

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, March 18, 2020 meeting:

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Agenda Title: **Proposed Name Change and Suspensions of Majors in the Bachelor of Music Program, and Associated Substantive Program Changes, Augustana Faculty**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposal to rename the 'Bachelor of Music Comprehensive major' offered through Augustana Faculty to the 'Bachelor of Music Performance-Based Pedagogy major', as recommended by the GFC Academic Standards Committee and as set forth in Attachment 1, to take effect for Fall 2021.

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Music program in the Augustana Faculty, as recommended by the GFC Academic Standards Committee and as set forth in Attachment 3, to take effect for Fall 2021.

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend that the Board of Governors approve the suspension of admissions to the Bachelor of Music in 'Piano' and 'Voice' majors, as submitted by Augustana Faculty and as set forth in Attachment 2, to take effect for Fall 2021.

FINAL Item 4

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Agenda Title: **Revised University of Alberta 2020-2021 Budget**

CARRIED MOTION:

THAT the General Faculties Council Academic Planning Committee, acting with delegated authority from the General Faculties Council, rescind the following motion, approved on February 26, 2020:

THAT the Academic Planning Committee, acting with delegated authority from the General Faculties Council, recommend that the Board of Governors approve the 2020-21 consolidated budget as set forth in Attachment 1 [of the original meeting material].

CARRIED MOTION:

THAT the General Faculties Council Academic Planning Committee, acting with delegated authority from the General Faculties Council, recommend that the Board of Governors approve the revised 2020-21 consolidated budget as set forth in Attachment 1 [of this document].

FINAL Item 5

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**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Name Change and Suspensions of Majors in the Bachelor of Music Program, and Associated Substantive Program Changes, Augustana Faculty</b>
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**Motion I:**

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposal to rename the 'Bachelor of Music Comprehensive major' offered through Augustana Faculty to the 'Bachelor of Music Performance-Based Pedagogy major', as recommended by the GFC Academic Standards Committee and as set forth in Attachment 1, to take effect for Fall 2021.

**Motion II:**

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Music program in the Augustana Faculty, as recommended by the GFC Academic Standards Committee and as set forth in Attachment 3, to take effect for Fall 2021.

**Motion III:**

THAT the GFC Academic Planning Committee recommend that the Board of Governors approve the suspension of admissions to the Bachelor of Music in 'Piano' and 'Voice' majors, as submitted by Augustana Faculty and as set forth in Attachment 2, to take effect for Fall 2021.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Karsten Mündel, Associate Dean – Academic, Augustana Faculty

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to change the name of the Augustana Faculty Bachelor of Music 'Comprehensive' major to 'Performance-Based Pedagogy' major, to suspend the Bachelor of Music 'Piano' and 'Voice' majors, and to make significant changes to the Augustana Faculty Bachelor of Music program associated with the changes to the majors.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p><u>Name Change</u> The current 'Comprehensive' major will be renamed to 'Performance-Based Pedagogy' major, which will offer a rigorous set of Core music requirements and the opportunity to focus in one of four specialized streams of study – Comprehensive, Conducting, Keyboard, or Voice. Upheld by the widely accepted standard synonymous with a BMus professional degree, the proposed name change to Performance-Based Pedagogy program will build on strengths of Augustana's reputation and current faculty.</p> <p><u>Suspensions of remaining BMus majors</u> The BMus program will be streamlined by the suspension of the two remaining BMus majors in Piano and Voice, with both of these continuing as streams within the Performance-Based Pedagogy major.</p>

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	<p><u>Substantive program changes</u> The BMus program will undergo significant program changes, particularly in respect to enhancing the pedagogical elements of the degree, and enabling BMus students to fully participate in the new Augustana project-based Core. This includes increased ensemble participation, including opportunities to work with the Augustana Conservatory community music programs as well as the new 'Sing-Able' multigenerational inclusion choir, a diverse community ensemble, including those with disabilities and exceptionalities and their care-givers. Participation in the new Augustana Core will offer further practicum, community outreach, and experiential project-based learning opportunities. The new Music Education courses required in the program will also include elements of Indigenous perspectives in response to the TRC Calls for Action.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><u>Those who are actively <b>participating</b>:</u></p> <ul style="list-style-type: none"> <li>• Faculty members in Music at Augustana Faculty and instructors in Augustana Music Conservatory</li> <li>• Augustana Department of Fine Arts and Humanities, (Department Council includes undergraduate student representatives).</li> <li>• Augustana Academic Council</li> </ul> <hr/> <p><u>Those who have been <b>consulted</b>:</u></p> <ul style="list-style-type: none"> <li>• Office of the Provost and Vice-President (Academic) (Tammy Hopper, Kate Peters)</li> <li>• Vice-Provost (Indigenous Programs and Research)</li> <li>• University Governance</li> <li>• Office of the Registrar</li> <li>• Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives)</li> <li>• Augustana Faculty Council (which includes voting undergraduate student representatives)</li> <li>• Departments of Music in the Faculty of Arts and Music faculty in the Faculty of Education and Faculté Saint Jean</li> <li>• Departments of Music, University of Calgary, University of Lethbridge, MacEwan University, King's University, Grand Prairie Regional College, and Medicine Hat College.</li> <li>• Choir Alberta</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>Augustana Faculty Council (December 6, 2019)</p> <p>GFC ASC Subcommittee on Standards (for discussion): January 30, 2020</p> <p>GFC Academic Standards Committee (for recommendation): February 13, 2020</p> <p>GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): March 18, 2020</p> <p>General Faculties Council (recommendation of suspensions): March 30, 2020</p>

	Board Learning, Research and Student Experience Committee (recommendation of suspensions): April 24, 2020 Board of Governors (approval of suspensions): May 8, 2020
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**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p><i>For the Public Good</i></p> <p><b>BUILD</b>  <b>GOAL:</b> Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.  <b>Objective 4:</b>          Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none"> <li>• Strategy1              Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.</li> </ul> <p><b>EXPERIENCE</b>  <b>GOAL:</b> Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.  <b>Objective 7:</b>          Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> <li>• Strategy 1              Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally</li> </ul> <p><b>Objective 9:</b>          Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> <li>• Strategy 1              Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.</li> </ul> <p><b>EXCEL</b>  <b>GOAL:</b> Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.  <b>Objective 14:</b>          Inspire, model, and support excellence in teaching and learning.</p> <p><b>ENGAGE</b>  <b>GOAL:</b> Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial</p>
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Item No. 4

	<p>learning experiences, research projects, partnerships, and collaborations. Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> <li>• Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates</li> </ul>			
Alignment with Core Risk Area	<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 checked="" type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input 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 checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" 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
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Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act</i> GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference General Faculties Council</p>			

Attachments (each to be numbered 1 - <>)

1. Attachment 1 Proposal Template: Program/Specialization Name Change (5 pages)
2. Attachment 2 Program Suspension templates (12 pages)
3. Attachment 3 BMus Admission and program changes Calendar copy (14 pages)
4. Letter of support from Choir Alberta (1 page)

*Prepared by:* Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

Name change proposals for degree programs and applied degree programs are typically subject to review by the Campus Alberta Quality Council.

### SECTION 1: PROPOSAL INFORMATION

#### 1.1 Basic Information *(Complete the table below):*

<b>Institution</b>	<b>University of Alberta</b>
<b>Current program/specialization name</b>	<b>Comprehensive</b>
<b>Credential awarded</b>	<b>Bachelor of Music</b>
<b>Proposed implementation date</b>	<b>July 1, 2021</b>

#### 1.2 Proposed New Name *(Answer the following questions)*

##### 1.2.1 *Specify the new name that is being proposed.*

Performance-Based Pedagogy

##### 1.2.2 *Specify if the new name is for a program or a specialization within a program?*

*Program*

*Specialization*

#### 1.3 Rationale for Proposed New Name *(Answer the following questions)*

##### 1.3.1 *Describe the rationale for the proposed name change.*

Upheld by the widely accepted standards synonymous with a Bachelor of Music degree, the proposed name change of the Comprehensive specialization to Performance-Based Pedagogy will build on strengths of Augustana Faculty's reputation and current faculty. The Performance-Based Pedagogy specialization will include second-level specialization options in Vocal, Keyboard, Conducting and Comprehensive music education. In combination with study and practicum teaching within the UofA Augustana Conservatory, this specialization will provide opportunity to develop and inspire adaptable and dynamic musician-educators. Aligned with practices and programs at liberal arts institutions in the USA and Canada, this undergraduate program, in Performance-Based Pedagogy will be unique in Canada and facilitate the broad exploration of clearly defined career pathways in performance, music education, music therapy, arts administration, and musicology.

