presentations
Dec 4	Midterm presentations		Midterm presentations Midterm papers due
Exam Break			
Jan 8	Ethics in science		
Jan 15	What is good data?		
Jan 22	Writing 101	Career profile	Peer review of

			writing
Jan 29	Career paths in science	Science hero	Career profile
Feb 5	Leaders in science		Science hero
Feb 12	Thinking beyond the problem		
Feb 19 – reading week			
Feb 26	Persuasive writing		
Mar 5	Persuasive writing presentation		Persuasive presentations
Mar 12	Project work		
Mar 19	Project work		
Mar 26	Project work		Final presentations
Apr 2	Final presentations		Final presentations
Apr 9	Final presentations		Final presentations
	Final presentations		

*Topics and Lecture material subject to change

Student Consultation via Survey

Based on a student survey conducted in January 2019, students support the Department of Biological Sciences broadening our field course offerings and are willing to pay instructional fees for this opportunity.

A survey in SurveyMonkey was created to target all first, second, and third year students in the Department of Biological Sciences at the University of Alberta: students registered in all of our honors/specialization students and students enrolled in Biological Sciences General Major. The survey used page logic to direct students to specific questions based on their answers to previous questions. This setup allowed the results to be sorted by type of destination the students preferred, and by the length of time away (either < 3 weeks, or ≥3 weeks), because preferences about cost could be dependent on the destination the students selected or the amount of time they wanted to spend in the field. The survey was sent to 1,806 students, of which 488 responded.

Half of all polled students (47.75%) stated they would participate in a field school either in Canada or at an international location. The most popular locations internationally were Oceania and Europe (Table 1). The most popular locations in Canada were Vancouver Island, the Rocky Mountains, and the Maritimes (Table 2). The vast majority of students (81.5 - 85.58%) said they would be interested in taking more than one *3 credit course at a time while in the field. In addition, most students preferred to take field courses during the Spring Semester (65.31-76.23%), followed by Summer Semester (18.85 - 21.86%), followed by Prior to Fall Semester (4.92 - 13.27%). **Most students were willing to pay about \$501 - \$2,000 in instructional fees per *3 course, and about \$501 - \$1,500 in ground fees.**

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: **November 26, 2019**

Item No. <06>

Request for Approval for: **BIOL 395 – Field Course in Biology**

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE

BIOL 395 (Field Course in Biology) is a course designed to be a special topics course in Biology that can be offered anywhere outside of Edmonton. The content of course will vary based on topic and location, thus providing our students with varied and flexible field opportunities that are comparable to other Canadian institutions. The proposed fees associated with this course are designed to recoup the costs of non-instructional expenses associated with offering a course outside of Edmonton. Given that the budget will vary based on location, our fee range is based on costs associated with current field offerings in Alberta and internationally as well as comparison to other Canadian institutions.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Science/Biological Sciences
Dean/Chair	Dr. Matina Kalcounis-Rueppell/Dr. David Coltman
Primary Contact (Name, phone number, and e-mail)	Dr. Jocelyn Hall, Associate Chair Undergraduate Studies, 492-0076, bioacu@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Dr. Corey Davis, FSO, 248-1099, cordavis@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee will be used to cover non-instructional expenses associated with running the course at different locations.
Proposed Amount	\$600.00 - \$6000.00
Previous Fee Amount (if this is a new fee, please indicate that here)	New
Requested Implementation Date	Spring 2020
The Impact of the Fee (number of students affected, etc.)	10 -24 per section
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	BIOL 395, Field Course in Biology
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	New course, approved by General Faculty Council (July 3, 2019)
New or Existing Program (include name)	N/A
Course Description(s)	*3 (<i>fi 6</i>) (either term, 3-0-3) Covers special topics of current interest in biology pertaining specifically to field opportunities. This course will be held outside of Edmonton at an off-campus location either domestically or internationally, and may require additional on-campus coursework. This course requires payment of additional miscellaneous fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the calendar. Consult department for current offerings. Prerequisite: second year Biological Sciences course and permission of instructor. Credit for this course may be obtained more than once.

Details

Estimated Costs (Budget information may be included here or as an attachment)	Please see attached
Explanatory Notes	Please see attached

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Department of Biological Sciences Courses and Curriculum Committee approved new course description (April 2, 2019). Department of Biological Sciences Council approved new course description (April 17, 2019). Faculty of Science approved new course description (June 2, 2019). General Faculty Council approved new course (July 3, 2019).
Student Group Consultative Route	We created a survey that targeted all first, second, and third year students in the Department of Biological Sciences at the University of Alberta (including all students registered in our honors/specialization programs and students registered in the BSc General Major in Biological Sciences). The survey was sent to 1,806 students in January 2019, of which 488 responded. Approximately half of the respondents indicated they would like to participate in a field course outside of Edmonton, of which most were willing to pay instructional fees for such an opportunity (please see attachment sections 2 & 3 for more details).
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - 5)

1. BIOL 395 (Field Course in Biology) Rationale and Proposal
2. Student Consultation via Survey
3. Instructor Consultation via Survey
4. Common attributes of Student and Instructor Surveys, including comparison to other Canadian Institutions
5. Budget details and explanatory notes

1. BIOL 395 (Field Course in Biology) Rationale and Proposal

Despite offering over 130 undergraduate courses, the Department of Biological Sciences offers limited field course opportunities outside of Edmonton for our students. Our current field courses include BIOL 432 (Field Methods in Ecology) offered in Kananaskis Country, BOT 322 (Field Botany) offered in Alberta, MA SC Courses offered at Bamfield Marine Science Centre, and the Southern African Field School (SAFS) offered in Southern Africa. These few courses are not in line with field offerings from comparable Canadian institutions, nor do these offerings match many of the interests of University of Alberta students and instructors (see below). This proposal would permit the Department of Biological Sciences to broaden its field course offerings abroad and domestically to all University of Alberta undergraduate students. As outlined below, both students and faculty members support this course and associated fees. In sum, this course proposal would allow us to meet shifts in student demands and to compete with other Canadian institutions.

BIOL 395 (Field Course in Biology) is designed to be a special topics course that can be offered anywhere outside of Edmonton. As such, course content would rotate based on instructor and destination. Potential topics include Ecology, Interdisciplinary Symbiosis, Parasitology, Freshwater or Marine Ecology, Terrestrial Arthropod Diversity, Marine Science, Aquatic Ecology, Vertebrate Diversity, Paleobotany, Northern Ecology, Field Methods, Conservation Biology, and Methods in Field Ecology. A single course that can be offered anywhere provides inherent flexibility for our students and our instructors. Further, the Department of Biological Sciences could offer 2-3 courses each Spring/Summer to either the same or different destinations. Topics and locations could change and/or rotate each year. The Department will have a single website to highlight upcoming offerings as well as past offerings. We have support staff to administer such a website and course.

This course is meant to be complementary to MA SC courses at the Bamfield Marine Science Centre in B.C. Based on student survey (see below), students highlight Vancouver Island as an area in which they would like to attend courses. We will continue to work with the Bamfield Marine Science Centre to ensure that our students are aware of our MA SC courses.

The Department of Biological Sciences will solicit proposals for BIOL 395 topics and locations each year. Ideally, the call for proposals would be in the Winter term the preceding year (e.g., February 2020 we would solicit proposals for Spring/Summer 2020/2021 Academic year). The Courses and Curriculum Committee (Department of Biological Sciences) would then review proposals and approve which topics, if any, would be offered. This process would be conducted in consultation with the Faculty of Science, especially the first few years the course is offered. We would work with risk management with each course section to ensure that students have pre-departure orientation, insurance coverage, and immunizations (as needed). All courses will provide a Field Action Plan. As our department has successfully been running the Southern African Field School for over four years, we are well poised to provide additional courses offerings outside of Edmonton.

We are proposing that fees would cover costs for non-instructional expenses associated with running each offering, with the goal to keep the costs to the students as low as possible. Safety is a top priority for our Department, thus we would ensure that all offerings follow guidelines of Environment, Health & Safety (EHS) for field courses. For budget estimates, we anticipate that minimally two University of Alberta staff with appropriate first aid training would teach each section.

2. Student Consultation via Survey

Based on a student survey conducted in January 2019, students support the Department of Biological Sciences broadening our field course offerings and are willing to pay instructional fees for this opportunity.

A survey in SurveyMonkey was created to target all first, second, and third year students in the Department of Biological Sciences at the University of Alberta: students registered in all of our honors/specialization students and students enrolled in Biological Sciences General Major. The survey used page logic to direct students to specific questions based on their answers to previous questions. This setup allowed the results to be sorted by type of destination the students preferred, and by the length of time away (either < 3 weeks, or ≥3 weeks), because preferences about cost could be dependent on the destination the students selected or the amount of time they wanted to spend in the field. The survey was sent to 1,806 students, of which 488 responded.

Half of all polled students (47.75%) stated they would participate in a field school either in Canada or at an international location. The most popular locations internationally were Oceania and Europe (Table 1). The most popular locations in Canada were Vancouver Island, the Rocky Mountains, and the Maritimes (Table 2). The vast majority of students (81.5 - 85.58%) said they would be interested in taking more than one *3 credit course at a time while in the field. In addition, most students preferred to take field courses during the Spring Semester (65.31-76.23%), followed by Summer Semester (18.85 - 21.86%), followed by Prior to Fall Semester (4.92 - 13.27%). **Most students were willing to pay about \$501 - \$2,000 in instructional fees per *3 course, and about \$501 - \$1,500 in ground fees.**

3. Instructor Consultation via Survey

Similarly, our Faculty in the Department of Biological Sciences are interested in teaching field offerings in varied areas. All 55 faculty members in the Department of Biological Sciences were invited to participate in a survey about their interest in teaching field courses outside of Edmonton. The survey was created in GoogleForms, and asked faculty members if they had experience teaching field courses, which subject areas and course levels they would be interested in teaching, the time of year and the year they would prefer to teach, the location they would like to teach in, and whether or not they have established relationships with field stations or research facilities that the course could utilize.

Twelve faculty members responded to the survey. Overall, most faculty members (9 of 12) had taught field courses outside of Edmonton, and most (10 of 12) were interested in teaching at either a domestic or international location (Tables 1-2). Faculty members mainly wanted to teach in the Rocky Mountains (citing the Biogeoscience Institute in Kananaskis Country), Vancouver Island (citing Bamfield Marine Sciences Centre), or at an assortment of international locations. Seven Faculty preferred to teach in the Spring (May/June), while six preferred to teach during Pre-Fall (late August). Faculty members mainly wanted to teach courses in their specialty area, at the 300 or 400-level. Finally, most faculty members (10 of 12) proposed targeted locations for the field courses, mainly at the Kananaskis Field Station, Bamfield Marine Sciences Centre, or other existing field stations.

4. Common attributes across Student and Instructor surveys, including comparison to other Canadian Universities

In addition to surveying our students and Faculty, we conducted a comparison of international and domestic field offerings at other public Canadian Ph.D. granting institutions. We chose these institutions as our comparators as they are most similar in structure and breadth to the University of Alberta.

What our surveyed students and instructors indicated as preferences in terms of where, when, and how BIOL 395 is offered are quite similar both for international (Table 1) and domestic (Table 2) opportunities. Similarly, these attributes are in line with what other Canadian institutes are currently offering (Tables 1-2). It is clear that our students and staff would like to see more opportunities that are comparable to what other institutions are offering. Further, these surveys provide our department with information on why students are interested in these opportunities as well as potential barriers to participation.

Table 1. Common attributes of international biology field offerings, based on current biology field offerings at other Canadian institutions, survey data from University of Alberta students enrolled in Biological Sciences degrees, and current University of Alberta Department of Biological Sciences faculty members.

Attribute	University Comparison Survey	Student Survey	Faculty Survey
Location	Rotating, Central America, South America, Africa	Oceania, Europe, Central America, Southern Africa, Asia	Caribbean, USA, Europe, South America, Asia
Time of Year	Spring/Summer (May - August)	Spring (May - June)	Spring (May - June) Pre-Fall (August)
Length	≤ 3 weeks	3 - 4 weeks	-
Number of Credits	3	6	-
Design	Hybrid field and on-campus coursework	Hybrid field and on-campus coursework	-
Level	-	200 or 300 level	400 level
Cost per Credit	\$1,034.26	\$667.00 - 2500.00	-
Subject Areas	Tropical Biology, Marine Biology	Zoology, Place-based, Ecosystem Biology, Core Biology, Non-science	Marine Biology, Aquatic Ecology, Symbiosis, Palaeontology, Northern Ecology, Zoology
Strengths	-	Novelty, work experience, resume/CV and career boost	-
Weaknesses	-	Cost, time away	-

Table 2. Common attributes of domestic biology field offerings, based on current biology field offerings at other Canadian institutions, survey data from University of Alberta students enrolled in Biological Sciences degrees, and current University of Alberta Department of Biological Sciences faculty members

Attribute	University Comparison Survey	Student Survey	Faculty Survey
Location	Vancouver Island, Maritimes	Vancouver Island, Rocky Mountains, Maritimes	Vancouver Island, Rocky Mountains, Arctic
Time of Year	Spring/Summer (May - August)	Spring (May - June)	Spring (May - June) Pre-Fall (August)
Length	2 weeks	3 - 4 weeks	-
Number of Credits	3	6	-
Design	Hybrid field and on-campus coursework	Hybrid field and on-campus coursework	-
Level	-	200 - 300 level	400 level
Cost per Credit	\$407.64	\$500.00 - 2,334.00	-
Subject Areas	Marine Biology, General Ecology	Core Biology, Zoology, Conservation Biology, Ecosystem Biology, Non-science	General Ecology, Marine Biology, Aquatic Ecology, Parasitology, Symbiosis, Entomology, Zoology, Northern Ecology
Strengths	-	Novelty, work experience, resume/CV and career boost	-
Weaknesses	-	Cost, time away	-

5. Budget details and explanatory notes

As the destinations are designed to be variable and worldwide, it is impossible to present a single budget for all potential offerings. To justify the range of fees we proposed, we provide cost estimates per student based on current field offerings both within province and internationally. Further, we demonstrate that the cost range for BIOL 395 is comparable to field offerings at other Canadian Universities. We propose a range of \$600-\$6000.00 as these costs are in line with other institutions, will cover our anticipated non-instructional expenses, and incorporate flexibility as costs will change from year to year.

Non-instructional expenses

Class enrolment will be granted on first-come, first-served basis and instructor/departmental approval. Maximum course enrolment will vary based on destination of course, but is predicted to range from 10-24 students.

We present two expense estimations based on two current field courses that our Department currently runs (Tables 3-4). We provide costs estimates for running a field course in Alberta (BIOL 432) and in Southern Africa. These estimates represent what we believe to be a lower (Table 3) cost and upper (Table 4) expenses, but not necessarily the lowest or the highest.

All efforts will be made to keep expenses as low as possible for each offering of BIOL 395. It is important to note that accommodations (room and/or board) may or may not be included in student fees dependent on location. If not included, there may be additional ground fees or costs associated with the course. Similarly, transportation to/from the course site may or may not be included in student fees. That is, transportation costs are likely to be included for a provincial location (e.g., entire class taking vans to field station that is used during course) and less likely to be included for an international location (e.g., airfare). Also, travel costs are quite high for some potential locations. For example, the costs to get instructors/students to South Africa are about \$2500 to \$3500 CAD. In comparison, the cost to get to Nunavut varies with range of \$2500.00 (Rankin Inlet, Nunavut) to \$7500 (Resolute, Nunavut). The proposed range of fees provides flexibility in destination, where ideally there would be a field station that offered room/board. Many of our surveyed Faculty members have already identified potential field stations in many locations from Nunavut to Belize. Finally, please note that costs to students would be reduced if we offered two sections of BIOL 395 at the same location simultaneously.

Table 3. Breakdown of non-instructional expenses in CAD to run a field course in Alberta based on costs to run BIOL 432 (Field Methods in Ecology) in 2018. BIOL 432 is run in Kananaskis Country at the Biogeoscience Institute (University of Calgary) in August. Cost per student is shown if enrolment is 10 or 20 students.

Description ¹	Expense	Cost per student (enrollment = 10)	Cost per student (enrollment = 20)	Notes
Accommodations/meals for students at Biogeoscience Institute for 10 days	600.00	600.00	600.00	Per student costs based on 2018 invoice
Accommodations/meals for two instructors at Biogeoscience Institute for 10 days	1,200.00	120.00	60.00	Cost per instructor is \$600.00 based on 2018 invoice
Vehicle rental charges for transport to/from Edmonton and while at field station (transport to different locations)	3,900.00	390.00	195.00	Estimate based on range of costs 2016-2018 (ranged from \$3469.26 - \$4121.99)
First Aid Kit Rental	15.00	1.50	0.75	Field Research Office charges \$5/week to rent.
Wilderness First Aid Training for two instructors	490.00	49.00	24.50	\$245.00 per class, based on Pure Mountain Medic First Aid Training
TOTAL COST PER STUDENT		1,160.50	880.25	

¹ Other potential expenses associated with this type of offering might include fees associated with Park entrances, acquiring permits, costs to get equipment and course set up before the students arrive at any field station, satellite phone rental if going where cellular coverage is unreliable, etc.

Table 4. Breakdown of non-instructional expenses in CAD to run an international field course in Southern Africa based on costs to run the Southern African Field School in 2018. Cost per student is shown if enrolment is 10 or 20 students.

Description ¹	Expense	Cost per student (enrollment = 10)	Cost per student (enrolment = 20)	Notes
Accommodations per student	3,510.00	3,510.00	3,510.00	Includes travel to/from airport to field station, hostel stay for orientation, local tours, Safari, room/board at field station. Note - travel to/from Johannesburg Airport is not included. Based on 2019 invoice.
Accommodations for two instructors at location for courses preparation	1,038.40	103.84	51.92	Includes room and board. Based on 2019 invoice.
Accommodations for two instructors during course	1,641.60	164.16	82.08	Based on 2019 invoice.
Safari costs for two instructors	2,320.56	232.06	116.03	Includes entrance fees, room/board and safari fees. Based on 2019 invoice.
Wilderness First Aid Training for two instructors	490.00	49.00	24.50	\$245.00 per class, based on Pure Mountain Medic First Aid Training.
First Aid Kit Rental	75.00	7.50	3.75	Field Research Office charges \$5/week to rent. Cost of rental varies based on enrollment. Based on 2019 invoice.
Satellite phone rental	240.00	24.00	12.00	Field Service Office rents at \$30.00/week. Field service office strongly recommends carrying in case of emergencies. Based on 2019 invoice.
Travel to/from Edmonton for two instructors	5,600.00	560.00	280.00	Range of costs vary year to year.
Vehicle rental during stay to transport instructors/students to various locations	3,494.26	349.43	174.71	Dependent on additional km driven, refuel, damages, etc.
Fuel for vehicle rental	300.00	30.00	15.00	Varies from year to year.
Equipment Leasing	700.00	70.00	7.00	Camera traps, small mammal traps, etc.
Mobile data plans	300.00	30.00	3.00	Instructor able to connect students and internet, etc. while teaching.
TOTAL COST PER STUDENT		5,129.98	4,279.99	

¹ Other potential expenses associated with this type of offering might include fees associated with Park entrances, rentals/costs associated with marine biology (scuba and/or snorkel), per diem for faculty during travel days (\$85 per day for international travel), etc.

Offering Costs across Canada, International

The course fees we are proposing are comparable to other Canadian institutions who offer international field opportunities. We conducted a comparison of international field offerings at public Canadian Ph.D. granting institutions. We chose these institutions as our comparators as they are most similar in structure and breadth to the University of Alberta. The average total cost per course credit earned was \$1,034.26 CAD, +/- \$592.06 CAD (Figure 1). The average total cost per week abroad was \$1,707.14 CAD, +/- \$752.33 (Figure 2). Offerings that did not include airfare in their fees were on average \$321.83 CAD per credit cheaper than offerings that did include airfare in their fees. Offerings that were a part of the Ontario Universities Field Biology Program (OUPFB) were slightly more expensive than offerings that were not a part of OUPFB; the OUPFB fees also did not include the required tuition at the students' home university (Figures 3 and 4).

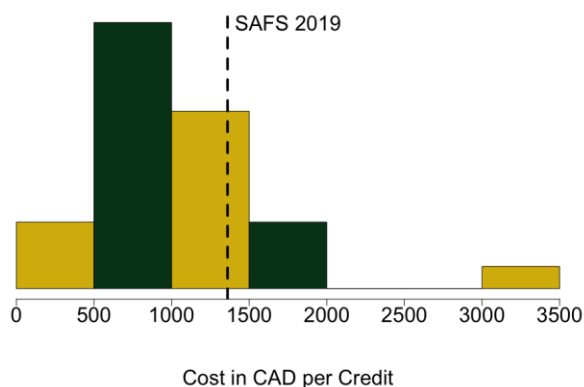


Figure 1. Distribution of Canadian International Field offerings by cost in CAD per credit earned (mean = \$1,034.26). For comparison, the Southern African Field School (SAFS) fees for 2019 per credit (\$1,360.67) are indicated by the dashed line.

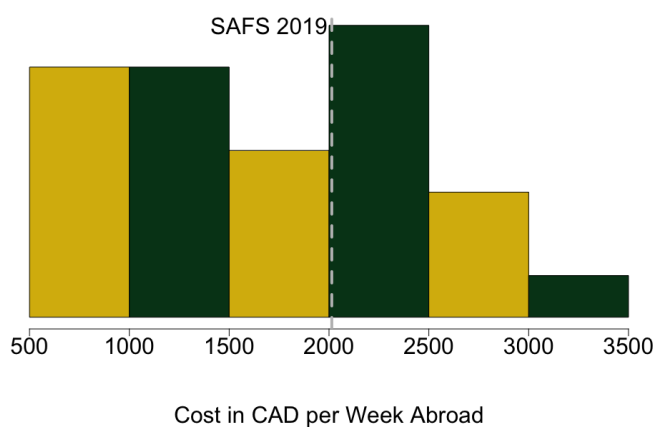


Figure 2. Distribution of Canadian International Field offerings by cost in CAD per week abroad (mean = \$1,707.14). For context and comparison, the Southern African Field School (SAFS) fees for 2019 per week abroad (\$2,041.00) are indicated by the dashed line

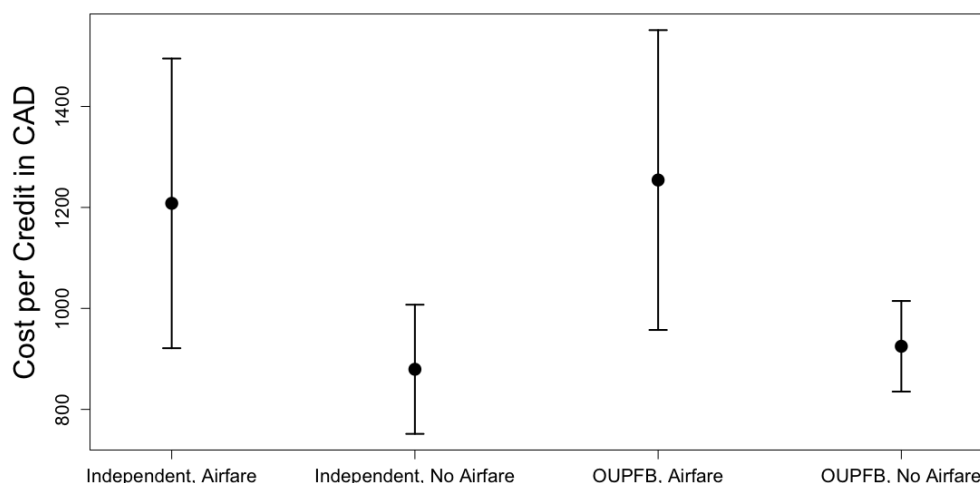


Figure 3. Canadian International Field offerings cost per credit in CAD, categorized by type of offering (either independent of, or affiliated with, the Ontario Universities Program in Field Biology), and by whether fees included airfare. Error bars indicate +/- 1 standard error.

