

BUDGET ADVISORY COMMITTEE

DRAFT OPERATING BUDGET PLAN FOR 2019-20

REPORT LVIII



March 1, 2019

The Budget Advisory Committee (BAC) was established by the President in 1992 to advise on budgetary matters. The BAC members do not serve as representatives of particular interests but are chosen for their knowledge and individual expertise. The Committee employs an open and consultative approach to budget discussions at the University. To date the BAC has issued fifty-seven reports related to the University's operating budget.

The current membership of the Committee includes:

Teri Balser (Chair), Provost and Vice-President, Academic

Ian Nason, Vice-President, Finance & Administration

Chris Moore, Dean of Science

Christopher Hartt, Associate Professor, Faculty of Agriculture

Michael Fournier, Associate Professor, Department of Classics

Eleanor Crowell, Director of Finance & Administration, Ancillary Services

Alex Rascanu, Student Member

Stacey Taylor, Student Member

The Committee's resource persons are: Susan Robertson, Assistant Vice-President, Financial Services – Susan Spence, Vice-Provost, Planning & Analytics - Claudia Rangel Jimenez, Chief Analyst & Director, Dalhousie Analytics – Mary-Ann Rowlston, Director, Budgets and Financial Analysis, Financial Services.

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Readers requiring further background and detail in addition to what is contained in this report should refer to the **Context Paper** released by the Budget Advisory Committee in January 2019 Context for the Development of the 2019-20 Operating Budget ([BAC Context Paper](#)).

I. INTRODUCTION

In early January, the Budget Advisory Committee (BAC) issued its first report for the 2019-20 fiscal year. The report, “Context for the Development of the 2019-20 Operating Budget”, provided information on the factors influencing a recommended operating budget for the coming year. A survey, open to all students, faculty and staff, was released concurrently with the report following which three forums were organized for those in the Dalhousie Community to discuss a range of influencing factors and provide feedback to the attendees. The BAC also met with members of the Dalhousie Student Union executive to listen to concerns and suggestions from the student perspective.

The Committee appreciates the input received, and while there are often divergent views and opinions on many of the key factors influencing University operations, the discussion is both healthy and helpful in allowing the BAC to shape the budget plan for next year.

The principles that guide the development of the annual Operating Budget plan are:

- the operating budget is aligned with Dalhousie’s mission and strategic priorities; and
- recommendations are transparent;
- the operating budget must be financially sustainable; and
- the operating budget must be balanced

The BAC strives to ensure the budget is financially responsible while advancing strategic priorities and allowing for innovation in all areas of the University.

The sections that follow describe in some detail the financial challenge we face, and how Dalhousie’s budget is organized and resourced to support our mission of teaching (and learning), research and service to the community. Importantly, this report addresses input received through engagement with students, faculty and staff on budget elements and presents the rationales and recommendations on each of these elements. The BAC is committed to facilitating greater understanding of the operating budget for the Dalhousie Community.

Finally, this report includes recommendations on a balanced budget for 2019-20. (Appendix A is the detailed budget model including line by line descriptions.)

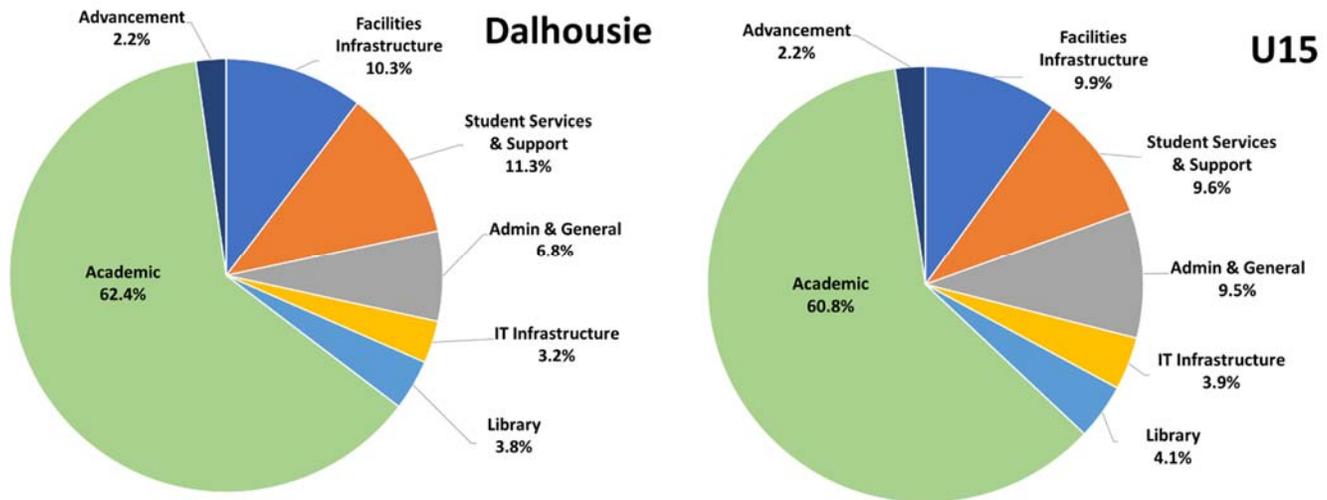
II. BACKGROUND

The operating budget supports the day-to-day operations of the University which include teaching, research and service to the community. The operating budget makes up 70% of University financial activity and is supported by revenue from two primary sources: tuition and the provincial government operating grant. The other 30% of university expenditure relates largely to sponsored research. Research grants and contracts are held by individual faculty members and are supported by external funders such as the federal government. Research funds are used at the discretion of the faculty members and for the prescribed purpose outlined by the grantor. As these funds cannot be used to support day-to-day university expenditures they are not considered in this report. Further information on the University funds (operating, auxiliary, capital, research and special purpose) and background on governance in relation to the budget are provided in Appendix B.

The University operating budget includes expenditures in several major categories as follows:

- Direct support for individual Faculties (e.g. faculty and staff salaries and benefits, cost of teaching materials and lab supplies)
- Central support for the University mission
 - Research support (e.g. research services, research centres)
 - Teaching support (e.g. classroom and information technology, CLT, innovation incentives)
 - Student support (e.g. student wellness (physical and mental), career counseling/student success, student advising, athletics and recreation, scholarships, bursaries, and student employment)
 - Libraries, which supports research, teaching and students (e.g. space, staff, holdings, acquisitions)
 - Faculty of Graduate Studies, which supports research, teaching and students (e.g. staff, graduate support)
 - Other support functions and central costs (e.g. human resources, financial services, alumni and fundraising, environmental health and safety, sustainability)
 - Infrastructure and facilities (e.g. utility costs such as heat and electricity, cleaning and maintenance costs, information technology infrastructure and support, building, classroom and lab renovation, maintenance and upgrade costs.)
- Support for University strategic direction and priorities (e.g. Equity, Diversity and Inclusion initiatives, research, strategic enrolment management)

The following charts provide a breakdown of university expenditures and a comparison with other universities nationally.



Source: Canadian Association of University Business Officers (CAUBO) Financial Information of Universities and Colleges 2016-17, Statistics Canada. (most recent data available)

Dalhousie allocates resources in a similar way to its U15 comparators (a group of research-intensive Canadian Universities) spending 62% of its budget in academic areas (Faculties, including Graduate Studies and Continuing Education).

Operating budget expenditures increase annually and are influenced by inflation, the need to provide appropriate financial support for students within an environment where tuition continues to rise, cost pressures to recruit and retain high quality faculty, the escalating costs of information technology infrastructure and service, and the cost to maintain aging facilities.

As indicated in the budget paper released by the BAC in January, “Context for the Development of the 2019-20 Operating Budget” the primary budget challenge that we continue to face as a university is that operating expenditures increase at a faster rate than revenues, creating a gap that must be addressed by increasing revenues and / or reducing expenditures. In addition to closing the gap, the University must also allocate resources to advance the University’s mission through strategic priorities and initiatives.

Through the University’s budget process, the community has an opportunity to be informed and to contribute to the development of the operating budget. This draft report deliberately focuses on the input received from campus and includes recommendations to develop a balanced budget. The section that follows considers the input received from campus through budget forums, surveys and written feedback received.

III. RESPONSE TO INPUT

Following the 2019 round of budget forums and analysis of survey input, it is clear that there is a wide range of opinions about how operating funds should be allocated. Below are the dominant themes that emerged, and our plans for addressing them. These came largely from the survey (qualitative comments) and input from forums and other means.

1. Physical infrastructure

The most significant amount of input received, from students and faculty and staff, was related to physical infrastructure of the University including classrooms, classroom technology, information technology and the state of repair of various buildings. There was also contrasting feedback that less attention should be paid to facilities and more to Academics.

“I have designed my courses with active learning. Recently my class size has grown and so no longer fits into the classroom I use (LSC240) this is the only classroom over a 100 seats that works with active learning. We can't be good teachers without good spaces to teach in.” - Dalhousie faculty / staff

“The Killam library desperately needs an upgrade if not a rebuild. It is one of the most heavily used buildings on campus, yet it is sadly neglected, with the bathrooms falling apart and the ceilings leaking.” - Dalhousie faculty / staff

“The Sexton campus needs some money spent on refreshing the classrooms. Most of our rooms have damaged fixtures, torn drapes and are just generally incredibly worn down. We also need increased AV/Classroom support on Sexton.” - Dalhousie faculty / staff

“I'm a physio student and the Forrest building is quite old. It gets cold and drafty on the colder days and is way too hot with 60+ of us on the warmer days ... Additionally, the projectors and audio systems in Forrest 309 & 415 are sketchy at best and could use upgrades.” – Dalhousie student

“The LSC is a very depressing building to work in; damaged and stained flooring, leaks, wall stains, and unpainted cement walls. When I go to meetings in the Rowe building it is like stepping into another world.” - Dalhousie faculty / staff

“I think there have been great strides in facilities renewal in the last 10 years that were needed. We must now turn our attention to programs, faculty and research” - Dalhousie faculty / staff

“Faculty renewal to support students is the most important thing above and beyond facilities, technology or other student resources” - Dalhousie faculty / staff

Response:

The state of university facilities impacts the life of students, faculty and staff in their day to day work and study life. Their experience varies greatly depending on whether they are working in a state-of-the-art lab or in an older building with water issues or studying in the Killam library contrasted with the relatively new Collaborative Health Education building.

Dalhousie has \$371 million in deferred or current maintenance costs (as last reported in 2017), and the BAC aims for a facilities renewal budget of \$22.8 million to address maintenance of facilities across 162 buildings on four campuses. These funds are insufficient to meet current maintenance and do not address the larger deferred maintenance costs. The funds are used for interior work such as classroom renovations, and work on building envelope and systems such as roof and window replacements, exterior facade and brick work, heating, ventilation, electrical and plumbing upgrades as well as lab safety requirements to name a few. In order to continue to work to keep Dalhousie’s facilities and building in shape, funding must continue to be a priority.

The renewal and upgrade of technology infrastructure also continues to be a challenge. There are increasing demands for network and wireless service. Network equipment is aging and beyond expected life spans. Students, faculty, and staff are demanding more, and further investment is required. Cyber security is an important area that needs continued focus.

Classroom renovations were highlighted as one of the top priority areas in the survey by both students and Faculty and staff. Appropriate spaces to teach and learn in are important to Dalhousie and the BAC recognizes that funding must be prioritized for this area.

The BAC notes that although there is a continued need to improve buildings, much gets accomplished through the budget allocated to facilities renewal each year. Examples of projects completed or in progress over the last few years include classroom renovations (HA19 in Architecture, Ondaatje Hall seating upgrade, furniture and technological upgrades in Scotia Bank Auditorium, Haley, Cox and Banting), heating loop upgrade for Henry and Seymour Street houses, CRC renovation and new HVAC for C-115, Hicks brick/stonework and window upgrades, and fume hood upgrades in various areas.

Upcoming projects planned include classroom projects (room C338 in LSC, room 3157 in Dentistry, and rooms 25 and 32 in Banting), renewal of elevators in Forrest and Weldon Law, Building J roof replacement, brick and window work in Boulden, Hancock and Sheriff Hall, and upgrade of electrical transformers in Dunn and H Building and replacing 5 air handlers in Dentistry.

The feedback received indicates that parking continues to be an issue. Solutions to parking are not simple and are generally costly. The suggestions and comments that were received will be forwarded to the appropriate responsible unit for consideration of options and alternatives.

The BAC notes a need to clarify funding arrangements for new building projects. New projects are funded primarily through a combination of donor contributions, new revenue streams, government contributions

and cost savings. A small portion of funding for new buildings is provided from the existing facilities renewal budget to address specific and related deferred maintenance items. Funding plans are reviewed by the Board Capital Projects and Facilities Committee for recommendation to the Board of Governors.

2. Student Experience and Support

Another theme that emerged was related to student experience at Dal, and support for student well-being. Students expressed interest in attention (and funding) for student advising, mental health, and opportunities for experiential learning in addition to other areas. There was significant feedback related to accessibility and Equity Diversity and Inclusion issues.

There is also concern about issues like graduate student stipends, student experience in the classroom, and student hunger. Finally, the question was raised about the impact of increased numbers of students (e.g. international and PhD) on the overall campus experience (appropriate student supports, crowding, parking, housing etc.)