The proposal to rename the Comprehensive specialization as Performance-Based Pedagogy within the Augustana BMus program was driven by a number of factors, including:

- a) innovation and distinction—the current curriculum has not changed significantly since its inception in 2000
- b) curriculum redesign at department and faculty levels
- c) personnel changes
- d) budgetary pressures
- e) the reality that the vast majority of our music program performance graduates will also work in a teaching capacity
- f) adaptation to the changing political and educational landscape that may necessitate future music graduates to fill potential voids (private conservatory teaching) left by future public school education music program reductions

These revisions intend to achieve the following objectives:

- a) maintain quality instruction and standards synonymous with a BMus professional degree within a shifting pedagogical and financial climate
- b) modify non-music credit requirements to enable BMus students to fully participate in the new Augustana project-based Core, offering further practicum, community outreach, and experiential learning opportunities
- c) facilitate the role of Music within the new Bachelor of Arts Interdisciplinary Studies Creativity & Culture program in Augustana Faculty
- d) streamline the current roster of courses, making course offerings more efficient through amended prerequisite structures and optimizing course appeal by embracing a more interdisciplinary focus where possible. This includes increased ensemble participation, including opportunities to work with the Augustana Conservatory community music programs as well as the new ‘Sing-Able’ multigenerational inclusion choir, a diverse community ensemble including those with disabilities and exceptionalities and their care-givers.

Augustana believes that renaming Comprehensive as Performance-Based Pedagogy will offer an exciting balance between musical theory and creative artistry as well as practical experience and pedagogical skills that greatly broaden the career pathways and community desirability of graduates from the Augustana BMus program.

**1.3.2** *Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?*

While there are several institutions in Campus Alberta that offer a Bachelor of Music program, renaming the Comprehensive specialization as the Performance-Based Pedagogy major will make it a distinct offering.

## 2.1 Impact on Learners *(Answer the following questions)*

### 2.1.1 *Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?*

Current students registered in Music programs at Augustana have been regularly included in the discussions regarding the proposed changes, including the name change, with responses generally being understanding of the need for change and excited about the new possibilities. The name change proposal went through several levels of review and discussion at Augustana, with student representatives having both voice and vote in the process.

### 2.1.2 *Describe benefits for students of proposed new name.*

The proposed name change to the Comprehensive specialization to the Performance-Based Pedagogy specialization will continue to provide students with the opportunity to develop their musical skills and theoretical foundations at a level that will enable them to capably seek performance opportunities upon graduation, but will also provide a strong pedagogical and practicum skillset that will compliment performance abilities to offer much wider pathways to future career success and community engagement.

### 2.1.3 *Describe plans to accommodate:*

- a) *active students who may wish to graduate with the established credential; and*
  - b) *previous graduates who may request to exchange their parchment for one with the new program or specialization name.*
- a) Many of the elements of the current Bachelor of Music program will continue as requirements in the proposed substantive changes to the Comprehensive program to be renamed as the Performance-Based Pedagogy specialization , meaning there will be little difficulty in accommodating students who are already enrolled in the BMus at Augustana who desire to graduate in their current program.
  - b) The name change to the specialization does not have an impact on the requirements and skills that were completed by previous graduates.

## 2.2 Potential Risks *(Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.)*

No risks are anticipated. The Performance-Based Pedagogy specialization continues to meet the professional standards established by the Canadian University Music Society as mandated by the Campus Alberta Quality Council. The proposed changes



do not diminish the core elements of the current BMus program but rather enhance the opportunities to utilize the skills already acquired. As such, the risks are negligible.

## 2.3 Consultation/Collaboration *(Answer the following questions)*

### 2.3.1 Identify which stakeholder groups, if any, were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                          | <input type="checkbox"/> Employers                         |
| <input checked="" type="checkbox"/> Advisory committee               | <input checked="" type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Regulatory bodies/professional associations |  |

Aside from a variety of faculty committees and Councils in Augustana Faculty (see Sec 3.1 below), the proposed change was also presented to the Music Department in the Faculty of Arts, and Music faculty members in the Faculty of Education and Faculté Saint Jean at the University of Alberta for feedback and to address any concerns about the proposal in general, and any impact it might have on their units. The proposal was also shared with the Music Department at the University of Calgary, and Choir Alberta.

### 2.3.2 Summarize feedback received including anticipated impacts on stakeholders.

See above in 2.3.1. Feedback from faculty at Augustana, governance units within Augustana Faculty and at the wider University of Alberta level, and from other University of Alberta Faculties offering similar programs has been strongly supportive and encouraging of the proposal.

## 2.4 Communication *(Describe how information about the name change will be communicated to students and applicants.)*

Current students and applicants for the 2020-2021 academic year have already been informed of the proposal to change the name. Applicants for Fall 2021 admission will be informed of this change over the course of that recruitment and admission cycle by the appropriate units in Augustana Faculty.

The Augustana Fine Arts and Humanities Department is developing strategies to further market the change to this specialization. Faculty members in Music have already begun coordinating strategies and recruitment possibilities with the recruitment team at Augustana.

## SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT

### 3.1 Provide specific information about which internal governance body approved this proposed name change and the date of approval.

- Augustana Faculty Department of Fine Arts and Humanities (November 8, 2019) (includes an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (November 19, 2019) (includes undergraduate students comprising one-third of the voting membership)
- Augustana Faculty Council (December 6, 2019) (includes five undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): January 30, 2020
- GFC Academic Standards Committee (for recommendation): February 13, 2020
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD

**3.2** *If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.*

No concerns were expressed by any of the institutions or organizations contacted regarding this proposal (see 2.3.1). Endorsement and strong support was received from the University of Alberta Faculty of Arts - Department of Music, the University of Calgary Department of Music, and Choir Albera.

#### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta, Augustana Faculty</b>
<b>Program/specialization name</b>	<b>Piano</b>
<b>Credential awarded</b>	<b>Bachelor of Music</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2021</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2026</b>

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

Augustana Faculty is proposing to suspend the current Piano specialization offered in its Bachelor of Music program, effective July 1, 2021. This proposal comes as a recommendation by Augustana arising from a multi-year examination of the entire curriculum offered by the Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and Core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

As part of this commitment towards curriculum renewal, teaching faculty in the area of Music, supported by colleagues in the Department of Fine Arts and Humanities, examined the Bachelor of Music (BMus) program at Augustana. The current program has strong traditions and attachments to both Augustana Faculty and the local community, and a reputation of producing highly-skilled graduates. However, the program has not been significantly reviewed since its inception in 2000, the Department is facing the impacts of recent personnel changes and ongoing budgetary pressures, and the BMus program features a relatively small cadre of students spread over three resource-intensive majors: Comprehensive, Piano, and Voice.

The outcome of the renewal discussions is a proposal to streamline the program by undertaking substantive changes and a name change to Performance-Based Pedagogy for the Comprehensive specialization and suspending the remaining two specializations in Piano and Voice. The proposed name change to Performance-Based Pedagogy maintains quality instruction and standards synonymous with a BMus degree within a shifting pedagogical and financial climate. At the same time, substantive program changes include streamlining the current roster of courses, making course offerings more efficient through amended prerequisite structures and optimizing course appeal by embracing a more interdisciplinary focus where possible. It offers a rigorous set of core music requirements, but also offers students the opportunity to choose a second-level specialization in one of four areas: Voice, Keyboard, Conducting, and Comprehensive.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	2	2	2	4	3
• Full-Time Year 1	0	0	0	2	1
• Full-Time Year 2	0	0	2	0	2
• Full-Time Year 3	1	2	0	1	0
• Full-Time Year 4	1	0	0	1	0
<b>Total FLE</b>	NA*	0	0	3	3
• FLE Year 1	NA	0	0	2	0
• FLE Year 2	NA	0	2	0	1
• FLE Year 3	NA	2	0	0	2
• FLE Year 4	NA	0	0	1	0

\*FLE counts for 2019 not currently available.

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Department of Fine Arts and Humanities (November 8, 2019) (includes an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (November 19, 2019) (includes undergraduate students comprising one-third of the voting membership)
- Augustana Faculty Council (December 6, 2019) (includes five undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): January 30, 2020
- GFC Academic Standards Committee (for recommendation): February 13, 2020
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the Performance-Based Pedagogy second-level specialization in Keyboard. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BMus Piano specialization of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the Performance-Based Pedagogy program.

*2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current Bachelor of Music, Piano specialization, would be able to find a few comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

*2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Music programs at Augustana have been regularly included in the discussions regarding the proposed changes, including the suspension, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals, including this suspension, went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

*2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Advisement staff in LAB will be meeting with the members and administrators in the Music discipline in order to plan for supporting current students in the BMus program.

Augustana's instructors and support staff in Music will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BMus opportunities.

Advisement staff and administrators will work with the Fine Arts and Humanities Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

*2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

## SECTION 3: IMPACT

### 3.1 Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input checked="" type="checkbox"/> Other (identify below)       |

#### 3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Aside from a variety of faculty committees and Councils in Augustana Faculty (see Sec 3.1 below), the proposed change was also presented to the Music Department in the Faculty of Arts, and Music faculty members in the Faculty of Education and Faculté Saint Jean at the University of Alberta for feedback and to address any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified by any of those consulted. The proposal was also shared with the Music Department at the University of Calgary, who expressed strong support and enthusiasm for the proposed changes in the Augustana BMus program.