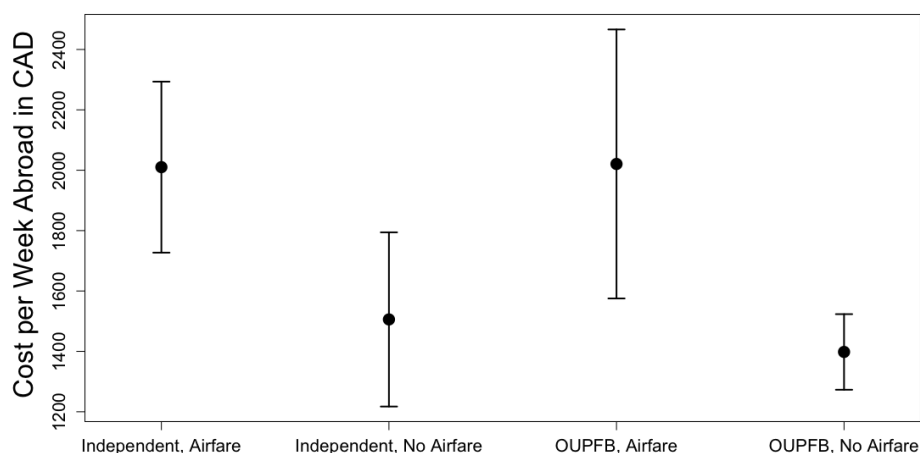


Figure 4. Canadian International Field offerings cost per week abroad in CAD, categorized by type of offering (either independent of, or affiliated with, the Ontario Universities Program in Field Biology), and by whether fees included airfare. Error bars indicate +/- 1 standard error.

Offering Costs across Canada, National

The course fees we are proposing are also comparable to other Canadian institutions who offer domestic field opportunities. We conducted a comparison of domestic field offerings at public Canadian Ph.D. granting institutions. The majority of offerings (n=52) included housing as a component of fees. Some offerings only included housing during excursions from campus (n=17), while a few did not include housing in their fees (n=22). The offerings that did not include housing in their fees were usually located in urban areas such as Toronto, or were a part of Dalhousie University's SEASIDE program, which is located on-campus (within walking distance to Halifax Harbour) with excursions to local sites for activities..

The average cost per credit earned was \$407.64, +/- \$172.65 (Figure 5). The average cost per week in the field was \$492.73, +/- \$235.51 (Figure 6).

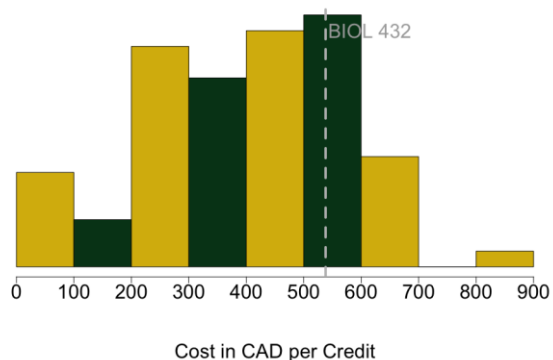


Figure 5. Distribution of Canadian Domestic Field offerings by cost in CAD per credit earned (mean = \$407.64). For comparison, Field Methods in Ecology (BIOL 432) course fees for 2019 (\$538.07) are indicated by the dashed line.

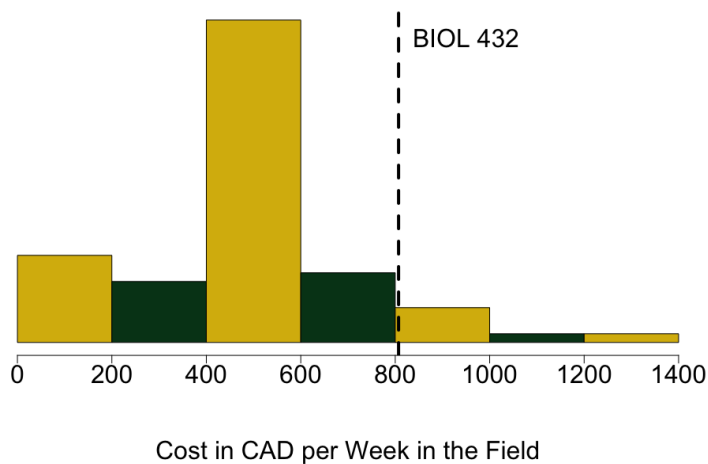


Figure 6. Distribution of Canadian Domestic Field offerings by cost in CAD per week in the field (mean = \$492.73). For comparison, Field Methods in Ecology (BIOL 432) course fees for 2019 (\$807.10) are indicated by the dashed line.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for REN R 345/724 (Wood Science and Utilization), REN R 368/768 (Management and Utilization of Forest Genetic Resources), REN R 445/745 (Soil Fertility)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. To allow the continuation of these courses the dept. is seeking to add cost-recovery fees and add a the range to the fee to reflect accurately our increasing costs and to achieve cost recovery for each course.

The department fully recognizes the financial burden this course places on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus.

The courses listed in this proposal are elective courses in certain programs/majors. Another proposal lists solely required courses.

These proposed fees are solely for TRANSPORTATION. The amount proposed is essentially is a reflection of distance. i.e., travel to Slave Lake area for a day is more expensive than travel to Devon area. Also some courses may offer multiple local field trips.

On occasion, on the decision of the course instructor, the field trip *may* be cancelled for academic or logistical reasons. By giving a range from \$0-x there is a mechanism to cancel the field trip and have a mechanism to NOT charge students. Working through the Registrar's office, upon the decision not to offer a field trip, the course fee can be dropped to \$0. Students would then be informed via BearTracks of the cancellation of the field trip and the \$0 charge.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca

Item

	The fee for all courses to cover transportation for experiential field trip opportunities	Per course as below All costs are for TRANSPORTATION	Current fee	Actual cost/student	Proposed Amount
REN R 345/724	Elective	Wood Science and Utilization	\$0	\$24	\$0-\$50
REN R 368/768	Elective	Management and Utilization of Forest Genetic Resources	\$0	\$65	\$0-\$100
REN R 445/745	Required ENCS (Land Reclamation major), elective FOR, FBM and other ENCS majors	Soil Fertility	\$0	\$21	\$0-\$50

Course Information (if fee is attached to a course)

Course Name(s)	REN R 345/724 (Wood Science and Utilization), REN R 368/768 (Management and Utilization of Forest Genetic Resources), REN R 445/745 (Soil Fertility)
Required Course(s)	Yes X No
The course/program is on or off campus	X On-Campus Off-Campus
New or Existing Course(s)	New (Existing but with no previous fee)
New or Existing Program (include name)	Existing – BSc. Environmental and Conservation – Sciences, BSc. Forestry; BSc. Forest Business Management
Course Description(s)	REN R 345/724 (Wood Science and Utilization) ★ 3 (fi 6) (second term, 3-0-3) The anatomy and identification of woods; biological, chemical, and physical properties of wood and its components. Lumber, pulp and paper, and reconstituted wood products technologies. Concept of integrated utilization. Credit may be obtained for only one of REN R 345 or FOREN 355 REN R 368/768 Management and Utilization of Forest Genetic Resources ★ 3 (fi 6) (second term, 3-0-3) Basic principles in plant genetics and resource utilization including tree improvement and reclamation will be covered. Regular lectures will be supplemented with guest lectures and one lab exercise or field trip per month, an individual term report and a group project presentation/poster will be assigned. Prerequisite: *30 university credit. ★ 3 (fi 6) (second term, 3-0-3) Essential plant nutrients; factors influencing nutrient availability; methods of evaluating soil fertility; correction of soil fertility problems;

	manufacture, composition, and use of fertilizers. Prerequisite: REN R 210 or SOILS 210. Credit may be obtained for only one of REN R 445 or SOILS 460.
--	--

Details

Estimated Costs (Budget information may be included here or as an attachment)	<p>As outlined above the costs provided are for transportation only.</p> <p>These courses have not, to date, had a course fee. As such, the Dept. has been fully subsidizing these courses. With an eye to 2020 and beyond, we are requesting an appropriate fee range to recover costs. We wish to extend the range to cover anticipated annual expense increases into the future.</p> <p>We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students.</p>
Explanatory Notes	<p>Experiential learning is a cornerstone of teaching and learning within the BSc. Forestry, BSc. Forest Business Management and BSc. ENCS programs. Field trips are a key component of experiential learning. The proposed fees cover transportation for field trips. Some trips are local within the greater Edmonton area (generally afternoon trips) while others are full day trips to sites within 250km of Edmonton (generally full day field trips).</p>

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	<p>Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23.</p> <p>From the survey we were able to come to 3 important conclusions</p> <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. Student Survey and Results

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 where largely unnecessary. While it provided visuals for what we learned in class, somethings can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofAs experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. Im a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and dont enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: January 28, 2020

Item No. <02>

Request for Approval for: EDFX 498 (Field Experience in the Elementary School – Variable Credit Sections for Non-B.Ed students)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE:

EDFX 498 Field Experience in the Elementary School is a variable credit field experience opportunity used for students not enrolled in our regular BEd routes. The primary group of students are international or domestic teachers where Field Experiences is needed to fulfill the requirements for Alberta Education Teacher Certification based on individual letters of assessment. These letters indicate the number of credits in coursework and/or in field experience needed for certification. Since these students already have the equivalent of a Bachelor of Education, they are not permitted to enroll in a BEd and are normally registered as special students in Education. For this group of students, EDFX 498 is needed to qualify for either 1) initial teacher certification in Alberta (e.g., internationally educated teachers or teachers certified in another province) or 2) re-certification (e.g., previously certified Alberta teachers whose interim certificates have expired). We also receive multiple requests from prospective students who have received letters of assessment that indicate that only coursework is needed for certification. While EDFX 498 is not a requirement, they recognize that they will be significantly more prepared and confident to enter the teaching profession if they are given the opportunity to teach in an Alberta context under the supervision of a mentor teacher and with the supports provided through our field experience office.

This proposal outlines fees for all variable-credit sections of EDFX 498, Field Experience in the Elementary School. The fee requested (\$750) represents the maximum we believe students can bear, but still only represents a portion of costs beyond a regular field experience placement. The resources and additional supports needed to administer EDFX 498 are similar regardless of the credits assigned to the field experience. Therefore, the proposed fee is the same for 3-, 6-, and 9-credit sections of the field experience.

EDFX 498 students do not follow the same admission process, academic preparation, or placement processes and timelines as the Faculty of Education degree program students. As a result, field experience placements for this group of students require administration and facilitation well beyond the existing supports needed for Bachelor of Education students. The following list provides a sample of the additional administrative and facilitative support needed:

- *Initial screening:* Several meetings and communications take place with each candidate and an advisor to determine if they are a suitable candidate for EDFX 498. This screening includes a review of their background education and experiences, the letter of assessment for certification by the Government of Alberta, language competency requirements, and the candidate's familiarity with Alberta curriculum and schools.
- *Interview:* If candidates appear suitable and ready for EDFX, they are interviewed by an advisor, a field experience associate, and other relevant staff to explore background experience in teaching, subject area expertise, potential grade level for the field experience placement, and the number of weeks needed to help each student be successful as an Alberta teacher.
- *Placement search:* Since each candidate brings a unique set of circumstances (e.g., cultural and language barriers, mature students, atypical educational backgrounds), placements for EDFX 498 students are made on a case-by-case basis outside of our regular processes for BEd students. That is, a suitable school and mentor teacher is found through multiple emails and phone calls with potential matches.

- *Registration*: EDFX 498 sections scheduling and credit counts are created based on the individuals or groups of individuals in similar circumstances. The starting and end-dates for these placements are rarely the same as the dates for degree program students. They may start later and extend longer. Also, since the sections are restricted to selected students, we have manually registered students to ensure they are in the correct sections.
- *Schedule of Expectations and Deadlines*: Field experiences require that mentor teachers and students are aware of the timeline for completing specific expectations (e.g., midpoint evaluation) and aware of timelines (e.g., withdrawal dates). Since EDFX 498 is not aligned with our other field experiences, separate schedules with important dates and deadlines are determined for each placement.
- *School visits*: Before and during the placements, more frequent facilitation and school visits are required to support students. This includes visiting the school site in advance of the placement to help the mentor teacher and school coordinator become aware of the unique circumstances of the placement. For our internationally educated teachers it includes ensuring mentor teachers are aware that while the person is a student, he or she may have many years of teaching experience in another country. These students also require additional support and mentoring to help them understand the current school context and how it may be different from their previous experiences.

Proposer

Faculty/Department	Faculty of Education
Dean/Chair	Lynn McGarvey, Vice-Dean
Primary Contact (Name, phone number, and e-mail)	Lynn McGarvey, Vice Dean, 780-492-2937, lmcg@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Lucy De Fabrizio, International Program Director, 780-492-3178, lmd@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Additional administration and facilitation fees for sections of EDFX 498 for Non-BEd students
Proposed Amount	\$750
Previous Fee Amount (if this is a new fee, please indicate that here)	New
Requested Implementation Date	September 2020
The Impact of the Fee (number of students affected, etc.)	Approximately 10 to 15 students per year.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	EDFX 498: Field Experience in the Elementary School
Required Course(s)	<input checked="" type="checkbox"/> Yes, for students whose letters of assessment require field experience for certification. <input checked="" type="checkbox"/> No, for students who would benefit from the field experience in an Alberta context.
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	
Course Description(s)	Field experience in an elementary school.

Details

Estimated Costs (Budget information may be included here or as an attachment)	As noted in the additional administration and facilitative support required, estimate average of 30 administrative/facilitative hours and school visits mileage for each student beyond our regular placement processes is needed for EDFX 498. The estimated additional cost is \$1080. (See attachment #1 for details).
Explanatory Notes	The proposed fee of \$750 is significantly less than the actual cost needed for each student; however, potential students would not be able to afford the full fee. While there is a significant demand for field experiences for non-degree students, no other institution currently has capacity to make such placements. Adding a fee to EDFX 498 will allow us to provide a much needed experience for teachers seeking Alberta certification.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	-Undergraduate Advisor to Alberta Education Teacher Certification students -Field Experience Associate, Team Lead -International Program Director/Internationally Educated Teacher Coordinator -Associate Dean, Students Services & Support
Student Group Consultative Route	Internationally Educated Teachers seeking Alberta certification and registered in EDFX
Advisory Route (RACF) Include dates	January 28, 2020
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <->)

1. – Additional Costs for EDFX 498
2. – Student Consultation

RACF**Attachment #1. Additional Costs for EDFX 498**

Description	Additional cost
Administrative and Facilitative time extending beyond the normal requirements for BEd students in a Field Experience: <ul style="list-style-type: none"> • student/advisor communication (1 hours) • preparation, screening and interview process (13 hrs), • placement search, registration and schedule development (6 hrs) • pre- and post-visit to school and additional school visits (10 hrs) Additional hours (30 hrs on average)	$30 \text{ hours} \times \$35/\text{hr} =$ \$1050
Additional travel costs for four additional school visits. A minimum of one pre- and one post-placement visit to school, plus two additional facilitative visits to support student and mentor teacher.	$4 \text{ visits} \times 15\text{km} \times \$0.50/\text{km} =$ \$30
<i>Estimated additional costs</i>	\$1080
Requested Fee <i>(based on student ability to pay)</i>	\$750

Please note that these are costs in addition to the regular administrative costs associated with field experiences paid for by regular tuition, such as costs for the placement coordinator, mentor teacher honourarium, field experience associate, and university facilitator.

RACF

Attachment #2. Student Consultation

A group of eight internationally educated teachers was consulted on December 4, 2019 to articulate the support they felt was required to be successful in fulfilling requirements outlined by Alberta Education to gain interim certification in the province. A key component of the requirements is the 9-week (45 school day) field experience placement in schools.

The following are reflections that surfaced from them during the discussion:

- They articulated that more layers of support are required to understand the Alberta context. They described it as a lack of familiarity with the systems here and did not feel they could be successful without added support.
- Based on being in some classes alongside BEd students, they articulated they “didn’t fit automatically into those classes” and required support with the background contextual knowledge for discussion and assignments, including the Alberta Program of Studies/curriculum and other information related to lesson planning and delivery, assessment, classroom management, and so on. They envisioned this support will be ongoing and necessary for the field experience.
- They acknowledged and appreciated that their placements are conducted on a case-by-case basis (not system generated) to ensure there is a fit between their background and the nature of the placement and also to ensure the mentor teacher and school coordinator are aware of their unique backgrounds compared to course and field experience preparation the Bachelor of Education students would have. They also appreciated that university facilitators would make extra trips to the school to explain the unique nature of their placements and follow up during the placement period.
- They appreciated the guided school visits conducted by the University staff to set them up with an understanding of what to expect for their practicum.
- They articulated the importance for contextual support to provide an understanding of their legal and ethical responsibilities in the classroom.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: January 28, 2020

Item No. <03>

Request for Approval for: EDFX 499 (Field Experience in the Secondary School – Variable Credit Sections for Non-B.Ed students)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE:

EDFX 499 Field Experience in the Secondary School is a variable credit field experience opportunity used for students not enrolled in our regular BEd routes. The primary group of students are international or domestic teachers where Field Experiences is needed to fulfill the requirements for Alberta Education Teacher Certification based on individual letters of assessment. These letters indicate the number of credits in coursework and/or in field experience needed for certification. Since these students already have the equivalent of a Bachelor of Education, they are not permitted to enroll in a BEd and are normally registered as special students in Education. For this group of students, EDFX 499 is needed to qualify for either 1) initial teacher certification in Alberta (e.g., internationally educated teachers or teachers certified in another province) or 2) re-certification (e.g., previously certified Alberta teachers whose interim certificates have expired). We also receive multiple requests from prospective students who have received letters of assessment that indicate that only coursework is needed for certification. While EDFX 499 is not a requirement, they recognize that they will be significantly more prepared and confident to enter the teaching profession if they are given the opportunity to teach in an Alberta context under the supervision of a mentor teacher and with the supports provided through our field experience office.

This proposal outlines fee for all variable-credit sections of EDFX 499, Field Experience in the Secondary School. The requested (\$750) represents the maximum we believe students can bear, but still only represents a portion of costs beyond a regular field experience placement. The resources and additional supports needed to administer EDFX 499 are similar regardless of the credits assigned to the field experience. Therefore, the proposed fee is the same for 3-, 6-, and 9-credit sections of the field experience.

EDFX 499 students do not follow the same admission process, academic preparation, or placement processes and timelines as the Faculty of Education degree program students. As a result, field experience placements for this group of students require administration and facilitation well beyond the existing supports needed for Bachelor of Education students. The following list provides a sample of the additional administrative and facilitative support needed:

- *Initial screening:* Several meetings and communications take place with each candidate and an advisor to determine if they are a suitable candidate for EDFX 499. This screening includes a review of their background education and experiences, the letter of assessment for certification by the Government of Alberta, language competency requirements, and the candidate's familiarity with Alberta curriculum and schools.
- *Interview:* If candidates appear suitable and ready for EDFX, they are interviewed by an advisor, a field experience associate, and other relevant staff to explore background experience in teaching, subject area expertise, potential grade level for the field experience placement, and the number of weeks needed to help each student be successful as an Alberta teacher.
- *Placement search:* Since each candidate brings a unique set of circumstances (e.g., cultural and language barriers, mature students, atypical educational backgrounds), placements for EDFX 499 students are made on a case-by-case basis outside of our regular processes for BEd students. That is, a suitable school and mentor teacher is found through multiple emails and phone calls with potential matches.

- *Registration*: EDFX 499 sections scheduling and credit counts are created based on the individuals or groups of individuals in similar circumstances. The starting and end-dates for these placements are rarely the same as the dates for degree program students. They may start later and extend longer. Also, since the sections are restricted to selected students, we have manually registered students to ensure they are in the correct sections.
- *Schedule of Expectations and Deadlines*: Field experiences require that mentor teachers and students are aware of the timeline for completing specific expectations and deadlines (e.g., midpoint evaluation, withdrawal dates). Since EDFX 499 is not aligned with our other field experiences, separate schedules with important dates and deadlines are determined for each placement.
- *School visits*: Before and during the placements, more frequent facilitation and school visits are required to support students. This includes visiting the school site in advance of the placement to help the mentor teacher and school coordinator become aware of the unique circumstances of the placement. For our internationally educated teachers it includes ensuring mentor teachers are aware that while the person is a student, he or she may have many years of teaching experience in another country. These students also require additional support and mentoring to help them understand the current school context and how it may be different from their previous experiences.

Proposer

Faculty/Department	Faculty of Education
Dean/Chair	Lynn McGarvey, Vice-Dean
Primary Contact (Name, phone number, and e-mail)	Lynn McGarvey, Vice Dean, 780-492-2937, lmcg@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Lucy De Fabrizio, International Program Director, 780-492-3178, lmd@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Additional administration and facilitation fees for sections of EDFX 499 for Non-BEd students
Proposed Amount	\$750
Previous Fee Amount (if this is a new fee, please indicate that here)	New
Requested Implementation Date	September 2020
The Impact of the Fee (number of students affected, etc.)	Approximately 10 to 15 students per year.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	EDFX 499: Field Experience in the Secondary School
Required Course(s)	<input checked="" type="checkbox"/> Yes, for students whose letters of assessment require field experience for certification. <input checked="" type="checkbox"/> No, for students who would benefit from the field experience in an Alberta context..
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	
Course Description(s)	Field experience in the secondary school.

Details

Estimated Costs (Budget information may be included here or as an attachment)	As noted in the additional administration and facilitative support required, estimate average of 30 administrative/facilitative hours and school visits mileage for each student beyond our regular placement processes is needed for EDFX 499. The estimated additional cost is \$1080. (See attachment #1 for details).
Explanatory Notes	The proposed fee of \$750 is significantly less than the actual cost needed for each student; however, potential students would not be able to afford the full fee. While there is a significant demand for field experiences for non-degree students, no other institution currently has capacity to make such placements. Adding a fee to EDFX 499 will allow us to provide a much needed experience for teachers seeking Alberta certification.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	-Undergraduate Advisor to Alberta Education Teacher Certification students -Field Experience Associate, Team Lead -International Program Director/Internationally Educated Teacher Coordinator -Associate Dean, Students Services & Support
Student Group Consultative Route	Internationally Educated Teachers seeking Alberta certification and registered in EDFX
Advisory Route (RACF) Include dates	January 28, 2020
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. – Additional Costs for EDFX 499
2. – Student Consultation

RACF**Attachment #1. Additional Costs for EDFX 499**

Description	Additional cost
Administrative and Facilitative time extending beyond the normal requirements for BEd students in a Field Experience: <ul style="list-style-type: none"> • student/advisor communication (1 hours) • preparation, screening and interview process (13 hrs), • placement search, registration and schedule development (6 hrs) • pre- and post-visit to school and additional school visits (10 hrs) Additional hours (30 hrs on average)	$30 \text{ hours} \times \$35/\text{hr} =$ $\$1050$
Additional travel costs for four additional school visits. A minimum of one pre- and one post-placement visit to school, plus two additional facilitative visits to support student and mentor teacher.	$4 \text{ visits} \times 15\text{km} \times \$0.50/\text{km} =$ $\$30$
<i>Estimated additional costs</i>	\$1080
Requested Fee <i>(based on student ability to pay)</i>	\$750

Please note that these are costs in addition to the regular administrative costs associated with field experiences paid for by regular tuition, such as costs for the placement coordinator, mentor teacher honourarium, field experience associate, and university facilitator.