“Older buildings need to become accessible! Also mental health services needs more money. The same-day walk in appointments are a great addition, however, getting ongoing support is almost impossible. There needs to be many more psychologists and counsellors available for ongoing therapy.” – Dalhousie student

“We cannot consider ourselves an inclusive educational setting if we do not provide the proper supports needed for students with learning difficulties and disabilities. – Dalhousie faculty/staff

“Focus on core services that affect most students - that is, quality of teaching, library space, wifi, etc. Special interest groups and lobby groups will always want more for their niche area but please focus on the average student. – Dalhousie student

“Would like to see more investment in DAL AC’s entrepreneurial club - Cultiv8. After participating this fall I see great potential for the emerging program. This campus hosts a lot of bright individuals with little influence on how to market and apply skills in agricultural business. This program compliments the degrees offered on campus. – Dalhousie student

“With increasing tuition, it is important to support students that may be struggling financially, either by providing bursaries and scholarships or providing services to help them find jobs and balance their work and schooling. Resources to help with job searching is one of the things that I feel is very lacking on campus.” – Dalhousie student

“I think support for remote learning would be beneficial. Living on the peninsula is expensive and school is expensive so being able to take classes or learn online is really helpful.” – Dalhousie student

“better financial support for graduate students (or recruit fewer of them).” – Dalhousie student

“I would like to see some of the current services offered to students, in general, go toward mental health and wellness supports tailored for graduate students. My understanding is this sort of initiative would require additional resources directed toward Physical and Mental Health Services.” Dalhousie faculty/staff

“Dalhousie University should support students (with innovative programs that will assist with the student experience and retention of students; this might be financial aid and/or programming).” – Dalhousie faculty/staff

“I do want to emphasize the deeply troubling pattern of this University accepting International Students who do not have sufficient English comprehension. The University is setting these students up to fail ...There is little to no supports for these students once they arrive here, and part of this is the completely inadequate mental health services on campus.....This is increasing the likelihood that these students commit academic integrity offences and are overall not academically successful.” – Dalhousie student

Response:

The University is committed to our students and their success. The feedback highlights that student expectations include a high-quality experience and programming both inside and outside the classroom. Students are more mobile and have more educational options available to them than ever before and Dalhousie must provide appropriate programming and services to meet student interests and needs in order to be able to attract and retain them. This includes continually assessing and improving physical and mental health services, advising, writing and career counselling, and options for experiential and online learning.

As a priority, the University seeks to remove barriers to learning for current and potential students. One of the four pillars to the Universities Equity, Diversity and Inclusivity strategy focuses on Student Access and Success. Although there is much work ahead, progress in this area includes improving supports in Counselling and the Student Success Centre for underrepresented and marginalized groups as well as work on social justice initiatives.

The issue of students using the foodbank regularly is also of specific concern. Through a partnership with the DSU, the Provost has launched the Dal Hunger Partnership, an initiative to look at ways to address food insecurity and hunger issues on campus. This may be of particular interest to graduate students, and is slated to be addressed as part of our larger concerns with grad student experience and stipend equity.

The level of graduate student support is determined by Faculties; and graduate student stipends are funded from a variety of sources, but predominately from research grants of faculty members. Graduate student stipends are outside of the recommendations of the BAC, but the feedback received from campus will be shared with Deans.

Dalhousie also recognizes and is working on a plan to remove barriers to individuals with disabilities, consistent with the Accessibility Act of 2016. The act extends not just to buildings and facilities but other areas that limit access. The need in this area is extensive and will require significant investment to make progress. The University is actively seeking funding to support this important initiative.

The issue of appropriate supports for PhD students and international students is critical to our success as an institution. The University is in the process of developing a Strategic Enrolment Management plan. The plan will not only explore our capacity for increased undergraduate student numbers, but also our capacity to increase PhDs. The BAC recognises the need for funding to be available to ensure that undergraduate and graduate student experience and supports are addressed.

The recommendations in this report include allocation of funding for strategic initiatives focused on student experience.

3. Faculty Budget Allocations and Faculty Renewal

Faculty budget allocations, and numbers of faculty appointments are a common area of discussion. There were concerns related to the number of tenure track faculty members, workload and the need for faculty renewal. A specific concern was that in some cases, with the increase in enrollment over

time, class sizes have increased along with workload associated with teaching. There were also concerns about the ability to replace retiring faculty, and feedback that too much of the University budget is allocated to areas other than the Faculties.

“I have been really disappointed in the past by the way Dalhousie has failed to support departments in the arts by not making funds available for faculty renewal. In particular, the departments of Classics and History deserve better. I would love to see Dalhousie make a commitment to hiring more tenure track faculty across the arts and social sciences, and to reduce the reliance on underpaid/overworked part time instructors.” – Dalhousie student

“At some point there has to be a recognition that budget cuts have to stop to faculties. If all units across the campus suffer the same cut, fine, but it has not been equitable over the past several years. There seems to much money spent on administrative initiatives and less on the student experience (teaching resources (people, equipment and space) and research (graduate student resources).” – Dalhousie faculty / staff member

“Most of the friction points in my day-to-day are related to workload, either my own or others who I work with. If we replaced faculty as they left, I feel this would be much less of an issue.” – Dalhousie faculty / staff member

“We need to focus on recruitment of young dynamic faculty members who will continue to drive innovation and teaching/research excellence across the university.” – Dalhousie faculty / staff member

Response:

The concerns about Faculty budget allocations and faculty appointments are discussed together in this section as they are related. Decisions related to numbers of appointments, workload and managing and replacing retirements are a key element of a Faculty’s academic plan to be managed by the Dean within the resources allocated. 62% of the University budget is allocated to the Deans to manage the direct costs of the Faculties (including faculty salaries). This allocation is similar to that of other U15 Universities.

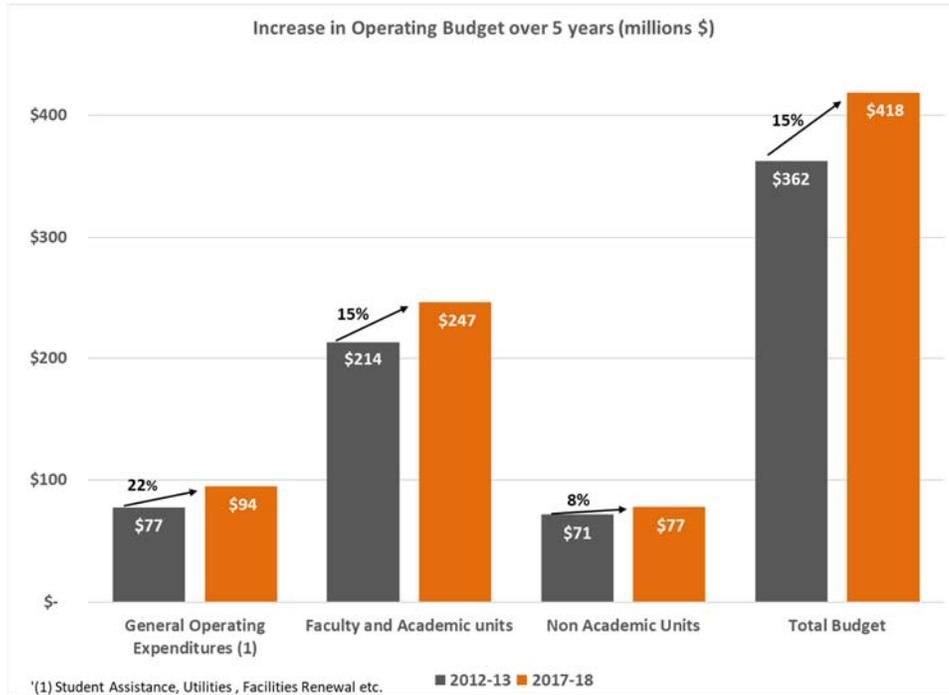
Appendix D provides information on the current makeup of faculty. The following are some factors relating to the data:

- While continual faculty renewal is important to drive teaching and research excellence, the current state of faculty renewal varies by Faculty and depends on a variety of context specific factors such as recent enrolment changes, faculty demographics, etc.
- Many Faculties have been successful in increasing the number of full-time appointments from what were previous limited term appointments. Tenure track appointments have increased by 7% since 2016.
- The end of mandatory retirement in 2009 has led to faculty members continuing to work past age 65, and as a result the number of new hires are limited. Nine years after the end of mandatory retirement almost 10% of faculty (88 faculty) continue to work beyond age 65. There has been a concomitant decrease in the percentage of faculty members under 44.
- The University has been successful in increasing the number of faculty appointments in equity seeking groups and must continue to focus efforts in this regard.
- The Dalhousie Diversity Faculty Awards (DDFA) and Canada Research Chairs (CRC) hiring have both resulted in net new Faculty positions at the University.
- The most recent collective agreement provided an allocation of resources for faculty renewal through retirements.

As noted above, the responsibility to manage faculty appointments rests with the Dean. The BAC does not directly influence this but acknowledges that this is a complex area.

There is a common misconception that faculty budgets decrease each year. In fact, overall Faculty budgets *increase* in the vicinity of 3.0 to 3.5 % every year. However, expenditures increase every year, and revenues are not sufficient to fully fund all expenditures for all aspects of the University. As a result, Faculties and units do not receive funding to cover their full cost increase. A gap is left that must be addressed internally. Faculties and units do so in varying ways.

Nevertheless, as shown below, overall Faculty budget allocations have increased over the last 5 years:



The BAC does acknowledge that although Faculty budgets increase annually, there is pressure on Faculty spending power as the centrally allocated budget is unable to fully cover increased expenditures.

Over the last three years the BAC has prioritized minimizing the portion of the cost / expenditure gap left to Faculties and units to address. It has gone from 2.4% to 1.5%, and this year the BAC recommends that it be lowered to 0.5%. This will be a continuing priority where annual revenue to the University is adequate to allow it. This recommendation along with estimated Enrolment Related Budget Allocations and compensation increases will mean the overall budget for direct costs in Faculties will increase by 3.7% in 2019-20.

Finally, the BAC recognizes that there are many activities that fall to individual Faculties to address in concert with central support, such as allocation of funds for international student advising. We are seeking to ensure optimisation of funding allocation between central and faculty services.

4. Strategic Investment and Innovation

The feedback included both general comments on Strategic Investment and Innovation as well as on specific areas where individuals felt the University should be investing. Particular feedback related to supports for research including graduate students and innovative teaching and learning technology. There was also specific but mixed feedback about investing in the University’s Equity, Diversity and Inclusion strategy.

“It would be great to have more innovation funding to better sustain initiatives when they have proven to be effective in relation to the university’s strategic direction.” – Dalhousie faculty / staff member

“Some portion of the SIF money should be assigned specifically to provide incentives for collaboration between faculties/units. Units should be encouraged to take (moderate) risks and innovate.” – Dalhousie faculty / staff member

“Keep being innovative with education to all walks of life or abilities.” – Dalhousie student

“It is time for Dalhousie to commit substantive funding to EDI. This (EDI) should be a budget line. Our future - if one truly reviews population dynamics juxtaposed with Dal equity student, faculty, staff recruitment/retention, as well as initiatives and programming depends on our widening the 'pool'. We now have EDI policies and strategic plans - we have limited resources dedicated to implementation. If gains are to be made, substantive investments must also be made.” – Dalhousie faculty / staff member

“Our investment focus should ideally be in the teaching and learning realm. . . physical environment, technology, high quality and progressive and engaging teaching.” – Dalhousie faculty / staff member

“If we want to be taken seriously as a U15 institution, we MUST do better on funding PhD and research-based Masters students. We are at a competitive disadvantage given the lower levels of provincial support ... but we need to do better. Our balance of PhD students to Research-based Masters students to Course-based Masters students is completely wonky for a research university.” – Dalhousie faculty / staff member

“Attracting and supporting high quality graduate student is a priority. Good graduate students are crucial for advancing research and teaching activities. Unfortunately, without sufficient support from the university, we are unable to compete against other U15 universities for top talents, especially international graduate students.” – Dalhousie faculty / staff member

“Faculties need basic support that is currently not provided. For example, we are the only U-15 university that does not have access to key databases for research in our field. it is embarrassing.” – Dalhousie faculty / staff member

“Dal needs to advance to the next level of digital delivery. We lag far behind other universities in digital investments and, there fore, capacity and know how” – Dalhousie faculty / staff member

Response:

Annually, the University budget has provided base funding for Strategic Investment and Innovation to support key initiatives in support of the University mission. The funds are allocated to initiatives that we believe will have a positive impact on teaching and learning, service, research, partnerships and reputation, infrastructure and support. In recent years such funding has been limited to less than 1% of the budget. Feedback indicates that the University should continue to prioritize funds to allow for innovative ideas and university priorities to be fostered through deliberate investment.

For example, Equity, Diversity and Inclusion (EDI) is a critical area of strategic focus, intended to improve campus climate by creating a culture where we all truly belong. Although there were differing opinions on investment in this area, the University will continue to advance and support this work. Achieving Dalhousie’s EDI priorities calls for:

- Acknowledging systemic power and privilege, and looking at resourcing to enhance access, opportunity and success of historically underrepresented members of a group (equity).
- Achieving a university community that reflects differences across multiple and intersecting dimensions of identity (diversity).
- Creating a feeling or experience of engagement with and across diverse communities (inclusion).