### 3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

One of the primary mandates of the Augustana curricular review, including the proposed changes to the Bachelor of Music program, was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes to the program including the suspension of the Piano specialization, will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available through the development of the Performance-Based Pedagogy program. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

## SECTION B: SUSPENSION EXTENSION

### SECTION 1: RATIONALE

**1.1** Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

**1.1.1** Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

**1.2** If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

**1.3** Explain how the duration of the suspension extension was determined.

## **OTHER CONSIDERATIONS**

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

## **RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**





## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty
<b>Program/specialization name</b>	Voice
<b>Credential awarded</b>	Bachelor of Music
<b>Proposed start date of suspension</b>	July 1, 2021
<b>Proposed end date of suspension</b>	June 30, 2026

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

*1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

Augustana Faculty is proposing to suspend the current Voice specialization offered in its Bachelor of Music program, effective July 1, 2021. This proposal comes as a recommendation by Augustana arising from a multi-year examination of the entire curriculum offered by the Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

As part of this commitment towards curriculum renewal, teaching faculty in the area of Music, supported by colleagues in the Department of Fine Arts and Humanities, examined the Bachelor of Music (BMus) program at Augustana. The current program has strong traditions and attachments to both Augustana Faculty and the local community, and a reputation of producing highly-skilled graduates. However, the program has not been significantly reviewed since its inception in 2000, the Department is facing the impacts of recent personnel changes and ongoing budgetary pressures, and the BMus program features a relatively small cadre of students spread over three resource-intensive majors: Comprehensive, Piano, and Voice.

The outcome of the renewal discussions is a proposal to streamline the program by undertaking substantive changes and a name change to Performance-Based Pedagogy for the Comprehensive specialization and suspending the remaining two specializations in Piano and Voice. These suspension proposals must be examined taking into account the complementary proposal for a name change to Performance-Based Pedagogy within the Comprehensive Major and the substantive program changes in that program including the possibility for students to choose a second-level specialization in one of four areas: Voice, Keyboard, Conducting, and Comprehensive.

**1.2.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Enrolment	2019	2018	2017	2016	2015
<b>Total head count</b>	4	7	8	9	8
● Full-Time Year 1	0	1	3	2	1
● Full-Time Year 2	0	1	1	1	3
● Full-Time Year 3	1	3	4	3	2
● Full-Time Year 4	3	2	0	3	2
<b>Total FLE</b>	NA*	8	9	9	8
● FLE Year 1	NA	1	1	2	1
● FLE Year 2	NA	2	3	1	2
● FLE Year 3	NA	3	1	3	3
● FLE Year 4	NA	2	4	3	2

\*FLE counts for 2019 not currently available.

**1.2.2** *Indicate when admissions into program/specialization will be or were closed.*  
July 1, 2021

**1.2.3** *Explain how the proposed end date of the suspension was determined.*

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

**1.2.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Department of Fine Arts and Humanities (November 8, 2019) (includes an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (November 19, 2019) (includes undergraduate students comprising one-third of the voting membership)
- Augustana Faculty Council (December 6, 2019) (includes five undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): January 30, 2020
- GFC Academic Standards Committee (for recommendation): February 13, 2020
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.3** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## **SECTION 2: ACCESS**

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the BMus Performance-Based Pedagogy, second-level specialization in Voice. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BMus Voice specialization of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the Performance-Based Pedagogy program.

*2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current Bachelor of Music, Voice specialization, would be able to find a few comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

*2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Music programs at Augustana have been regularly included in the discussions regarding the proposed changes, including this suspension, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

*2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Advisement staff in LAB will be meeting with the members and administrators in the Music discipline in order to plan for supporting current students in the BMus program.

Augustana's instructors and support staff in Music will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BMus opportunities.

Advisement staff and administrators will work with the Fine Arts and Humanities Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended specialization in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

*2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

## SECTION 3: IMPACT

### 3.1 Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input checked="" type="checkbox"/> Other (identify below)       |

#### 3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Aside from a variety of faculty committees and Councils in Augustana Faculty (see Sec 3.1 below), the proposed change was also presented to the Music Department in the Faculty of Arts, and Music faculty members in the Faculty of Education and Faculté Saint Jean at the University of Alberta for feedback and to address any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified by any of those consulted. The proposal was also shared with the Music Department at the University of Calgary, who expressed strong support and enthusiasm for the proposed changes in the Augustana BMus program.

### 3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

One of the primary mandates of the Augustana curricular review, including the proposed changes to the Bachelor of Music program, was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes to the program including the suspension of the Voice major, will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available through the development of the Performance-Based Pedagogy program. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

## SECTION B: SUSPENSION EXTENSION

**SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

**OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**





## Augustana Faculty Bachelor of Music Changes For Implementation in 2021

Current	Proposed
<p><b>Bachelor of Music (BMus) [Augustana]</b></p> <p><b>Overview</b> The Bachelor of Music program consists of ★122, including ★63.5 of core music requirements, ★25.5 in one of the three Bachelor of Music majors, and ★33 of non-music requirements. A minor is optional in all three majors. The minor consists of a minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level. A student should be aware that it may not be possible to complete certain combinations of majors and minors without extending the time required to earn the degree.</p> <p><b>Residence Requirement</b> Students registered in a BMus program must complete at least 60 credits offered by the Augustana Faculty, at least 54 of which must be at the senior level. However,</p> <p>Language or other study abroad may, with special permission of the Associate Dean, Academics, count toward the residence requirement An exception to this may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Music degree in fewer than ★60. Normally in such cases at least the final ★45 must be completed at Augustana.</p> <p><b>General Information</b> Three majors are available in the Bachelor of Music degree program: Piano, Voice, Comprehensive:</p> <p><b>Piano</b> and <b>Voice</b> A student whose career interests include performing and teaching piano or voice would choose one of these majors. Combining rigorous</p>	<p><b>Bachelor of Music (BMus) [Augustana]</b></p> <p><b>Overview</b> The Bachelor of Music program consists of ★122 in Performance-Based Pedagogy major, including ★64-67 of core music requirements, ★25-28 in a Comprehensive, Conducting, Keyboard, or Voice stream of study, and ★30 of non-music requirements.</p> <p><b>Residence Requirement</b> Students registered in a BMus program must complete at least 60 credits offered by the Augustana Faculty, at least 54 of which must be at the senior level. However,</p> <p>Language or other study abroad may, with special permission of the Associate Dean, Academics, count toward the residence requirement An exception to this may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Music degree in fewer than ★60. Normally in such cases at least the final ★45 must be completed at Augustana.</p> <p><b>General Information</b> The Bachelor of Music, Performance-Based Pedagogy major, provides study and performance concentrations in voice, keyboard, conducting and comprehensive streams, with broad possibilities for exploration in performance, music education, music therapy, arts administration and musicology. The wide-ranging curriculum, with extensive performance and pedagogical opportunities, equips students for successful</p>

musical training, intellectual development in other disciplines, and all-round flexible thinking, the majors are able to not only prepare a student for further studies and careers in a variety of areas in music and music education, but also for entry into such diverse fields as medicine, speech language pathology, engineering, and law. Third and fourth-year recitals are required.

### **Comprehensive**

A student who seeks intensive studies in an instrument or voice, but wishes to have greater flexibility in music course selections, should consider this major. Combining rigorous musical training, intellectual development in other disciplines, and all-round flexible thinking, the majors are able to not only prepare a student for further studies and careers in a variety of areas in music—for instance, performance, education, arts administration, and musicology—but also for entry into such diverse fields as medicine, speech pathology, engineering and law. Third and fourth-year recitals, although optional, are not required.

### **Admission Requirements**

See Augustana Faculty. Each student who wishes to be exempt from taking AUMUS 100 must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

### **Program Requirements**

The minimum of ★122 required during the program is drawn from three areas: Core Music Requirements, Additional Music Requirements According to Major, and Non-Music Requirements.

### **Core Music Requirements (★63-5):**

A common core of music courses and requirements is required of every student enrolled in the Bachelor of Music program.

careers as performing artists or as teachers of studio, classroom or choral.

Effective October 2020, there will be no further admission to the Bachelor of Music Comprehensive, Piano or Voice majors. Students who entered the Bachelor of Music program prior to October 2020 must complete all program requirements by April 30, 2025. The last degree with these specific majors will be granted at Spring Convocation 2025.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.]

### **Admission Requirements**

See Augustana Faculty. Each student who wishes to be exempt from taking AUMUS 100 must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. All successful applicants will complete a general first year within the Comprehensive stream, and a further audition to specific BMus streams (Comprehensive, Conducting, Keyboard, and Voice) will take place at the end of the first year of BMus study. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

### **Program Requirements**

The minimum of ★122 required during the program is drawn from three areas: Core Music Requirements, Additional Music Requirements according to stream of study, and Non-Music Requirements.

### **Core Music Requirements (★64-67):**

A common core of music courses and requirements is required of every student enrolled in the Bachelor of Music program.