RACF

Attachment #2. Student Consultation

A group of eight internationally educated teachers was consulted on December 4, 2019 to articulate the support they felt was required to be successful in fulfilling requirements outlined by Alberta Education to gain interim certification in the province. A key component of the requirements is the 9-week (45 school day) field experience placement in schools.

The following are reflections that surfaced from them during the discussion:

- They articulated that more layers of support are required to understand the Alberta context. They described it as a lack of familiarity with the systems here and did not feel they could be successful without added support.
- Based on being in some classes alongside BEd students, they articulated they “didn’t fit automatically into those classes” and required support with the background contextual knowledge for discussion and assignments, including the Alberta Program of Studies/curriculum and other information related to lesson planning and delivery, assessment, classroom management, and so on. They envisioned this support will be ongoing and necessary for the field experience.
- They acknowledged and appreciated that their placements are conducted on a case-by-case basis (not system generated) to ensure there is a fit between their background and the nature of the placement and also to ensure the mentor teacher and school coordinator are aware of their unique backgrounds compared to course and field experience preparation the Bachelor of Education students would have. They also appreciated that university facilitators would make extra trips to the school to explain the unique nature of their placements and follow up during the placement period.
- They appreciated the guided school visits conducted by the University staff to set them up with an understanding of what to expect for their practicum.
- They articulated the importance for contextual support to provide an understanding of their legal and ethical responsibilities in the classroom.

Attachment 2**Proposals for Changes to Non-Regulated Exclusion to Program Fees**

Course	Implementation	Current Fee	Proposed Fee	Page Number
EAS 429	May 1, 2020	\$0 - \$400	\$600 - \$3,000	53
REN R 101	September 1, 2020	\$325 - \$500	\$500 - \$800	68
REN R 299	May 1, 2020	\$1,600 - \$2,400	\$2,000 - \$4,000	76
REN R 205	September 1, 2020	\$10	\$0 - \$50	87
REN R 215	September 1, 2020	\$10	\$0 - \$50	87
REN R 322/721	September 1, 2020	\$15	\$0 - \$50	87
REN R 323/722	September 1, 2020	\$40 - \$100	\$60 - \$100	87
REN R 441/741	September 1, 2020	\$70	\$100 - \$160	87
REN R 474/770	September 1, 2020	\$20	\$0 - \$50	95

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: January 28, 2020

Item No. <09>

Request for Approval for: Increasing Fee Recovery EAS 429

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE:

EAS 429 Practical Study in Earth and Atmospheric Science is an optional field or practical study course in EAS which is offered to small groups of students. Currently EAS offers EAS 429 field school in the Northwest Territories. In 2020-21, the current EAS 354 Costa Rica field school will change to EAS 429 field school. This proposal relates to these two field schools.

The Mandatory Instructional Support Fee for EAS 429 is \$0-\$400. The current Mandatory Instructional Support Fee for EAS 354 is \$750-\$1950. The current Mandatory Instructional Support Fee for EAS 429 currently does not reflect the fee charged to students for the NWT field school; and will not be able to accommodate the fee required for the Costa Rica field school. Further details about the two field schools follows.

EAS currently offers one EAS 429 field school in the Northwest Territories where a group of 6 students enrolled in the Geology Honors and Specialization programs are selected to work alongside EAS professors and Northwest Territories Geological Survey geologists in an understudied area of the Northwest Territories. The total cost for this field school in 2017 and 2018 was \$4720.94 (see attached budget). In the past several years, students were charged \$600 per person in Instructional Support fees to attend this field school. The difference between the actual cost of the field school per student and the \$600 that students have paid has been covered in various ways. In the past two years, a faculty members' research grant helped to partly pay for this difference, with the EAS department paying for the rest. In previous years, other sources of external funding have helped to pay for this field school.

EAS also offers a second field school in Costa Rica (currently EAS 354, but will change to EAS 429 in 2020-21). The Costa Rica field school also involves a small group of students who work as part of a team studying the impacts of climate change on fragile rainforest ecosystems and how these ecosystems are responding and adapting to climate change. The Costa Rica field school is aimed at students enrolled in the Environmental Earth Sciences Honors and Specialization program, but may also open to other students if room permits. The total cost of this field school is \$4600 per student. In the past two years, students have paid \$1950 in additional fees for this field school. The EAS

department has paid for the difference between the actual cost of this field school and the fee paid by the students.

We are requesting a fee of \$600 - \$3000 for EAS 429, which will enable us to continue to offer these two field schools. We will seek external funding for these field schools to keep the cost per student at the current \$600/student for the NWT field school, and \$1950 for the Costa Rica field school. Only when all other avenues of external funding and department funds are not available will the department consider increasing the costs of the EAS 429 field school for students above the fees paid in 2018 and 2019.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Science
Dean/Chair	Frank Marsiglio/Stephen Johnston
Primary Contact (Name, phone number, and e-mail)	Tara McGee, (780)492-3042, tmcgee@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Melissa Dhillon, (780)492-7988, dhillon2@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	This fee will contribute to covering the costs of transportation, accommodation and board, excursions and course-specific field trips.
Proposed Amount	A range from \$600 to \$3000.
Previous Fee Amount (if this is a new fee, please indicate that here)	The current Mandatory Instructional Support fee for the NWT field school is \$0-\$400. The current Mandatory Instructional Support fee for the Costa Rica field school (currently EAS 354) is \$750-\$1950.
Requested Implementation Date	Spring 2020
The Impact of the Fee (number of students affected, etc.)	EAS 429 is an optional course for 400-level students. Enrollment in the Costa Rica Field School has varied in the past 7 years from a low of 4 students in 2016 to a high of 13 students in 2016. Six students can enroll in the NWT field school.
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	EAS 429
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	EAS 429 is an existing course.
New or Existing Program	Existing programs. EAS 429 NWT field school is an optional course for

(include name)	students enrolled in the BSc Specialization or Honors in Geology. EAS 429 Costa Rica field school will be aimed at students in the BSc Specialization or Honors in Environmental Earth Sciences, but will also be open to students in other programs if space permits.
Course Description(s)	EAS 429 Practical Study in Earth and Atmospheric Science. Intensive field or practical study in EAS, typically as part of a team working off-campus. Details and areas of study may vary from year to year; consult the department about current offerings, fees and timing. Prerequisite: Any 300-level EAS course and permission of the department. [Faculty of Science] Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.

Details

Estimated Costs (Budget information may be included here or as an attachment)	Budget for Costa Rica Field School based on 2019 costs: \$1840 flight per student. \$2760 per student for other expenses including food, accommodation, ground transportation and admissions to Santa Rosa National Park, Rincon de la Vieja National Park, and Monteverde Cloud Forest Reserve.
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Chair, Department of Earth and Atmospheric Sciences Dean, Faculty of Science
Student Group Consultative Route	Consultation with PS Warren Geological Society president Paul Mickelsen. Note: PS Warren Geological Society represents both the Geology and Environmental Earth Science programs. Paul Mickelsen did not raise any concerns about this proposal. He strongly supports the continuation of these field schools and understands the need to ensure they are funded.
Advisory Route (RACF) Include dates	Presented at RACF meeting November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <->)

- 1 – Costa Rica Field School (currently EAS 354) course outline and itinerary.
- 2 – NWT Field School course outline.
- 3 – Budget Information NWT field school
- 4 – Justification for including flight costs in the Non-Regulated Fee for the Costa Rica Field School.

EAS 354 Environmental Earth Science Field Syllabus and Practical Information

1. Instructors:

Dr. Arturo Sanchez-Azofeifa
Professor, Earth and Atmospheric Sciences Department
Email: arturo.sanchez@ualberta.ca

2. Teaching Assistants:

Mr. Jose Antonio Guzman
Email: guzmnque@ualberta.ca

3. Dates:

The course will take place from February 13th to February 22th, 2020.

The group will arrive the Juan Santa Maria International Airport (San Jose, Province of San Jose, Costa Rica) on February 13th and will depart on February 22th, 2020.

4. Courses Objectives:

Gain exposure to the acquisition of environmental data in the field focusing on the quantification and linkages between biophysical variables (e.g. Leaf Area Index), biodiversity and forest structure via the use of Terrestrial Laser Scanning (TLS).

5. Learning outcomes:

At the end of this field school the students will be able to:

- 1) demonstrate how to classify and characterize a tropical forest as a function of its forest structure using TLS,
- 2) apply basic computing techniques to process hemispherical photos with the aim of deriving key biophysical variables,
- 3) collect, process and analyze Essential Climatic Variables, and
- 4) prepare a field lab report that describes and characterizes a tropical dry forest as a function of its biodiversity and forest structure through the evaluation, analysis and synthesis of basic field information.

6. Course Description:

The formal description of this course as shown in the calendar is: “Introduction to fieldwork in geomorphology, biogeography and microclimatology. Elementary field mapping, the use of electronic field instrumentation for hydrological, water quality and microclimatological

monitoring, mapping and analysis of vegetation patterns, and techniques for the field description and laboratory analysis of soils and sediments. Introductory lectures and 6 days of fieldwork.”

This year we are innovating by teaching this course in Costa Rica that will consist of 8-days spent in the field at the Santa Rosa National Park and surrounding areas, Costa Rica. (see: <http://www.acguanacaste.ac.cr/> and <http://www.tropi-dry.org>). The setting is in a tropical dry forest site of extensive research by the Department of Earth and Atmospheric Sciences and also the location of a large environmental monitoring super site ranked 4th in the world.

7. Pre-requisites:

EAS 225, 250, and either 270 or 327 or consent of instructor. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University regulations and Information for Students section of the Calendar.

8. Mandatory readings:

Students are asked to read and review several scientific papers generated from the Santa Rosa National Park Environmental Monitoring Super Site. They have the responsibility to download bring those papers with them to the field school as reference material.

9. Grade distribution:

The following grade distribution will be:

- Course participation: 40%
- Final course report: 60%

The final course report will be due on March 6th, 2020 at 8:00 a.m. **Late reports will not be accepted.** Reports must be submitted both electronically (pdf format) to Dr. Sanchez-Azofeifa (arturo.sanchez@ualberta.ca). No exceptions to this rule unless accommodations are required.

10. Plagiarism:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. (GFC 29 SEP 2003)

11. Conduct:

Professional conduct is expected at all times while off campus, as well as within your team. Attendance for the entire duration of the field school is required for credit. The National Park has a policy of zero tolerance for misbehaviour, loud voices during the night, parting, use of recreational drugs (please be aware that marijuana is illegal in Costa Rica and that cannot be transported or consumed (even on small quantities) without the risk of jail time) and alcohol abuse.

Please be aware the Park administration will not hesitate to ask you to leave if you cause problems. Removal from the park will cause for you to cover your stay in a near-by town until your return trip to Alberta.

12. Students eligible for accessibility-related accommodations:

Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, adherence to procedures and deadlines pertaining to Accessibility Resources is required. Clear communication and collaboration between all parties is the most reliable way to arrive at, and implement, effective field school accommodations. Students registered with Accessibility Resources must contact the Instructor of the course or the EAS Undergraduate Administrator as early as possible to arrange for accommodation, which may include attending an alternate section and venue for the field course.

Access to University of Alberta resources can be found at:

<https://www.ualberta.ca/current-students/accessibility-resources/index.html>

12. Final report:

A single individual final report will be required. The report must have the following sections:

- a) Introduction:
- b) Methods
- c) Results
- d) Discussion
- e) Conclusion
- f) References

13. What to Bring:

See attached information

14. Field Equipment:

You will be supplied with all necessary equipment to complete your assignments.

15. Accommodations:

Hotel arrangements can be found on the description of daily activities.

Notes:

- (a) We will have share accommodations, up to 8-people per room.
- (b) Showers do not have hot water. Please bring your own shampoo, soap and towel.
- (c) Please advise the instructor of special dietary restrictions. We will do our best to provide information to the station. The park dining hall has a very basic meal plan (rice, beans, tortillas, salad or a vegetable plus meat/fish/chicken). There are no other restaurants around the park (closer one is 45 Km).
- (d) No food is permitted inside of the dorm.

16. Cellular connectivity and Internet:

Cellular phone connectivity is available (but sometimes patchy) at the Santa Rosa National Park. If you want to get access to your cellular phone via a Costa Rican phone company, please purchase a travel pack before you leave Canada or a SIM card at the airport in Costa Rica. Public phones or regular phones are not available at the station.

17. Daily Plan Summary:

Please see attached schedule. Please notice that the daily plan is a summary only of the activities and flexibility is required given the fact that we are under changing field conditions. Final decision on time and activities rest on the instructor. Activities start every day at 6:00 am with breakfast at 7:00 am and finishes at 10:00 p.m. with rest time.

18. Mandatory Packing List:

- Headlamps and extra batteries
- Binoculars
- Sunscreen
- Bug spray and after bite (very important)
- Laptop, flash drive
- Alarm clock (or your phone)
- Converter for plugins (three to two connectors)
- Hat, sunglasses
- Long, light and cheap clothing (includes long sleeves and long pants and big socks to tuck your pants into there are ALOT of ticks. The temperature can be anywhere from 25 to 40 Celsius this time of year so light material is best)
- Duck tape
- Write in the rain field book
- Pencils and pens
- Hiking boots
- Personal first aid kit
- 2L or more water bottle (camels packs work very well) – Very important
- Lint roller and tick tweezers

- Toiletries
- Swimsuits
- Passport (and a photocopy of it)
- Travel itinerary
- Pocket knife (to be packed on checked luggage)

EAS 429: NWT Field Course - 2018

The second- and third-year field schools introduced you to rocks in the field and the basics of geological mapping. This course provides you an excellent opportunity to hone those observational and mapping skills in a far north, real-world setting. Although the focus of this course is on field experience rather than on grading, we are required by the University of Alberta to assign grades to students for all credit courses at the university. Accordingly, your grade for this course will be determined on the basis of your performance in the following two areas:

1. A geological report on the mapping area (Due: October 31, 2018) --- 60

% 2. Participation --- 40 %

Geological Report

Each student is required to submit a geological report on the mapping area. The report should be approximately 15-20 pages (double-spaced) in length and include the following items:

- ❖ An Abstract that summarizes the main findings of the mapping exercise.
- ❖ Short introduction to the regional geology of the mapping area (e.g., overview of the geology in the region: Rae Craton, Taltson-Thelon belt, major structures etc., including an overview geological map that shows the location of the study area) based on your readings and camp discussions.
- ❖ A detailed geological map of the field area (largely based on our group effort).
- ❖ Lithological descriptions of the major rock units in the mapping area including primary features such as colour, textures, sedimentary structures etc. Descriptions of major geological structures in the mapping area (e.g., faults, folds, foliations, lineations, veins etc.) and the evidence on which the existence of these structures is based.
- ❖ Assessment of the metamorphic grade and grade variations (if any) in the mapping area.
- ❖ A discussion of the geological history of the mapping area with a clear indication of what is well known and what is speculative. Somewhere in the Discussion section, you should attempt to place the geological history of your specific mapping area into the broader context of the regional geology.
- ❖ An assessment of what key additional information needs to be obtained to better understand the area and an indication of how one would go about getting that information. These suggestions for 'future work' should be as specific as possible. It should state what the research question(s) is/are, why they are important and what specific steps can be taken to address the question(s).
- ❖ Appropriately formatted bibliography.

The format for these reports should generally follow a Geological Survey of Canada Current Research paper. An example of such a paper is attached but note that your Regional Geology and Discussion sections should be longer than the one in this example paper. In the report, be liberal in your use of photos to illustrate your descriptions or interpretations. Each photo (and for that matter each figure) should be numbered and accompanied by a fairly detailed caption so that the reader can be clear on exactly what is being depicted. Also, feel free to annotate the photos to make absolutely clear what you are trying to illustrate.

Participatio n

Your participation mark will be based on our sense of your level of interest and enthusiasm, and the perceptiveness of your comments and questions. As part of this assessment, we will hold regular after-dinner discussions in which each student or each pair of students will present to the group a summary of what they observed in the field that day in terms of rock types, field relationships, structures, geological enigmas, etc. We will also use these sessions to work collectively on putting together the geological map of the area. Note that the sessions are not intended to be high-pressure formal presentations; rather, they are intended to be an informal forum in which to throw around ideas and questions that will enable the entire field party to develop a more complete picture of the geology of the field area. Another component of the participation mark will be based on your overall effort at making our field camp run smoothly (there are many day-to-day activities that will require assistance such as cooking, dishwashing, boat maintenance, etc.).

ACADEMIC INTEGRITY The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the *Code of Student Behaviour* (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.'

All forms of dishonesty are unacceptable at the University. Any offense will be reported to the Senior Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offenses. Anyone who engages in these practices will receive **at minimum** a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the Faculty of Science the sanction for **cheating** on any examination will include **a disciplinary failing grade** (no exceptions) and senior students should expect a period of suspension or expulsion from the University of Alberta.

Costa Rica

Description	Expense	Cost per student	Notes
Airfare for Students to Costa Rica	\$ 16,358.76	\$ 1,817.64	Per TAP for Feb 2019 cost per student (9 Students registered)
Accommodations in Costa Rica	\$ 2,061.95	\$ 229.11	Cost per 2019 invoice
Accommodations at Santa Rosa National Park	\$ 573.90	\$ 63.77	Cost per 2019 invoice
Admissions to National Parks for students	\$ 262.53	\$ 29.17	Cost per 2019 invoice
Car Rental in Costa Rica	\$ 593.45	\$ 65.94	Cost per 2019 invoice
Meals at Santa Rosa National Park	\$ 2,593.36	\$ 288.15	Cost per 2019 invoice
Bus for ground transportation in Costa Rica	\$ 1,985.79	\$ 220.64	Cost per 2019 invoice
Guide for Natural History of Santa Rosa and rental of classroom at Santa Rosa	\$ 471.20	\$ 52.36	Cost per 2019 invoice
Ground transportation to take equipment to and from airport	\$ 220.00	\$ 24.44	Actual cost per 2019 receipts
Non Instructional Costs	\$ 1,175.20	\$ 130.58	Actual cost per 2019 receipts
		<u>\$ 2,921.79</u>	

NWT

Description	Expense	Cost per student	Notes
Airfare for Students to NWT	\$ 3,219.24	\$ 536.54	Per TAP for Feb 2019 cost per student
Accommodation, boats, motors and gas at Nanacho Lake	\$ 33,493.95	\$ 3,778.95	Cost per 2019 invoice *** This has been paid by research funds
Meals in NWT	\$ 2,432.67	\$ 405.45	Cost per 2019 invoice
Non Instructional Costs	\$ 1,496.55	\$ 249.43	Actual cost per 2019 receipts
		\$ 4,970.36	

Feb 2014 EAS354

10 Students
2 Prof
1 TA

Total 19 People

	Total	Per Person
Accommodation	\$ 1,860.51	\$97.92
Hilton	\$ 1,288.68	\$99.13
Best Western	\$ 571.83	\$43.99
National Park	\$ 793.20	\$41.75
Airfare (12)	\$ 11,803.43	\$983.62
Ground Transportation		
Taxi to and from Airport	\$ 320.00	\$26.67
In Costa Rica	\$ 1,908.13	\$159.01
Meals		
Meals Received	\$ 3,131.58	\$164.82
Grand Total		\$1,518.98

Feb 2015 EAS354

10 Students
2 Prof
1 TA

Total 16 People

	Total	Per Person
Accommodation	\$ 4,184.34	\$261.52
Sanat Rosa National Park		
Riconde la Vieja		
Costa Rica		
Airfare (12)	\$ 12,452.05	\$1,037.67
Ground Transportation		
Taxi to and from Airport	\$ 320.00	\$26.67
In Costa Rica	\$ 1,670.00	\$104.38
Admisstion Fees National	\$ 724.68	\$ 45.29
Meals		
Meals Received	\$ 2,948.35	\$184.27
Grand Total		\$1,659.80

Feb 2016 EAS354

13 Students
2 Prof
1 TA

Total 17 People

	Total	Per Person
Accommodation	\$ 5,594.15	\$329.07
Hilton	\$ 3,387.90	\$199.29
National Park	\$ 2,206.25	\$129.78
Admisstion National	\$ 738.40	\$43.44
Airfare (12)	\$ 19,250.93	\$1,203.18
Ground Trasnportation		
Taxi to and fromAirpot In Costa Rica	\$ 232.00	\$14.50
	\$ 3,168.03	\$186.35
Meals		
Meals Received	\$ 4,175.44	\$245.61
Grand Total		\$2,022.15

Feb 2017 EAS354

8 Students
2 Prof
1 TA

Total 13 People

	Total	Per Person
Accommodation	\$ 5,416.37	\$416.64
Hilton	\$ 1,430.66	\$130.06
National Park	\$ 2,668.79	\$127.09
Airfare (10)	\$ 15,801.42	\$1,580.14
Ground Trasnportation		
Taxi to and fromAirpot In Costa Rica	\$ 240.00	\$24.00
	\$ 1,986.23	\$152.79
Gas	\$ 45.04	\$3.46
Meals		
Meals Received	\$ 5,391.92	\$256.76
Grand Total		\$2,274.30

Justification for including flight costs in the Non-Regulated Fee for the Costa Rica field school

We have been asked to consider whether the flight costs for the Costa Rica field school should be kept separate from the Instructional Support Fee for the Costa Rica field school. We strongly believe that the flight costs should be kept within the instructional support fee so that the students travel together. When the department books the students' travel together, we can ensure that students travel safely to Costa Rica in one group and we have emergency contacts in the event of an emergency. If a flight is cancelled, the students are together in one place.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for: REN R 101 – Introductory Forestry Field School

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. The Ren R 101 field school is a keystone in those efforts. This course is a required course in the Forestry (FOR) and Forest Business Management (FBM) and normally taken prior to the 1st year in the program. The Forestry and FBM programs are nationally accredited programs (Canadian Forestry Accreditation Board) and field learning is a requirement for accreditation. The department fully recognizes the financial burden this course places on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee covers student costs for this 1 week field school, including transportation, accommodations, full meals and other associated costs
Proposed Amount	\$500-\$800
Previous Fee Amount (if this is a new fee, please indicate that here)	\$325-\$500 (NOTE – actual cost/student in 2018-2019 academic year = \$563)
Requested Implementation Date	For Fall 2020
The Impact of the Fee (number of students affected, etc.)	Approximately 20 students per year
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	REN R 101 - Introductory Forestry Field School
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing – BSc. Forestry; BSc. Forest Business Management
Course Description(s)	<p>★ 0 (fi 3) (first term, 6 days) A general overview of the practice of Forestry. This orientation includes an introduction to basic forest measurements, forest management practices, and will include tours of a number of major forest operations in Alberta. Course runs for six days just prior to Fall registration. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Credit may be obtained for only one of REN R 101 or FOR 101.</p> <ul style="list-style-type: none"> This course is an intensive field-based 6-day experience introducing students to basic concepts and principles of integrated forest management and planning, and provides an invaluable opportunity for introduction to the profession and practice of forestry.