The realization of these goals is a work in progress, and there are many new things on the horizon, such as the recently received Indigenous Strategy, the forthcoming African Nova Scotian Strategy, and the

upcoming recommendations from the Lord Dal Panel on Race and Slavery. The BAC believes that funding allocated to strategic initiatives is a priority.

Other priorities for strategic investment in 2019-20 include:

1. Research productivity and support for PhD students. Graduate students are an important contributor to research. A review has commenced to evaluate the best model for assessing PhD fees with a goal of addressing misconceptions surrounding cost, impacts on recruitment and removal of barriers to international students. A review of master's fees will also be undertaken. At this time, the BAC is recommending that the same fees be charged to international and domestic PhD students, and an equalization of tuition across enrolled years.

Priorities surrounding graduate student mental health support and professional development for graduate students will also be supported.

2. Dal online and digital delivery. Enhanced access to learning, whether physical, geographical, or financial is an important part of our commitment to the province and surrounding communities. Strategic funds might support further development of online learning or experiential learning initiatives as identified in the original 100 Days of Listening (2013), and comments provided in the 2018 BAC survey.
3. Student support focused initiatives. The funds could be used to advance issues related to student hunger, student mental health, and other priorities as discussed in the Student and Support section of this report.

5. Administrative Costs /Staff Concerns

There was feedback that the University spends too much on non-Academic personnel and that there is too much senior administration. Staff members also voiced concerns that they feel left out and that their workload is too high. More specifically there are health and wellness, and career and skills development concerns raised by staff.

“There is a lot of attention given to research and international initiatives but it would be beneficial to the university to provide more supports for the staff (clerical/administrative/facilities) who keep the university running - instead of just paying lip service perhaps those in the upper levels of Dalhousie could recognize our hard work and dedication to the university and students.” – Dalhousie faculty / staff member

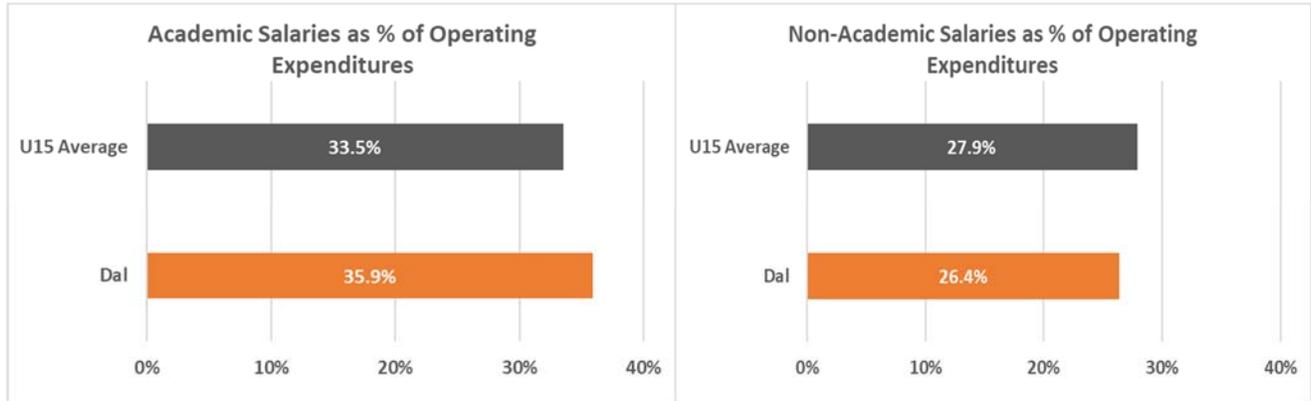
“There are many humans who are wonderful 'resources' at Dalhousie, but because of the system of advancing being what it is, it is difficult for people to reach their potential. Why not have HR support people in their development...” – Dalhousie faculty / staff member

“Staff Education/training opportunities” – Dalhousie faculty / staff member

“To (sic) much money is going to administration, who are constantly inventing new policies and procedures that interfere with the prime responsibility of education to a standard, and research that is relevant” – Dalhousie faculty / staff member

Response:

The following two charts show how Dalhousie’s spending on Academic and Non-Academic staff compare to other U15 universities. Dalhousie spends a greater percentage on academic salaries compared to its peers and a lesser percentage on Non-Academic Salaries.



Source: Canadian Association of University Business Officers (CAUBO) Financial Information of Universities and Colleges 2016-17, Statistics Canada. (most recent data available)

Academic salaries do not include senior Academic leadership. In fact, it is important to note that senior leadership is not the same as general administrative staff. The salaries of all senior administrative appointments (individuals reporting to a Vice-President, the Provost or the President) total 1.7% of total operating expenditures for the University.

While there was feedback that new administrative policies divert faculty from teaching and research, the reality is there are many more legal requirements and regulations than ever before. Such requirements originate from provincial and federal sources, and extend to human resources, environmental health and safety, and research and ethics. Information technology alone has resulted in significantly more complexity in administrative areas in support of the University mission.

Through strategic priority 5.7 (Improve the effectiveness and efficiency of administrative and operational processes aligned with our academic mission) work has begun to review administrative processes. Two processes that are currently being revamped are the Graduate Student Payment process and the travel claim process which will be made electronic over the coming year.

Finally, staff often feel left out and under appreciated. Human Resources continues to work on excellent programming and opportunities for career development, and health and wellness initiatives and to acknowledge staff.

6. Cost/Affordability for Students

The issue of cost and affordability is raised frequently by students, and in numerous ways. Concerns about tuition increases are foremost on many people’s minds.

“The price of tuition is very high, and I do not feel that the education I am receiving is worth the money I am spending. Where is my money going?” – Dalhousie student

“Reduced tuition fees for all students, including international students.” – Dalhousie student

“Please stop increasing tuition and spending money on things which benefit a small number of students, like the athletics centre, new residences, or international student programmes. The vast majority of students do not/cannot use these resources, and it is a waste of our money.” – Dalhousie student

“With increasing tuition, it is important to support students that may be struggling financially, either by providing bursaries and scholarships or providing services to help them find jobs and balance their work and schooling.” – Dalhousie student

“If tuition continues to rise at a 3% increase per year, will we reach a point where education is no longer affordable/attractive? An increase in scholarships and bursaries is certainly helpful, but not a long term solution.” – Dalhousie faculty / staff

Response:

Increasing tuition is a genuine concern for students. Yet, because tuition is a key revenue source supporting the budget, the University is constrained if it does not increase tuition fees. As reported in the BAC’s January report, tuition and government grants are the two major revenue sources that contribute 90% of the revenue that supports the operating budget. In the absence of sufficient government operating support that adequately covers annual costs increases, there is little choice but to increase tuition.

There are several reasons why students object to tuition increases. Some object to any increase in price, arguing that tuition should be reduced, as education should be supported by government. Others raise concern with personal financial planning for increases and others are concerned overall with affordability for students having lesser financial means.

While the first point can only be addressed through a change in public policy, the University can address the latter two by ensuring communication to students as they are admitted, setting the expectation of regular annual tuition increases throughout their programs to allow students appropriate information for financial planning. The BAC is also recommending additional funding to student financial support to address students with financial issues and to address other barriers to access.

There was also comment about wanting to know more about what students get for the tuition they pay. The BAC hopes that the breakdown in section one of this report on pages 1 and 2 will provide more detailed information on how tuition dollars are spent in support of the University mission. Tuition revenue supports 40% of total operating budget expenditures and covers a portion of expenditures which include direct costs in Faculties such as faculty compensation as well as other central supports for the University’s mission (e.g. infrastructure and facilities, library costs, and student services and supports).

Points to Note:

The current Memorandum of Understanding (MOU) with the Province of Nova Scotia limits annual tuition fee increases to 3% for Nova Scotia students in all programs except Medicine, Dentistry, Law and Graduate Programs. Each year the BAC reviews tuition fees at comparable institutions locally and nationally. These surveys are included in appendix F. Dalhousie tuition for undergraduate international students are very low compared to other universities, whereas our domestic fees are relatively high.

The following table provides information on tuition increases over the last 10 years using Undergraduate Science as an example. There has been a steady increase in fees, but less so than U15 comparators.

Comparison Undergraduate Science Fees Over Time

	<u>2007-08</u>	<u>2018-19</u>	<u>Annualized Increase</u>
Canadian students	\$ 6,840	\$ 8,667	2.4%
Nova Scotia students	\$ 6,340	\$ 7,384	1.5%
U15 average	\$ 4,555	\$ 6,379	3.6%
International students	\$ 14,100	\$ 18,177	2.6%
U15 average	\$ 14,911	\$ 31,415	10.1%

For Canadian students, Dalhousie fees are higher than other U15 Universities. There has been some improvement over the last 11 years as fees have not increased as much over the period. For Nova Scotia students, the comparison is more favourable as Nova Scotia students benefit from an automatic provincial bursary of \$1,283 (for full time student). International undergraduates at Dalhousie pay significantly less than they would at other Canadian Universities.

IV. BUDGET RECOMMENDATIONS FOR 2019-20

Overall, it isn't possible to address every need. The following comment from the BAC survey addresses the approach the BAC must take in developing budget recommendations. The BAC must consider all the feedback and make recommendations for a balanced budget that will serve Dalhousie in 2019-20 and into the future:

“University budget is a balancing act. We need to invest in faculty renewal, increase their start-ups to attract talents, invest in infrastructure to be competitive and promote innovation, and invest in student’s experiential learning so that we remain unique.” – Dalhousie faculty / staff

There are trade-offs, and choices that must be made. For example, the current budget model is based on a need for constant enrolment growth (and thus increasing tuition revenue) to offset rising costs and declining governmental support. Enrolment increases do not necessarily come with sufficient funding to cover the costs, and the cost of taking additional students varies from Faculty to Faculty. In addition, given Canadian demographics, increases in enrolment are made up increasingly of international students, resulting in additional need for student advising and support.

Overview of Projected Revenues and Expenditures for 2019-20 compared to 2018-19

	\$ Millions		
	2018-19 Budget	2019-20 Budget	Increase (Decrease)
REVENUES			
N.S. Government Grants	217.2	219.2	2.0
Tuition ⁽¹⁾	169.7	184.2	14.5
Other Revenues	41.5	43.8	2.3
	428.4	447.2	18.8
EXPENDITURES			
Faculties and Service Units ⁽²⁾	333.3	344.1	10.8
Student Assistance	34.2	35.9	1.7
Energy, Water, Taxes and Insurance	22.6	23.5	0.9
Facilities/Campus Renewal	29.5	30.6	1.1
Strategic Initiatives ⁽³⁾	1.9	5.3	3.4
Information Technology Infrastructure	2.4	3.2	0.8
Other Costs	4.5	4.6	0.1
	428.4	447.2	18.8

(1) Includes an enrolment increase experienced in 2018-9 and a further enrolment increase projected for 2019-20.

(2) Unfunded costs of \$1.48 million are included in the Faculty and Service Unit line.

(3) In 2018-19 the Strategic Initiatives budget was \$3.15 million. \$1.1 million has been distributed to Faculties and Units year to date as base funding in 2018-19 and the fund is being increased to \$5.3 million in 2019-20.

Recommendations:

Through the budget recommendations the BAC seeks to ensure the budget is financially responsible while advancing strategic priorities and allowing for innovation. The BAC has reviewed the budget in a comprehensive fashion and considered the feedback from the campus community in making the recommendations. The budget recommendations below are grouped in response to the six categories of input from the previous section.

Infrastructure and Facilities

There was a significant amount of feedback from the campus on the state of University information technology and facilities infrastructure. Increasing the budget allocation in this area continues to be a priority. There is a need to improve classrooms, address accessibility issues and continue to advance infrastructure and cyber security. The BAC makes the following recommendations:

1. **An additional \$1 million be provided for facilities renewal, with a commitment to review and develop a long-term funding plan during 2019-20.** (see budget model line 14)
2. **For the third year, the BAC renews the recommendation to increase base investment of \$600,000 targeted for IT network capacity and infrastructure requirements to bring the commitment for network renewal to \$3 million.** (see budget model line 16)
3. **An additional \$200,000 investment will be targeted for Banner, Dalhousie's enterprise management system, consistent with the project approved by the Board of Governors.** (see budget model line 16)

Student Experience and Support

Students expect a high-quality experience inside and outside the classroom. This requires the University to continue to assess services to ensure they consider student needs and to allocate funding as possible. The BAC makes the following recommendation but believes that the recommendations under Infrastructure and Facilities, Faculty Budget Allocations and Student Support are all also consistent with student concerns.

- 4. \$500,000 is allocated specifically for strategic investment and initiatives related to specific initiatives focused on student experience.** (see budget model line 13b)

Faculty Budget Allocations and Faculty Renewal

Through this budget plan it is estimated that Faculty budgets will increase by an average of 3.7% in 2019-20 after considering compensation increases, and the estimated Enrolment Related Budget Allocation of \$1.5 million. The BAC has also determined that Faculties require additional resources to meet the demand of supports and services related to the increase in the number of international students.