- Passing grade in the Keyboard Skills Proficiency Examination (KSPE).
- Successful completion of the Recital Attendance Requirement (RAR). For every year in a Music program at Augustana, a student must attend a minimum of 10 RAR-designated events per year. Failure to achieve this minimum in a given year will require withdrawal from any Music program (BMus or BA). A minimum of 40 recitals or concerts is required for graduation, unless transferring in from another institution or program.
- A student who fails to achieve at least a C+ standing in a primary instrument or voice at the end of an academic year will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually.
- A student beyond first year who fails to achieve an academic average of at least 2.3 will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually.

#### **Music Performance (★24)**

- Applied Music, solo instruments and/or voice (★18); at least ★16 and fourth year status in one instrument or in voice. Note: Consult Department of Fine Arts and Humanities for details.
- Choral and/or Instrumental Ensembles (★6):

- Passing grade in the Keyboard Skills Proficiency Examination (KSPE).
- Successful completion of the Recital Attendance Requirement (RAR). For every year in a Music program at Augustana, a student must attend a minimum of 10 RAR-designated events per year. Failure to achieve this minimum in a given year will require withdrawal from any Music program (BMus or BA). A minimum of 40 recitals or concerts is required for graduation, unless transferring in from another institution or program.
- A student who fails to achieve at least a C+ standing in a primary instrument or voice at the end of an academic year will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually. Such students may transfer to another program in Augustana Faculty or in another Faculty if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be met.
- A student beyond first year who fails to achieve an academic average of at least 2.3 will be required to withdraw from the Bachelor of Music program. Such students may transfer to another program in Augustana Faculty or in another Faculty if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be met. Each student's progress will be reviewed annually.

#### **Music Performance (★25-28)**

- ★16 Applied Music: students in the Conducting or Voice stream will complete this requirement in voice; students in the Keyboard stream will complete this requirement in piano; students in the Comprehensive stream may choose from a variety of solo instruments. Note: Consult Department of Fine Arts and Humanities for details.
- Choral and/or Instrumental Ensembles (★9-12):

### Music History and Literature, Music in Society (★18):

- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 224 - Medieval and Renaissance Music
- AUMUS 225 - Baroque and Classical Music
- AUMUS 226 - Romantic and Twentieth-Century Music
  
- AUMUS 322 - Rethinking Music: From Mozart to Madonna OR
- AUMUS 422 - Rethinking Music: From Mozart to Madonna
  
- AUMUS 330 - Selected Topics in Music OR
- AUMUS 430 - Selected Topics in Music

### Theoretical and Analytical Studies, Musicianship Skills (★21.5) credits:

- AUMUS 299 - Fundamental Keyboard Skills
- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 - Aural and Sight Singing Skills I
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 - Aural and Sight Singing Skills II
- AUMUS 263 - Aural and Sight Singing Skills III
- AUMUS 361 - Form, Analysis, and the Construction of Musical Meaning
  
- AUMUS 369 - Rethinking Music: From Modernism to Postmodernism OR
- AUMUS 469 - Rethinking Music: From Modernism to Postmodernism

### Additional Music Requirements

#### According to Major (★25.5):

In addition to the Core Music Requirements (★63.5) listed above, additional courses are required in each major:

**Piano:** [Augustana]

### Music History and Literature, Music in Society (★12):

- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 224 - Music from the Ancient to Baroque Eras
- AUMUS 225 - Music from the Classical Era to the Present Day
- AUMUS 369 - Popular Music: Analysis, Interpretation, Meaning

### Theoretical and Analytical Studies, Musicianship Skills (★24) credits:

- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 - Aural, Sight Singing and Keyboard Skills I
- AUMUS 231 - Lyric Diction I
- AUMUS 235 - Introduction to Conducting
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 - Aural, Sight Singing and Keyboard Skills II
- AUMUS 263 - Aural, and Sight Singing and Keyboard Skills III

### Music Education (★3):

- AUMUS 250 - Introduction to Music Education

### Additional Music Requirements (★25.28):

In addition to the Core Music Requirements listed above, additional courses are required in each stream. Students in the Keyboard and Voice streams have the option of completing a public recital in their 4<sup>th</sup> year of study:

- ★6: Additional applied credits in Piano.  
Note: Consult Department of Fine Arts and Humanities for details.
- 4.5: Music options.

**★3:**

- AUMUS 229—History of Piano Literature **OR**
- AUMUS 329—History of Piano Literature **OR**
- Applied Music credits drawn from Organ, Contemporary Piano, or Concerto.

**★12:**

- AUMUS 235—Introduction to Conducting
- AUMUS 238—Piano Pedagogy
- AUMUS 347—Chamber Ensemble
- AUMUS 447—Chamber Ensemble

**Voice: [Augustana]**

- AUMUS 235
- ★4.5: Music options.

**★6: Additional applied music credits in voice, taken from**

- AUMUS 397—Applied Music
  - AUMUS 497—Applied Music
- Note:**  
Consult Department of Fine Arts and Humanities for details.

**★3 from:**

- AUMUS 227—History of Vocal Literature **OR**
- AUMUS 327—History of Vocal Literature

**★3 from:**

- AUMUS 239—Vocal Pedagogy **OR**
- AUMUS 339—Vocal Pedagogy

**★6 from:**

- AUMUS 231—Lyric Diction
- AUMUS 335—Selected Topics in Music
- AUMUS 347—Chamber Ensemble
- AUMUS 447—Chamber Ensemble

**Comprehensive: [Augustana]**

- ★22.5: Music options. No more than ★15 from applied music and/or ensemble

**Comprehensive Stream:**

- AUMUS 236—Introduction to Choral Techniques, Literature and Interpretation
- AUMUS 238—Piano Pedagogy I
- AUMUS 239—Vocal Pedagogy I
- AUMUS 252—The Child Voice
- AUMUS 351—Music Education II
- AUMUS 356—Music and Wellness
- ★4: Additional applied credits. Note: Consult Department of Fine Arts and Humanities for details.
- ★3-6: Music options, depending on ensemble credits completed in the Core Music requirements.

**Conducting Stream:**

- AUMUS 236—Introduction to Choral Techniques, Literature and Interpretation
- AUMUS 239—Vocal Pedagogy I
- AUMUS 252—The Child Voice
- AUMUS 331—Lyric Diction II
- AUMUS 339—Vocal Pedagogy II
- AUMUS 351—Music Education II
- AUMUS 356—Music and Wellness
- ★4: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.
- ★0-3: Music options, depending on ensemble credits completed in the Core Music requirements.

**Keyboard Stream:**

- AUMUS 238—Piano Pedagogy I
- AUMUS 329—History of Piano Literature
- AUMUS 338—Piano Pedagogy II
- AUMUS 347—Chamber Ensemble
- AUMUS 351—Music Education II
- ★4: Additional applied credits in Voice. Note: Consult Department of Fine Arts and Humanities for details.
- ★3-6: Music options, depending on ensemble credits completed in the Core Music requirements.

**★3:**

- AUMUS 496—Performance Studies II **OR**
- Music options. Note: Consult Department of Fine Arts and Humanities for details.

courses. Note: A student interested in pursuing graduate studies in choral conducting is advised to register in AUMUS 236, AUMUS 239/AUMUS 339 and AUMUS 336.

**★3:**

- AUMUS 235 – Introduction to Conducting

**Non-Music Requirements (★33 minimum):**

**Non-Music Required Courses drawn from the Augustana Core: ★15**

**Foundations: ★3 from:**

- AUIDS 101 – Topics in Liberal Studies
- OR
- AUIDS 201 – Collaborative Learning

**Breadth: ★6 from:**

- AUENG 102 - Critical Reading, Critical Writing
- AUENG 103 – English Literature from the Romantic Period to the Present
- AUENG 104 – English Literature from the Middle Ages to the Romantic Period

**Engagement – Diversity and Global Studies: ★6**

- second language, with all credits from one language. Note: A Voice major student must include ★6 from AUGER 101, AUGER 102, AUGER 200, AUGER 201, AUGER 202.

**Non-Music Option Courses: ★21**

- When choosing non-Music options, the student is encouraged to select remaining

**Voice Stream:**

- AUMUS 239 - Vocal Pedagogy I
- AUMUS 252 – The Child Voice
- AUMUS 327 - History of Vocal Literature
- AUMUS 330 – Music for the Theatre
- AUMUS 331 – Lyric Diction II
- AUMUS 339 - Vocal Pedagogy II
- ★0-3: Music options, depending on ensemble credits completed in the Core Music requirements.
- ★4: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.

**★3:**

- AUMUS 496 – Performance Studies II
- OR
- Music options. Note: Consult Department of Fine Arts and Humanities for details.

**Non-Music Requirements (★30):**

**The Augustana Core: ★18**

The Augustana Core requirement is met by the completion of the following courses:

- AUIDS 101 - Topics in Liberal Studies
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

**Note:** All students must complete AUIDS 101. Bachelor of Music students may be granted permission to opt out of the remainder of the Augustana Core in order to explore other pathways of study. Students interested in this route should consult the Department of Fine Arts and Humanities for details.