Details

Estimated Costs (Budget information may be included here or as an attachment)	<p>See attached- 2019 Budget Proposal</p> <p>The existing fee range was approved in 2013. With an eye to 2020 and beyond, we are requesting an increased range in keeping with a steady increase of costs for transportation, accommodation and meals. We are close to reaching the top of the existing range, and wish to extend the range to cover anticipated annual expense increases into the future.</p> <p>We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students through, among other things, the partnership arrangements outlined below. A key factor in selecting the institutions, at which the field school is based, is affordability for our students.</p>
Explanatory Notes	<p>A key feature of our field school is collaboration with government, industrial, and other third-party agencies that assist with logistics and partner in the delivery of course content throughout the course. These partnerships are key to delivery of the academic content, and provide significant in-kind contributions towards course costs. Presentations, tours and discussions with external experts add greatly to the students' experience, and support development of future employment contacts.</p> <p>The course has historically been offered from different base locations in</p>

	<p>Alberta over the years, selected for the availability of suitable, economically-viable facilities in locations near to the diverse wildland sites, protected areas, and industrial study locations required for effective course delivery.</p> <p>The majority of the field school days are based at non-profit institutions such the government-run Hinton Training Centre, allowing costs to be kept low. Such institutions are able to meet our needs for accommodation, meals, classroom/computer facilities, services, and recreational facilities.</p> <p>The course involves tours, field demonstrations and assignments based in a range of settings; considerable amounts of daily driving are required</p>
--	---

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	<p>Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23.</p> <p>From the survey we were able to come to 3 important conclusions</p> <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

- 1 Simplified REN R 101 2019 budget
- 2 Student Survey and Results

Final (simple) Budget for REN R 101 Fall Field School 2019

29-Oct

REVENUE

		2019	2019 actuals	variance
expected 20	\$	10,000.00	\$ 9,000.00	\$ (1,000.00)

COSTS

HTC (accom and meals Aug 25-27)	\$	2,750.00	\$ 2,683.56	\$ (66.44)
Swan Hills catering	\$	3,000.00	\$ 2,793.00	\$ (207.00)
			note - invoice not received as Nov 26 2019	
supplies (groceries, equipment etc) incl new shovels and bags	\$	1,800.00	\$ 1,530.77	\$ (269.23)
trees	\$	275.00	\$ 256.16	\$ (18.84)
printing etc	\$	100.00	\$ 95.30	\$ (4.70)
vehicles	\$	3,750.00	\$ 3,390.71	\$ (359.29)
staff costs *see NOTE below*	\$	750.00	\$ 707.40	\$ (42.60)
	\$	12,425.00	\$ 11,456.90	\$ (968.10)

NOTE re staffing:

Staff are NOT considered teaching assistants. These staff are responsible for supporting the academic program through daily driving, student management (in the field and on site through planning/delivering recreation programs or other student engagement programs), overall logistical support, equipment management, site preparation, instructor (non-academic) support. The staff have little or no

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 where largely unnecessary. While it provided visuals for what we learned in class, somethings can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofAs experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. Im a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and dont enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for: REN R 299 - Environmental and Conservation Sciences and Forestry Field School

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. The Ren R 299 field school is a keystone in those efforts. This course is required in the Forestry, Forest Business Management (FBM) and Environmental & Conservation Sciences (ENCS) programs and is normally taken after the 2nd year in the program. The Forestry and FBM programs are nationally accredited (Canadian Forestry Accreditation Board) and field learning is a requirement for accreditation. Further, field-based learning is strongly recommended for those seeking the P.Biol or P.Ag. professional designations; this is relevant to certain majors in the BSc ENCS (Conservation Biology and Land Reclamation). The department fully recognizes the financial burden this course places on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee covers student costs for this 3 week field school, including transportation, accommodations, full meals, recreation fee at the hosting institution, and course pack.
Proposed Amount	\$2000-\$4000
Previous Fee Amount (if this is a new fee, please indicate that here)	\$1600-\$2400 (<i>NOTE – actual cost/student in 2019 academic year = \$2970 – <u>with</u> Dept subsidy taken into account. Actual cost recovery amount is higher</i>)
Requested Implementation Date	For Spring 2020

The Impact of the Fee (number of students affected, etc.)	Approximately 75 students per year
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	REN R 299 - Environmental and Conservation Sciences and Forestry Field School
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing – BSc. Environmental and Conservation Sciences; BSc. Forestry; BSc. Forest Business Management
Course Description(s)	<p>REN R 299 Environmental and Conservation Sciences and Forestry Field School</p> <p>*3 (fi 6) (Spring/Summer, 3 weeks). Combines the concepts, theories and practices of environmental, conservation and forest sciences in an off-campus field experience. Field skill proficiency in planning, measurement, analysis and reporting is emphasized for biophysical and socioeconomic components of the environment. *30 and REN R 110. (REN R 210 or SOILS 210), (ENCS 201 or REN R 205) and a plant identification course are recommended. Students must complete this course prior to completion of the final *30 of their program. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Consent of Instructor is required for students outside the Faculty of Agricultural, Life and Environmental Sciences. Credit may not be obtained in this course if previous credit has been obtained for ENCS 207 or FOR 302/303/304.</p> <ul style="list-style-type: none"> This course is an intensive field-based 3-week experience introducing students to basic concepts and principles of integrated resource management and planning, and provides an invaluable opportunity for consolidation and field application of skills and techniques learned in the first two years of the student's program.

Details

Estimated Costs (Budget information may be included here or as an attachment)	<p>See attached- 2019 Budget Proposal</p> <p>The existing fee range was approved in 2013. With an eye to 2020 and beyond, we are requesting an increased range in keeping with a steady increase of costs for transportation, accommodation and meals. We are close to reaching the top of the existing range, and wish to extend the range to cover anticipated annual expense increases into the future.</p> <p>We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students through, among other things, the partnership arrangements outlined</p>
---	---

	below. A key factor in selecting the institutions at which the field school is based, is affordability for our students.
Explanatory Notes	<p>A key feature of our field school is collaboration with government, industrial, and other third-party agencies that assist with logistics and partner in the delivery of course content throughout the course. These partnerships are key to delivery of the academic content, and also provide significant in-kind contributions towards course costs. Presentations, tours and discussions with external experts add greatly to the students' experience, and also support development of future employment contacts.</p> <p>The course has historically been offered from different base locations in Alberta over the years, selected for the availability of suitable, economically-viable facilities in locations near to the diverse wildland sites, protected areas, and industrial study locations required for effective course delivery.</p> <p>The majority of the field school days are based at non-profit institutions such as Portage College in Lac La Biche, or the government-run Hinton Training Centre, allowing costs to be kept low. Such institutions are able to meet our needs for accommodation, meals, classroom/computer facilities, services, and recreational facilities. Other days are based from motel accommodations during side trips to locations such as Fort McMurray and Conklin.</p> <p>The course involves tours, field demonstrations and assignments based in a range of settings; considerable amounts of daily driving are required.</p>

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	<p>Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23.</p> <p>From the survey we were able to come to 3 important conclusions</p> <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

- 1 Simplified REN R 299 2019 budget
- 2 Student Survey and Results

Final (simple) Budget for REN
R 299 Spring Field School
2019

29-Oct

REVENUE

2019 2019 actuals variance

Special Registration support (as per
Special Sessions)

\$ 30,195.32	\$ 37,591.28	\$ (7,395.96)
---------------------	---------------------	---------------

Fees
\$2,300

\$ 192,000.00	\$ 165,680.50	\$ 26,319.50
----------------------	----------------------	--------------

Total Revenues

\$ 222,195.32	\$ 199,260.06
----------------------	----------------------

COSTS

Portage College

**2019
projected**

\$ 173,122.66	\$ 136,684.64	\$ 36,438.02
----------------------	----------------------	--------------

Vehicles

est 9 x 15 pax vans, 1 4x4 3/4 ton crew
cab P/U w/ canopy & 1 3/4 ton 4x4
ext.cab + instructor rentals

Note student numbers have implication

2019 projected	\$ 49,043.64	\$ 32,433.37	\$ 16,610.27
---------------------------	---------------------	---------------------	--------------

Course Pack Printing Course pack and all set up	2019 projected	\$	6,478.61	\$	4,851.95	\$	1,626.66
Supplies and Services General phone charges, supplies, etc , groceries, etc equipment repair, replacement, upgrade, top-up	2019 projected	\$	19,014.82	\$	9,297.33	\$	9,717.49
STAFF (Personnel) NON INSTRUCTIONAL <i>*see NOTE below*</i>	2019 projected	\$	30,814.29	\$	40,763.97	\$	(9,949.68)
Ft McMurray Trip (Accommodation and meals)	2019 projected	\$	15,963.44	\$	13,659.55	\$	2,303.89
Conklin overnight (Devon Canada) (Accommodation and meals)	2019 projected	\$	9,073.48	\$	7,171.41	\$	1,902.07
Instructor off site accom (M. Bokalo)		<i>xxx</i>		\$	504.20	\$	(504.20)

Total Costs	\$ 294,437.46		\$ 245,366.42		\$	207,775.14	cost (less Spec Sessions revenue cost/student (less Spec Sessions revenue)
					\$	2,968.22	

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 where largely unnecessary. While it provided visuals for what we learned in class, somethings can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofAs experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. Im a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and dont enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for: REN R 205 (Wildlife Biodiversity), REN R 215 (Forest Mensuration), Ren R 322/721 Forest Ecosystems, REN R 323/722 (Silviculture), REN R 441/741 (Soil Formation and Landscape Processes)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. To allow the continuation of these courses the dept. is seeking to increase the range of the fee to reflect accurately our increasing costs and to be cost recovery for each course.

The department fully recognizes the financial burden these courses place on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on- and off-campus.

The courses listed in this proposal are required courses in certain programs/majors and often are offered as electives in other programs majors. Another proposal lists solely elective courses.

These proposed fees are solely to cover the costs of transportation. The amount proposed is essentially is a reflection of distance traveled and number of field trips. i.e., travel to the Slave Lake area for a day is more expensive than travel to the Devon area. Also some courses may offer several local field trips e.g. REN R 441/741 (Soil Formation and Landscape Processes), thus increasing costs.

On occasion, on the decision of the course instructor, the field trip *may* be cancelled for academic or logistical reasons. By giving a range from \$0-x there is a mechanism to cancel the field trip and have a mechanism to NOT charge students. Working through the Registrar's office, upon the decision not to offer a field trip, the course fee can be dropped to \$0. Students would then be informed via BearTracks of the cancellation of the field trip and the \$0 charge.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca

Item

	The fee for all courses to cover transportation for experiential field trip opportunities	Per course as below All costs are for TRANSPORTATION	Current course fee	Current <u>cost</u> / student	Proposed Amount
REN R 205	Required FOR ¹ , FBM ² & ENCS ³	Wildlife Biodiversity	\$10	\$18	\$0-\$50
REN R 215	Required FOR, FBM, elective ENCS	Forest Mensuration	\$10	\$27	\$0-\$50
REN R 322/721	Required FOR, FBM, ENCS (Conservation Biology major), elective ENCS	Forest Ecosystems	\$15	\$17	\$0-\$50
REN R 323/722	Required FOR, FBM, elective ENCS	Silviculture	\$40 - \$100	\$57	\$60-\$100
REN R 441/741	Required ENCS (Land Reclamation major), elective FOR, FBM and other ENCS majors	Soil Formation and Landscape Processes	\$70	\$120	\$100-\$160

¹BSc Forestry, ² BSc Forest Business Management, ³ BSc Environmental & Conservation Sciences

Course Information (if fee is attached to a course)

Course Name(s)	REN R 205 (Wildlife Biodiversity), REN R 215 (Forest Mensuration), REN R 322/721 Forest Ecosystems, REN R 323/722 (Silviculture), REN R 441/741 (Soil Formation and Landscape Processes),
Required Course(s)	<input checked="" type="checkbox"/> Yes (or elective, varies by program/major) <input type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing – BSc. Environmental and Conservation Sciences, BSc. Forestry; BSc. Forest Business Management
Course Description(s)	REN R 205 Wildlife Biodiversity ★ 3 (<i>fi 6</i>) (second term, 3-0-3) Introduction to animals in the context of conservation, interactions with people, and roles in natural ecosystems. Labs provide a survey of Western Canadian animal life, both vertebrate and invertebrate, with emphasis on recognition of higher taxa and on hierarchical classification. Field trip. Credit may be obtained for only one of REN R 205 or ENCS 201. Requires payment of

	<p>additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> <p>REN R 215 Forest Mensuration ★ 3 (fi 6) (second term, 3-0-3) Principles and practices of measuring and estimating present and future fibre production of forest communities, including applications of statistics, sampling techniques, regression analysis, and computer programming. Prerequisites: MATH 113 or 114, and *3 of statistics. Co-requisite: REN R 110. Credit may be obtained for only one of REN R 215 or FOR 210. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> <p>REN R 322/721 Forest Ecosystems ★ 3 (fi 6) (first term, 3-0-3) Exploration of key concepts regarding the ecology of forest ecosystems at varying temporal and spatial scales. Emphasis will be on relationships between biotic and abiotic components of the ecosystem. Topics covered will include flows of energy and matter, ecosystem dynamics, forest landscapes and biodiversity, impacts of natural and anthropogenic disturbance forest conservation and ecosystem management. Lab exercises during the first month are held outside. The course is taught using a blended learning approach. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: BIOL 208 or consent of instructor. Credit will only be given for one of REN R 322 or FOR 322.</p> <p>REN R 323/722 Silviculture ★ 3 (fi 6) (first term, 3-0-3) Forest regeneration principles and techniques; stand tending including fertilization, thinning, pruning and drainage; harvesting systems for reforestation; nursery practices; reforestation, the law and current practices. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: BIOL 208 or consent of instructor. Credit may be obtained for only one of REN R 323 or FOR 323.</p> <p>REN R 441/741 Soil Formation and Landscape Processes ★ 3 (fi 6) (first term, 3-0-3) Soil formation, with emphasis on landscape processes as factors in soil development; pedogenic processes and their relation to environmental issues; soils; vegetation, and geological associations; kinds and distribution of soils in Canada; soil classification; field examination and computer-assisted learning of soils and their landscape. Field trips. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: REN R 210 or SOILS 210 or consent of instructor. Credit may be obtained for only one of REN R 441 or SOILS 420.</p> <p>REN R 445/745 Soil Fertility ★ 3 (fi 6) (second term, 3-0-3) Essential plant nutrients; factors influencing nutrient availability; methods of evaluating soil fertility; correction of soil fertility problems; manufacture, composition, and use of fertilizers. Prerequisite: REN R 210 or SOILS 210. Credit may be obtained for only one of REN R 445 or SOILS 460.</p>
--	--

Details

<p>Estimated Costs (Budget information may be included here or as an attachment)</p>	<p>As outlined above the costs provided are for transportation only.</p> <p>The existing fee range was approved in 2013. With an eye to 2020 and beyond, we are requesting an increased range in keeping with a steady increase of costs for transportation. We are close to reaching the top of the existing range, and wish to extend the range to cover anticipated annual expense increases into the future.</p> <p>We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students .</p>
<p>Explanatory Notes</p>	<p>Experiential learning is a cornerstone of teaching and learning within the</p>

	BSc. Forestry, BSc. Forest Business Management and BSc. ENCS programs. Field trips are a key component of experiential learning. The proposed fees cover transportation for field trips. Some trips are local within the greater Edmonton area (generally afternoon trips) while others are full day trips to sites within 250km of Edmonton (generally full day field trips).
--	--

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23. From the survey we were able to come to 3 important conclusions <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. Student Survey and Results

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 were largely unnecessary. While it provided visuals for what we learned in class, some things can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofA's experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. I'm a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and don't enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for, REN R 474/770 (Utilization of Wildlife Resources)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. To allow the continuation of these courses the dept. is seeking to increase the range of the fee to reflect accurately our increasing costs and to achieve cost recovery for each course.

The department fully recognizes the financial burden this course places on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus.

The courses listed in this proposal are elective courses in certain programs/majors. Another proposal lists solely required courses.

These proposed fees are solely for TRANSPORTATION. The amount proposed is essentially is a reflection of distance. i.e., travel to Slave Lake area for a day is more expensive than travel to Devon area. Also some courses may offer multiple local field trips.

On occasion, on the decision of the course instructor, the field trip *may* be cancelled for academic or logistical reasons. By giving a range from \$0-x there is a mechanism to cancel the field trip and have a mechanism to NOT charge students. Working through the Registrar's office, upon the decision not to offer a field trip, the course fee can be dropped to \$0. Students would then be informed via BearTracks of the cancellation of the field trip and the \$0 charge.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca

Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca
--	---

Item

	The fee for all courses to cover transportation for experiential field trip opportunities	Per course as below All costs are for TRANSPORTATION	Current fee	Actual cost/student	Proposed Amount
REN R 474/770	Elective	Utilization of Wildlife Resources	\$20	\$28	\$0-\$50

Course Information (if fee is attached to a course)

Course Name(s)	REN R 474/770 (Utilization of Wildlife Resources)
Required Course(s)	Yes X No
The course/program is on or off campus	X On-Campus Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing – BSc. Environmental and Conservation Sciences, BSc. Forestry; BSc. Forest Business Management
Course Description(s)	REN R 474/770 (Utilization of Wildlife Resources) ★ 3 (fi 6) (first term, 3-0-1) Issues, principles and science surrounding sustainable use of wildlife resources. Hunting, angling and trapping for subsistence, recreational and commercial purposes. Sociopolitical dimensions of harvest regulation, wildlife administration, and human demographic changes. Field trips. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: minimum of *6 of Renewable Resources or Biological Sciences courses at the 300-level or higher. Credit may be obtained for only one of REN R 474 or ENCS 474.

Details

Estimated Costs (Budget information may be included here or as an attachment)	As outlined above the costs provided are for transportation only. The existing fee range was approved in 2013. With an eye to 2020 and beyond, we are requesting an increased range in keeping with a steady increase of costs for transportation. We are close to reaching the top of the existing range, and wish to extend the range to cover anticipated annual expense increases into the future. We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students.
Explanatory Notes	Experiential learning is a cornerstone of teaching and learning within the BSc. Forestry, BSc. Forest Business Management and BSc. ENCS programs. Field trips are a key component of experiential learning. The proposed fees cover transportation for field trips. Some trips are local within the greater Edmonton area (generally afternoon trips) while others are full day trips to sites within 250km of Edmonton (generally full day

	field trips).
--	---------------

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23. From the survey we were able to come to 3 important conclusions <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. Student Survey and Results

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 where largely unnecessary. While it provided visuals for what we learned in class, somethings can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofAs experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. Im a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and dont enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Overview of Non-Regulated Exclusion to Program Fee Proposals for 2020-2021 implementation

The following is an overview of the proposals on Non-Regulated Exclusion to Program Fee. These proposals include new Non-Regulated Exclusion to Program Fee, changes to Non-Regulated Exclusion to Program Fee. All proposals have received a technical review by the Registrar's Advisory Committee on Fees.

Type of Fee	Course or Program	Implementation Date	Purpose of Fee	Fee Amount	Mandatory Course for program	Page Number
New Non-regulated fee	SCI 299	May 1, 2020	Field trip (transportation, food and accommodation)	\$2,500 - \$3,500	NO	5
New Non-regulated fee	BIOL 395	May 1, 2020	Field trip (transportation, food and accommodation)	\$600 - \$6,000	NO	22
New Non-regulated fee	REN R 345/724	September 1, 2020	Field trip (transportation)	\$0 - \$50	NO	35
New Non-regulated fee	REN R 368/768	September 1, 2020	Field trip (transportation)	\$0 - \$100	NO	35
New Non-regulated fee	REN R 445/745	September 1, 2020	Field trip (transportation)	\$0 - \$50	NO	35
New Non-regulated fee	EDFX 498	September 1, 2020	Practicum Placement	\$750	YES	42
New Non-regulated fee	EDFX 499	September 1, 2020	Practicum Placement	\$750	YES	47
Change Non-regulated fee	EAS 429	May 1, 2020	Field trip (transportation, food and accommodation)	\$600 - \$3,000	NO	53
Change Non-regulated fee	REN R 101	September 1, 2020	Field trip (transportation, food and accommodation)	\$500 - \$800	YES	68

Change Non-regulated fee	REN R 299	May 1, 2020	Field trip (transportation, food and accommodation)	\$2,000 - \$4,000	YES	76
Change Non-regulated fee	REN R 205	September 1, 2020	Field trip (transportation)	\$0 - \$50	YES	87
Change Non-regulated fee	REN R 215	September 1, 2020	Field trip (transportation)	\$0 - \$50	YES	87
Change Non-regulated fee	REN R 322/721	September 1, 2020	Field trip (transportation)	\$0 - \$50	YES	87
Change Non-regulated fee	REN R 323/722	September 1, 2020	Field trip (transportation)	\$60 - \$100	YES	87
Change Non-regulated fee	REN R 441/741	September 1, 2020	Field trip (transportation)	\$100 - \$160	YES	87
Change Non-regulated fee	REN R 474/770	September 1, 2020	Field trip (transportation)	\$0 - \$50	NO	95

**Governance Executive Summary
Action Item**

Agenda Title	Capitalization of Unrestricted Funds to Permanent Restricted Endowments Net Assets
---------------------	---

Motion

THAT the Board Finance and Property Committee, acting with delegated authority of the Board of Governors, approve the transfer of \$1,831,480.63 of unrestricted net assets to permanent restricted endowment net assets.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is	To approve a transfer of \$1,831,480.63 of unrestricted net assets to permanent restricted endowment net assets.
Executive Summary	<p>As per the University of Alberta Endowment Management Procedure, any requests for transfers from unrestricted funds to endowment capital are subject to approval by the Provost, prior to being submitted to BFPC for approval.</p> <p>The Faculty Agricultural, Life & Environmental Sciences has requested capitalization of the following:</p> <ol style="list-style-type: none"> 1) \$867,575.78 - funds received from a legacy gift to create a new endowment "Mary Alice Morrison Memorial Endowment in Human Nutrition". Rationale – Capitalization will provide an ongoing and sustainable source of funds. 2) \$850,000 – royalties from oil and gas lease revenues from the Mattheis Ranch to the Rangeland Ecology and Management Endowment (E0627). Rationale – These funds are to be used to support rangeland ecology and management research. Capitalization will ensure funds will continue to sustain these activities. <p>In addition, Augustana Faculty has requested capitalization of the following:</p> <ol style="list-style-type: none"> 1) \$88,878.85 – funds received from a donation from a life insurance bequest to create a new endowment "Everett Thykeson Augustana Indigenous Support Endowment". Rational – Mr. Thykeson had an interest in supporting Indigenous peoples, and this new endowment will provide perpetual support to Indigenous initiatives on Augustana Campus. 2) \$25,026.00 – funds received from a donation from a life insurance bequest to supplement the Walter and Jean Hachborn Augustana Endowment (E0807). Rationale – Mr. and Mrs. Hachborn had a keen interest in the Augustana Lutheran Legacy. Capitalization will provide perpetual support to the Chester Ronning Centre for Religion and Public Life and the Augustana Chaplaincy initiatives on the Augustana Campus.