- 5. Funding of \$700,000 be allocated to Faculties and units to provide support for the recent growth in international students.** (see budget model line 8dii)
- 6. It is estimated that Faculty and Unit costs will increase by an average of 3.7% in 2019-20. The BAC is recommending funding of 3.2% leaving Faculties and Units to address the 0.5% gap internally.** (see budget model line 8diii)

The BAC notes that this is an improvement in funding for Faculties compared with the previous three years.

Strategic Investment and Innovation

The BAC continues to recommend funding be allocated to support the University's strategic priorities and innovation and this is consistent with the advice from campus. Priorities for 2019-20 will include the cost of operationalizing some of the EDI work to date, priorities related to graduate students, as well as online and experiential learning. The BAC has also made a specific recommendation to support the libraries collection budget.

- 7. The BAC has allocated funding of \$4.8 million for Strategic Investments and Initiatives in 2019-20. Of this increase, \$1.8 million will only be allocated provided upon realization of the tuition revenue forecast related to projected enrolment increases in 2019-20.** (see budget model line 13a)
- 8. Additional funding of up to \$200,000 for 2019-20 and the next two years, will be allocated to the Library to be used to augment the collections budget.**

Administrative Costs/Staff Concerns

The BAC makes no specific budget recommendations in this category but notes Service / Support units will also be required to address a 0.5% gap between increased costs and budgets allocated in 2019-20 (see recommendation 6 above).

Student Support and Student Fees

As discussed in this report, tuition is a key source of revenue supporting the budget. Although students are naturally concerned about tuition fee increases, the University is constrained if it does not increase tuition. Without a change in public policy, tuition fees will need to continue to increase.

The campus community identified supporting students who require financial aid as important. It is also a priority for the University to reduce barriers to access for students and necessary for recruiting new students.

International students at Canadian Universities pay higher tuition than Canadian students. As described in the BAC 2018-19 budget plan and in the 2019-20 Budget Context Paper (excerpts in Appendix G), undergraduate international students at Dalhousie pay significantly less than the average at other Canadian Universities. For Dalhousie to remain competitive it must be adequately resourced to improve programming and support for students and increase Dalhousie's research competitiveness.

The BAC has considered international tuition and recommends increasing international tuitions as follows:

- Increase fees gradually over the next 4 years to the average of comparators so that impact on enrolment can be monitored.
- Apply increases only to new students entering in the Fall of 2019.
- The additional increases will not apply to graduate students in thesis programs.

The recommendation will mean that tuition for international undergraduate students will increase by an average of 8.1% per year resulting in an increase of \$1,480 in 2019-20 and the next 3 years for a total increase of \$5,900. The BAC also acknowledges that Dalhousie must improve university supports for international students so they can be successful and has made a recommendation to support Faculties in this regard (see recommendation 5 above).

The BAC has also reviewed the tuition fee model for PhD students with a goal to improving transparency and comparability to fee structures at other Universities. Overall, the recommended approach provides the same revenue to the University Operating Budget. The BAC is recommending:

- International and domestic PhD students be charged the same fee.
- The tuition fee will be the same for each year of the student's program (eliminate the continuing fee).
- The annual fee for 2019-20 will be reduced to \$6,147 and applied across all PhD programs.
- Impacts across Faculties will vary, and the BAC recommends close monitoring at a Faculty level to identify possible improvements going forward.

The BAC makes the following recommendations in relation to tuition fees and student assistance.

- 9. The BAC recommends a \$500,000 increase in student assistance for 2019-20.** (see budget model line 9a)
- 10. In 2019-20, a 3% tuition fee increase be implemented for domestic and international student tuition across all programs.** (see budget model line 2c)
- 11. In 2019-20, and for the next three years, the tuition for international undergraduate students and international Masters students in non-thesis programs will increase by an average of 8.1% (in addition to the 3% increase in recommendation 10). This increase will apply to students beginning programs in the Fall of 2019.** (see budget model line 1d)
- 12. For all domestic and international PhD students entering in the Fall of 2019:**
 - Tuition will be charged at a rate of \$6,147.
 - The continuing fee will be eliminated.
- 13. Apply a 3% increase in the auxiliary fee for facilities renewal from \$92.20 to \$94.90 per term. This increase will directly support facilities renewal.** (see budget model line 5)

V. NEXT PHASES OF THE 2019-20 BUDGET DEVELOPMENT AND APPROVAL PROCESS

This report includes recommendations on the Operating Budget Plan for 2019-20. In addition to gathering input from stakeholders on University priorities, the BAC analyzed operating revenue sources, expenditure pressures and strategic investments for 2019-20. The committee continues to monitor the balance of resources across the University and considered multi-year goals for specific allocations to allow for more predictable planning (Strategic priority 5.3 - Integrated Multi-Year Planning).

Readers requiring further background and detail in addition to what is contained in this report should refer to the Context for the Development of the 2019-20 Operating Budget issued in January 2019.

Tuition and student fees recommendations go to the Board for approval in April. The University's operating budget goes to the Board for approval in June. The University's annual operating budget and financial reports are available on the website at dal.ca/budget.

The BAC welcomes feedback from the University community on budget matters. Written feedback should be sent to BAC@dal.ca.

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Dalhousie University
Operating Budget Revenue and Expenditure Model

Assumptions	2019-20
Government Grant Change	1%
Tuition Revenue	
General Fee Increase (Per current MOU)	3%
Additional increase NEW undergraduate International students	Average 8.1%
Enrolment Change	see below
Facilities Renewal fee Increase	3%
Budget Gap Addressed by Faculties and Units	0.5%
Nova Scotia Bursary	No Change
Compensation Provision	per agreements and estimates
Library Acquisitions	2%
Non Salary Inflationary Increase	2%

	2018-19 Approved Budget	Recommendations and Estimates	2019-20 Projection
REVENUES - INCREASE(DECREASE)			
1. Government Funding			
a) Operating Grant: Labour & Advanced Education	193,728	1,937	195,665
b) Scholarship and Bursary Program Grants	11,205	-	11,205
c) Facilities/Space Grant	1,000	-	1,000
d) Other Government Grants - Enrolment Expansion	11,298	-	11,298
Total Government Funding	217,231	1,937	219,168
2. Tuition revenues	169,650	-	169,650
a) 2018-19 Enrolment Change	-	6,850	6,850
b) 2019-20 Forecasted Enrolment Change	-	1,800	1,800
c) Fee increases	-	5,300	5,300
d) Additional Increase International students	-	630	630
Total Tuition Revenue	169,650	14,580	184,230
3. Endowment Income	27,605	1,928	29,533
4. Operating Interest Income	3,150	200	3,350
5. Facilities Renewal Student Fee	3,433	103	3,536
6. Federal Research Support Fund Grant	7,339	-	7,339
TOTAL REVENUES - INCREASE (DECREASE)	428,408	18,748	447,156
EXPENDITURES - INCREASE (DECREASE)			
8. Faculty and Unit Budget Allocations			
a) Compensation*			
i) Salary and Benefit Costs	314,491	8,574	323,065
b) Non-Salary*	46,941	1,315	48,256
c) Faculty/Unit Revenue	(36,100)	-	(36,100)
d) Budget Unit Adjustments (provision)			
i) ERBA adjustment	-	1,500	1,500
ii) International Supports	-	700	700
iii) Budget Gap to be addressed	-	(1,480)	(1,480)
e) Library Acquisitions	7,966	169	8,135
Total Faculty and Unit Budget Allocations	333,298	10,778	344,076
9. Student Financial Assistance and Employment supported by:			
a) Operating Budget	11,625	500	12,125
b) Endowments	11,401	1,198	12,599
c) NS Scholarship and Bursary Programs	11,205	-	11,205
Total Student Financial Assistance and Employment	34,231	1,698	35,929
10. Operating costs - new Buildings	-	137	137
11. Energy, Water, Taxes and Insurance	22,590	900	23,490
12. Equipment and Furniture Allocation	2,418	48	2,466
13. Strategic Allocations			
a) Investments and Initiatives	1,895	2,905	4,800
b) Specific Student Focused Initiatives	-	500	500
14. Facilities Renewal	22,839	1,000	23,839
15. Campus Renewal - Long term debt/rent	6,662	133	6,795
16. Information Technology	2,424	800	3,224
17. Contingency	1,900	-	1,900
18. Retire Agricultural Campus prior year grant shortfall	151	(151)	-
TOTAL EXPENDITURES - INCREASE (DECREASE)	428,408	18,748	447,156
SURPLUS (SHORTFALL)	-	-	-

** Net of recoveries

Notes to 2019-20 Budget Model

These notes have been prepared to provide further background on the nature of the revenues and expenditures included in the model and any estimates or assumptions for the 2019-20 budget.

REVENUES

Government Funding (Line 1)

Line 1 includes the provincial operating grants from the Province of Nova Scotia, as well as program expansions (line 1d) and targeted grants (line 1c).

The budget plan assumes that Dalhousie's operating grants will be increased by \$1.94 million (1%) in 2019-20. The current Memorandum of Understanding with the Province of Nova Scotia expires March 31, 2019.

Also included in Line 1 b are two provincial grants which provide direct bursary and scholarship support to students. Directly offsetting expenditures are on line 9 c. The Nova Scotia Bursary Program provides \$8.19 million in support to reduce the cost to Nova Scotia Students through an automatic bursary. The province also supports graduate students through \$3.02 million from the Nova Scotia Graduate Scholarship Program.

Tuition Revenues (Line 2)

This line includes all tuition revenues. Changes in tuition revenues are generated by enrolment changes and fee rate changes:

(a) 2018-19 Enrolment Increase: The \$6.85 million in increased revenue on this line is a result of increased enrolment in 2018-19.

(b) 2019-20 Enrolment Increase: The budget plan assumes an increase in enrolment in 2019-20 over 2018-19 resulting in additional revenues of \$1.8 million. The Operating Budget plan for 2019-20 includes further discussion of this item.

(c) Tuition Fee Rates: The budget plan for 2019-20 (line 2c) assumes annual increases in tuition fees of 3% (\$5.3 million) as permitted by the current Memorandum of Understanding (MOU) with the Province of Nova Scotia and as recommended in this report.

(d) Additional Increase New Undergraduate International Students: The budget plan for 2019-20 (line 2d) assumes an average increase of 8.1% for all new international undergraduate and non-thesis masters students at Dalhousie. Further details about this increase are described in the 2019-20 Operating Budget Plan.

Investment Income (Line 3 and 4)

Endowment expenditures from the University's 1400 plus individual endowments are funded through earnings from the endowment investment program. In 2019-20 endowment spending will increase by \$1.9 million to support student assistance, academic chairs and salaries, library and research. This increase is based on a combination of new gifts, increased spending in existing endowments and in endowment management fees. Line 3 includes the investment income required to support expenditures for the 2019-20 year. The 2018-19 and 2019-20 endowment expenditures are included in the budget lines as follows:

	2018-19	2019-20
Compensation Costs -Line 8a	7,691	7,864
Library Acquisitions - Line 8e	244	259
Student Assistance -Line 9	11,401	12,599
	<u>19,336</u>	<u>20,722</u>
Non-Salary- Line 8b		
Endowment Management Expense	3,400	3,500
General and Research Support	4,869	5,310
	<u>8,269</u>	<u>8,810</u>
Total Endowment Revenues and Expenditures	<u>27,605</u>	<u>29,533</u>

Line 4 includes operating interest income. The University invests short term cash flows which provides interest income to support the University operating budget. Operating interest income is projected to increase by \$200,000 based on projected cash flows and interest rates earned through investments managed in accordance with the University's Expendable Funds Policy.

Student Fee for Facilities Renewal (Line 5)

The student fee for Facilities Renewal is recommended to increase by 3% and supports increased facilities renewal expenditures in line 14.

Federal Research Support Fund Grant (Line 6)

This line includes the grant received from the Federal Government to support the indirect costs of research. It is estimated that the 2018-19 operating budget included \$44.9 million in costs such as lighting, heating and maintenance for research space, salaries for staff that provide technical or administrative research support, cost of regulatory requirements such as training costs for workplace health and safety, and the costs associated with intellectual property. Further information on the program and detail on the types of expenditures can be found on the Office of Research Service website.

Funding for the program in 2019-20 has not been confirmed.

EXPENDITURES**Faculty and Service Unit Budget Allocations (Line 8)**

This section includes the components of the budget allocations to Faculty and service units. Faculty and Unit budgets are expected to grow overall by 3.2% (\$10.78 million) in 2019-20. This figure is net of the unfunded costs increases described below.

Compensation (Line 8a): The budget model includes the estimated costs of progression increases (CDIs, steps, etc.), scale, pension adjustments, and benefit increases for all employee groups.

This line also includes endowment supported expenditures and increases in endowment support in 2019-20 (see breakdown in line 3 above)

(This budget line is shown net of direct salary and benefit recoveries.)

Non-Salary Expenditures (Line 8b): This line includes University expenditures for all costs that are not related to compensation within Faculty and unit budgets. Costs include program supplies, materials and contracted services. The budget model includes a general inflationary increase of 2% for most components of the non-salary budget except where indicated below. The model also includes increased endowment allocations (see line 3 above for breakdown) resulting in an overall increase of 2.8%. (This budget line is shown net of direct cost recoveries).