**★6 from:**

- AUENG 102 - Critical Reading, Critical Writing
- ★3 from non-Music 200-level or 300-level Creativity and Culture: Text and Theory courses

**★6**

courses from the Augustana Core's Breadth of Knowledge and Engagement categories, unless pursuing a minor in another discipline or interdisciplinary area. Consult the Augustana Chart 1 Core Engagement Requirements and Classification of Courses for further details

- A maximum of ★12 in specialized professional courses is allowed in terms of non-Music options.
- A Voice major student must include AUDRA 144.

### **Additional Information for Students**

A student considering graduate studies in Music is encouraged to take option courses that examine cultural and critical theory.

A student considering graduate studies in Music should note that certain graduate programs require a reading knowledge of one or more of French, German, and Italian.

A student should prepare to pass the Keyboard Skills Proficiency Examination (KSPE) in their third or fourth year.

Senior music courses are often offered in alternate years only.

### **Program Recommendations**

#### **Recommended first-year program:**

- ★4-6: applied music.
- ★3: ensembles.

#### **★7.5:**

- AUMUS 160—Theoretical and Analytical Studies I
- AUMUS 162—Aural and Sight Singing Skills I
- AUMUS 170—Tuning In: An Introduction to Music

#### **★15-17 from:**

- AUENG 102—Critical Reading, Critical Writing
- AUENG 103—English Literature from the Romantic Period to the Present

- Any second language. Note: A Voice stream student must include ★3 in German.

- AUENG 104— English Literature from the Middle Ages to the Romantic Period
- second language, and/or non-Music options and/or

**Recommended second-year program includes:**

- ★4-6: applied music.
- ★3: ensembles.

**★15 from:**

- AUMUS 260— Theoretical and Analytical Studies II
- AUMUS 261— Theoretical and Analytical Studies III
- AUMUS 262— Aural and Sight Singing Skills II
- AUMUS 263— Aural and Sight Singing Skills III

**and ★6 from**

- AUMUS 224— Medieval and Renaissance Music
- AUMUS 225— Baroque and Classical Music
- AUMUS 226— Romantic and Twentieth-Century Music

**★3-6: non-Music option(s) or remaining credits from**

- AUENG 102— Critical Reading, Critical Writing
- AUENG 103— English Literature from the Romantic Period to the Present
- AUENG 104— English Literature from the Middle Ages to the Romantic Period
- or second language.

**Recommended third- and fourth-year programs include:**

**★8:**

- AUMUS 299— Fundamental Keyboard Skills
  - AUMUS 361— Form, Analysis, and the Construction of Musical Meaning
  
  - AUMUS 369— Retheorizing Music: From Modernism to Postmodernism
- OR**



<ul style="list-style-type: none"> <li>• AUMUS 469—Rethorizing Music: From Modernism to Postmodernism</li> </ul> <p>★3 from</p> <ul style="list-style-type: none"> <li>• AUMUS 322—Rethinking Music: From Mozart to Madonna <b>OR</b></li> <li>• AUMUS 422—Rethinking Music: From Mozart to Madonna</li> </ul> <p>★3 from</p> <ul style="list-style-type: none"> <li>• AUMUS 330—Selected Topics in Music <b>OR</b></li> <li>• AUMUS 430—Selected Topics in Music</li> <li>• All additional credits as specified under the Bachelor of Music requirements listed above</li> </ul>	
<p><b>Bachelor of Music</b></p> <p><b>I. High School Requirements</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>1. English Language Arts 30-1</li> <li>2. Three subjects from Group A or C</li> <li>3. A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission.</li> </ol> <p>Mathematics 30-2 is acceptable for admission as a Group C subject. Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission.</p> <p>For other approved 30-level subjects contact Augustana Faculty Prospective Student Office at <a href="http://www.ualberta.ca/augustana/programs/admissions">www.ualberta.ca/augustana/programs/admissions</a> or phone 1-800-661-8714.</p> <p><b>Additional Requirements</b> An audition and completion of music questionnaire are required. Contact the Augustana Faculty Department of Music at (780) 679-1532 by April 15 for Fall Term.</p>	<p><b>Bachelor of Music</b></p> <p><b>I. High School Requirements</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>1. English Language Arts 30-1</li> <li>2. Three subjects from Group A or C</li> <li>3. A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission.</li> </ol> <p>Mathematics 30-2 is acceptable for admission as a Group C subject. Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission.</p> <p>For other approved 30-level subjects contact Augustana Faculty Prospective Student Office at <a href="http://www.ualberta.ca/augustana/programs/admissions">www.ualberta.ca/augustana/programs/admissions</a> or phone 1-800-661-8714.</p> <p><b>Additional Requirements</b> An audition and completion of music questionnaire are required <u>for admission to the BMus program. All successful applicants will complete a general first year within the Comprehensive stream, and a further audition to specific BMus streams (Comprehensive, Conducting, Keyboard, and Voice) will take place at the end of the</u></p>

<p><b>II. Transfer Applicants</b> Refer to <a href="#">Postsecondary Transfer Applicants</a>, <a href="#">Bachelor of Music</a> and <a href="#">Postsecondary Applicants</a></p> <p><b>III. Nonmatriculated Applicants</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>English Language Arts 30-1</li> </ol> <p><b>Additional Requirements</b> An audition and completion of music questionnaire are required. Contact the Augustana Faculty Department of Music at (780) 679-1532 by April 15 for Fall Term</p>	<p><a href="#">first year of BMus study</a>. Contact the Augustana <a href="#">Fine Arts and Humanities Department</a> for further information.</p> <p><b>II. Transfer Applicants</b> Refer to <a href="#">Postsecondary Transfer Applicants</a>, <a href="#">Bachelor of Music</a> and <a href="#">Postsecondary Applicants</a></p> <p><b>III. Nonmatriculated Applicants</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>English Language Arts 30-1</li> </ol> <p><b>Additional Requirements</b> An audition and completion of music questionnaire are required <a href="#">for admission to the BMus program</a>. All successful applicants will complete a general first year within the Comprehensive stream, and a further audition to specific BMus streams (Comprehensive, Conducting, Keyboard, and Voice) will take place at the end of the <a href="#">first year of BMus study</a>. Contact the Augustana <a href="#">Fine Arts and Humanities Department</a> for further information.</p>
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**Augustana Faculty  
Proposed Admission Deadline Changes  
For Implementation in Fall 2021**

**CURRENT**

Admission			Readmission		Other Requirements
Application	Documents	Application	Documents		
<b>Bachelor of Arts, Bachelor of Management in Business Economics, Bachelor of Science, Bachelor of Science/Bachelor of Education (Secondary) Combined Degrees Program (Augustana)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	Residence Application - August 1 Music Questionnaire-BA <b>major and</b> minor in Music, BMgt minor in Music, BSc minor in Music, and BSc/BEEd minor in Music: Choral contact Augustana <b>Music Division</b> by March 15 (see Bachelor of Arts, Bachelor of Management in Business Economics and Bachelor of Science)
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission		Previous Students - November 15	Not applicable	Music Questionnaire-BA <b>major and</b> minor in Music, BMgt minor in Music, BSc minor in Music, and BSc/BEEd minor in Music: Choral contact Augustana <b>Music Division</b> by December 15 (see Bachelor of Arts, Bachelor of Management in Business Economics and Bachelor of Science)
Spring/Summer	No admission		No admission		
<b>Notes</b>					
1. All previously completed course work and course registration of current year.					
2. Final results of current year.					
<b>Bachelor of Music</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	Residence Application - August 1 Audition, Music Questionnaire - contact Augustana <b>Music Division</b>

		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			by March 15. (see Bachelor of Music)
Winter Term	No admission		No admission		
Spring/Summer	No admission		No admission		

**Notes**

1. All previously completed course work and course registration of current year.
2. Final results of current year.

**Special/Visiting**

Fall Term	August 1	August 15	August 1	August 15	
Winter Term	No admission		Previous Students - November 15	Not applicable	
Spring/Summer	March 1	March 31	March 1	March 31	

**PROPOSED**

Admission		Readmission			Other Requirements
Application	Documents	Application	Documents		
<b>Bachelor of Arts, Bachelor of Management in Business Economics, Bachelor of Science, Bachelor of Science/Bachelor of Education (Secondary) Combined Degrees Program (Augustana)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	Residence Application - August 1 Music Questionnaire-BA minor in Music, BMgt minor in Music, BSc minor in Music, and BSc/BEEd minor in Music: Choral contact Augustana <b>Department of Fine Arts and Humanities</b> by March 15 (see Bachelor of Arts, Bachelor of Management in Business Economics and Bachelor of Science)
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission		Previous Students - November 15	Not applicable	Music Questionnaire-BA minor in Music, BMgt minor in Music, BSc minor in Music, and BSc/BEEd minor in Music: Choral contact Augustana <b>Department of Fine Arts and Humanities</b> by December 15 (see Bachelor of Arts, Bachelor of Management in Business Economics and Bachelor of Science)
Spring/Summer	No admission		No admission		
<b>Notes</b>					
3. All previously completed course work and course registration of current year.					
4. Final results of current year.					
<b>Bachelor of Music</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	Residence Application - August 1 Audition, Music Questionnaire - contact Augustana <b>Department of Fine Arts and Humanities</b> by March 15. (see Bachelor of Music)
		High School applicant - March 15 (See Note 1)			