Item No. 4d

	These requests have been reviewed by the Provost and Vice-President (Academic), who is supportive.
Supplementary Notes and context	Prior to June 14, 2019, the Board of Governors approved the transfers of unrestricted net assets to permanent restricted endowment net assets, but as per the BFPC Terms of Reference approved on that date, BFPC now has delegated authority to approve these transfers.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Provost and Vice-President (Academic) • Vice-President (Finance & Administration)
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Office of Advancement • Financial Services
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • N/A
Approval Route (Governance) (including meeting dates)	

Strategic Alignment

Alignment with <i>For the Public Good</i>	Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. OBJECTIVE: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. i. Strategy: Seek and secure resources needed to achieve and support our strategic goals. ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	BFPC Terms of Reference <u>Capitalization of Unrestricted Funds to Permanent Restricted Endowment Procedure</u>	

No Attachments

 Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic) (kathleen.brough@ualberta.ca)

Governance Executive Summary
Action Item

Agenda Title	University of Alberta 2020-2021 Tuition and Student Financial Aid
---------------------	--

Motion

THAT the Board Finance and Property Committee, on the recommendation of General Faculties Council Academic Planning Committee, recommend that the Board of Governors approve the Tuition Proposal for Fall 2020 as outlined in the following table, **as amended**:

Category of Student	Proposed Increase for Fall 2020	Financial Support
Domestic Undergraduate (incoming and continuing students)	7%	15% of net increase
International Undergraduate (continuing students admitted prior to Fall 2020)	4% Exception PharmD – 0%	7.55% ¹
Domestic Graduate (thesis-based) (incoming students)	7%	15% of net increase
Domestic Graduate (thesis-based) (continuing students admitted prior to Fall 2020)	7% with rebate to reduce increase to 2.67% ²	15% of net increase
International Graduate (thesis-based) (continuing students admitted prior to Fall 2020)	7% with rebate to reduce increase to 2.67% ²	7.55%
Domestic Graduate (course-based) (incoming and continuing students) (with exceptions noted below)	7%	15%
International Graduate (course-based) (continuing students admitted prior to Fall 2020)	4%	7.55%
Domestic Graduate (course-based) exceptions	Masters of Accounting – 0% MBA – 10% Executive MBA – 10% ³ MBA – Ft. McMurray – 9% ⁴ MEng – 10%	15% of net increase
International Graduate (course-based) exceptions	MBA – 0% Executive MBA – 0% MBA – Ft. McMurray – 0% Integrated Petroleum Geoscience – 0%	7.55%
Former Cost-Recovery Program exceptions	(all 0%) Certificate in Advanced Adolescent Literacy Certificate in Teaching Students with Complex Needs	

Item No. 7a

	Master of Education in Education Studies Master of Education in Health Studies Education Master of Science in Internetworking Master of Science in Multimedia Master of Science in Urban and Regional Planning Post-Baccalaureate Certificate in Bridging to Canadian Physical Therapy Certificate in School Leadership Certificat d'etudes superieures en administration et leadeurship scolaire	
--	--	--

¹ Existing model for International tuition financial aid.

² 2.67% reflects the increase in cost drivers for the University year over year.

³ Students currently enrolled in the Executive MBA will be grandparented for 2020 only with a 0% increase.

⁴ Students currently enrolled in the MBA- Ft. McMurray will be grandparented for 2020 only with a 0% increase in tuition.

This motion is pending recommendation from General Faculties Council Academic Planning Committee on February 26, 2020.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) and Gitta Kulczycki, Vice-President (Finance & Administration)

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve the tuition proposal for most domestic and international students for Fall 2020. Note that the tuition for international students incoming in Fall 2020 has already been approved in conjunction with the Board's approval of the new program-based tuition model for international students in June 2020. The tuition proposal for international students incoming in Fall 2021 will come forward in the coming months.

Item No. 7a

<p>Executive Summary (<i>outline the specific item – and remember your audience</i>)</p>	<p>As a part of the provincial budget announcement in October 2019, the Government of Alberta announced that post-secondary institutions could increase domestic tuition by an average of 7% in each of the coming three years (Fall 2020, Fall 2021, Fall 2022) before increases would revert to being restricted to CPI in Fall 2023. Tuition for domestic students in Alberta has been frozen for the last five years.</p> <p>Details regarding the proposal are outlined in Attachment 1, including projected tuition proposals for Fall 2021, Fall 2022, and Fall 2023. These projections have been shared with the students as a part of the Fall 2020 consultation process and are subject to change.</p> <p>Attachment 2 provides a comparison of tuition rates amongst the University of Alberta's peer institutions.</p> <p>The University has committed to supporting a diverse student body and fostering continued participation by students, irrespective of socioeconomic status. For the 2020/21 academic year, the University will redirect a portion of new tuition revenue from domestic tuition increases (15%) to fund need-based financial supports. The existing model for financial aid for international students (a set aside of 7.55% of all tuition revenue) will continue. A backgrounder on this financial aid set-aside is found in Attachment 3.</p>
<p>Supplementary Notes / context</p>	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Provost and Vice-President (Academic) • Vice-President (Finance & Administration) • Office of the Registrar • Faculty of Graduate Studies and Research • University of Alberta International • Office of Resource Planning <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Tuition Budget Advisory Committee (December 11, 2019, January 17, 2020) (note that the final revised proposal was shared in writing with student leaders on January 23) • Deans' Council
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – February 26, 2020 (recommendation) Board Finance and Property Committee (recommendation) – February 27, 2020 Board of Governors (approval) – March 13, 2020</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p>
--	--

Item No. 7a

	<p>i. Strategy: Seek and secure resources needed to achieve and support our strategic goals.</p> <p>ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.</p>			
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 464 1542 667"> <tr> <td data-bbox="570 464 1089 667"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 464 1542 667"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act APC Terms of Reference BFPC Terms of Reference</p>			

Attachments:

1. University of Alberta Tuition Proposal, 2020-2021 (9 pages)
2. U15 International Tuition Comparators, 2018-19 (1 page)
3. Tuition Offset Model Background Document (4 pages)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

Fall 2020 Tuition Proposal and Future Projections

The tables below provide tuition proposals for discussion with TBAC. The tables reflect

- Fall 2020 tuition proposals for all students with the exception of incoming international students who will be following a program-based tuition model previously approved in June 2019.
- Tuition proposals for Fall 2021 for international students who will be entering programs in that year and will be provided with a program based tuition guarantee
- Projected tuition changes for the following three years where applicable, in compliance with the requirements of the provincial Tuition Fee Regulation. These projections are subject to change as the University's financial circumstances evolve.

Undergraduate Student Tuition Proposals and Projections (Domestic and Continuing International Students admitted prior to Fall 2020)

Category of Student	Proposals	Projections		
		Fall 2021	Fall 2022	Fall 2023
Domestic	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Domestic, undergraduate Incoming and Continuing students	7%	7% Average (5%-10% based on program)	7% Average (5%-10% based on program)	CPI- restricted by Tuition Fee Regulation
<i>Financial Support Offset</i> Model: Incremental based on increases ¹	15% of increase	15% of increase	15% of increase	15% of increase
International				
International, undergraduate (continuing students admitted prior to Fall 2020)	4%	4%	4%	4%
<i>Financial Support Offset</i> Model: percent of total tuition ²	7.55%	7.55%	7.55%	7.55%

Undergraduate Student Tuition Proposals (Incoming International Students)

¹ To be confirmed annually by the Board of Governors. This is true for all references in the document to domestic tuition financial support offset model.

² This model has been confirmed as ongoing since the introduction of the International tuition differential and does not require annual confirmation. This is true for all references in the document to international financial support offset

Category of Student	Proposals	Projections		
International	Fall 2020	Fall 2021	Fall 2022	Fall 2023
International, undergraduate Fall 2020 Cohort	Program-based tuition model approved in June 2019. No year-over-year increases as annual maximums and program totals approved for this cohort	N/A	N/A	N/A
International, undergraduate Fall 2021 Cohort	N/A	3% Increase above program- based tuition amounts approved for Fall 2020 intake. No year-over-year increases as annual maximums and program totals will be approved for this cohort	N/A	N/A
<i>Financial Support Offset Model: percent of total tuition</i>	7.55%	7.55%	7.55%	7.55%

Graduate Student Tuition Proposals and Projections
(Domestic and Continuing International Students admitted prior to Fall 2020)

Thesis Based Course Based

Category of Student	Proposals	Projections		
		Fall 2020	Fall 2021	Fall 2022
Domestic	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Domestic, graduate (thesis-based) Incoming students	7%	7%	7%	CPI- restricted by Tuition Fee Regulation
Domestic, graduate (thesis-based) Continuing students	7% with rebate to reduce the increase to 2.67% ³	7% with rebate to reduce the increase to approx 3%	7% with rebate to reduce the increase to approx 3%	CPI- restricted by Tuition Fee Regulation
Domestic, graduate (course-based) Incoming and Continuing Students	7%	7%	7%	CPI- restricted by Tuition Fee Regulation
***Exceptions to above proposals Domestic, graduate (course- based) Incoming and Continuing Students Faculty of Business <ul style="list-style-type: none"> ● Masters of Accounting ● MBA ● Executive MBA⁴ ● MBA-Ft. McMurray⁵ Faculty of Engineering <ul style="list-style-type: none"> ● Masters of Engineering 	0% 10% 10% 10%	7%	7%	CPI- restricted by Tuition Fee Regulation
<i>Financial Support Offset</i> Model: Incremental based on increases	15% of increase	TBD	TBD	TBD

³ 2.67% reflects the increase in cost drivers for the University year over year. The 3% figure used for Fall 2021 and 2022 is an approximation of this value for those years. The rebate would cease in Fall 2024.

⁴ Students currently enrolled in the Executive MBA will grandparented for 2020 only with a 0% increase in tuition.

⁵ Students currently enrolled in the MBA- Ft. McMurray will grandparented for 2020 only with a 0% increase in tuition.

International				
International, graduate (thesis-based) (continuing students admitted prior to Fall 2020)	7% with rebate to reduce the increase to 2.67% ⁶	7% with rebate to reduce the increase to approx. 3%	7% with rebate to reduce the increase to approx. 3%	Approx. 3% to reflect cost drivers of the institution
International, graduate (course-based) (continuing students admitted prior to Fall 2020)	4%	4%	4%	4%
Exclusions for Fall 2020 only: MBA Executive MBA MBA - Ft. McMurray Integrated Petroleum Geoscience	0% 0% 0% 0%			
<i>Financial Support Offset</i> Model: percent of total tuition	7.55%	7.55%	7.55%	7.55%

⁶ 2.67% reflects the increase in cost drivers for the University year over year. The 3% figure used for Fall 2021 and 2022 is an approximation of this value for those years. The rebate would cease in Fall 2024

**Graduate Student Tuition Proposals
(Incoming International Students)**
Thesis Based Course Based

Category of Student	Proposals	Projections		
		Fall 2021	Fall 2022	Fall 2023
International	Fall 2020	Fall 2021	Fall 2022	Fall 2023
International, graduate (thesis-based) Incoming admitted for Fall 2020	Program-based tuition model approved in June 2019. No year-over-year increases as annual maximums and program totals approved for this cohort	N/A	N/A	N/A
International, graduate (thesis-based) Incoming admitted for Fall 2021	N/A	3% Increase above program-based tuition amounts approved for Fall 2020 intake. No year-over-year increases as annual maximums and program totals will be approved for this cohort	N/A	N/A
International, graduate (course-based) Incoming admitted for Fall 2020	Program-based tuition model approved in June 2019. No year-over-year increases as annual maximums and program totals approved for this cohort	N/A	N/A	N/A
International, graduate (course-based)	N/A	7% Increase above	N/A	N/A

Incoming admitted for Fall 2021		program- based tuition amounts approved for Fall 2020 intake. No year-over-year increases as annual maximums and program totals will be approved for this cohort		
<i>Financial Support Offset</i> Model: percent of total tuition	7.55%	7.55%	7.55%	7.55%

**Undergraduate and Graduate Student Tuition
Proposed Exemptions for Fall 2020 for formerly cost recovery programs**
Thesis Based Course Based

Category of Student	Proposals	Projections
Domestic	Fall 2020	Fall 2021, 2022, 2023
Undergraduate Faculty of Education Programs: Certificate in Advanced Adolescent Literacy Certificate in Teaching Students with Complex Needs	No increase from current rates- all current rates are higher than tuition rates proposed for this category of student in Fall 2020	Will follow current projected increases
Graduate (course-based) Master of Education in Educational Studies Master of Education in Health Studies Education Master of Science in Internetworking Master of Science Multimedia Master of Science in Urban and Regional Planning Post-Baccalaureate Certificate in Bridging to Canadian Physical Therapy Education - Certificate in School Leadership	No increase from current rates- all current rates are higher than tuition rates proposed for this category of student in Fall 2020	Will follow current projected increases

<p>Saint- Jean Certificat d'etudes superieures en administration et leadeurship scolaire</p>		
<p>International</p>		
<p>Undergraduate (current students admitted prior to Fall 2020)</p> <p>Faculty of Education Programs:</p> <p>Certificate in Advanced Adolescent Literacy</p> <p>Certificate in Teaching Students with Complex Needs</p>	<p>No increase from current rates- all current rates are higher than tuition rates proposed for this category of student in Fall 2020</p>	<p>Will follow current projected increases</p>
<p>Graduate (course-based)</p> <p>Graduate (course-based)</p> <p>Master of Education in Educational Studies</p> <p>Master of Education in Health Studies Education</p> <p>Master of Science in Internetworking</p> <p>Master of Science Multimedia</p> <p>Master of Science in Urban and Regional Planning</p> <p>Post-Baccalaureate</p>	<p>No increase from current rates- all current rates are higher than tuition rates proposed for this category of student in Fall 2020</p>	<p>Will follow current projected increases</p>

<p>Certificate in Bridging to Canadian Physical Therapy Education - Certificate in School Leadership</p> <p>Saint- Jean Certificat d'etudes superieures en administration et leadeurship scolaire</p>		
--	--	--

U15 International and Domestic Tuition, 2019-20

As shown in Table 1, international undergraduate tuition at the U of A is below the U15 average in 2019-20, although this rate has been increased to \$29,500 for the Fall 2020 intake.

U of A's masters international tuition is higher than only two institutions, namely Manitoba and Saskatchewan.

At the PhD level, U of A's international tuition is higher than 5 institutions (Dalhousie, Ottawa, Saskatchewan, Toronto, and Western).

Overall, the U of A's graduate international tuition is considerably lower than the U15 average.

Domestic undergraduate tuition at the U of A is the second lowest in the country, approximately 16% lower than the U15 average.

Domestic graduate tuition is among the lowest in the country (the PhD tuition is higher than only two universities: McGill & Laval), approximately 45% below the U15 average at the masters level and 30% below the U15 average for the PhD level.

Table 1. International and Domestic Tuition for BA, MA, & PhD, 2019-2020

2019-20 Tuition	International			Domestic		
	Arts & Social Science	MA	PhD	Arts & Social Science	MA	PhD
University of Alberta	\$ 22,267	\$ 7,481	\$ 7,481	\$ 5,321	\$ 3,662	\$ 3,662
Dalhousie University	\$ 19,134	\$ 15,099	\$ 6,147	\$ 7,866	\$ 8,331	\$ 6,147
McMaster University	\$ 30,774	\$ 17,096	\$ 17,096	\$ 6,043	\$ 6,307	\$ 6,307
Queen's University	\$ 46,191	\$ 12,927	\$ 12,927	\$ 6,083	\$ 5,773	\$ 5,773
University of British Columbia	\$ 38,052	\$ 8,777	\$ 8,777	\$ 5,399	\$ 4,996	\$ 4,996
University of Calgary	\$ 18,338	\$ 12,696	\$ 12,696	\$ 5,386	\$ 5,594	\$ 5,594
University of Manitoba	\$ 14,906	\$ 6,077	\$ 11,325	\$ 3,916	\$ 5,148	\$ 5,148
University of Ottawa	\$ 36,161	\$ 25,472	\$ 6,367	\$ 6,088	\$ 7,370	\$ 6,367
University of Saskatchewan	\$ 17,614	\$ 6,731	\$ 6,731	\$ 6,452	\$ 4,260	\$ 4,260
University of Toronto	\$ 53,290	\$ 23,770	\$ 6,210	\$ 6,100	\$ 6,210	\$ 6,210
University of Waterloo	\$ 33,614	\$ 21,126	\$ 20,916	\$ 6,128	\$ 6,762	\$ 6,762
Western University	\$ 31,042	\$ 18,247	\$ 6,360	\$ 6,050	\$ 6,360	\$ 6,360
McGill University	\$ 18,110	\$ 17,421	\$ 15,637	\$ 7,940	\$ 7,940	\$ 2,544
Universite de Montreal	\$ 17,421	\$ 26,132	\$ 23,456	\$ 7,940	\$ 11,910	\$ 3,816
Universite Laval	\$ 17,421	\$ 13,937	\$ 17,820	\$ 7,720	\$ 6,176	\$ 3,060
AVERAGE (Excluding U of A)	\$ 28,005	\$ 16,108	\$ 12,319	\$ 6,365	\$ 6,653	\$ 5,239

Source: U15 2019-2020 Tuition & Fees results and Institution financial websites.

- NOTES:
- 1) Dalhousie, McGill, Laval and Montreal domestic tuition is for out-of-province students
 - 2) Undergraduate data are for an Arts program.
 - 3) Graduate data are for the first year of an MA/PhD program (i.e. two or three semesters depending on the institution).
 - 4) U of A international graduate tuition figures do not include the \$4,000 Graduate International Tuition (Reduction), which is charged and then remitted.

DRAFT February 13, 2020

V1.0

Backgrounder: Tuition Offset Model for Domestic Undergraduate and Graduate Student Financial Support- Fall 2020/21

In considering potential increases to tuition and how to support access for qualified students, the university is cognizant that increases in tuition fees can more adversely affect students from lower income groups, resulting in lower rates of application and attendance¹. While there are sound financial reasons to increase tuition in the current climate, the University of Alberta is committed to supporting a diverse student body and fostering continued participation by students, irrespective of socioeconomic status.

To support the University's response to changes in the budget and potential tuition increases, the Office of the Registrar, with the support of Senior Administration, will redirect a portion (15%) of all new tuition revenue in the 2020/21 academic year to fund need-based financial supports. In the event of a tuition increase, new funds would be applied to the existing base budget for student financial support, setting a new recurring base budget.

The following outlines:

- 1) The tuition offset model for domestic student financial support
- 2) The estimated increase in 2020/2021 to the amount of available need-based funding for domestic student financial support,
- 3) An illustration of the administrative approach to allocating the incremental increase to need-based programs starting in 2020/2021, and
- 4) An overview of the proposed annual review and benchmarking for the programs supported by the tuition offset model.

1) Tuition Offset Model for Domestic Student Financial Support

The Tuition Offset Model will be an *incremental offset model*, where 15% of any increase in domestic student tuition from the 2020/21 academic year is directed towards student financial support. The new funds generated would then set a new base budget allocation for domestic student financial support.

2) Estimated increase in domestic student need-based financial support

Based on current domestic enrolment projections and an average across-the-board tuition increase of 7%, we estimate the offset as proposed to generate approximately \$1.83M in additional funds for need-based support in 2020/2021.

Estimates of Total Revenue for Domestic Need-Based Supports in 2020/2021

¹ Ford, R. Hui, T.S. Nguyen C. (2019). Postsecondary Participation and Household Income. Toronto: Higher Education Quality Council of Ontario.

Total Financial Support	Increase from Current Need-Based Budget	Total Allocation to Need-Based Supports
2019/2020 (Current Year)	N/A	\$2,584,000
2020/2021 (Year 1, Offset Model)	\$1,829,323	\$4,413,573

3) Illustration of Administrative Approach to Allocation of Additional Funding

Currently, need-based funding is allocated through a common assessment process to identify un-funded financial need, at the time a student applies for need-based financial supports. Following the completion of the common assessment the Office of the Registrar provides funds to any eligible student to cover all identified financial need in line with the annual maximum allowance (\$8000/undergraduate student, \$4000/graduate student) until funds have been exhausted.

The increase in funding from the tuition offset model will significantly increase our ability to support students in financial need beyond what is possible under the current system and approach. The program funding will need to be allocated thoughtfully in order to address our overarching goals.

The goals for allocating incremental increases to needs-based funding are to:

1. Maintain or improve the socioeconomic distribution of the current student population,
2. Offset potential negative financial impacts from tuition increases, and
3. Continue to support vulnerable student populations (e.g. students from low-income² families, students with dependents, Indigenous students, students with disabilities, and students facing emergent financial challenges).

The following describes a likely distribution of funding across need-based programs to domestic undergraduate and graduate students in the academic year 2020/2021 based on observable need and funding gaps.

- Portion to be allocated to students coming from low-income families based on receiving the maximum amount from the federal income grant (Canada Student Grant for Full-Time Students³)
- Portion to be allocated to Supplementary Bursaries to increase the annual maximum (initial estimates indicate the maximum could increase by \$1,000 - \$2,000)
- Portion to be allocated to Emergency Bursaries, providing non-repayable bursaries instead of repayable loans (in 18/19 \$450,000 in emergency loans were issued to domestic undergraduate students)

This distribution supports students from low income families, provides non-repayable financial support to the most vulnerable students (students with dependents, Indigenous students, students with disabilities), and will also address more of the unmet need of bursary applicants (See Appendix A - Bursary Demand

² Low-income is defined following the Federal Income Thresholds for the Canada Student Grant for Full-Time Students.

³ The Canada Student Grant for Full-Time Students is only available for students in undergraduate programs. Graduate students are not eligible for these grants.

and Unmet Need). This distribution preserves our existing programs that support vulnerable students, while also actively supporting low-income students in order to offset the potential negative impacts of tuition increases.

4) Annual Review and Benchmarking

As part of the university's commitment to "providing and optimizing robust student financial supports"⁴, the Office of the Registrar will review the efficacy of the need-based support model each year. This review will consider the three goals outlined above for allocating the increase in order to evaluate and improve our financial support approaches. The review will include data derived from the Tuition Impact Study⁵, consider demand for need-based programs based on usage, and include data collected through need-based program applications. This review will inform future decisions regarding financial aid fundings and the allocation of need-based budgets.

⁴ University of Alberta Student Financial Supports Policy

⁵ The Tuition Impact Study has been developed by the Office of the Registrar to provide benchmarking data and track the impacts of tuition increases.

APPENDIX A -**Bursary Demand and Unmet Need 2018/19**

2018/19 Domestic Bursary Total							
Student Type	Total Bursary Applicants	Total Bursary Recipients	% Ineligible	Total Bursary Amount	Total Number of Recipients with Unmet Need	Total Amount of Unmet Need	Average Amount of Unmet Need
Undergrad	949	698	26.4%	\$4,967,514	519	\$3,935,333	\$7,582.53
Graduate	112	80	28.6%	\$346,600	75	\$610,092	\$8,134.57
Total	1,061	778	26.7%	\$5,314,114	594	\$4,545,425	\$7,652.23

NOTE: Unmet need is the amount of financial need assessed to eligible students, through the common assessment practice, in excess of what is funded under our current per student annual maximum allowance. For example, if an eligible undergraduate student were assessed as having \$10,000 in unmet need we would only be able to fund \$8000 under our current regulations. As such we would count this as \$2000 in unmet need. This is the only method by which we are currently able to measure unmet need.

Governance Executive Summary
Action Item

Agenda Title	2020-2021 Mandatory Non-Instructional Fees Proposal
---------------------	--

Motion

THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, and acting with delegated authority of the Board of Governors, approve the 2.67%¹ overall increase of mandatory non-instructional fees for 2020-21, with the increase applied differentially to individual fees as follows:

Student Fees	Current Rates/Term	2 Terms	Increase	Revised Rates 2 Terms
Athletics and Recreation	\$82.00	\$164.00	10.00%	\$180.40
Health and Wellness	\$61.32	\$122.64	0.00%	\$122.64
Academic Support	\$252.18	\$504.36	0.936%	\$509.08
TOTALS	\$395.50	\$791.00		\$812.12
Total FT Student Increase (2.67%)		\$21.12		
New Annual Rate (2 terms)		\$812.12		

¹2.67% represents the increase in cost drivers for the University year over year (Academic Price Index (API)).

This motion is pending recommendation from General Faculties Council Academic Planning Committee on February 26, 2020.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) and Gitta Kulczycki, Vice-President (Finance & Administration)

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve that mandatory non-instructional fees for 2020-21 increase overall by 2.67% in Fall 2020.