Faculty and Service Unit Revenues (Line 8c): This line includes other revenue sources that are managed by Faculties and other Units. In Faculties, examples include revenue from auxiliary fees, full cost recovery programs, and extended learning and farm revenue in Truro. Other revenues included in this category are the student services fee, application fees, Kings transfer for teaching services and revenue from services provided to external parties.

Budget Unit Adjustments (provision) (Line 8d): The following items are adjustments that will be made to Faculty and service unit budgets once the final budget plan for 2019-20 is established.

Enrolment Based Budget Adjustment (ERBA) (Line 8 d i): ERBA is the annual adjustment to Faculty budgets based on year over year changes in enrolments. The adjustment approximates 60% of the change in tuition revenue generated by the change in enrolments. The overall change across all Faculties is estimated to be \$1.5 million for 2019-20. Calculations will be completed by Dal Analytics in April.

International Supports (Line d ii): This line includes a portion of the international revenue growth for allocation to Faculties and Units most impacted by the demands of support and services related to growth in international student enrolment.

Unfunded cost increases (Line 8d iii): It is estimated that Faculty and Unit costs will increase by an average of 3.8% in 2019-20 model, but budget allocations will only increase by 3.3% leaving Faculties and Units to address the 0.5% gap internally.

Library Acquisitions (Line 8e): This line includes the costs of library acquisitions including electronic media. The budget model assumes a 2% increase in 2019-20.

Student Assistance (Line 9)

The budget plan for 2019-20 includes student assistance totaling \$35.9 million. Lines 9 a and b are operating and endowment student assistance expenditures totaling \$24.7 million. Operating support for scholarships and bursaries has increased by \$500,000. Endowment supported scholarships will increase by \$1.2 million in 2019-20. Lines 9c is student assistance programs that are fully funded through grants from the Province (see line 1b above). The model makes no assumption about change in the current program structure for the Nova Scotia Bursary Program in 2019-20. The program currently provides full time Nova Scotia Students with an automatic bursary of \$1,283 applied against tuition.

Operating Costs- New Buildings (Line 10)

Costs of operating University buildings are included in other lines of the budget model. This line includes the estimated additional costs of utilities, cleaning and maintenance for the IDEA project (Emera IDEA Building and the Design Building on Morris Street) which opened part way through the year.

Energy, Water, Taxes and Insurance (Line 11)

Line 11 includes estimated costs for natural gas, biomass electricity, water, tax and insurance for University buildings. It also includes annual payments on projects funded through related energy savings until the project costs are retired. This line includes an estimated net increase of \$900,000 or approximately 4% in 2019-20 based on pricing of natural gas, other utilities and normal consumption patterns as well as estimated insurance and civic tax costs. There is an increased exposure to variations in natural gas market prices. Dalhousie will continue to explore opportunities to limit uncertainty in pricing.

Equipment and Furniture Allocation (Line 12)

Line 12 is a central pool of funding which is allocated to Faculties and service units to support teaching and equipment purchases. An inflationary increase of 2% has been included in line.

Strategic Investment and Initiatives (Line 13)

This pool of funding is allocated to Faculties and other budget units by the Provost Committee to support new initiatives in support of the University's mission. Further commentary on this item is included in the 2019-20 Operating Budget Plan.

Facilities Renewal (Line 14)

The budget model assumes a \$1.0 million increase in the budget for Facilities Renewal. There is further commentary on this item in the Operating Budget Plan. This includes the increase in the student fee (line 5) for Facilities Renewal of \$103,000.

Campus Renewal – Long term (Line 15)

This line includes the costs of debt service and rental requirements for University space. The budget model assumes an increase in the cost of leased space in 2019-20.

Information Technology (Line 16)

This line includes a \$800,000 increase for information technology infrastructure as described in the report.

Contingency (Line 17)

This line is the annual allocation for contingency items. The budget is currently set at less than 0.1% of the total operating budget.

UNIVERSITY ROLES IN RELATION TO THE BUDGET

The President is responsible to the Board for the University operating budget. Through its reports, the Budget Advisory Committee makes recommendations to the President on the operating budget that reflect the current priorities of the University. The BAC deliberations are grounded in the context of the medium and longer-term objectives of the Board and of the University's Strategic Directions. The BAC process has been in place since 1992. The Terms of Reference for the BAC are set by the President and are attached (page 2).

The BAC is responsible for engaging with faculty, staff, and students to better understand priorities and the impact of budget choices on those priorities. The role of the BAC is then to balance the benefits and burdens of budget choices and make recommendations to the President that will enable progress on our shared goals.

Committee members are selected based on their knowledge of the University and do not serve as representatives of particular interest groups.

Faculty deans and service unit heads are accountable to meet their budget targets by finding efficiencies, increasing revenue, reviewing programs and other means to achieve their academic plans within the context of the University Strategic Priorities.

Dalhousie University
Budget Advisory Committee
Terms of Reference

1. The President is responsible to the Board of Governors for preparing the University operating budget.
2. The Budget should be informed by:
 - University Mission Statement
 - Board policies regarding:
 - Deficits
 - Compensation
 - Other
 - Enrolment trends (and management)
 - Available revenues
 - Government
 - Fees
 - Other (fund-raising, sale of services, etc.)
 - Longer term academic plans as determined by Faculties and Senate
 - Required service level
 - Financial Strategy Committee objectives
 - Available data, statistics, program and unit review
 - Co-operative arrangements with other institutions
3. The President should establish a Budget Advisory Committee (BAC), whose task is to advise on budget allocations for the upcoming fiscal period and subsequent fiscal periods, and also to recommend multi-year funding directions by unit (unit "level" e.g. Faculty, and service unit).
4. The BAC will advise the President of significant disparities or imbalances between and among unit budgets and recommend remedial adjustments.
5. The BAC will develop the appropriate mechanisms for seeking input from and engaging in dialogue with academic and support units, and with Senate and its committees, for identifying and assembling data and statistics, and for formulating its recommendations.
6. The BAC will respond to requests for advice from the President on the budgetary implications of pursuing alternative program and service strategies, staffing levels, enrolment targets, etc.
7. The BAC will review, and recommend changes as appropriate to, existing budget mechanisms (e.g. ERBA, Non-Space Capital allocation formula, Budget Carry-Forward Policy, research overhead distribution, faculty and staff turnover savings, etc.)
8. The Budget Advisory Committee shall be composed as follows:
 - Vice-President (Academic) and Provost
 - Vice-President (Finance and Administration)
 - Three additional members, one member each from Senate, Deans and administrative Directors (which includes Heads of major academic support units). These three

additional members shall be appointed by the President from a list of two nominees provided by each of the groups.

- One member appointed by the President.
- Two students appointed by the President in consultation with the Dalhousie Student Union and the Deans.

The President shall appoint the Vice President (Academic) and Provost as Chair.

The nominees should be selected on the basis that they have a good general knowledge of the University and will not act as advocates for particular programs or special interest groups.

The length of term of appointments, normally 3 years, governed by the desirability to achieve a staggered turn-over pattern; members are eligible for a single re- appointment .

The BAC members do not serve as representatives of particular interests.

9. Meeting material and discussions are considered confidential and are not to be shared. There may be particular subjects where feedback from others is requested and Committee members will be specifically advised of those instances.
10. Senior advisors to the BAC will be the Assistant Vice-President, Financial Services, the Director of Budgets and Financial Analysis, the Executive Director of Dalhousie Analytics, and the Vice-Provost Planning. The BAC may consult with others as it deems appropriate.
11. Once the proposed budget has been finalized by the President, it will be presented to the Senate for comment and to the Board of Governors through its Operations Committee for approval.

FUND ACCOUNTING AT DALHOUSIE UNIVERSITY

The University's internal reports and budgets are prepared on a fund basis, encompassing our major activities. Separate budgets and funds are set up for fund activities, with each fund comprised of its own revenues and expenses. Fund accounting enhances budgetary controls, accountability and reporting throughout the University. The University maintains six Fund categories: Operating, Ancillary, Endowment, Capital, Research and Special Purpose.

Operating Fund

The Operating Fund encompasses the day-to-day revenue and expenditures required to operate the University, and to carry out the Academic mission. Government grants, tuition revenue and other general revenues support operating expenditures. Budget allocations to Faculties and Major Service and Support Units are based on Budget Advisory Committee recommendations.

Ancillary Fund

Ancillary units provide important services to the University community and are segregated from the core functions of teaching and research. The ancillary operations include Student Community Services (residence life and housing), Food Services, the Bookstore, the Dalhousie Arts Centre and Dalplex.

Endowment Fund

University operations are supplemented by the University's over 1,400 endowment funds. Endowments support student bursaries and scholarships, research, library materials and services and academic chairs and salaries. The funds must be spent according to the terms of the individual endowments as established by the donors.

Capital Fund

The Capital Fund accounts for funds received and expended on property, plant and equipment, which have a use into the future. Capital reserves are funds set aside by the University to support future costs of large-scale capital upgrades or replacements and are included in the Capital Fund.

Research Funds

Research Fund expenditures are supported by revenues which are restricted for the purposes designated by the funders and sponsors. These funds cannot be used to support operations. Researchers managed 3,490 segregated research grant and contract accounts in 2017-18.

Special Purpose Funds

Special Purpose Fund expenditures are supported by revenues which are restricted for the purposes established by contributors. In 2017-18 there were 960 special purpose accounts utilized for a variety of purposes including annual giving, conferences, service and lab accounts, and joint projects with contributions from external parties.

Financial reporting at Dalhousie requires that there are transfers between the funds. There are three main categories of interfund transfers as follows:

1. Transfers for Provision of Service such as:

- Cleaning, repairs & maintenance, security, and steam costs charged to the Ancillary Fund from the Operating Fund
- Printing and audio-visual costs are incurred by Service & Support Units in the Operating Fund and charged to other funds

2. Transfers to Capital Related to Assets such as:

From the Operating Fund include:

- Facilities Renewal and Faculty / Unit sponsored projects
 - Debt payments
 - Purchase of assets (e.g. equipment, library acquisitions)
 - Capital replacement (e.g. heating plant, farm equipment)

From the Ancillary Fund include:

- Facilities Projects (e.g. student residence improvements)
- Debt payments

From Research and Special Purpose Funds include:

- Capital contributions received
- Renovation Projects (e.g. research labs)
- Purchase of Assets (e.g. lab equipment)

3. Transfers to Research such as:

- Transfers for faculty startups and research support funded from Faculty Operating Fund accounts

FEEDBACK FROM THE CAMPUS COMMUNITY

Introduction

The BAC seeks feedback from all students, faculty and staff across campus. Campus members can attend Budget forum sessions, complete the survey or send comments in via email at bac@dal.ca.

Budget Forums

Budget forum workshops were held on January 22, 2019, January 24, 2019, and February 7, 2019 to obtain input from students, faculty and staff on priorities for the BAC to consider in the development of the 2019-20 budget recommendations with 34 individuals joining in person and 91 views online.

The following are highlights from the budget forum workshops. Detailed notes from the sessions are attached.

- 1. Tuition / Fees & Enrollment (domestic and international)**
 - a. Move to U15 average for international tuition
 - b. Provide support to international students (e.g., immigration changes) and to faculty to meet international student needs and requirements for success
 - c. Look at changes in cultural views on education and determine how Dalhousie students contribute to the workforce
 - d. Increase the proportion of PhD students and balance all student enrolment across the institution.
- 2. Student Assistance**
 - a. Look at student assistance requirements, determine consequences on enrolment and on Dal's reputation and social responsibility if student assistance decreases
 - b. Look at increasing student assistance so that fewer students will have to work (working has an impact on student grades and extends graduation time), or provide alternatives such as opportunities for students to contribute to the University through earning credits for working on building designs, management projects, etc.
- 3. Capital / Infrastructure**
 - a. Look for avenues to save such as a reduction in the duplication of services, linking of projects and maximization of summer programming
 - b. Implement centralization of decision making and introduce University-wide expenditure guidelines that link process/policy to behaviours
 - c. Pursue other areas of fund development (e.g., explore public/private partnerships which support learning environments)
- 4. Faculty Allocations**
 - a. Define measurements of success and develop rewards for "performance"
 - b. Reassess allocation of resources (+ and -) across Faculties by looking at specifics within Faculties, i.e., look at Faculty use of space and determine to what extent Faculty budget should be supported or subsidized)

5. Strategic Investments & Initiatives

- a. USE SIF for environmentally sustainable investments that reduce costs and for other cost saving initiatives
- b. Invest in innovation (e.g., e-Learning, data and analytics to support decision making, etc.)
- c. Support for increased strategic funding with enhanced accountability, consultation and transparency while aligning strategic initiatives with strategic priorities

6. Other

- a. Look at Faculty-based support for each campus with funding provided in Faculty allocations
- b. Look at students' fees and what they support, their needs and their service requirements and expectations
- c. Look at University's focus: graduate students and research or undergraduate experience and excellence in teaching.
- d. Accessibility issues need to be explored further as there are pressing issues that need to be addressed.