		August 1 (See Note 2)			
Winter Term	No admission		No admission		
Spring/Summer	No admission		No admission		

**Notes**

3. All previously completed course work and course registration of current year.
4. Final results of current year.

**Special/Visiting**

Fall Term	August 1	August 15	August 1	August 15	
Winter Term	No admission		Previous Students - November 15	Not applicable	
Spring/Summer	March 1	March 31	March 1	March 31	



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14 Jan 2020

Dr. Ardelle Ries, Director of Music  
University of Alberta Augustana Campus  
4901 46 Avenue  
Camrose, AB T4V 3B4

**RE: UAlberta Augustana BMus renewal**

Dear Ardelle,

On behalf of Choir Alberta, congratulations to you and your colleagues in the music division at Augustana on the renewal of the Bachelor of Music program. Augustana's music program, particularly in the area of choral music, has long set the bar with respect student opportunity and achievement on a small campus. Furthermore, the music division has offered an essential point of contact with the Camrose community, and its graduates have gone on to illustrious careers around the world as performers, music educators, music therapists, and arts managers. Without a doubt, Augustana's music program has played a key role in putting, and keeping, Augustana on the post-secondary map.

As ideas surrounding the study of music evolve, so must our programs of study. Thanks to your work and leadership, Augustana is positioning itself on the forefront in this regard, joining other innovative institutions such as the Sydney Conservatorium, USC Thornton School of Music, and Yale School of Music. We share your excitement with respect to the potential of Augustana's reworked music program and are keen to support you as the program is implemented.

Congratulations again on this significant accomplishment, and best wishes to you, your colleagues, and your students as you embark upon this exciting next stage of music at Augustana.

Sincerely,

Brendan Lord, DMus  
Executive Director

Mame Goehner  
President

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>Revised University of Alberta 2020-2021 Budget</b>
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**Motion I**

<p>THAT the General Faculties Council Academic Planning Committee, acting with delegated authority from the General Faculties Council, rescind the following motion, approved on February 26, 2020:          THAT the Academic Planning Committee, acting with delegated authority from the General Faculties Council, recommend that the Board of Governors approve the 2020-21 consolidated budget as set forth in Attachment 1 [of the original meeting material].</p>
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**Motion II**

<p>THAT the General Faculties Council Academic Planning Committee, acting with delegated authority from the General Faculties Council, recommend that the Board of Governors approve the revised 2020-21 consolidated budget as set forth in Attachment 1 [of this document].</p>
---

**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)
Presenter(s)	Gitta Kulczycki, Vice-President (Finance and Administration) Steven Dew, Provost and Vice-President (Academic)

**Details**

Responsibility	Vice-President (Finance and Administration) Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To propose an updated 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>On February 27, 2020, one day after APC had recommended the University of Alberta 2020-21 Budget for approval by the Board of Governors, the Government of Alberta tabled its 2020 budget. This budget focused again on expenditure reduction with an overall cut to the Campus Alberta Grant of 4.4%. The cut was applied differentially, with the University of Alberta shouldering a 10.7% cut (\$65.9M), which was significantly larger than the 5% reduction built into our assumptions. Therefore, the budget* had to be adjusted, and a new version is presented to you today.</p> <p>This is a challenging time for the University of Alberta as we respond to a much lower level of government support, while we continue to live in a time of unprecedented change and uncertainty.</p> <p>The COVID-19 pandemic and its impact on the Alberta and global economy has the potential to change our planning parameters and assumptions for future years significantly over the coming weeks and months. The budget for 2020-21 has been developed with reasonable assumptions and, if approved, we will move forward both on a note of caution and prudence and with a commitment to continued innovation and quality.</p>
Supplementary Notes and context	



Item No. 5

	<p><i>* Only the carried motion in relation to Item 5 – University of Alberta 2020-2021 Budget – on the February 26, 2020 General Faculties Council Academic Planning Committee (APC) agenda, is under consideration.</i></p> <p><i>The following motions are not under consideration (and therefore not impacted):</i></p> <p><i>1. THAT General Faculties Council Academic Planning Committee recommend that the Board of Governors approve the Tuition Proposal for Fall 2020 as outlined in the [relevant table in <a href="#">the Motions and Final Document Summary for February 26, 2020</a>]; and</i></p> <p><i>2. THAT the General Faculties Council Academic Planning Committee recommend that the Board of Governors approve the 2.67% overall increase of mandatory non-instructional fees for 2020-21, with the increase applied <i>Mandatory Non-Instructional Fees (MNIFs)</i> differentially to individual fees as follows [in the relevant table in the Motions and Final Document Summary for February 26, 2020]</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>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><u><b>Those who are actively participating:</b></u></p> <ul style="list-style-type: none"> <li>• Provost and Vice-President (Academic)</li> <li>• Vice-President (Finance &amp; Administration)</li> <li>• Vice-President (Facilities &amp; Operations)</li> </ul>
	<p><u><b>Those who have been consulted:</b></u></p> <ul style="list-style-type: none"> <li>• President’s Executive Committee - Strategic</li> <li>• Resource Planning</li> </ul>
	<p><u><b>Those who have been informed:</b></u></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Academic Planning Committee – March 18, 2020 Board Finance and Property Committee (recommendation) – March 25, 2020 Board of Governors (approval) – March 26, 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 Albertans.</p> <p>OBJECTIVE: 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" style="width: 100%;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Enrolment Management</td> <td style="width: 50%;"><input type="checkbox"/> Relationship with Stakeholders</td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders
<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders		

Item No. 5

	<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"/> 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> APC Terms of Reference	

1. University of Alberta 2020-21 Budget (25 pages)
2. University of Alberta 2020-21 Budget Presentation (27 pages)

*Prepared by:* Giovana Bianchi, Senior Administrative Officer, Finance and Administration  
([giovana.bianchi@ualberta.ca](mailto:giovana.bianchi@ualberta.ca))

# University of Alberta

## 2020-21 Budget



March 16, 2020

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## 1. Introduction

The University of Alberta's 2020-21 budget has been developed during a time of unprecedented change and uncertainty. The emergence of the COVID-19 pandemic is rapidly triggering a global economic downturn. Alberta is not immune from this; oil prices are dropping to levels not seen in years. Even before these recent developments, the province has been in the process of implementing significant fiscal restraint as it deals with the impact of ongoing deficits and increasing debt levels.

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.

On February 27, 2020, the Government of Alberta tabled its 2020 budget. This budget again focused on expenditure reduction with an overall cut to the Campus Alberta Grant of 4.4%. The cut was applied differentially with the University of Alberta shouldering a 10.7% cut (\$65.9M). The university's IMP grant was restored to its previous level of \$34.9M.

As the Government signaled in the October budget, work to implement the performance-based funding model is currently underway. Fifteen percent of the university's Campus Alberta grant in 2020-21 is at risk, relative to our performance on four metrics. The first year of the model sees the inclusion of a consolidated total expenditure target, an administrative expense ratio target, enrolment targets (domestic, international and indigenous students), and expectations regarding non-Alberta government research revenues. Failure to reach the targets within stipulated tolerances will result in a loss of funding, to be applied in the 2021-22 year. These metrics form part of an Investment Management Agreement to be signed between Alberta Advanced Education and each post-secondary institution. The plan is that each of these agreements will be finalized and signed by March 31; however, the emergence of COVID-19 in Alberta and all of the ensuing disruptions may yet cause that timeframe to change.

Future years will see the addition of more metrics, with more funding at risk. The amount will increase to 25% of the Campus Alberta Grant at risk for 2021-22 and to 40% at risk for 2022-23 and onwards.

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
<b>Revenue (including deferrals)</b>						
Government of Alberta grants	946,643	983,086	883,029	827,563	787,128	758,980
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	90,519	86,555	87,967
<b>Total revenue</b>	<b>1,965,498</b>	<b>1,977,075</b>	<b>1,880,585</b>	<b>1,871,496</b>	<b>1,867,877</b>	<b>1,881,200</b>
<b>Expense</b>						
Salaries	942,685	976,351	933,592	916,911	895,941	899,992
Employee benefits	184,786	199,075	207,875	198,992	199,196	203,380
Materials, supplies and services	276,808	298,588	285,888	288,450	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	95,881	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
<b>Total expense</b>	<b>1,842,210</b>	<b>1,939,326</b>	<b>1,897,271</b>	<b>1,870,511</b>	<b>1,867,659</b>	<b>1,880,111</b>
<b>Annual operating surplus (deficit)</b>	<b>123,288</b>	<b>37,749</b>	<b>(16,686)</b>	<b>985</b>	<b>218</b>	<b>1,089</b>
Impact of Future Benefit Liability	(19,424)	(26,233)	2,211	924	(1,756)	(1,879)
<b>Annual operating surplus (deficit)</b>	<b>103,864</b>	<b>11,516</b>	<b>(14,475)</b>	<b>1,909</b>	<b>(1,538)</b>	<b>(790)</b>

The 2019-20 Forecast is based upon figures and analysis completed in early February. Since that time, and particularly in March 2020 markets have and continue to experience significant headwinds associated with the COVID-19 pandemic and expectations of global economic impacts. As such, investment income may differ from the forecast number.