Item No. 7b

<p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p>	<p>2019/20 represents the fifth consecutive year for which Mandatory Non-Instructional Fees were frozen.</p> <p>This freeze has put considerable pressure on some of the budgets of units which provide student services which have had to absorb five years of compounding inflationary cost increases with no additional MNIF revenue. This has been a challenge particularly for Athletics and Campus & Community Recreation. However, the University recognizes that students are also facing significant financial pressure this year. Hence, the University proposes to limit MNIF fee increases to just the rate of this year’s API in the spirit of the 2016 MNIF agreement with the students. Further, the University proposes to distribute that increase primarily to the units with the greatest need.</p> <p>The proposal has been presented for consultation to the Joint University Students Mandatory Non-Instructional Fees Oversight Committee, which voted on February 3, 2020 in support of the proposal. Important outcomes of those consultations include an opportunity to reopen the agreement with students on MNIFs for further discussion on the services supported by MNIF funding, as well as to consider the potential for eliminating individual fees-for-services in favour of revised MNIF amounts. We will pursue this work in the coming months.</p> <p>Additional detail on the proposal, including on the proposed use of new revenue from the proposed increase to the Athletics and Recreation fee can be found in the attached proposal.</p>
<p>Supplementary Notes and context</p>	<p><i>The Board of Governors delegated authority to the Board Finance and Property Committee for approvals of MNIFs on March 15, 2019.</i></p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Provost and Vice-President (Academic) • Vice-President (Finance & Administration) • Office of the Registrar • Faculty of Graduate Studies and Research • University of Alberta International • Office of Resource Planning <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Joint University Student Mandatory Non-Instructional Fee Oversight Committee (January 27, 2020, February 3, 2020) <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – February 26, 2020 Board Finance and Property Committee (approval) – February 27, 2020 Board of Governors – March 13, 2020 (for information)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p>
--	--

Item No. 7b

	<p>OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p> <p>i. Strategy: Seek and secure resources needed to achieve and support our strategic goals.</p> <p>ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.</p>			
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 562 1544 772"> <tr> <td data-bbox="570 562 1089 772"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 562 1544 772"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act APC Terms of Reference BFPC Terms of Reference</p>			

Attachments:

1. Fall 2020 MNIF Proposal (6 pages)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

Fall 2020 Mandatory Non-Instructional Fees Proposal

Proposal overview:

We are proposing an overall increase to Mandatory Non-Instructional Fees for Fall 2020 of **2.67%** (Academic Price Index), equivalent to an increase of **\$21.12** per full-time (FT) student for the academic year.

We are proposing that this increase be applied differentially to the individual fees themselves. Specifically, the Athletics and Recreation Fee is proposed to increase by 10% and the Academic Support Fee is proposed to increase by 0.936%, with additional revenue split between the Office of the Registrar (RO) and Information Services and Technology (IST).

Rationale:

2019/20 represents the fifth consecutive year for which Mandatory Non-Instructional Fees were frozen. This has put considerable pressure on some of the budgets of units which provide student services which have had to absorb five years of compounding inflationary cost increases with no additional MNIF revenue. This has been a challenge particularly for Athletics and Campus & Community Recreation. However, the University recognizes that students are also facing significant financial pressure this year. Hence, the University proposes to limit MNIF fee increases to just the rate of this year's API in the spirit of the 2016 MNIF agreement. Further, the University proposes to distribute that increase primarily to the units with the greatest need.

2018-19

Student Fee	% costs covered by MNIF	% costs covered by University operating	% costs covered by other revenue
Athletics and Recreation	26.12%	20.62%	53.26%
Academic Support - RO	62.19%	35.66%	2.15%
Academic Support - IST	62.96%	25.10%	11.94%

The table below provides fee detail and revenue detail for the proposal.

Student Fees	Current Rates/Term	2 Terms	Increase	Revised Rates 2 Terms
Athletics and Recreation	\$82.00	\$164.00	10.00%	\$180.40
Health and Wellness	\$61.32	\$122.64	0.00%	\$122.64
Academic Support	\$252.18	\$504.36	0.936%	\$509.08
TOTALS	\$395.50	\$791.00		\$812.12
Increase of 2.67%		0.0267		
Total FT Student Increase		\$21.12		
New Annual Rate (2 terms)		\$812.12		
Institutional Revenue		Total Revenue (18/19)	% increase	Additional revenue
Athletics and Recreation		\$6,000,000	10.00%	\$600,000
Health and Wellness		\$5,000,000	0.00%	\$0
Academic Support		\$20,000,000	0.936%	\$227,700
TOTAL REVENUE		\$31,000,000		\$827,700
Increase of 2.67% (API)				

Proposed Use for Additional Revenue from Athletics and Recreation Fee Increase

Athletics has been in a deficit position due to the freeze on MNIF for the past 5 years, however, costs and usage of our services continues to increase. CCR has delayed replacement and maintenance on equipment and facilities to ensure operational needs are met.

Funding from additional fee revenue will be used to:

- Prevent reductions of current programs/services within Athletics (ie, Varsity teams, mental health services) and CCR (variety of program offerings)
- Prevent reductions in hours of operation for facilities such as Fitness Centre and Climbing Centre

- Prevent or reduce cost increases in registered program fees
- Offset inflationary costs from the past 5 years (salaries, benefits, travel, accommodations and meals all increase annually)
- Provide support for facility and equipment maintenance and replacement costs associated with the Fitness Centre, Climbing Centre, Pavilion and Arena
- Reduce the impact of tuition increases that create additional demand for, and increase the cost of, financial scholarships and awards for student athletes. While these awards are funded by donations, the increased demand on those donations reduces their availability to cover expenses such as meals, equipment, and sport science.

Please see **Appendix A** for more information.

Impact of 0% Increase to Health and Wellness Fee

Services in the Dean of Students funded by the Health and Wellness Mandatory Non-Instructional Fee can be sustained at current levels for one more year. This will give us the required time to evaluate new programming and other activities behind the scenes that aim to improve service delivery.

Appendix A

Athletics and Campus Community & Recreation (CCR)

- CCR facilitates and delivers leading-edge programs, events, services and facilities for our University of Alberta community.
- CCR support students to explore and enhance their physical, mental, emotional and spiritual wellbeing through physical and social activity.
- CCR operates and maintains over 750,000 sq.ft. of sport and recreation activity space, including 37 facilities on north campus.
- CCR operates student oriented sport, recreation and wellness programs with support or student volunteers in the areas of intramurals and club sports.
- CCR manages dedicated funding to support Wellness Programs, which provide:
 - Social and physical Wellness opportunities for students
 - Opportunity to bring wellness leaders together to deliver a comprehensive wellness package to students
 - Provide an inclusive and welcoming space for all individuals
- Athletics is able to operate 22 Golden Bears and Pandas Varsity teams for 500 student athletes that compete annually for national championships
- Athletics are able to recruit over 100 student athletes per year
- Athletics host over 100 events per year for students and community

Current MNIF Services and Subsidies

- Access to the following facilities: Fitness Centre, Climbing Centre, Aquatics Centres, Arena, Pavillion, Racquet Courts, Multiple Studios, Gymnasiums and drop-in Change Rooms
- Access to the following events:
 - Free regular season Athletics events
 - Subsidized playoff and non-conference events
- Access to Drop-in Recreational Activities including:
 - Basketball
 - Badminton
 - Pickleball
 - Swimming
 - Climbing
 - Court Sports
 - Beach Volleyball
- Discount for Registered Programs, Activities and Events including
 - Intramurals
 - Club Sports
 - Fitness programs
 - Dance programs

- Wellness programs
 - Turkey Trot
 - Red-Eye Multi-sports
 - Pond Hockey
- Access to sport equipment such as balls, racquets, nets for drop-in play
 - Casual hourly employment for hundreds of students from all Faculties

Financial Implication of API Freeze

The current Athletics and Rec Fee pays for part of the cost to provide sport and recreation services to students. The following does not depict all the inflationary costs faced by Athletics and CCR.

*MNIF Agreement in effect starting 16/17 fiscal year						
		Forecast	Projected			
CCR and Athletic		2020-2021	2019-2020	2018-19	2017-18	2016-17
	Salaries	10,998,004	10,835,472	10,889,977	10,740,740	10,399,257
	Benefits	2,389,582	2,275,792	2,270,652	2,167,600	2,092,164
		13,387,586	13,111,264	13,160,629	12,908,340	12,491,421
		2.11%	-0.38%	1.95%	3.34%	
If API increased annually						
	Cost Increases	276,322	- 49,365	252,289	416,919	
	API Increases (2.7%)	184,831	171,402	162,785	156,600	
	Differences	- 91,491	220,767	- 89,504	- 260,319	
	Total of Differences	- 220,547				
One time Increase						
	Cost Increases	276,322	- 49,365	252,289	416,919	
	API Increase	600,000				
	Differences	323,678	49,365	- 252,289	- 416,919	
	Total of Differences	- 296,165				

Appendix B: Current Proportion of Academic Support Fee to each Unit

Unit	Percentage of Academic Support Fee Revenue
Dean of Students (including Augustana Student Services)	45.57%
FGSR	6.70%
IT	19.60%
RO	20.14%
Financial Services	4.68%
UAI	3.30%

Item No. 7c

Governance Executive Summary
Action Item

Agenda Title	2020-2021 University of Alberta Meal Plan Rates
---------------------	--

Motion

THAT the Board Finance and Property Committee, acting with delegated authority of the Board of Governors, approve an increase of 2.9% to all meal plan rates for the 2020-21 academic year.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter(s)	Katherine Huising, Associate Vice-President (Ancillary Services) James Smith, Assistant Dean, Finance/Admin, Augustana

Details

Responsibility	Vice-President (Facilities and Operations) Provost and Vice-President (Academic)
The Purpose of the Proposal is	To seek Board of Governors' approval on rate increases for the student meal plan as component parts of the overall consolidated budget.
Executive Summary	<p>For many students, staying in a university-provided residence is an integral part of the experience and, for some, a key component of the residence experience is access to dining services. At the University of Alberta, students residing in Lister Hall or Peter Lougheed Hall are required to participate in the anytime dining meal plan.</p> <p>Dining operations must operate on a financially sustainable basis having due regard for operating costs, addressing ongoing and deferred maintenance, as well as maintaining operating and capital reserves. All revenues received from students stay within the system and, commensurately, no tuition or government (e.g. base, capital, and maintenance) funding is expended on these operations. No profit is made nor is a deficit acceptable.</p> <p>Meal plan rates are proposed to increase across-the-board by 2.9% for the 2020/21 academic year. The prime driver of this increase is the cost of food as students have indicated a strong preference for wholesome, fresh, and healthy food options. For Augustana, this increase will also support a wider time frame for food offerings as well as provide snacks during non-meal hours to address requests from students. As a point of reference, the increase in the Food Basket Index (akin to Consumer Price Index (CPI), but limited to food) is 3.1%.</p>
Supplementary Notes and context	<p>Lister Hall</p> <ul style="list-style-type: none"> ● Level 1 - Increase by \$148 / year or \$18.50 / month ● Level 2 - Increase by \$130 / year or \$16.25 / month <p>Peter Lougheed Hall</p> <ul style="list-style-type: none"> ● Increase by \$148 / year or \$18.50 / month <p>Augustana</p> <ul style="list-style-type: none"> ● 8-month - Increase by \$132 / year or \$16.50 / month ● 4-month - Increase by \$69 / year or \$17.25 / month

Item No. 7c

	<i>The Board of Governors delegated authority to the Board Finance and Property Committee for approvals of increases to meal plan rates equal or less than the most recently reported Alberta Consumer Price Index plus one percent (1%) on June 14, 2019.</i>
--	--

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Ancillary Services ● Augustana Ancillary Services and Finance Services
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Residence Advisory Committee (RAC) <ul style="list-style-type: none"> ○ September 5, 2019 ○ September 26, 2019 ○ October 17, 2019 ○ November 7, 2019 ● Meeting(s) Students' Union President <ul style="list-style-type: none"> ○ October 18, 2019 ● Meetings with Augustana Students' Association Executive <ul style="list-style-type: none"> ○ October 2, 2019 ● Town Hall (Augustana Cafeteria) <ul style="list-style-type: none"> ○ October 10, 2019 ● Meeting(s) VP, Student Life <ul style="list-style-type: none"> ○ July 5, 2019 ○ July 25, 2019 ○ August 22, 2019 ○ September 4, 2019 ○ October 8, 2019 ○ October 21, 2019 ○ October 29, 2019 ○ November 6, 2019 ● Meeting(s) VP, External Student Life - Graduate Students' Association <ul style="list-style-type: none"> ○ September 26, 2019 ● President's Executive Committee – Operations (PEC-O) <ul style="list-style-type: none"> ○ February 7, 2020 ● Board Finance and Property Committee <ul style="list-style-type: none"> ○ February 27, 2020
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Current and prospective students will be informed of 2020/21 rates upon approval.
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> ● BFPC - February 27, 2020 for approval ● Board of Governors - March 13, 2020 for information

Item No. 7c

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><i>Institutional Strategic Plan – For the Public Good</i> Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>iv. Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.</p>			
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 800 1547 1010"> <tr> <td data-bbox="570 800 1089 1010"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 800 1547 1010"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act: Section 73(1) BFPC Terms of Reference</p>			

Attachments: none

Prepared by:

Katherine Huising, Associate Vice-President (Ancillary Services); huising@ualberta.ca

Item No. 7di

**Governance Executive Summary
Action Item**

Agenda Title	2020-2021 University of Alberta Residence Rate (5% Increase)
---------------------	---

Motion

THAT the Board Finance and Property Committee, acting with delegated authority of the Board of Governors, approve an increase of 5.0% to the rates charged for the following residences:

- Augustana - Hoyme
- Augustana - Ravine
- Augustana - Community House
- Campus Saint-Jean
- East Campus Village Houses
- Graduate Student Residence
- HUB
- International House
- Lister - Chalifoux
- Lister - Henday
- Lister - Kelsey
- Lister - Schaefer
- Maple and Aspen House
- Newton Place
- Peter Lougheed Hall

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter(s)	Katherine Huising, Associate Vice-President (Ancillary Services) James Smith, Assistant Dean, Finance/Admin, Augustana

Details

Responsibility	Vice-President (Facilities and Operations) Provost and Vice-President (Academic)
The Purpose of the Proposal is	To seek Board of Governors' approval on rate increases for residences not having benefited from major renewal activities or residences where the lease terms remain unchanged from 2019/20.
Executive Summary	<p>For many students, staying in a university-provided residence is an integral part of the experience. A wide array of residence options exist for those new to university life as well as those in their upper years. Specifically designed to provide wrap-around supports for first-year students are residences at Augustana (Hoyme Hall) as well as those on North Campus (Lister Hall and Peter Lougheed Hall) where participation in a meal plan is mandatory. Numerous other residence options are also available where students are independently responsible for their meals.</p> <p>Residences must operate on a financially sustainable basis having due regard for operating costs, addressing ongoing and deferred maintenance, as well as maintaining operating and capital reserves. All revenue received from students for room and board stays within the residence system and, commensurately, no</p>

Item No. 7di

	<p>tuition or government (e.g. base, capital, and maintenance) funding is expended on these operations. No profit is made nor is a deficit acceptable.</p> <p>Rate increases have typically been closely aligned with increases to the Consumer Price Index (CPI). However, a broad-based, lagging indicator such as CPI is incapable of recognizing the unique cost drivers inherent in residence or dining services. Most acutely, recent increases to CPI fail to sufficiently address the impact of increased costs resulting from collective bargaining outcomes including the unionization of residence assistants, increases to minimum wage, and municipal property taxes.</p> <p>As a result, the residence system has been grossly under-funded creating a structural operational deficit and, therefore, a curtailment in maintenance investments. The current deferred maintenance liability across the Edmonton-based residence system stands at \$82 million with those at Augustana recorded \$3.6 million. Many residences are also aged and outdated and, where it is feasible, work has begun on enhancements and updates (e.g. Lister), while for others, decommissioning is the only option (e.g. Michener).</p> <p>The 5% increase in 2020/21 represents the second of three years of 5% increases as presented in 2018. It is anticipated that after 2021/22 rate increases will again align more closely with key cost influencers such as union wage/salary increases and CPI.</p> <p>Beyond rate increases, Ancillary Services is looking at other means to address its financial position. The closure of Michener Park will reduce the deferred maintenance liability by \$20 million and free up maintenance dollars for other residences. Moving residence fee collection to central receivables will reduce credit card charges by almost \$500,000. An ongoing hiring restraint is providing savings with limited impact to residents.</p> <p>With these combined efforts, Ancillary Services is predicting an improved financial picture over the next five years, with an elimination of the annual deficit by 2025/26.</p>
Supplementary Notes and context	<p><i>The Board of Governors delegated authority to the Board Finance and Property Committee for approvals of increases to residence rental rates equal or less than five percent (5%) on June 14, 2019.</i></p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Ancillary Services ● Augustana Ancillary Services and Finance Services <hr/> <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Residence Advisory Committee (RAC) <ul style="list-style-type: none"> ○ September 5, 2019 ○ September 26, 2019 ○ October 17, 2019 ○ November 7, 2019 ● Meeting(s) Students' Union President <ul style="list-style-type: none"> ○ October 18, 2019 ● Meetings with Augustana Students' Association Executive <ul style="list-style-type: none"> ○ October 2, 2019
--	--

Item No. 7di

	<ul style="list-style-type: none"> ● Town Hall (Augustana Cafeteria) <ul style="list-style-type: none"> ○ October 10, 2019 ● Meeting(s) VP, Student Life <ul style="list-style-type: none"> ○ July 5, 2019 ○ July 25, 2019 ○ August 22, 2019 ○ September 4, 2019 ○ October 8, 2019 ○ October 21, 2019 ○ October 29, 2019 ○ November 6, 2019 ● Meeting(s) VP, External Student Life - Graduate Students' Association <ul style="list-style-type: none"> ○ September 26, 2019 ● President's Executive Committee – Operations (PEC-O) <ul style="list-style-type: none"> ○ February 7, 2020 ● Board Finance and Property Committee <ul style="list-style-type: none"> ○ February 27, 2020
Approval Route (Governance)	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Current and prospective students will be informed of 2020/21 rates upon approval. <ul style="list-style-type: none"> ● BFPC - February 27, 2020 for approval ● Board of Governors - March 13, 2020 for information

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>Institutional Strategic Plan – For the Public Good</i> Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>iv. Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.</p>		
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act: Section 73(1) BFPC Terms of Reference</p>		

Attachments: none

Prepared by: Katherine Huising, Associate Vice-President (Ancillary Services); huising@ualberta.ca

Item No. 7dii

**Governance Executive Summary
Action Item**

Agenda Title	2020-2021 University of Alberta Residence Rates (New - Lease Terms)
---------------------	--

Motion

<p>THAT the Board Finance and Property Committee recommend that the Board of Governors approve new rates for residences transitioning from 11-month leases to 8-month leases, as follows:</p> <ul style="list-style-type: none"> ● Alder <ul style="list-style-type: none"> ○ 1 bedroom - \$1,104 / month ● Linden <ul style="list-style-type: none"> ○ 1 bedroom - \$1,104 / month ● Nipisiy <ul style="list-style-type: none"> ○ 4 bedroom - \$1,139 / month ○ 6 bedroom - \$1,019 / month ● Pinecrest <ul style="list-style-type: none"> ○ 2 bedroom - \$1,136 / month ○ 4 bedroom - \$1,015 / month ● Tamarack <ul style="list-style-type: none"> ○ 2 bedroom - \$1,136 / month ○ 4 bedroom - \$1,015 / month

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter(s)	Katherine Husing, Associate Vice-President (Ancillary Services)

Details

Responsibility	Vice-President (Facilities and Operations) Provost and Vice-President (Academic)
The Purpose of the Proposal is	To seek the Board Finance and Property Committee's recommendation to the Board of Governors for approval of new rates for residences where the lease terms have changed substantially from 2019/20 as component parts of the overall consolidated budget.
Executive Summary	<p>For many students, staying in a university-provided residence is an integral part of the experience. A wide array of residence options exist for those new to university life as well as those in their upper years. Specifically designed to provide wrap-around supports for first-year students are residences at Augustana (Hoyme Hall) as well as those on North Campus (Lister Hall and Peter Lougheed Hall) where participation in a meal plan is mandatory. Numerous other residence options are also available where students are independently responsible for their meals.</p> <p>Residences must operate on a financially sustainable basis having due regard for operating costs, addressing ongoing and deferred maintenance, as well as maintaining operating and capital reserves. All revenue received from students for room and board stays within the residence system and, commensurately, no tuition or government (e.g. base, capital, and maintenance) funding is expended on these operations. No profit is made nor is a deficit acceptable.</p>

Item No. 7dii

	Based on significant student feedback and supported by recommendations from an external review, occupancy issues in many East Campus Village residences will be addressed by transitioning from 11-month leases to 8-month leases. This will obviously be more attractive to students who are only interested in lease terms that match their academic schedule. As such, rental rates for these residences are proposed to be adjusted to accommodate these new lease terms. Although the new rates are slightly more expensive per month, they are less expensive over the former lease term and equivalent to similar residence spaces in East Campus Village.
Supplementary Notes and context	In 2019/20, the average total rent paid by students in these residences (1 or 2 bedrooms) over 11 months equaled \$11,264. Under the new 8-month rate structure, students in these same residences will see their annual rent fall to \$9,011 (20%).