Survey

An online survey was sent November 21, 2018 to students, faculty and staff, asking for the top-five priority areas where an increase in resources would be most important and which item was the top priority. The survey also asked for any other comments in relation to the University operating budget. The response rate was slightly down from the previous year, with a total of 1,011 respondents (568 faculty & staff and 448 students) compared to 1,584 respondents (684 faculty & staff and 900 students) for the previous year.

The perspectives and points of view expressed were generally consistent with the feedback received in the previous year with slight shifts in priorities. However, all priorities continue to support the University's Strategic Priorities.

The following list represents the items chosen as the top priority areas in the survey for the financial year 2019/2020:

Students	Faculty and Staff
Study Space	Teaching support/faculty renewal
Financial assistance for students in need	Financial assistance for students in need
Classroom renovations	Research support
Technological Investments	Technological Investments
Experiential Learning	Classroom renovations

*Responses listed in descending order from highest response rate to lowest response rate

In comparing the results to the previous year, the one notable change was in the students' responses where Technological Investments now ranks in the top-five priority areas.

The following list represents the items chosen as the top priority areas in the survey for the financial year 2018/2019:

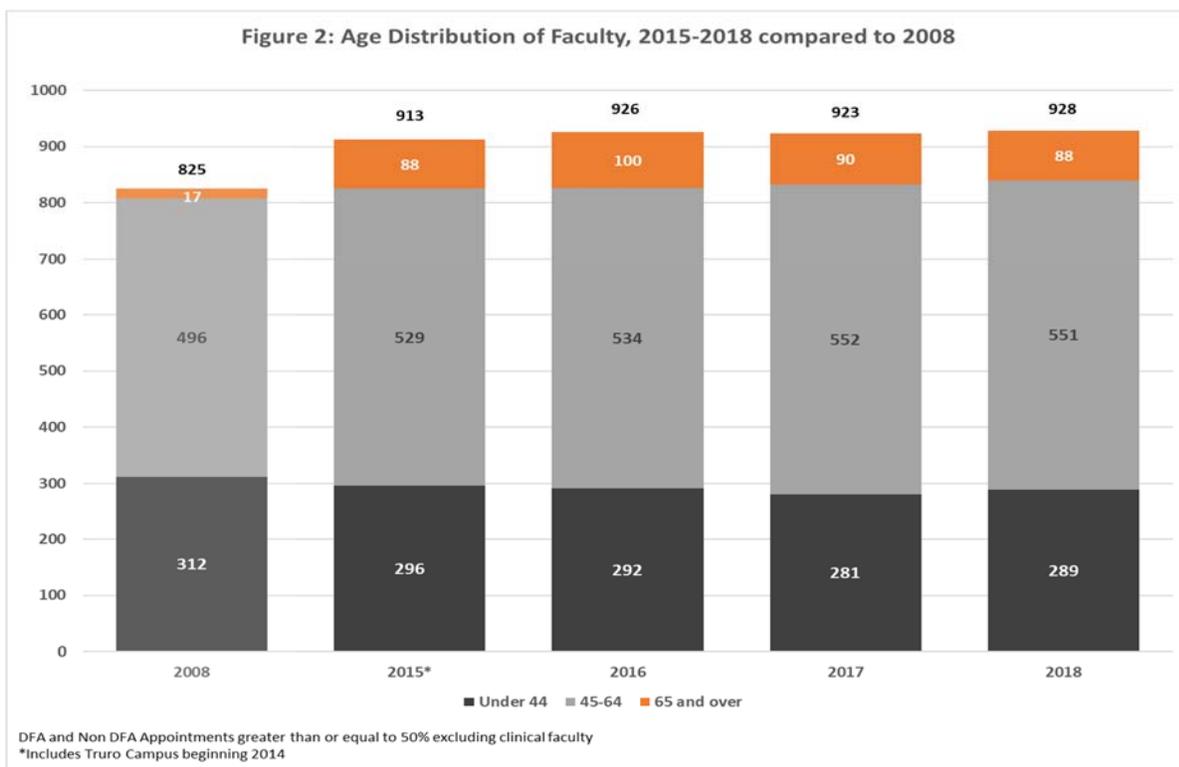
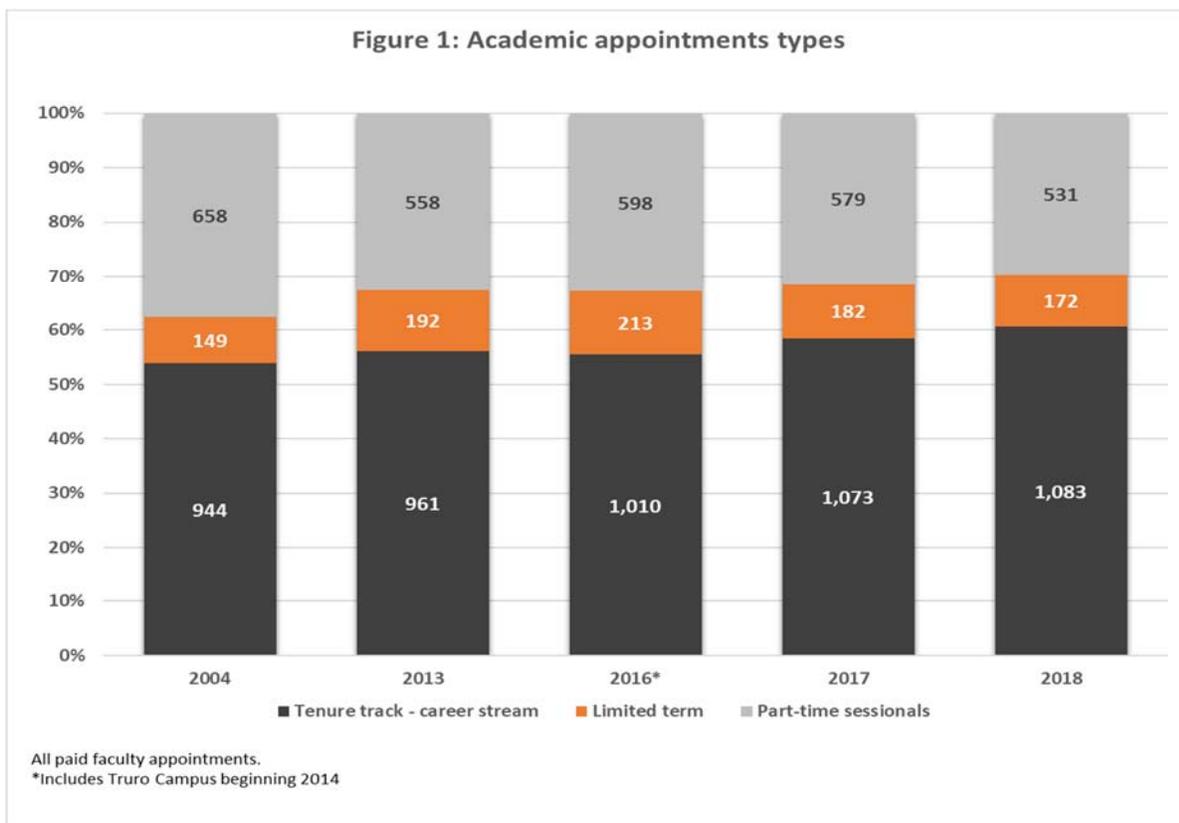
Students	Faculty and Staff
Financial assistance for students in need	Teaching support/faculty renewal
Study space	Research support
Physical & mental health services	Financial assistance for students in need
Experiential learning	Investment in technology
Classroom renovations	Classroom renovations

*Responses listed in descending order from highest response rate to lowest response rate

<u>Tuition / Fees & Enrollment (domestic and international)</u>	<u>Student Assistance</u>	<u>Capital / Infrastructure</u>	<u>Faculty Allocations</u>	<u>Strategic Investments & Initiatives</u>	<u>Other</u>
<ul style="list-style-type: none"> • Move to U15 average for international tuition & look at supports for students & faculty to meet international student requirements/success • If Dal decreases international tuition, this might have negative impact on reputation and need to be conscious of perception & reality that Canadian tax dollars are funding international enrolment • Increasing enrolments must be balanced by capacity across campuses • Attract more non-traditional students (not directly from high school) • Increase supports for international students to get through new immigration processes • Consider how Faculties identify outcomes (e.g., Med student who stay in NS & determine how Dal grads contribute to the work force (e.g., FASS students who end up CEOs) • Increase the proportion of PhD students & identify increased costs and sources of funds • There are negative repercussions of Faculties and Depts. where there have been disproportionately greater increases in international enrolments • English language skills are a major issue • A decrease in international enrolments would mean a loss of revenue, but could we effectively allocate what we have? • Cultural views on education choices affect enrolment across Faculties (e.g., decreases in FASS & increases in STEM Faculties) 	<ul style="list-style-type: none"> • Increasing student assistance will provide more accessible education; improvement of grades because students wouldn't have to work • Consider students contributing to the University through earning credits for working on building designs, management projects, etc. • Move towards high quality on-line/hybrid course development to lower costs • Provide student assistance for studying abroad • Find ways to increase student assistance given difficulties with negotiating for funding with Government • Are we strategic in meeting student assistance requirements? • Can we determine consequences on enrolment if student assistance decreases? • If students need to supplement their education with employment, it will take them longer to graduate • Determine the impact on Dal's reputation and social responsibility if student assistance was decreased 	<ul style="list-style-type: none"> • Decrease in funding impacts maintenance & services • Applying more funding to infrastructure & include funding source given % compensation expenditures • Look at areas for savings • Current situation includes operational silos, duplication of services (e.g., computers, etc.) and decentralized decision making; look at centralization and introduce university-wide expenditure guidelines • Link process/policy to desired behaviours • Explore linking projects (e.g., Art Gallery initiatives) • Determine new ways to maximize at a community level (e.g., maximize summer programming) • Improve communications and engagement with individuals • Provide more open sessions on specific topics (provide background beforehand) • Make classroom improvements a priority (e.g., accessibility) to meet effective teaching & learning practices. • Pursue fund development for classroom improvements • Explore public / private partnerships for building & major renos • Look at donors that would support learning environments 	<ul style="list-style-type: none"> • Reward "performance" while supporting whole University • Define measurements of success (enrollment vs "other" activities) • Look at how everyone can be accountability for use of space (used as intended?) • Reassess allocation of resources across Faculties (+ and -) • Look at to what extent should Faculties be allowed to be entrepreneurial (guidelines) • Examine to what extent should Faculty budgets be supported in balancing or subsidized • Define centrally coordinated/managed vs locally managed • Look at how to improve faculty member involvement 	<ul style="list-style-type: none"> • Support for increased strategic funding with enhanced accountability, consultation and transparency • Invest in innovation: <ul style="list-style-type: none"> ○ New types of learners ○ Micro-credentials ○ e-Learning ○ MOOCS, etc. ○ Lifelong learning & skills retraining (better integration with CCE) ○ Support decision making with improved data & analytics • Look at revenue opportunities by providing admin services to other institutions • Use strategic funds to incent cost savings • Approve and sustain self-funding ideas • Use SIF to renew funding across University • Provide supports for retirement transitioning • Look at term vs permanent funding for new hires • Use SIF for environmentally sustainable investments that reduce costs • Maximize existing space & infrastructure through investing • Align strategic initiatives with strategic priorities • Invest in property acquisitions? (look at how properties close to campus can be used) 	<ul style="list-style-type: none"> • Look at Faculty-based vs centralized student supports <ul style="list-style-type: none"> ○ Look at requirements and cost effectiveness of each campus • Include support services in Faculty allocations • Look at students' needs and service expectations (e.g., accessibility) • Review student fees and what they support (inequity?) • Provide high quality students services and look at how it impacts retention, graduation, alumni engagement • Turn focus from increased enrolment to examining resources • Look at University focus: graduate students & research vs strong undergraduate experience and excellent teaching • Increase PhD student funding • Address needs of transfer students • Look at available services for international students (e.g., resident availability) •

<u>Enrollment</u>	<u>Needs-Accessibility</u>	<u>Needs-International Students</u>	<u>Needs-Institutional Resources</u>	<u>Other</u>
<ul style="list-style-type: none"> • Has the government taken into account the fluctuation of student enrollment? 	<ul style="list-style-type: none"> • Accessibility issues need to be explored further • Look at classroom accessibility issues • Look into the possibility of a fundraising campaign for accessibility issues • Look at issues that can be handled with minimal cost to the institution 	<ul style="list-style-type: none"> • Look at ways to educate and assist international students • Have a first-year course for international students • Educate Canadian students on foreign cultures • Look at better preparing faculty to teach diverse groups 	<ul style="list-style-type: none"> • Find effective ways for collaboration to remove structural impediments • Need more faculty cross collaboration and sharing of expertise. 	<ul style="list-style-type: none"> • Remove barriers for students (i.e. hunger)

Demographic Information on Faculty



Dalhousie University
Proposed Tuition and Facilities Renewal Fees for 2019-2020
(Effective April 1, 2019 unless otherwise noted)

*** NOTICE TO READER:** The Province of Nova Scotia has not yet confirmed any change to the Nova Scotia Bursary Program for 2019-2020 year. Dalhousie has assumed continuation of the program at the 2018-19 rates. The program provides Nova Scotia students with an automatic bursary applied directly to reduce tuition costs. The example below shows the impact of the bursary for Nova Scotia students enrolled for a full course load. Bursary amounts will be prorated for students taking less than a full course load.