Government requires that the university has a balanced budget on a consolidated basis for the next year (in this case 2020-21). This requirement is found in legislation. (Post-Secondary Learning Act, Subsection 78(4): The board of a public post-secondary institution shall not submit a budget in which consolidated operating expense exceeds consolidated operating revenue unless the board has the written approval of the Minister to do so.)

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)	985
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
<b>Increase (decrease) in net financial assets</b>	<b>168,441</b>	<b>(38,234)</b>	<b>22,827</b>
<b>Net financial assets, beginning of year</b>	<b>1,166,052</b>	<b>1,334,493</b>	<b>1,296,259</b>
<b>Net financial assets, end of year</b>	<b>1,334,493</b>	<b>1,296,259</b>	<b>1,319,086</b>

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 represents a change 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		
<b>Revenue (including deferrals)</b>						
Government of Alberta grants	568,703	-	80,960	100,302	77,598	<b>827,563</b>
Federal and other government grants	21,159	-	167,609	19,269	-	<b>208,037</b>
Student tuition and fees	395,417	-	-	-	-	<b>395,417</b>
Sales of services and products	103,944	94,944	17,271	-	125	<b>216,284</b>
Donations and other grants	10,622	-	93,312	27,182	2,560	<b>133,676</b>
Investment income	20,000	1,276	48,279	-	20,964	<b>90,519</b>
<b>Total revenue</b>	<b>1,119,845</b>	<b>96,220</b>	<b>407,431</b>	<b>146,753</b>	<b>101,247</b>	<b>1,871,496</b>
<b>Expense</b>						
Salaries	681,341	21,106	163,588	-	50,876	<b>916,911</b>
Employee benefits	152,464	5,127	27,472	-	13,929	<b>198,992</b>
Materials, supplies and services	103,454	25,869	131,409	6,871	20,847	<b>288,450</b>
Scholarships and bursaries	45,977	1	76,940	-	11,817	<b>134,735</b>
Maintenance and repairs	30,812	25,377	4,398	35,176	118	<b>95,881</b>
Utilities	45,221	6,090	360	-	-	<b>51,671</b>
Amortization of tangible capital assets	53,435	15,742	-	114,694	-	<b>183,871</b>
<b>Total expense</b>	<b>1,112,704</b>	<b>99,312</b>	<b>404,167</b>	<b>156,741</b>	<b>97,587</b>	<b>1,870,511</b>
<b>Annual operating surplus (deficit)</b>	<b>7,141</b>	<b>(3,092)</b>	<b>3,264</b>	<b>(9,988)</b>	<b>3,660</b>	<b>985</b>
Impact of Future Benefit Liability	924	-	-	-	-	<b>924</b>
<b>Annual operating surplus (deficit)</b>	<b>8,065</b>	<b>(3,092)</b>	<b>3,264</b>	<b>(9,988)</b>	<b>3,660</b>	<b>1,909</b>

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).

Regrettably, as 70% of our operating expenditures relate to people, we have experienced a number of job losses from retirements, attrition and layoffs. Since the 2019-20 provincial budget was tabled in October through to year end March 31, 2020 we estimate a total loss of 400 jobs. Because faculties and academic support units had been anticipating funding reductions, almost half of these job losses were accommodated through reduced hiring. However, some layoffs could not be avoided.

The base reductions from 2019-20 are being addressed in the 2020-21 budget. In addition, the budget for the 2020-21 fiscal year reflects that the university's Campus Alberta Grant has been cut by a further 10.7% (\$65.9M). There were two components to the 10.7% reduction: the Campus Alberta Grant was cut by 8.9% (\$53.3M); in addition, the Government eliminated the funding for Targeted Enrolment Expansion (\$12.6M) while maintaining the university's requirement to keep those enrolments.

This brings the total ongoing cut to the Campus Alberta Grant to \$110.3M (\$44.4M + \$65.9M) to be addressed in the 2020-21 budget. The approach is as follows:

- \$65.6M is applied differentially to the faculties (based upon the new budget model results) offset by additional tuition revenues of \$21.1M that now flow directly to faculties. This brings the net reduction to the faculties to \$44.5M or 8.3%
- The academic support unit budgets are being cut on a differential basis by a total of \$34.2M, or 12.8%.
- The remaining \$10.5M will be addressed by an adjustment to investment income supporting the operating budget (discussed in the Investment Income section 2.1.1.4) and the use of other internal one-time sources.

As noted in the commentary in Section 2 Consolidated Budget, we have a legislative requirement to balance our consolidated budget. The magnitude of the cut applied to the University of Alberta's grant will entail a number of changes including substantial restructuring. Restructuring costs fit within the requirement to balance the budget; therefore the restructuring has to be somewhat deeper in order to recoup the restructuring costs and still balance the budget. This means that the full savings associated with restructuring may not be achieved until the following year (in our case 2021-22). For now, we have assumed those savings will be required to meet upcoming Campus Alberta Grant cuts. 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 8% in 2021-22 and 5% in 2022-23. 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 the decreases noted here.

In addition to all of the uncertainties already noted, the Government is considering requests from the post-secondary institutions (including the University of Alberta) to allow us to deficit finance restructuring costs. If approved, this will mitigate job losses. For now, the budget has been prepared following the legislative requirement to balance revenues and expenditures.

Aligning university operations with a much lower level of government funding 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 are imposing a hiring freeze.
- We are reducing staffing in administrative functions.
- 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 are revisiting service agreements with contractors, pushing for savings and reduced costs.
- We are reducing caretaking costs, moving to lower minimum required standards.
- We are deferring energy management program investments at least for 2020-21.
- We are looking to consolidate one or more library locations.
- We are deferring some capital projects funded from operating sources, at least for 2020-21.
- 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.
- 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 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 was allocated a 10.7% grant cut in 2020-21 which amounts to \$65.9M.

#### 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. The COVID-19 pandemic presents significant risk in international enrolments.

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-year (three-year in the case of the School of Business) 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

Given the budgetary challenge of responding to the rapid reduction in government funding, we have necessarily changed our approach to budgeting investment income. We had been pursuing a strategy of reducing the reliance of the operating budget on non-endowed investment income. There is sound rationale for doing so: recent market volatility is testament to the fact that it is risky to rely on market returns to fund base operating expenditures.

However, we also need to support the university's operations as much as possible in the face of the combined Campus Alberta Grant cut of \$110.3M announced in the October 2019 and February 2020 budgets.

For 2020-21, the budget for investment income to support operational expenditures has been increased to \$20 million, \$5 million more than the budgeted amount set for 2019-20. To the extent there are revenues realized in excess of this higher amount, this differential will be set aside to fund the required 17% reserve calculated on the underlying obligation (investment cost) of the funds invested to allow for market fluctuations. Any reserve we had will have been significantly reduced as a result of the March 2020 market downturns. 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 in each of the following two years has been set at \$15 million. This is somewhat higher than previous plans. These figures will be revisited as the next budget is prepared.

This altered approach will delay the introduction of the strategic initiatives fund by some years. The need for such a fund has never been greater: it would 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. Compensation

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.

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

We anticipate 635 job losses in 2020-21 (this is in addition to the 400 job losses in 2019-20). This number is predicated on the requirement that the university must balance its budget. A request has been made of the Minister to allow restructuring costs to be considered separate from the balanced budget requirement. If this request is allowed, the job loss figure would be reduced to 370 positions instead of 635, a difference of 265 jobs.

What does this mean? In an average year, approximately 150 staff and faculty retire from the University of Alberta. Given our budget reductions, the intent would be to collapse these positions wherever possible. This can't always happen: the university employs many people with highly specialized skills. For purposes of estimating job losses, we have assumed approximately half of these people must be replaced. What about other attrition? Given the tight economic environment in Edmonton, we expect voluntary attrition to be minimal. Regrettably this leaves many job losses to be realized through displacements.

#### 2.1.3.2. 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.

<b>Revenue</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Operating Grant	-10.7%	-8%	-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	\$20 million	\$15 million	\$15 million

Custom – international program-based tuition rates vary across programs



<b>Expenditures</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
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.