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Ancillary Services ● Augustana Ancillary Services and Finance Services <hr/> <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Residence Advisory Committee (RAC) <ul style="list-style-type: none"> ○ September 5, 2019 ○ September 26, 2019 ○ October 17, 2019 ○ November 7, 2019 ● Meeting(s) Students' Union President <ul style="list-style-type: none"> ○ October 18, 2019 ● Meetings with Augustana Students' Association Executive <ul style="list-style-type: none"> ○ October 2, 2019 ● Town Hall (Augustana Cafeteria) <ul style="list-style-type: none"> ○ October 10, 2019 ● Meeting(s) VP, Student Life <ul style="list-style-type: none"> ○ July 5, 2019 ○ July 25, 2019 ○ August 22, 2019 ○ September 4, 2019 ○ October 8, 2019 ○ October 21, 2019 ○ October 29, 2019 ○ November 6, 2019 ● Meeting(s) VP, External Student Life - Graduate Students' Association <ul style="list-style-type: none"> ○ September 26, 2019 ● President's Executive Committee – Operations (PEC-O) <ul style="list-style-type: none"> ○ February 7, 2020
--	---

Item No. 7dii

	<ul style="list-style-type: none"> ● Board Finance and Property Committee <ul style="list-style-type: none"> ○ February 27, 2020
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Current and prospective students will be informed of 2020/21 rates upon approval.
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> ● BFPC - February 27, 2020 for recommendation ● Board of Governors - March 13, 2020 for approval

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>Institutional Strategic Plan – For the Public Good</i> Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>iv. Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Post-Secondary Learning Act: Section 73(1) BFPC Terms of Reference			

Attachments: none

Prepared by:

Katherine Huising, Associate Vice-President (Ancillary Services); huising@ualberta.ca

Item No. 7diii

Governance Executive Summary
Action Item

Agenda Title	2020-2021 University of Alberta Residence Rates (New - Renewal)
---------------------	--

Motion

<p>THAT the Board Finance and Property Committee recommend that the Board of Governors:</p> <p>a) approve new rates for residences having undergone major renewal, as follows:</p> <ul style="list-style-type: none"> • Lister - Mackenzie Hall <ul style="list-style-type: none"> ○ Single - \$1,172 / month ○ Double - \$973 / month <p>and</p> <p>b) authorize the Vice-President (Facilities and Operations) to apply the MacKenzie Hall residence rates (inclusive of any future approved increases) to Henday Hall and Kelsey Hall once they return to service as fully renewed residences.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter(s)	Katherine Huising, Associate Vice-President (Ancillary Services)

Details

Responsibility	Vice-President (Facilities and Operations) Provost and Vice-President (Academic)
The Purpose of the Proposal is	To seek the Board Finance and Property Committee's recommendation to the Board of Governors for approval of new rates for residences where major renewal activities have occurred as component parts of the overall consolidated budget.
Executive Summary	<p>For many students, staying in a university-provided residence is an integral part of the experience. A wide array of residence options exist for those new to university life as well as those in their upper years. Specifically designed to provide wrap-around supports for first-year students are residences at Augustana (Hoyme Hall) as well as those on North Campus (Lister Hall and Peter Lougheed Hall) where participation in a meal plan is mandatory. Numerous other residence options are also available where students are independently responsible for their meals.</p> <p>Residences must operate on a financially sustainable basis having due regard for operating costs, addressing ongoing and deferred maintenance, as well as maintaining operating and capital reserves. All revenue received from students for room and board stays within the residence system and, commensurately, no tuition or government (e.g. base, capital, and maintenance) funding is expended on these operations. No profit is made nor is a deficit acceptable.</p> <p>Rental rates are determined relying on a myriad of factors ranging from cost of operating to market assessments. Commensurately, higher-quality residences attract higher rental rates than those that are arguably less attractive. For example, the three "classic" towers in the Lister Complex have the lowest rental rates on campus because very little has been invested in these towers since they were built. The 2020-21 rental</p>

Item No. 7diii

	<p>rates in these “original” towers will be \$713/month (single) and \$471/month (double). As residence spaces are renewed or equipped with furniture, they are assigned a new rate in line with other residences on campus. For example, for 5 years, a project has been underway in HUB wherein suites have undergone renewal and have had furniture added. As the project works its way down the mall (4 years to go) the “new” suites attract a higher rent than those still in the queue. This same dynamic is unfolding as the major renewal of the Lister Classic Towers unfolds in that Mackenzie Hall, which has been closed for the last year, will reopen with rental rates equal to those in Chalifoux Hall. As Henday Hall and Kelsey Hall come back on line after their renewals over the next three years, the rental rates in these towers will emulate those charged for Mackenzie. These rates were integral components of the proforma approved by the Board of Governors in 2018 upon which the financing to renovate the towers was secured.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Ancillary Services ● Augustana Ancillary Services and Finance Services <hr/> <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Residence Advisory Committee (RAC) <ul style="list-style-type: none"> ○ September 5, 2019 ○ September 26, 2019 ○ October 17, 2019 ○ November 7, 2019 ● Meeting(s) Students’ Union President <ul style="list-style-type: none"> ○ October 18, 2019 ● Meetings with Augustana Students’ Association Executive <ul style="list-style-type: none"> ○ October 2, 2019 ● Town Hall (Augustana Cafeteria) <ul style="list-style-type: none"> ○ October 10, 2019 ● Meeting(s) VP, Student Life <ul style="list-style-type: none"> ○ July 5, 2019 ○ July 25, 2019 ○ August 22, 2019 ○ September 4, 2019 ○ October 8, 2019 ○ October 21, 2019 ○ October 29, 2019 ○ November 6, 2019 ● Meeting(s) VP, External Student Life - Graduate Students’ Association <ul style="list-style-type: none"> ○ September 26, 2019
--	---

Item No. 7diii

	<ul style="list-style-type: none"> ● President's Executive Committee – Operations (PEC-O) <ul style="list-style-type: none"> ○ February 7, 2020 ● Board Finance and Property Committee <ul style="list-style-type: none"> ○ February 27, 2020
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Current and prospective students will be informed of 2020/21 rates upon approval.
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> ● BFPC - February 27, 2020 for recommendation ● Board of Governors - March 13, 2020 for approval

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>Institutional Strategic Plan – For the Public Good</i> Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>iv. Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Post-Secondary Learning Act: Section 73(1) BFPC Terms of Reference			

Attachments: none

Prepared by:

Katherine Huising, Associate Vice-President (Ancillary Services); huising@ualberta.ca

**Governance Executive Summary
Action Item**

Agenda Title	University of Alberta 2020-21 Budget
---------------------	---

Motion

<p>THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, recommend that the Board of Governors approve the 2020-21 Consolidated Budget as set forth in Attachment 1.</p>

This motion is pending recommendation from General Faculties Council Academic Planning Committee on February 26, 2020.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Gitta Kulczycki, Vice-President (Finance and Administration) Steven Dew, Provost and Vice-President (Academic) Andrew Sharman, Vice-President (Facilities and Operations)
Presenter(s)	Gitta Kulczycki, Vice-President (Finance and Administration) Steven Dew, Provost and Vice-President (Academic) Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Vice-President (Finance and Administration) Provost and Vice-President (Academic) Vice-President (Facilities and Operations)
The Purpose of the Proposal is <i>(please be specific)</i>	To submit the proposed University of Alberta 2020-21 Budget for recommendation to the Board of Governors.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The University of Alberta 2020-21 Budget document provides a comprehensive overview of the university's budget, inclusive of all its component parts.</p> <p>It has been developed during a time of change and uncertainty. The province is in the process of implementing significant fiscal restraint as it deals with the impact of ongoing deficits and increasing debt levels. The fiscal measures announced in the fall impacted university finances in the 2019-20 year and set out expectations of what is yet to come.</p> <p>In the October 2019 budget, government indicated its intention to implement additional 5% cuts (on average) to the system's operating grants in each of the three following years: 2020-21 through 2022-23. A performance-based funding model is also expected to be implemented starting April 1, 2020. Although not finalized, the results of some or all of the performance measures that government is considering will effectively put 15% of the Campus Alberta Grant at risk.</p> <p>Within this context, the details of the proposed budget are outlined in the attached document.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Provost and Vice-President (Academic) • Vice-President (Finance & Administration) • Vice-President (Facilities & Operations)
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • President's Executive Committee - Strategic • Resource Planning
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	Academic Planning Committee – February 26, 2020 Board Finance and Property Committee (recommendation) – February 27, 2019 Board of Governors (approval) – March 13, 2020

Strategic Alignment

Alignment with <i>For the Public Good</i>	Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. OBJECTIVE: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. i. Strategy: Seek and secure resources needed to achieve and support our strategic goals. ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.		
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> BFPC Terms of Reference		

1. University of Alberta 2020-21 Budget (23 pages)

 Prepared by: Giovana Bianchi, Senior Administrative Officer, Finance and Administration
giovana.bianchi@ualberta.ca

University of Alberta

2020-21 Budget



February 21, 2020

Contents

1. Introduction	2
2. Consolidated Budget	3
2.1. Operating Budget	6
2.1.1.1. Government of Alberta Grants	8
2.1.1.2. Federal and Other Government Grants	8
2.1.1.3. Student Tuition and Fees	8
2.1.1.4. Investment Income	10
2.1.1.5. All Other Sources of Revenues	11
2.1.1. Operating Expenditures	11
2.1.3.1. Salaries	11
2.1.3.2. Benefits	11
2.1.3.3. Institutional Budget Priorities	11
2.1.2. Overall Budget Planning Assumptions	11
2.2. Ancillary Operations	14
2.3. Research	16
2.4. Capital	17
2.4.1. Capital Investments	17
2.4.2. Capital Plan Development	18
2.4.3. Capital Budget	18
2.4.4. Deferred Maintenance	21
2.5. Special Purpose	22
3. Concluding Comments	22

1. Introduction

The University of Alberta's 2020-21 budget has been developed during a time of change and uncertainty. The province is in the process of implementing significant fiscal restraint as it deals with the impact of ongoing deficits and increasing debt levels. The fiscal measures announced in the fall impacted university finances in the 2019-20 year and set out expectations of what is yet to come.

On October 24, 2019, the Government of Alberta tabled its 2019 budget. The budget indicated that the provincial government is now moving to a new model for funding post-secondary institutions based on recommendations from the Blue Ribbon Panel on Alberta's Finances. The changes announced in the budget included:

- Reductions to the Campus Alberta grant (average of 5.1% cut across the sector with differential cuts to institutions in 2019-20, based on government's assessment of institutions' ability to manage in-year reductions).
- The development of a new performance-based funding formula (to be implemented effective April 1, 2020).
- Permitted domestic tuition increases of up to an average of 7% in each of the next three years (starting in 2020-21).

The impact of the October budget to the University of Alberta was an in-year funding cut of 6.9% (\$44.4M), and the complete elimination of Infrastructure Maintenance Program funding (IMP) for 2020-21, a \$34.9M reduction.

In the October budget government indicated its intention to implement additional 5% cuts (on average) to the system's operating grants in each of the three following years: 2020-21 through 2022-23. Government also announced it will be implementing a performance-based funding model starting April 1, 2020. Although not finalized, some possible performance measures tied to funding identified by our Ministry since that time include:

- Skills and labour market outcome measures including: graduate employment rate; employment in a related job; time to find employment; graduate median income; access to career/employment services; and work integrated learning
- Institutional performance measures including: administrative expense ratio; Campus Alberta Grant dependency ratio; own source revenue; expenditure targets; and student enrolment including a) domestic, b) international, c) Indigenous and d) high demand programs
- Research and teaching metrics including: sponsored research revenue (for the research intensive universities of which University of Alberta is one); and skills and competencies.

In the fiscal year starting April 1, 2020, the results of some or all of these performance measures will effectively put 15% of the Campus Alberta Grant at risk. This will increase to 25% at risk for 2021-22 and to 40% at risk for 2022-23 and onwards.

While the government indicated an expected average grant reduction of 5% in 2020-21, our specific percentage is yet unknown. We also do not yet know our targets for the performance measures and how they will be weighted and applied for our institution. Therefore, the 2020-21 budget was developed with the assumption that there would be a 5% decrease in our Campus Alberta Grant, and that no change to our grant would occur as a result of the implementation of the performance measures tied to funding at risk. Additionally, we have budgeted based upon an expectation that the Infrastructure Maintenance Program will return to its previous level of \$34.9M. This expectation was articulated in correspondence from the Minister received after the October budget was tabled.

The 2020-21 fiscal year will also mark the first phase of implementation of the University of Alberta's new budget model. This model will:

- Bring transparency to the allocation of resources
- Help us to align spending with strategic academic priorities
- Create a culture of long-term academic planning
- Encourage better decision making

The budget model is activity-based. Faculty revenues depend on teaching and research activities, the University's two core mandates, rather than on the historical allocation of resources. The model includes the allocation of space and classroom costs to faculties which serves to align costs where space usage decisions are made, and should promote the more efficient use of space. The university is taking a 3 year phased approach to full implementation, with 2020-21 being the first year of that transition. Various elements will be implemented over this time frame to ensure successful integration of the model.

2. Consolidated Budget

The consolidated budget for the upcoming year, as well as projections for the following two years, are presented below and include all university activities.

(\$000's)	2018-19	2019-20		2020-21	2021-22	2022-23
	Actual	Budget	Forecast	Budget	Projection	Projection
Revenue (including deferrals)						
Government of Alberta grants	946,643	983,086	883,029	863,349	838,222	808,149
Federal and other government grants	209,900	196,265	204,808	208,037	210,169	212,335
Student tuition and fees	353,280	359,053	364,799	395,417	424,614	455,013
Sales of services and products	214,434	215,928	213,047	216,284	224,311	230,359
Donations and other grants	146,752	138,061	132,079	133,676	135,100	136,546
Investment income	94,489	84,682	82,823	85,519	85,555	85,967
Total revenue	1,965,498	1,977,075	1,880,585	1,902,282	1,917,971	1,928,369
Expense						
Salaries	942,685	976,351	933,592	929,725	934,040	938,092
Employee benefits	184,786	199,075	207,875	207,021	207,196	211,380
Materials, supplies and services	276,808	298,588	285,888	290,866	289,820	291,538
Scholarships and bursaries	125,476	130,124	129,455	134,735	141,551	146,358
Maintenance and repairs	93,620	107,061	107,001	103,667	102,875	96,961
Utilities	46,829	50,174	48,903	51,671	52,078	53,189
Amortization of tangible capital assets	172,006	177,953	184,557	183,871	186,198	188,693
Total expense	1,842,210	1,939,326	1,897,271	1,901,556	1,913,758	1,926,211
Annual operating surplus (deficit)	123,288	37,749	(16,686)	726	4,213	2,158
Impact of Future Benefit Liability	(19,424)	(26,233)	2,211	924	(1,756)	(1,879)
Annual operating surplus (deficit)	103,864	11,516	(14,475)	1,650	2,457	279

In addition to the consolidated budget above, which will appear in the institution's audited financial statements, Public Sector Accounting Standards (PSAS) also require a budget for the Statement of Change in Net Financial Assets. This budget is derived from the figures included in the consolidated budget and represents the budgeted change in the institution's financial assets (including endowments) less financial liabilities:

(\$000's)	2018-19	2019-20	2020-21
	Actual	Forecast	Budget
Annual surplus	198,751	(16,686)	726
Acquisition of tangible capital assets	(124,342)	(161,059)	(225,201)
Amortization of tangible capital assets	172,006	184,557	183,871
Loss on disposal of tangible capital assets	275	-	-
	47,939	23,498	(41,330)
Change in prepaid expenses	(137)	(170)	(166)
Change in spent deferred capital contribution:	(53,054)	(51,688)	4,550
Change in remeasurement gains and losses	(25,058)	6,812	58,788
Increase (decrease) in net financial assets	168,441	(38,234)	22,568
Net financial assets, beginning of year	1,166,052	1,334,493	1,296,259
Net financial assets, end of year	1,334,493	1,296,259	1,318,827

The consolidated budget for the institution includes the Operating, Ancillary, Research, Capital and Special Purpose funds.

- **Operating** relates to the funds within the university's budget that represent the general operations of the institution. The revenue sources support the core teaching activities and the indirect costs of research. The university's budget process focuses on the allocation of these funds.
- **Ancillary** relates to cost recovery operations within the University of Alberta. These units are expected to be stand-alone enterprises that are funded by their own revenues. Major operations include residence and hospitality services, parking services and utilities.
- **Research** includes the annual spending allocation for research-related endowments and other research funding used in the direct pursuit of research endeavours. These are generally subject to restrictions and can only be used for the purposes for which the funds were provided.
- **Capital** includes both restricted and unrestricted funding used for major capital projects and large deferred maintenance projects.
- **Special Purpose** relates primarily to the Academic Medicine and Health Services Program (AMHSP), and the annual spending allocation for undergraduate student awards and non research-related endowment funds held by the university.

One other comment to note about the university's budget. There is a line towards the bottom of the numbers presented above called: Impact of Future Benefit Liability. This relates to an increase in the benefit liability for the university's employee pension plans. It is removed from the overall financial picture as these amounts represent the change in the pension obligations and are not funds available to be used for any other purpose. The amount is projected (by the plan actuaries) to be nominal for 2020-21, in previous years it has been significant (for example, this amount in the budget for 2019-20 was \$26.2M).

Following is the 2020-21 consolidated budget segregated into the various funds identified above.

(\$000's)	Ancillary				Special Purpose	Total
	Operating	Operations	Research	Capital		
Revenue (including deferrals)						
Government of Alberta grants	604,489	-	80,960	100,302	77,598	863,349
Federal and other government grants	21,159	-	167,609	19,269	-	208,037
Student tuition and fees	395,417	-	-	-	-	395,417
Sales of services and products	103,944	94,944	17,271	-	125	216,284
Donations and other grants	10,622	-	93,312	27,182	2,560	133,676
Investment income	15,000	1,276	48,279	-	20,964	85,519
Total revenue	1,150,631	96,220	407,431	146,753	101,247	1,902,282
Expense						
Salaries	694,040	21,221	163,588	-	50,876	929,725
Employee benefits	160,464	5,156	27,472	-	13,929	207,021
Materials, supplies and services	103,454	26,060	131,409	9,096	20,847	290,866
Scholarships and bursaries	45,977	1	76,940	-	11,817	134,735
Maintenance and repairs	30,812	26,542	4,398	41,797	118	103,667
Utilities	45,221	6,090	360	-	-	51,671
Amortization of tangible capital assets	53,435	15,742	-	114,694	-	183,871
Total expense	1,133,403	100,812	404,167	165,587	97,587	1,901,556
Annual operating surplus (deficit)	17,228	(4,592)	3,264	(18,834)	3,660	726
Impact of Future Benefit Liability	924	-	-	-	-	924
Annual operating surplus (deficit)	18,152	(4,592)	3,264	(18,834)	3,660	1,650

An overview for each individual fund follows, including the key assumptions used in the development of the budget and the projections for the following two years.

2.1. Operating Budget

2019-20 Forecast

The 2019-20 operating budget was originally developed with the assumption that provincial government funding would remain the same as the previous year.

The October 2019 provincial budget outlined in-year reductions of \$79.3M as the result of a 6.9% cut to the Campus Alberta Grant (\$44.4M) and the elimination of all Infrastructure Maintenance Program funding (\$34.9M). The Campus Alberta Grant cuts were applied differentially across the sector with reductions ranging from 0% to 7.9%. Infrastructure Maintenance Program funding was eliminated across all post-secondary institutions for 2019-20.

As is the university's practice, the budget for 2019-20 was not reopened subsequent to its approval by our board in March of 2019. Rather, the reductions were dealt with in year on a one-time basis, through the following actions:

- Cancelled as possible all maintenance and infrastructure projects and absorbed a portion of the cut centrally through a number of measures, for a total of \$34.2M.
- The remaining shortfall of \$45.1M was addressed by implementing a one-time in-year cut of 4.7% to the faculties, and an average in-year cut to the academic support units of 8% (applied differentially).

The base reductions from 2019-20 are being addressed in the 2020-21 budget. In addition, the budget for the 2020-21 fiscal year is built on the planning parameter that the grant will be decreased by a further 5% (\$30.1M). This brings the total ongoing cut to the Campus Alberta Grant to \$74.5M (\$44.4M + \$30.1M) to be addressed in the 2020-21 budget. The approach is as follows:

- \$48.7M is applied differentially to the faculties (based upon the new budget model results) offset by additional tuition revenues of \$21M that now flow directly to faculties. This brings the net reduction to the faculties to \$27.7M.
- The academic support unit budgets are being cut on a differential basis by a total of \$25M.
- The remaining \$0.8M is addressed centrally relating to small miscellaneous items.

For the following two fiscal years, our projections have been prepared with a planning parameter that the Campus Alberta Grant will be cut by an additional 5% in each of those years. As we have limited insight on the performance measures and how they may be applied to the University of Alberta, we have assumed no additional change in the Campus Alberta Grants, beyond this 5% each year.

Aligning university operations with the much lower level of government support these reductions represent will not be easy. What measures and strategies are being pursued?

- The implementation of the new budget model briefly described in the introduction section creates positive incentives for supporting our teaching and research mandates.
- We continue with a strict hiring constraint. Regrettably, as a large majority of our operating expenditures relates to people, we have experienced some layoffs and will see further realignments of roles and functions.
- We are pursuing a strategy of reducing our leased space and repatriating groups/units back to university owned buildings. While this has short term costs in terms of aligning campus space to accommodate those groups/units, this will yield longer term savings.
- Travel expenditures are being curtailed, being mindful that a bulk of these expenditures are related to our research mandate, student recruitment, and increasing philanthropic donations.
- Hosting expenditures are being curtailed.
- We will be using information from the first set of data from our participation in an international administrative benchmarking program to improve efficiency and effectiveness in administrative processes.
- We are using a data driven approach to look at metrics in our classrooms and realign program and section offerings where it makes sense to do so.
- We are revisiting service agreements with contractors, pushing for savings and reduced costs.
- We are looking at what revenue levers are available to us, including tuition increases and philanthropic efforts.

Operating Revenues

2.1.1.1. Government of Alberta Grants

As noted in the introduction, the institution continues to approach the upcoming fiscal year with caution due to the uncertainty generated by the pending performance-based funding model coupled with the government's intention to reduce overall post-secondary spending by an average of 5%. Our planning parameter for 2020-21 has set our Campus Alberta Grant reduction at 5%, which represents approximately \$30.1M.

2.1.1.2. Federal and Other Government Grants

The largest component of this category relates to the Federal Research Support Fund provided to the institution in order to support research grants provided by the Tri-Council agencies. The amount budgeted for the 2020-21 fiscal year is consistent with the amount forecast for 2019-20 at \$18M.

2.1.1.3. Student Tuition and Fees

The 2020-21 budget marks a change in the approach to student tuition rates. The domestic tuition freeze that had been in place since 2015 has been lifted by the government effective with the entering class of September 2020. Institutions are permitted to increase domestic tuition by an average of 7% across all programs for the next three years. Also, in response to the government's Bill 19, the University of Alberta has implemented a program-based tuition model for new incoming international students effective with the entering class of September 2020. This latter change will provide greater cost certainty for their duration of study. Government guidelines also require that international tuition rates are set at cost-recovery, at minimum.

The budget incorporates enrolment remaining at the same level as for 2019-20. Student numbers for 2019-20 are 32,424 and 8,225 for undergraduate and graduate students respectively (headcount basis). This is the highest enrolment ever experienced at the University of Alberta. The budget incorporates holding that level of enrolment for 2020-21, as well as in the two subsequent years. While the institution does see increased enrolment as a potential opportunity, it still approaches the budget with caution recognizing the current year represents record enrolment levels.

Further details on the tuition increases are presented below for both undergraduate and graduate students for the 2020-21 fiscal year.

Undergraduate

Tuition for both incoming and continuing domestic students reflects a 7% increase with a 15% offset of the increase to be dedicated to student financial support.

For new undergraduate international students, they will be provided a fixed annual tuition fee based on assumption of a full course load for their four (three in the case of the School of Business) year academic career. These students are permitted five years (four years in the case of Business as it is a three year program) to take the courses without the payment of additional tuition. This tuition methodology was developed in response to the government's Bill 19 requiring us to provide international students with more certainty in the cost of their education. These rates are increased by 3% for the incoming students in the 2021-22 fiscal year.

Existing undergraduate international students are excluded from the program based tuition model. For these students, the tuition increase is 4% for all years shown.

The current financial support set aside for both incoming and continuing international students will remain at 7.55% of international student tuition. This model has been in place since the inception of international tuition differentials at the institution.

Graduate

Tuition for incoming domestic graduate (thesis-based) students reflects a 7% increase with a 15% offset of the increase to be dedicated to student financial support.

Tuition for continuing domestic graduate (thesis-based) students reflects a 7% increase with a built in rebate to reduce the overall increase to 2.67% (representing the overall increase in university specific cost drivers). This rebate would be in place for the next four years. The overall net increase in the 2021-22 and the 2022-23 fiscal years is estimated at 3%.

Tuition for both incoming and continuing domestic graduate (course-based) students reflects a 7% increase with a 15% offset of the increase to be dedicated to student financial support.

Tuition for continuing international graduate (thesis-based) students reflects a 7% increase with a built in rebate to reduce the overall increase to 2.67% (as described above). The overall net increase in the 2021-22 and the 2022-23 fiscal years is estimated at 3%.

Tuition for continuing international graduate (course-based) students reflects a 4% increase for the 2020-21 fiscal year.

For new international graduate students, they will be provided a fixed annual tuition fee for 4 (masters) and 6 (PhD) years in order to finish their program. This tuition methodology was developed in response to the government's Bill 19 requiring us to provide international students with more certainty in the cost of their education.

The current financial support offset for both incoming and continuing international students will remain at the current level of 7.55% of international student tuition. This model has been in place since the inception of international tuition differentials at the institution.

Mandatory Non-Instructional Fees

Mandatory non-instructional fees have also been frozen since 2015 and as a result will be increased by 2.67% (representing the overall increase in university specific cost drivers) for the 2020-21 fiscal year.

2.1.1.4. Investment Income

As noted in previous years, the University of Alberta had become reliant on investment income from non-endowed funds to support ongoing expenditures. Given the inherent uncertainty to this type of income, a strategy had been developed to reduce dependence on this income stream at a measured pace.