EXAMPLE:

	Nova Scotia student
	\$
Undergraduate Arts Student	
Tuition	7,866
Bursary (2018-19 rates)	(1,283)
Tuition net of bursary	6,583

PLEASE NOTE: The fee rates listed below are before the bursary is applied.

	2018-2019		2019-2020	
	Approved		Proposed	
	Fees (see note * above)		Fees (see note * above)	
	Per Billing		Per Billing	
	Program	Hour	Program	Hour
	\$	\$	\$	\$
I UNDERGRADUATE				
Agricultural Campus				
Degree Programs		269.80		277.90
Technical		214.30		220.70
Animal Health		288.20		296.80
Veterinary Technology		288.20		296.80
Architecture, Community Design		266.10		274.00
Arts and Social Sciences		254.60		262.20
Computer Science (incl. Informatics)		288.90		297.50
Dentistry				
Dentistry	25,486		26,250	
Dental Hygiene (Diploma)	9,542		9,828	
Dental Hygiene (Degree)		321.90		331.50
Engineering		315.90		325.30
Health Professions				
Health Services Administration		288.90		297.50
Health Science and Kinesiology		296.50		305.40
Nursing		311.00		320.30
Pharmacy		339.80		350.00
Recreation & Health Promotion		296.50		305.40
Social Work		281.40		289.80
Law	15,514		15,978	
Management				
Commerce Co-Op		291.60		300.30
Management & Public Administration		256.20		263.90
Medicine				
MD				
Post-Graduates	20,784		21,408	
		3,164		3,259
Science		288.90		297.50

*** PLEASE SEE NOTICE TO READER (PAGE 1) ABOUT THE PROVINCIAL BURSARY PROGRAM IMPACT ON NET FEES PAID BY THE STUDENT. The fee rates listed below are before the bursary is applied.**

	2018-2019		2019-2020	
	Approved Fees (see note * above) Per Billing Program Hour		Proposed Fees (see note * above) Per Billing Program Hour	
II GRADUATE				
Masters				
Agricultural Campus	9,192		9,468	
Architecture and Planning				
Architecture		306.60		315.80
Post Professional	9,192		9,468	
Environmental Design Studies	9,192		9,468	
Planning		321.90		331.50
Planning Studies	9,192		9,468	
Arts and Social Sciences	8,088		8,331	
Computer Science				
Computer Science	9,192		9,468	
Electronic Commerce	10,192		10,497	
Health Informatics	10,192		10,497	
Dentistry				
MD/MSc	26,217		27,003	
MSc Periodontics	20,904		21,531	
Engineering, Applied Science	9,192		9,468	
Health Professions				
Applied Health Services Research	8,208		8,454	
Clinical Vision Science	9,963		10,260	
Communication Sciences & Disorders				
Years 1&2	11,544		11,889	
Year 3	9,564		9,849	
Health Promotion, Leisure Studies	9,192		9,468	
Health Administration		309.00		318.20
Kinesiology and Nursing	9,963		10,260	
Pharmaceutical Sciences	11,541		11,889	
Occupational Therapy (Post Professional), Physiotherapy (Rehabilitation Research)	11,541		11,889	
Occupational Therapy & Physiotherapy	13,407		13,809	
Social Work		297.70		306.60
Law	8,088		8,331	
Management				
MBA Corporate Residency	24,086		24,808	
Environmental Studies	8,181		8,424	
Library and Information Studies		339.60		349.80
Public Administration		270.00		278.10
Resource and Environmental Management		270.00		278.10
Medicine				
Community Health & Epidemiology	9,963		10,260	
Medicine - Except Community Health & Epidemiology	9,192		9,468	
Science				
Marine Management	9,192		9,468	
Other				
Continuing Fee (per academic term)	838		863	

* PLEASE SEE NOTICE TO READER (PAGE 1) ABOUT THE PROVINCIAL BURSARY PROGRAM IMPACT ON NET FEES PAID BY THE STUDENT. The fee rates listed below are before the bursary is applied.

	2018-2019		2019-2020	
	Approved		Proposed	
	Fees (see note * above)		Fees (see note * above)	
	Program	Per Billing Hour	Program	Per Billing Hour
II GRADUATE cont'd				
Doctorate				
Cohorts entering prior to Fall 2019:				
Agriculture	-		9,894	
Arts and Social Sciences	8,481		8,733	
Computer Science	9,606		9,894	
Engineering, Applied Science	9,606		9,894	
Law	11,721		12,072	
Health	9,606		9,894	
Medicine	9,606		9,894	
Nursing	10,371		10,680	
Science	9,606		9,894	
Continuing Fee (per academic term)	838		863	
Cohorts Entering Fall 2019				
All Doctorate Programs	-		6,147	
Other				
Qualifying, Visiting or Special Graduate Students		306.40		315.60
III ADDITIONAL TUITION FEES - INTERNATIONAL STUDENTS				
Cohorts entering prior to Fall 2019:				
Undergraduate Agricultural Campus Programs				
Degree Programs		231.80		238.70
Technical		214.30		220.70
Animal Health		288.20		296.80
Veterinary Technology		288.20		296.80
All Other Programs (except Graduate - thesis based)	9,510		9,795	
All thesis based Graduate programs	6,570		6,768	
Cohorts Entering Fall 2019				
Undergraduate Agricultural Campus Programs				
Degree Programs		231.80		267.80
Technical		214.30		247.60
Animal Health		288.20		333.00
Veterinary Technology		288.20		333.00
All Other Programs (except Graduate - thesis based)	9,510		10,989	
Masters programs - thesis based	6,570		6,768	
IV FACILITIES RENEWAL FEE				
Full-time (per term)		92.20		94.90
Part-time (per term)		30.65		31.50

Comparison of Tuitions
Undergraduate Arts Tuition Fees - Atlantic Universities (2018-19)
Without Nova Scotia Bursary Applied for Nova Scotia Students

University	Approved Tuition Fee	Tuition and Auxiliary fees	
		Nova Scotian Students (\$1,283 bursary)	Other Canadian Students
Memorial	3,330	4,508	4,508
Moncton	5,947	6,685	6,685
UPEI	6,150	7,205	7,205
UNB	6,758	7,645	7,645
St. Thomas	6,776	7,850	7,850
Dalhousie	7,638	7th of 13	7th of 13
		7,640	8,923
Kings	7,638	8,007	9,290
Saint Mary's	7,670	7,588	8,871
Mount Saint Vincent	7,708	7,443	8,726
CBU	7,800	7,477	8,760
Mt. Allison	7,995	8,903	8,903
St. Francis Xavier	8,570	8,676	9,959
Acadia	8,673	8,905	10,188

1 In addition to the Approved Tuition Fee, students pay mandatory auxiliary fees which may include Dental and Health Plans, Campus Renewal, recreation, bus passes etc.). For Nova Scotia students at Nova Scotia universities tuition costs are reduced by an automatic bursary of \$1,283 from the provincial government.

**Survey of Tuition fees for Entering Students at Selected Canadian Universities
2018-19 Academic Year**

	Dalhousie		Other Canadian Students	Victoria	British Columbia	Alberta	Calgary	Saskatchewan	Manitoba	McMaster	Western	Windsor	Toronto	York	Queen's	Waterloo	Ottawa	McGill	New Brunswick	Memorial	
	Nova Scotia Students	Dal Rank (#1 is highest)																			
UNDERGRADUATE	(net of \$1,283 bursary)	Dal Rank (#1 is highest)	Dal Rank (#1 is highest)																		
Agriculture	See notes 2 and 8			--	5,646	5,321	--	6,413	5,400	--	--	--	--	--	--	--	--	7,632	--	--	
Arts	6,355	12	7,638	2	5,585	5,294	5,321	5,386	7,065	4,200	6,714	6,723	6,444	6,780	6,798	6,759	6,810	6,765	7,632	6,758	3,330
Dental Hygiene	8,259	2	9,542	2	--	5,823	10,285	--	--	7,800	--	--	--	--	--	--	--	--	--	--	--
Engineering	8,194	10	9,477	9	6,867	6,176	6,384	5,386	8,500	7,000	13,829	13,661	10,566	15,760	10,636	13,239	15,522	10,468	7,632	8,292	3,330
Commerce	7,465	9	8,748	5	7,613	5,294	7,419	5,386	7,647	6,100	10,394	--	9,738	6,780	9,608	18,097	--	8,381	7,632	6,758	3,330
Nursing	7,612	6	8,895	2	5,585	5,294	7,094	5,386	8,013	5,600	6,714	6,723	6,444	9,100	6,798	6,759	--	6,765	7,632	6,758	3,330
Pharmacy	8,911	7	10,194	7	--	18,541	9,362	--	17,340	10,600	--	--	20,070	--	--	18,922	--	--	--	--	5,121
Science	7,384	1	8,667	1	5,585	5,294	5,321	5,386	7,065	5,300	6,714	6,723	6,444	6,780	6,798	6,759	6,810	6,765	7,632	6,758	3,330
Social Work	7,159	4	8,442	1	5,585	5,294	--	5,386	--	5,600	7,288	--	6,636	--	6,798	--	6,810	6,765	7,632	--	3,330
Occupational Therapy	12,124	3	13,407	1	--	7,257	7,325	--	--	--	11,542	12,549	--	11,730	--	12,297	--	9,828	--	--	--
Masters in Arts	6,805	9	8,088	2	5,800	4,898	3,745	5,594	4,137	4,965	7,288	7,067	7,977	6,900	4,785	6,414	7,518	8,189	7,632	6,758	5,121
Footnotes:					(1, 2)	(3)	(8)	(1)					(1, 4)			-1	(5)		(6)	(1)	

Note: Amounts in table do not include auxiliary fees. These fees are compiled using publicly available information on university websites.

(1) UBC, Toronto, Waterloo, Memorial, Saskatchewan have the Pharm D Program other programs shown including Dalhousie are BSc programs.

(2) University of British Columbia offers Agriculture programs but does not have a Faculty of Agriculture.

(3) The University of Alberta includes a Market Modifier of \$700 for engineering, \$828 for Business and \$532 for Pharmacy per term

(4) University of Toronto Commerce 1st year students pay a general Arts & Science program fee. They begin to pay a specialized program fee in year 2. For 2018/19 this fee is \$17,670

(5) University of Ottawa the Social Work and Occupational Therapy programs are offered only in French.

(6) University of New Brunswick charges additional fees \$1534 to Engineering program and commencing in 2018-19 additional fees of \$100 to the Nursing Program.

(7) Other comparators for the Faculty of Agriculture include Laval (\$8,280), Guelph (\$6,768) and Trent (\$6,798). The University of Laval and McGill rates are for Canadian students from outside Quebec.

(8) The University of Calgary has a Market Modifier of \$239 for Business

**Comparison of Law, Medicine and Dentistry Tuition Fees for 2018-2019
for Entering Canadian Students**

	Law 2018-19	Medicine 2018-19	Dentistry 2018-19
	Approved Tuition fees	Approved Tuition fees	Approved Tuition fees
Dalhousie:			
Nova Scotia students (fee reduced by \$1,283 for NS Bursary)	15,481 7 th of 15	19,501 6 th of 13	24,203 4 th of 8
Other Canadian students	16,764 7 th of 15	20,784 6 th of 13	25,486 4 th of 8
Victoria	9,773	n/a	n/a
UBC	12,392	18,110	18,110
Alberta	10,221	12,044	21,803
Calgary	12,315	11,259	n/a
Saskatchewan	13,653	17,474	34,628
Manitoba ⁽¹⁾	10,368	9,022	21,928
McMaster ⁽²⁾	n/a	21,670	n/a
Western	22,390	26,652	39,268
Windsor	19,507	n/a	n/a
Toronto	36,720	25,660	41,200
York	27,558	n/a	n/a
Queens	20,209	26,126	n/a
Ottawa	19,522	28,319	n/a
McGill ⁽³⁾	7,632	16,281	16,027
UNB ⁽⁴⁾	10,808	n/a	n/a
Memorial	n/a	10,250	n/a
Average (excl. Dal)	<u>16,648</u>	<u>18,572</u>	<u>27,566</u>

The BAC has endeavored to gather information on tuition fees for professional programs at comparator Universities. Internal policies and budgeting practices will vary by university and it is not possible to provide a comprehensive enumeration of all such policies and practices.

(1) The University of Manitoba Law tuition is charged as a flat fee.

(2) McMaster University Medicine is a three year program, fee shown is total fee for three years divided by four.

(3) McGill University fees shown are for out of province students.

(4) UNB has a differential fee included of \$4050.