<b>Sensitivity</b>	<b>Amount</b>
Operating Grant (1% change)	\$5.5M
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 the year ending March 31, 2019
- 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	
<b>Revenue (including deferrals)</b>							
Government of Alberta grants	679,812	679,517	634,969	568,703	524,789	499,538	
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	20,000	15,000	15,000	
<b>Total revenue</b>	<b>1,204,532</b>	<b>1,191,162</b>	<b>1,147,962</b>	<b>1,119,845</b>	<b>1,102,707</b>	<b>1,110,622</b>	
<b>Expense</b>							
Salaries	701,822	720,496	700,709	681,341	659,745	663,627	
Employee benefits	139,944	151,718	162,236	152,464	152,376	156,377	
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	
<b>Total expense</b>	<b>1,096,811</b>	<b>1,157,331</b>	<b>1,143,051</b>	<b>1,112,704</b>	<b>1,102,710</b>	<b>1,115,859</b>	
<b>Annual operating surplus (deficit)</b>	<b>107,721</b>	<b>33,831</b>	<b>4,911</b>	<b>7,141</b>	<b>(3)</b>	<b>(5,237)</b>	
Impact of Future Benefit Liability	(19,424)	(26,233)	2,211	924	(1,756)	(1,879)	
<b>Annual operating surplus (deficit)</b>	<b>88,297</b>	<b>7,598</b>	<b>7,122</b>	<b>8,065</b>	<b>(1,759)</b>	<b>(7,116)</b>	

## 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. We have had to defer an annual investment in HUB residences of \$2.0M for 2020-21 given the magnitude of the university's grant cut and the requirement that we balance the budget. The following projects are in varying states of progress to, above all, improve our students' experience.

	<b>2019-20 Forecast</b>	<b>2020-21 Budget</b>	<b>2021-22 Projection</b>	<b>2022-23 Projection</b>
<b>Central Academic Building (Dining services)</b>	4,370	-	-	-
<b>Lister Complex</b>	11,863	32,225	27,063	13,349
<b>HUB Residences</b>	2,288	-	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	Projection	Projection
<b>Revenue (including deferrals)</b>						
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	100,996	104,925
Donations and other grants	10	-	-	-	-	-
Investment income	14	-	1,529	1,276	512	24
<b>Total revenue</b>	<b>91,500</b>	<b>94,838</b>	<b>95,175</b>	<b>96,220</b>	<b>101,508</b>	<b>104,949</b>
<b>Expense</b>						
Salaries	20,610	20,063	20,397	21,106	21,683	21,801
Employee benefits	4,503	4,352	4,778	5,127	5,415	5,594
Materials, supplies and services	29,190	23,470	23,216	25,869	27,128	27,355
Scholarships and bursaries	-	-	-	1	1	1
Maintenance and repairs	21,726	24,999	23,615	25,377	26,441	26,714
Utilities	5,525	6,956	6,583	6,090	5,755	5,869
Amortization of tangible capital assets	20,829	10,534	15,516	15,742	15,722	15,702
<b>Total expense</b>	<b>102,383</b>	<b>90,374</b>	<b>94,105</b>	<b>99,312</b>	<b>102,145</b>	<b>103,036</b>
<b>Annual operating surplus (deficit)</b>	<b>(10,883)</b>	<b>4,464</b>	<b>1,070</b>	<b>(3,092)</b>	<b>(637)</b>	<b>1,913</b>

## 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
<b>Revenue (including deferrals)</b>						
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
<b>Total revenue</b>	<b>432,589</b>	<b>426,889</b>	<b>403,430</b>	<b>407,431</b>	<b>411,724</b>	<b>416,100</b>
<b>Expense</b>						
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	-	-	-	-	-	-
<b>Total expense</b>	<b>396,294</b>	<b>432,237</b>	<b>400,193</b>	<b>404,167</b>	<b>408,430</b>	<b>412,777</b>
<b>Annual operating surplus (deficit)</b>	<b>36,295</b>	<b>(5,348)</b>	<b>3,237</b>	<b>3,264</b>	<b>3,294</b>	<b>3,323</b>

## 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
<b>Revenue (including deferrals)</b>							
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	-	-	-	-	-	-
<b>Total revenue</b>	<b>133,722</b>	<b>157,469</b>	<b>135,421</b>	<b>146,753</b>	<b>146,753</b>	<b>150,266</b>	<b>147,403</b>
<b>Expense</b>							
Salaries	-	-	-	-	-	-	-
Employee benefits	-	-	-	-	-	-	-
Materials, supplies and services	3,361	3,609	2,909	6,871	6,871	4,250	2,808
Scholarships and bursaries	-	-	-	-	-	-	-
Maintenance and repairs	32,897	40,618	46,174	35,176	35,176	36,034	29,716
Utilities	-	-	-	-	-	-	-
Amortization of tangible capital assets	111,570	116,411	115,993	114,694	114,694	115,986	117,266
<b>Total expense</b>	<b>147,828</b>	<b>160,638</b>	<b>165,076</b>	<b>156,741</b>	<b>156,741</b>	<b>156,270</b>	<b>149,790</b>
<b>Annual operating surplus (deficit)</b>	<b>(14,106)</b>	<b>(3,169)</b>	<b>(29,655)</b>	<b>(9,988)</b>	<b>(9,988)</b>	<b>(6,004)</b>	<b>(2,387)</b>

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.

In order to achieve a balanced budget for 2020-21, a number of operating-funded capital projects that had been planned for 2020-21 have necessarily been deferred to 2021-22.

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. The Infrastructure Maintenance Program returned to 2018-19 levels in 2020-21 (at \$34.9M). This is welcome given our significant accrued deferred maintenance.

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:

<b>Capital Budget: Revenue</b>				
<b>(\$000's)</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	<b>Forecast</b>	<b>Budget</b>	<b>Projection</b>	<b>Projection</b>
<b>Provincial Government Grants</b>				
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	-
<b>Subtotal</b>	<b>57,100</b>	<b>88,814</b>	<b>80,814</b>	<b>90,914</b>
Other Projects	35	-	-	-
<b>Total revenue</b>	<b>57,135</b>	<b>88,814</b>	<b>80,814</b>	<b>90,914</b>

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	-	-	-
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
Integrated Asset Management Strategy Projects <sup>1</sup>	1,400	3,700	557	-
<b>Subtotal</b>	<b>19,789</b>	<b>9,660</b>	<b>2,557</b>	<b>2,000</b>
Other Renovations	15,923	8,899	6,211	450
Infrastructure Maintenance Program (Maintenance)	10,462	16,617	27,266	27,266
<b>Total maintenance and repairs</b>	<b>46,174</b>	<b>35,176</b>	<b>36,034</b>	<b>29,716</b>

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	-
<b>Subtotal</b>	<b>49,208</b>	<b>124,595</b>	<b>109,861</b>	<b>82,685</b>
Other Capital Projects	11,396	5,659	1,507	-
Infrastructure Maintenance Program (Capital)	5,111	4,661	7,648	7,648
<b>Total tangible capital acquisitions</b>	<b>65,715</b>	<b>134,915</b>	<b>119,016</b>	<b>90,333</b>

## 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 <sup>1</sup>	2,000	4,000	346	-
South Campus Utility Infrastructure Upgrades	3,780	97	-	-
Other Capital Projects	344	-	-	-
<b>Total operating tangible capital acquisitions</b>	<b>18,515</b>	<b>12,116</b>	<b>546</b>	<b>-</b>
<b>Total tangible capital acquisitions</b>	<b>84,230</b>	<b>147,031</b>	<b>119,562</b>	<b>90,333</b>

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
<b>Revenue (including deferrals)</b>							
Government of Alberta grants	70,956	71,451	75,958	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	
Donations and other grants	13,463	14,303	2,448	2,560	2,679	2,805	
Investment income	17,773	20,730	20,067	20,964	21,512	22,090	
<b>Total revenue</b>	<b>103,155</b>	<b>106,717</b>	<b>98,597</b>	<b>101,247</b>	<b>101,672</b>	<b>102,126</b>	
<b>Expense</b>							
Salaries	56,665	52,576	48,898	50,876	50,925	50,976	
Employee benefits	12,867	14,384	13,389	13,929	13,933	13,937	
Materials, supplies and services	16,351	21,223	21,090	20,847	20,964	21,086	
Scholarships and bursaries	12,916	10,464	11,341	11,817	12,164	12,531	
Maintenance and repairs	95	99	128	118	118	119	
Utilities	-	-	-	-	-	-	
Amortization of tangible capital assets	-	-	-	-	-	-	
<b>Total expense</b>	<b>98,894</b>	<b>98,746</b>	<b>94,846</b>	<b>97,587</b>	<b>98,104</b>	<b>98,649</b>	
<b>Annual operating surplus (deficit)</b>	<b>4,261</b>	<b>7,971</b>	<b>3,751</b>	<b>3,660</b>	<b>3,568</b>	<b>3,477</b>	

## 3. Concluding Comments

This is a challenging time for the University of Alberta as we respond to a much 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 unprecedented change and uncertainty. The COVID-19 pandemic has the potential to change our planning parameters and assumptions significantly over the coming weeks and months. This budget has been developed with reasonable assumptions and we will proceed forward both on a note of caution and prudence and with a commitment to continued innovation and quality.