Given the budgetary challenge of responding to the rapid reduction in government funding, we have altered our approach. For 2020-21, investment income to support operational expenditures remains at \$15 million, the same level as for 2019-20. Any investment revenues realized in excess of these amounts will be set aside, first to fully fund the required 17% reserve calculated on the principal of funds invested to allow for market fluctuations, and subsequently to fund a strategic initiatives fund. The 17% reserve is required as the cash flow the university invests to generate these earnings is otherwise owed to faculties, units and researchers.

The investment income projections for the following two years are based on reducing the amount by \$1 million per year, to \$14 million for 2021-22 and \$13 million for 2022-23. Previous plans had incorporated reducing this support at the rate of \$2 million per year.

This altered approach will delay the introduction of the strategic initiatives fund by at least two years. The need for such a fund remains; it will provide a source for important initiatives, for example, the need to provide matching contributions for some federal research grant opportunities.

2.1.1.5. All Other Sources of Revenues

These revenue streams are budgeted with an increase comparable to Alberta CPI for the year. These funds flow directly to the faculty or unit from which they are generated, and as a result, have no impact on the amount of budget allocation that is distributed by the university.

2.1.1. Operating Expenditures

Unless otherwise stated, operating expenditures are expected to grow by 1.90% in the 2020-21 fiscal year, representing the estimated Alberta CPI.

2.1.3.1. Salaries

Salaries are expected to decrease year over year due to two significant factors:

- Merit is expected to increase salaries for existing staff
- This is more than offset by the impact of staffing reductions required to manage the grant reductions.

2.1.3.2. Benefits

Benefits costs per capita are expected to increase at a rate of 2.6%, more than offset by the impact of reduced staffing levels.

2.1.3.3. Institutional Budget Priorities

The following budgetary pressures were accommodated within our budget planning for 2020-21.

- Increase in utilities cost of approximately \$2.4M
- Faculty secondment model \$2.4M. The model does not represent an increase in costs and will be used solely to compensate faculties when faculty members assume central academic roles.
- Student support in the form of scholarships and bursaries will increase in order to assist domestic and international students with the increasing tuition levels. A portion of the increased tuition revenues will be set aside to support this financial aid.

2.1.2. Overall Budget Planning Assumptions

The above discussion provides insights into the assumptions and planning parameters used to develop the operating budget for next fiscal year. The table below provides a summary of these, along with the similar figures used for the next two years.

Revenue	2020-21	2021-22	2022-23
Operating Grant	-5%	-5%	-5%
Domestic Tuition	7%	7%	7%
Financial aid (holdback of increased domestic tuition dollars)	15%	15%	15%
International Tuition (Existing students)	4%	4%	4%
International Tuition (Program Based)	Custom	Custom	Custom
Financial aid (holdback of international total tuition to be used for student support)	7.55%	7.55%	7.55%
Mandatory Non- Instructional Fees	2.67%	2.67%	2.67%
Investment Income	\$15 million	\$14 million	\$13 million

Custom – international program-based tuition rates vary across programs

Expenditures	2020-21	2021-22	2022-23
ATB (NASA & AASUA)	TBN	TBN	TBN
Merit (NASA & AASUA - based on one-step merit)	1.58%	1.58%	1.58%
ATB (graduate students and post- doctoral fellows)	TBN	TBN	TBN
Employee Benefits	Custom	Custom	Custom
Other Costs	1.90%	1.90%	2.00%

ATB - Across the board salary increase

TBN - To be negotiated

Custom - benefits amounts are calculated using a combination of staff headcounts, staff salaries and benefit costs / rates particular to each employee group

Another key consideration in developing the institutional budget is the underlying sensitivities concerning major revenue sources and expenditure types. The following represent the key sensitivities.

Sensitivity	Amount
Operating Grant (1% change)	\$5.7M
Domestic Tuition (1% change)	\$1.6M
International Tuition (1% change to existing students)	\$0.8M
Undergraduate student (1% change in enrolment)	\$2.6M
Mandatory Non-Instructional Fees (1% change)	\$0.3M
ATB (1% for NASA and AASUA)	\$6.4M
Merit (annual impact)	\$7.4M
Employee Benefits (1% increase in staff headcount)	\$1.7M
Employee Benefits (1% increase in salary of current staff)	\$0.8M

The table below provides an overall outline of the following in relation to the operating budget:

- Actual results for 2018-19
- Budget and forecast for the year ending March 31, 2020
- Budget for the year ending March 31, 2021
- Projections for the years ending March 31, 2022 and March 31, 2023

(\$'000's)	2018-19	2019-20		2020-21	2021-22	2022-23
	Actual	Budget	Forecast	Budget	Projection	Projection
Revenue (including deferrals)						
Government of Alberta grants	679,812	679,517	634,969	604,489	575,883	548,707
Federal and other government grants	19,504	20,157	20,764	21,159	21,561	21,992
Student tuition and fees	353,280	359,053	364,799	395,417	424,614	455,013
Sales of services and products	104,724	106,676	102,006	103,944	105,919	108,038
Donations and other grants	10,334	10,759	10,424	10,622	10,824	11,041
Investment income	36,878	15,000	15,000	15,000	14,000	13,000
Total revenue	1,204,532	1,191,162	1,147,962	1,150,631	1,152,801	1,157,791
Expense						
Salaries	701,822	720,496	700,709	694,040	697,844	701,727
Employee benefits	139,944	151,718	162,236	160,464	160,376	164,377
Materials, supplies and services	101,352	113,883	109,715	103,454	103,441	103,571
Scholarships and bursaries	38,462	40,248	42,608	45,977	50,907	53,777
Maintenance and repairs	34,667	37,186	32,769	30,812	35,796	35,837
Utilities	40,957	42,792	41,966	45,221	45,955	46,945
Amortization of tangible capital assets	39,607	51,008	53,048	53,435	54,490	55,725
Total expense	1,096,811	1,157,331	1,143,051	1,133,403	1,148,809	1,161,959
Annual operating surplus (deficit)	107,721	33,831	4,911	17,228	3,992	(4,168)
Impact of Future Benefit Liability	(19,424)	(26,233)	2,211	924	(1,756)	(1,879)
Annual operating surplus (deficit)	88,297	7,598	7,122	18,152	2,236	(6,047)

2.2. Ancillary Operations

Ancillary operations at the University of Alberta are comprised of the following:

- Residence and dining services provided on three of our five campuses
- Parking operations
- The University Bookstore
- Commercial property and real estate
- The University-owned District Energy System (serves the U of A [North Campus], Alberta Health Services, the Government of Alberta, and other proximate customers)
- ONEcard office

As noted earlier in the document, ancillary operations are stand-alone enterprises funded by self-generated revenues, meaning each is required to cover operating costs as well as establish appropriate and adequate operating and capital reserves. To the extent debt financing may be utilized for capital enhancements or to address deferred maintenance, revenues must also cover the cost of repayment together with the applicable interest.

The following guiding principles govern how residence and dining services are offered:

- Quality housing and good nutrition are critical to student academic and experiential success.

- Residence and dining services must operate on a financially sustainable basis having due regard for operating costs, addressing deferred maintenance, as well as maintaining operating and capital reserves. No profit is sought, but no loss is acceptable either.
- All funds received from students for shelter and food stay within the residence and dining system.
- No student tuition or government base, capital, or maintenance funding is available for investment in residences or dining operations.
- Residences will be operated as a system.
- Student input is highly valued. Students will assist in shaping the development of residence and dining plans and priorities to sustain and improve the residence and food system.

Specifically in the residence system, for many years, efforts were made to keep student costs as low as possible, which was reflected in the rates charged to students living in residences. Unfortunately, the resulting revenues were not sufficient to cover the system’s operating costs while still allowing for adequate investments in maintenance and renewal activities. As a result, the residence system has accumulated a significant deferred maintenance liability (approximately \$86.5 million). Additionally, insufficient operating and capital reserves have necessitated that new residence construction and major refurbishments be mostly debt-financed.

Despite the financial challenges present in our residence and dining operations, we continue to invest in infrastructure to ensure our residences and food service outlets meet the needs of our students, faculty, staff, and visitors. The following projects are in varying states of progress to, above all, improve our students’ experience.

	2019-20 Forecast	2020-21 Budget	2021-22 Projection	2022-23 Projection
Central Academic Building (Dining services)	4,370	1,220	-	-
Lister Complex	11,863	32,225	27,063	13,349
HUB Residences	2,288	2,000	2,000	2,000

As mentioned above, many projects, some dating back years, have been debt-financed because insufficient capital reserves were in place to allow acquisitions, new construction, or renovations to proceed otherwise. As of September 2019, the residence system is carrying \$226.2 million in mortgage debt with terms extending to 2049. Residence rental rates must be sufficient to also repay this mortgage debt over time.

Significant efforts are underway to reduce costs across the residence system and strategically shed residence inventory that is incapable of meeting today’s students’ expectations. While the numbers look unfavourable for the near term, the trajectory is positive.

For the 2020-21 academic year, increased revenues for ancillary operations are driven predominantly by the following rate increases:

- A proposed 5% increase in all residence rates. This is the second of three years of 5% increases originally presented in 2018.
- New rates assessed for substantially renewed suites in Mackenzie Hall.
- A proposed 2.9% increase in meal plan rates.
- A 1.9% increase in monthly parking rates.

The overall increase in ancillary expenditures relate to a number of factors including the following:

- Increased debt principal and interest expense resulting from the Lister Tower renewal project.
- Increased costs associated with implementing improved Wi-Fi in all residences.
- Increased maintenance in renewing parking facilities (e.g. resurfacing).

(\$'000's)	2018-19		2019-20		2020-21	2021-22	2022-23
	Actual	Budget	Forecast	Budget	Budget	Projection	Projection
Revenue (including deferrals)							
Government of Alberta grants	-	-	-	-	-	-	-
Federal and other government grants	-	-	-	-	-	-	-
Student tuition and fees	-	-	-	-	-	-	-
Sales of services and products	91,476	94,838	93,646	94,944	94,944	100,996	104,925
Donations and other grants	10	-	-	-	-	-	-
Investment income	14	-	1,529	1,276	1,276	512	24
Total revenue	91,500	94,838	95,175	96,220	96,220	101,508	104,949
Expense							
Salaries	20,610	20,063	20,397	21,221	21,221	21,683	21,801
Employee benefits	4,503	4,352	4,778	5,156	5,156	5,415	5,594
Materials, supplies and services	29,190	23,470	23,216	26,060	26,060	27,128	27,355
Scholarships and bursaries	-	-	-	1	1	1	1
Maintenance and repairs	21,726	24,999	23,615	26,542	26,542	26,441	26,714
Utilities	5,525	6,956	6,583	6,090	6,090	5,755	5,869
Amortization of tangible capital assets	20,829	10,534	15,516	15,742	15,742	15,722	15,702
Total expense	102,383	90,374	94,105	100,812	100,812	102,145	103,036
Annual operating surplus (deficit)	(10,883)	4,464	1,070	(4,592)	(4,592)	(637)	1,913

2.3. Research

Research revenues at the University of Alberta come from five major sources:

- Government of Alberta grants from a number of Ministries
- Federal government grants including those provided by the Tri-Council Agencies
- Fee-for-service research activities for outside entities
- Donations and nongovernmental grants
- The endowment spending allocation resulting from research-related endowments

Research productivity is expected to remain strong and the budgeted research revenues are expected to remain fairly stable in the upcoming year. The full impact of the Government of Alberta spending cuts to Ministries supporting research grants is not yet known and therefore this represents an area of risk to the budget. Funding to both Economic Development and Alberta Innovates have been significantly reduced over the past two years. Given the project based and restricted nature of this funding, coupled with changes to Alberta Innovates, it is difficult to predict the full impact to the University of Alberta's future research funding.

(\$000's)	2018-19	2019-20		2020-21	2021-22	2022-23
	Actual	Budget	Forecast	Budget	Projection	Projection
Revenue (including deferrals)						
Government of Alberta grants	108,137	120,996	83,670	80,960	81,692	82,426
Federal and other government grants	172,154	155,969	164,557	167,609	169,122	170,642
Student tuition and fees	-	-	-	-	-	-
Sales of services and products	17,271	14,181	17,271	17,271	17,271	17,271
Donations and other grants	96,281	86,791	91,705	93,312	94,108	94,908
Investment income	38,746	48,952	46,227	48,279	49,531	50,853
Total revenue	432,589	426,889	403,430	407,431	411,724	416,100
Expense						
Salaries	163,588	183,216	163,588	163,588	163,588	163,588
Employee benefits	27,472	28,621	27,472	27,472	27,472	27,472
Materials, supplies and services	126,554	136,403	128,958	131,409	134,037	136,718
Scholarships and bursaries	74,098	79,412	75,506	76,940	78,479	80,049
Maintenance and repairs	4,235	4,159	4,315	4,398	4,486	4,575
Utilities	347	426	354	360	368	375
Amortization of tangible capital assets	-	-	-	-	-	-
Total expense	396,294	432,237	400,193	404,167	408,430	412,777
Annual operating surplus (deficit)	36,295	(5,348)	3,237	3,264	3,294	3,323

2.4. Capital

2.4.1. Capital Investments

While there are capital items purchased or funded with operating and other funds (such as learning materials, IT equipment, and certain renovation projects), the capital budget also incorporates building construction projects and larger scale renewal and maintenance projects.

Throughout this section, it is important to note that the capital plan and the resulting capital budget are developed as 'point-in-time' items. Due to the unpredictable nature with which, for example, government grants, government approval, and philanthropic gifts materialize, capital projects may be added or the scope changed throughout the year. All material changes, regardless of when they occur, remain subject to the institution's normal governance and approval processes.

The capital budget included within the University of Alberta consolidated budget is subject to complex financial accounting requirements. The figures throughout the capital budget have been translated for the purposes of being presented within the institution's audited financial statements.

2.4.2. Capital Plan Development

The University develops an annual capital plan and, further, identifies its capital requirements in a submission to the Government of Alberta through the Building and Land Inventory System (BLIMS). Recent submissions, the latest submitted in August 2019, included a number of priorities with a particular focus on the renewal and refurbishment of existing buildings. The following capital budget is reflective of the information contained within the capital plan and that which was provided within the BLIMS submission.

2.4.3. Capital Budget

(\$000's)	2018-19		2019-20		2020-21	2021-22	2022-23
	Actual	Budget	Forecast	Budget	Budget	Projection	Projection
Revenue (including deferrals)							
Government of Alberta grants	87,738	111,122	88,432	100,302	100,302	103,291	99,910
Federal and other government grants	18,242	20,139	19,487	19,269	19,269	19,486	19,701
Student tuition and fees	-	-	-	-	-	-	-
Sales of services and products	-	-	-	-	-	-	-
Donations and other grants	26,664	26,208	27,502	27,182	27,182	27,489	27,792
Investment income	1,078	-	-	-	-	-	-
Total revenue	133,722	157,469	135,421	146,753	146,753	150,266	147,403
Expense							
Salaries	-	-	-	-	-	-	-
Employee benefits	-	-	-	-	-	-	-
Materials, supplies and services	3,361	3,609	2,909	9,096	9,096	4,250	2,808
Scholarships and bursaries	-	-	-	-	-	-	-
Maintenance and repairs	32,897	40,618	46,174	41,797	41,797	36,034	29,716
Utilities	-	-	-	-	-	-	-
Amortization of tangible capital assets	111,570	116,411	115,993	114,694	114,694	115,986	117,266
Total expense	147,828	160,638	165,076	165,587	165,587	156,270	149,790
Annual operating surplus (deficit)	(14,106)	(3,169)	(29,655)	(18,834)	(18,834)	(6,004)	(2,387)

The deficit in 2019-20 is directly related to two key factors:

- The in-year elimination of the \$34.9 million Infrastructure Maintenance Program (IMP) grant. This reduction was partially mitigated by cancelling a number of projects, which limited the overall exposure to the institution to approximately \$20M. This was largely funded by utilizing \$15 million from the existing investment reserve.
- The remaining gap pertains to projects funded by faculties on a planned basis using their carry forwards from prior years.

Due to the nature of Public Sector Accounting Standards that govern our audited financial statements, we have the added complexity of revenue deferrals. In essence, a large portion of the revenue in the capital fund cannot be recognized until the underlying expenses (predominantly amortization of tangible capital assets) have been incurred. In order to remove this impact, the following three tables provide a view of the capital budget for next year on a “near cash” basis.

Capital Budget: Revenue – Government of Alberta grants provide targeted funding for multi-year capital projects. Government has indicated that the Infrastructure Maintenance Program is expected to return to 2018-19 levels in 2020-21 (at \$34.9 million). This would be welcome given our significant accrued deferred maintenance. That said, we are approaching project planning with an abundance of caution and will defer commitments until funding has been confirmed.

On the assumption that the Infrastructure Maintenance Program funding is restored, following table provides an outline of Government of Alberta revenues on a cash basis:

Capital Budget: Revenue				
(\$000's)	2019-20	2020-21	2021-22	2022-23
	Forecast	Budget	Projection	Projection
Provincial Government Grants				
Infrastructure Maintenance Program	-	34,914	34,914	34,914
Dentistry/Pharmacy Renewal	48,000	49,000	44,000	56,000
UA District Energy System	9,100	4,900	1,900	-
Subtotal	57,100	88,814	80,814	90,914
Other Projects	35	-	-	-
Total revenue	57,135	88,814	80,814	90,914

Capital Budget: Maintenance and Repairs - These are expenditures related to addressing major maintenance and renewal projects and/or deferred maintenance across campus. These costs are expensed as they do not extend the useful life of the building.

The following table outlines maintenance and repair projects planned within the capital fund.

Capital Budget: Maintenance and Repairs

(\$000's)

Project	2019-20	2020-21	2021-22	2022-23
	Forecast	Budget	Projection	Projection
Chemistry West - L1 & L2 Renewal	5,237	5,860	-	-
CAB Renewal	4,370	1,220	-	-
Van Vliet Mens Locker Room Renewal	3,700	55	-	-
Van Vliet Womens Locker Room Renewal	2,794	45	-	-
HUB Mall Renewal	2,288	2,000	2,000	2,000
Integrated Asset Management Strategy Projects ¹	1,400	3,700	557	-
Subtotal	19,789	12,880	2,557	2,000
Other Renovations	15,923	12,300	6,211	450
Infrastructure Maintenance Program (Maintenance)	10,462	16,617	27,266	27,266
Total maintenance and repairs	46,174	41,797	36,034	29,716

1. External lease terminations and densification projects across campus

Capital Budget: Tangible Capital Acquisitions – Major renewal projects often involving both repairs and maintenance in addition to capital additions and/or overall building improvements. The following capital projects represent capital additions to buildings as defined by accounting standards. In this case, the expenditures do not appear on the statement of operations; rather they are captured as investments in tangible capital assets on the university's statement of financial position.

Capital Budget: Tangible Capital Acquisitions

(\$000's)

Project	2019-20	2020-21	2021-22	2022-23
	Forecast	Budget	Projection	Projection
Dentistry/Pharmacy Renewal	16,000	65,000	75,000	65,000
Lister Centre Classic Towers (Mackenzie, Henday, Kelsey)	11,863	32,225	27,063	13,349
Chemistry Electrical Vault Replacement	5,800	4,425	-	-
Van Vliet Electrical Vault Infrastructure	5,700	420	-	-
District Energy System	3,000	7,436	2,336	4,336
CAB Air Handling Unit	3,143	-	-	-
Morrison Structures Lab Renewal	1,500	10,500	2,116	-
BARB Mechanical Ventilation & Exhaust Renewal	500	2,582	-	-
Energy Management Upgrades (Envision)	1,702	2,007	3,346	-
Subtotal	49,208	124,595	109,861	82,685
Other Capital Projects	11,396	5,659	1,507	-
Infrastructure Maintenance Program (Capital)	5,111	4,661	7,648	7,648
Total tangible capital acquisitions	65,715	134,915	119,016	90,333

Tangible Capital Acquisitions

Operating

(\$000's)

Project	2019-20	2020-21	2021-22	2022-23
	Forecast	Budget	Projection	Projection
NREF Renewal and Renovation	12,391	8,019	200	-
RE Phillips Renovation ¹	2,000	4,000	346	-
South Campus Utility Infrastructure Upgrades	3,780	97	-	-
Other Capital Projects	344	-	-	-
Total operating tangible capital acquisitions	18,515	12,116	546	-
Total tangible capital acquisitions	84,230	147,031	119,562	90,333

1. 1/3 maintenance and 2/3 capital

2.4.4. Deferred Maintenance

Excellence in teaching and research needs to be supported by well-functioning labs, classrooms, and other building infrastructure. Unfortunately, government grants alone have been insufficient in addressing the necessary maintenance activities across our campuses, which has resulted in a substantial deferred maintenance liability. As of December 31, 2019, the deferred maintenance liability stands at \$306 million, with a five-year projected aggregate liability of \$865 million.

Need that exceeds available resources requires diligent adherence to a system of prioritizing projects. Relying on Government of Alberta parameters, the priorities are:

- **High – Life, Health, and Safety:** Elements presenting a potential for imminent risk to the life, health, and/or safety of facility occupants and users. They may include structural and support failure, major building system failures, or requirements under a multitude of Codes.
- **Medium – Immediate Needs:** Elements demanding attention to prevent them escalating to Priority One, which will lead to serious or prolonged deterioration of a facility or its systems thereby affecting the operability of a facility or its systems.
- **Low – General Need:** Elements that are non-urgent and which can be planned for over a period of time without undue risk to the facility occupants or facility operability.

Current and projected funding levels require investments in addressing deferred maintenance at the University of Alberta to be limited almost exclusively to those deemed “high” priority.

2.5.Special Purpose

There are no expected significant changes impacting these funds over the next three years. Overall revenues and expenses are expected to remain relatively stable.

(\$'000's)	2018-19		2019-20		2020-21	2021-22	2022-23
	Actual	Budget	Forecast	Budget	Budget	Projection	Projection
Revenue (including deferrals)							
Government of Alberta grants	70,956	71,451	75,958	77,598	77,598	77,356	77,106
Federal and other government grants	-	-	-	-	-	-	-
Student tuition and fees	-	-	-	-	-	-	-
Sales of services and products	963	233	124	125	125	125	125
Donations and other grants	13,463	14,303	2,448	2,560	2,560	2,679	2,805
Investment income	17,773	20,730	20,067	20,964	20,964	21,512	22,090
Total revenue	103,155	106,717	98,597	101,247	101,247	101,672	102,126
Expense							
Salaries	56,665	52,576	48,898	50,876	50,876	50,925	50,976
Employee benefits	12,867	14,384	13,389	13,929	13,929	13,933	13,937
Materials, supplies and services	16,351	21,223	21,090	20,847	20,847	20,964	21,086
Scholarships and bursaries	12,916	10,464	11,341	11,817	11,817	12,164	12,531
Maintenance and repairs	95	99	128	118	118	118	119
Utilities	-	-	-	-	-	-	-
Amortization of tangible capital assets	-	-	-	-	-	-	-
Total expense	98,894	98,746	94,846	97,587	97,587	98,104	98,649
Annual operating surplus (deficit)	4,261	7,971	3,751	3,660	3,660	3,568	3,477

3. Concluding Comments

This is a challenging time for the University of Alberta as we respond to a lower level of government support. Many within our community have provided many suggestions for cost-savings since last October. We have been able to pursue a number of them, and continue to look at further

opportunities. People in departments, faculties, and units across the institution have been making thoughtful considered plans and decisions on how we can make adjustments, and yet maintain our support for our core teaching and research mandates. Thank you to everyone in our community for what you do every day.

We continue to live in a time of change and uncertainty. This budget has been developed with financially conservative budget assumptions and we will proceed forward both on a note of caution and prudence and with a commitment to innovation and quality, so that we can continue to fulfill our vision: To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.