DENTISTRY
2018-19 TOTAL PROGRAM - TUITION AND MANDATORY FEE COMPARISON

	Dalhousie	McGill	Western ON	Toronto	Manitoba	Saskatchewan	Alberta	UBC
	4-year total	4-year total	4-year total	4-year total	4-year total	4-year total	4-year total	4-year total
Total Tuition and Mandatory Expenses	\$179,583	\$72,185	\$199,298	\$195,108	\$141,143	\$194,043	\$161,013	\$245,391
Computer, Maintenance, Staff Support (mandatory laptop, didactic & clinic information system)	YES	NO	NO	NO	NO	NO	NO	NO
VitalSource Electronic Textbook Library and Software (no other texts/manuals required; includes clinic information system - AxiUm)	YES	NO	NO	NO	YES	NO	YES	NO
Two Electronic Drug Databases	YES	NO	NO	NO	YES/NO (library link)	NO	YES	NO
All Dental Laboratory Fees (appliances for patients/pre-clinical teeth/cases)	YES	YES	YES	YES	YES	YES	YES	YES
Pre-Clinical Equipment (lockers, articulator, bp cuff)	YES	some/most	YES	YES	YES	YES	YES	YES
Preclinical Supplies (including magnification loupes, clinic jackets and laundry) (phantom head teeth, course manuals, article copies)	YES	some/most	YES	YES	YES	YES	YES	YES
Clinic Equipment (all patient care sterilized items, handpieces)	YES	some/most	YES	YES	YES	YES	YES	YES
Clinic Supplies (including student/patient voice-mail/ e-mail interface)	YES	some/most	YES	YES	YES	NO	YES	YES
What costs are in place in addition to published mandatory fees? (see *)	does not include NDEB (licensing exam) laptop included in fee magnification loupes included in fees Includes payment toward new clinical facility	laptop not included in fees note on website that there may be additional costs for clinic/ pre-clinical equipment/ supplies)	does not include NDEB (licensing fee)	optional magnification loupes & light (appx. \$4200.) additional pre- clinic/clinic expenses for students who purchase supplies laptop not included	laptop not included but required	includes textbooks laptop not included includes NDEB fee (\$2,500.00) (licensing exam)	laptop not included optional magnification loupes & light (appx. \$4200.)	includes NDEB fee (\$2,500) (licensing exam)

International Tuition at Selected Universities (2018-19)
(fee shown is for entering student in an Undergraduate Science Program)

	Undergraduate Tuition Fees			
	Canadian Students	Rank (#1 is highest)	International Students	Rank (#1 is highest)
U15 Universities				
University of Manitoba	4,205		16,381	
University of British Columbia	5,294		37,690	
University of Alberta	5,321		21,668	
University of Calgary	5,386		18,338	
University of Saskatchewan	7,065		17,838	
Queen's University	6,859		41,714	
Western University	6,723		28,743	
University of Ottawa	6,765		31,444	
University of Toronto	6,780		49,800	
University of Waterloo	6,810		30,562	
McMaster University	7,127		29,862	
Université de Montréal	7,632		22,640	
McGill University	7,632		39,361	
Université Laval	8,280		21,063	
Dalhousie University	8,667	1 of 15	18,177	13 of 15
Atlantic Universities				
Memorial University	3,330		11,460	
University of New Brunswick	6,758		16,900	
Mount Saint Vincent University	8,083		15,784	
Mount Allison University	8,295		17,600	
St. Francis Xavier University	8,570		17,140	
Acadia University	8,673		17,363	
Saint Mary's University	8,360		17,270	
University of Kings College	8,667		18,177	
Cape Breton University	7,800		15,600	

International Tuition at Selected Universities (2018-19)
(fee shown is for entering student in a Masters Science Program)

	Masters Tuition Fees			
	Canadian Students	Rank (#1 is highest)	International Students	Rank (#1 is highest)
U15 Universities				
University of Alberta	3,744		8,438	
University of Saskatchewan	4,137		6,536	
University of Manitoba	4,962		10,916	
University of British Columbia	4,898		8,605	
University of Calgary	5,594		12,696	
Queen's University	6,414		12,927	
Université Laval	6,683		14,030	
University of Toronto	6,900		22,640	
Western University	7,067		17,889	
Université de Montréal	7,402		16,372	
McGill University	7,632		16,816	
University of Waterloo	7,518		20,514	
University of Ottawa	8,189		22,149	
Dalhousie University	9,192	2 of 15	18,702	5 of 15
McMaster University	9,386		23,283	
Atlantic Universities				
Memorial University	5,121		6,654	
University of New Brunswick	6,843		12,144	
Saint Mary's University	6,591		14,596	
Acadia University	8,624		17,532	
Mount Saint Vincent University	9,650		17,349	
St. Francis Xavier University.	8,570		17,140	
Mount Allison University	8,295		17,600	

International Tuition at Selected Universities (2018-19)
(fee shown is for entering student in a Doctorate Science Program)

	PhD Tuition Fees			
	Canadian Students	Rank (#1 is highest)	International Students	Rank (#1 is highest)
U15 Universities				
McGill University	2,456		15,094	
Université Laval	2,542		12,653	
University of Alberta	3,745		8,438	
University of Saskatchewan	4,137		6,536	
University of Manitoba	4,962		10,916	
University of British Columbia	4,898		8,605	
University of Calgary	5,594		12,696	
Queen's University	6,414		12,927	
University of Toronto	6,900		22,640	
Western University	7,067		7,067	
University of Ottawa	7,074		7,074	
Université de Montréal	7,402		14,696	
Waterloo University	7,518		20,310	
McMaster University	9,386		23,283	
Dalhousie University	9,606	1 of 15	16,176	4 of 15
Atlantic Universities				
Memorial University	3,462		4,497	
University of New Brunswick	6,843		12,144	
Saint Mary's University	7,879		14,067	

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For Dalhousie to maintain and improve the quality of programs and student support, and to increase the competitiveness of Dalhousie within the research intensive U15 and globally, new and sustainable resources are required. This is confirmed by the comments and feedback from the campus community which makes it clear that the need for investment in these areas is significant.

The provincial government funding model for Nova Scotia Universities has not provided funding based on enrolment since 2005-06. Enrolment has grown 2,350 over this period and relates entirely to international students. A high-level calculation of the average cost to educate a Dalhousie student is \$21,400 (university budget divided by headcount enrolment). Tuition and differential fees assessed to international students (\$17,649 for Undergraduate Science) is below Dalhousie's average cost.

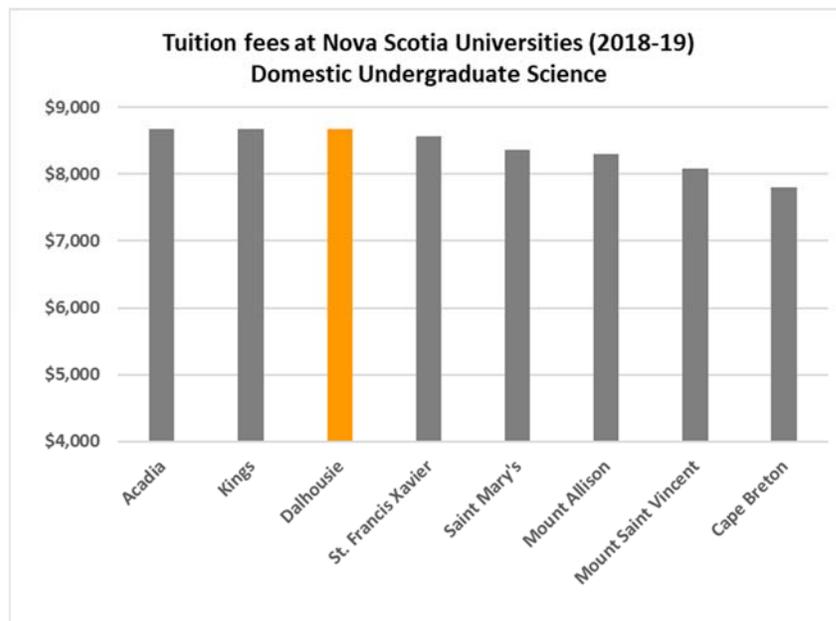
As described in this report and the BAC's earlier context paper, the University needs to consider sustainable revenue sources to fund the investments required to strengthen programs and improve Dalhousie's competitiveness both nationally and internationally.

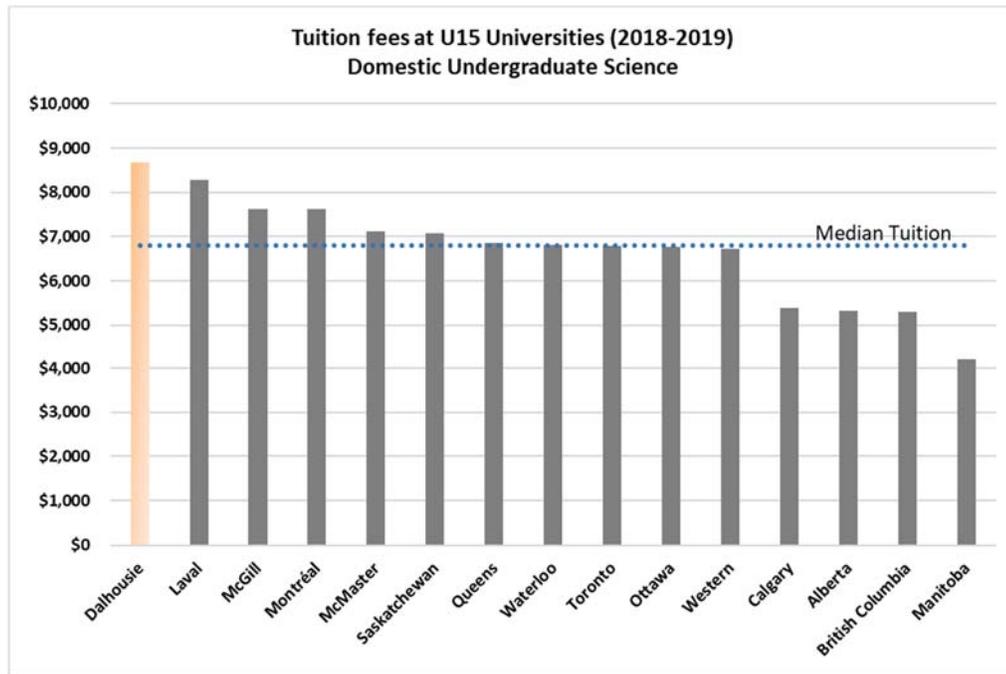
The BAC strongly supports an increase in international differential fee rates for undergraduate students. Implementing such increases must be coupled with a clear definition of how these funds would be invested to meet our goals of excellence and competitiveness and within the context of a sustainable multiyear outlook.

Recommendation: The BAC will develop a plan for the 2019-20 budget year that addresses the longer term setting of the international fees and priority areas of investment.

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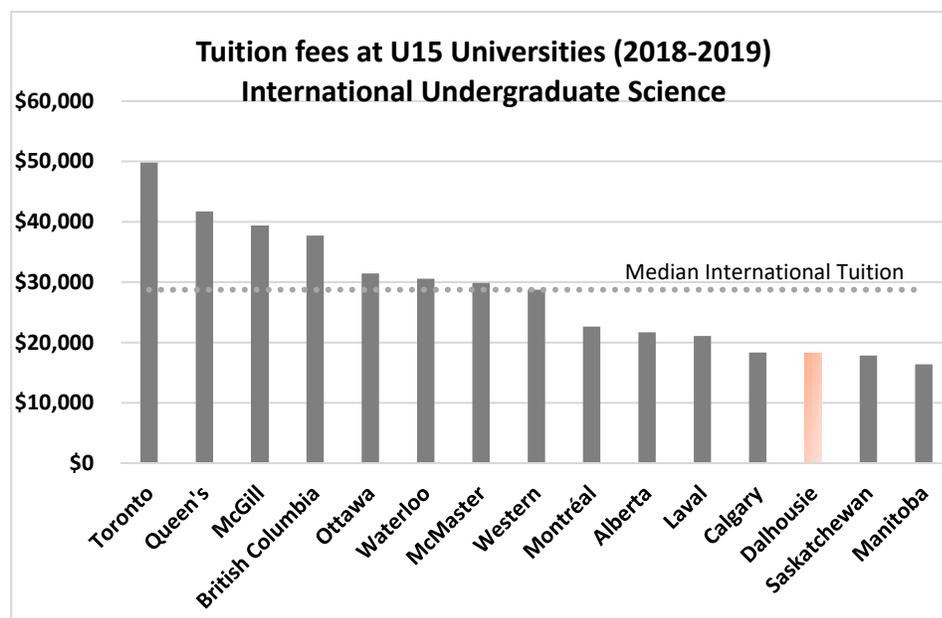
As the following graphs show, Dalhousie's tuition fees are similar to other local universities but are higher for most programs when compared nationally.





Canadian students who choose to study at Dalhousie pay significantly higher fees than the median tuition at other U15 schools (Canada's top research universities). The burden of tuition fees for NS students is closer to the median tuition (\$6,810) for comparative universities as these students receive an automatic provincial bursary of \$1,283.

As the following graph shows Dalhousie's international undergraduate tuition is among the lowest of the university comparators.



In the 2018-19 Operating Budget Plan, the BAC indicated support for an increase in international tuition fees for undergraduate students. To mitigate the impact of an international tuition fee increase, Dalhousie would phase in the increase to decrease the financial burden on current Dalhousie students.