OPENING SESSION 2:00 – 2:05 p.m.
1. Approval of the Agenda
   Verna Yiu
2. Comments from the Chair (no documents)
   Verna Yiu

CONSENT AGENDA 2:05 – 2:10 p.m.

[If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.]

3. Approval of the Open Session Minutes of October 5, 2022

DISCUSSION ITEMS

4. 2021-22 Mandatory Non-Instructional Fees (MNIFs) Annual Report 2:10 – 2:25 p.m.
   Melissa Padfield

5. Student Financial Support Report to the Community 2:25 – 2:40 p.m.
   Norma Rodenburg
   Melissa Padfield

6. Budget Model Update (no documents) 2:40 – 3:10 p.m.
   Todd Gilchrist

7. Budget Update (standing item) 3:10 – 3:35 p.m.
   Verna Yiu
   Todd Gilchrist

8. Question Period 3:35 – 3:50 p.m.
   Verna Yiu

INFORMATION REPORTS

9. Information Items Forwarded to Committee Members Between Meetings
   - GFC Academic Planning Committee - Meeting Cancellation
   - Academic Planning Committee November 2 - Cancelled

CLOSING SESSION

10. Adjournment
    - Next Meeting of APC: December 7, 2022
    - Next Meeting of GFC: January 30, 2023
Presenter(s):
Verna Yiu Interim Provost and Vice-President (Academic)
Norma Rodenburg Interim Vice-Provost and University Registrar
Melissa Padfield Deputy Provost (Students & Enrolment)
Todd Gilchrist Vice-President (University Services and Finance)

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by: Kate Peters, peters3@ualberta.ca
University Governance www.governance.ualberta.ca
OPENING SESSION

The Chair began by acknowledging the territory:
Before we begin, I would like to acknowledge that the University of Alberta resides on Treaty 6 territory and the homeland of the Métis. To acknowledge the territory is to recognize the longer history of these lands and signifies our commitment to working in Good Relations with First Nations, Métis and Inuit peoples as we engage in our institutional work.

1. Approval of the Agenda
Materials before members are contained in the official meeting file.

Presenter(s): Verna Yiu, Interim Provost and Vice-President (Academic) and Chair of GFC Academic Planning Committee (APC)

The motion was moved and seconded.

THAT the GFC Academic Planning Committee approve the agenda.  

CARRIED

2. Comments from the Chair (no documents)

Presenter(s): Verna Yiu, Interim Provost and Vice-President (Academic) and Chair of APC

Discussion: V Yiu noted that the University Strategic planning process will begin with a launch set for November 2, 2022 and that the process will include consultation with GFC. The Chair noted that there would be members of APC who would be asked to participate in a steering committee chaired by the Interim Provost. She shared that the College Dean Selection Processes had begun and members were invited to consider nominating academic staff to sit on the committees. The appointment of an Interim Vice-Provost and Dean of the Faculty of
Graduate Studies and Research (FGSR) was announced. Roger Epp will begin a one-year term effective November 1, 2022.

CONSENT AGENDA
Materials before members are contained in the official meeting file.

The consent agenda was moved and seconded.

4. Approval of the Open Session Minutes of September 19, 2022

THAT the GFC Academic Planning Committee approve the open session minutes of September 19, 2022

CARRIED

ACTION ITEMS

5. Election of a Vice-Chair

Presenter(s): Verna Yiu, Interim Provost and Vice-President (Academic) and Chair of APC

Discussion: The Chair noted that as discussed in the previous meeting, the committee was asked to approve the nomination of Heather Bruce in the role of Vice-Chair. No further nominations were received and the Committee declared H Bruce acclaimed in the role. The Chair thanked H Bruce for agreeing to serve.

DISCUSSION ITEMS

6. Update on the College Dean's progress and plans (no documents)

Presenter(s): Matina Kalcounis-Rueppell, Interim College Dean, College of Natural and Applied Sciences (CNAS), Greta Cummings, Interim College Dean, College of Health Sciences (CHS); Joseph Doucet, Interim College Dean, College of Social Sciences and Humanities (CSSH).

Discussion: M Kalcounis-Rueppell presented on the work to implement the College model to present, including the impact of the One University Operating Model; the changes to the roles of Faculty Deans; the creation of Associate Dean roles; and the creation of Offices of Education and Research.

Members asked about the successes to present and the challenges that the Interim College Deans have observed. They asked for an update on the demonstrated savings from the implementation of the College Model, and on the impact on bringing academic administrators back into the classroom. Members asked about the process to set priorities for moving services from the Faculties to Colleges, such as student support services.

A suggestion was made to highlight the importance of interdisciplinarity in the College Model. The Interim College Deans noted several early wins. The Committee suggested that GFC would benefit from hearing about some of the successes in the presentation at the October 17th meeting.

7. Online and Continuing Education

Presenter(s): Jessica Butts Scott, Associate Vice-President, Online and Continuing Education.
Discussion: J Butts Scott shared her goal of supporting purpose-built, high-quality, online and non-credit programs and pathways to serve non-traditional students. She outlined next steps including collaboration, relationship-building, and capacity-building which will be articulated in an integrated action plan.

The Chair reminded APC members of their responsibilities over enrolment planning, academic programs with resource impacts, and quality assurance.

Members discussed the opportunities for growth in online offerings among existing programs and high-demand courses. Members asked about the ability of the hub to support high quality course development and the costs of that work; the market for online learning and what learners are willing to spend; transitioning high demand courses and flagship programs to online offerings; the need for program expansion to meet the needs of learners, and the public. The Chair emphasized the need for expertise and a coordinated approach that supports faculty and adds value to the student experience.

Members offered advice for presenting at GFC and signaled the general change fatigue in the university, as well as the tension between in-person and online offerings.

8. Review of the APC Terms of Reference

Presenter(s): Kate Peters, Secretary to General Faculties Council; Heather Richholt, Associate Secretary to General Faculties Council.

Discussion: H Richholt presented on the work of the GFC Executive Subcommittee on Governance and Procedural Oversight (Exec GPO) and K Peters invited the committee to ask questions about the APC Terms of Reference.

Members asked about:
- Including the Deputy Provosts;
- Board-delegated authority;
- Votes of resource members;
- The broad range of responsibilities and delegated authority held by the committee and whether such breadth was advisable;
- Why teaching is absent from the committee responsibilities;
- Whether equity, diversity and inclusivity policy should be included in committee responsibilities; and
- What perspectives were missing from the composition and if Academic Teaching Staff members should be added.

7. Question Period

Presenter(s): Verna Yiu, Interim Provost and Vice-President (Academic) and Chair of APC

Discussion: Members asked how the Freedom of Expression policy aligns with our Equity, Diversity and Inclusivity Strategic Plan in terms of creating inclusive spaces in classrooms. The Chair committed to bringing a discussion on Freedom of Expression to APC when the new Vice-Provost (Equity, Diversity and Inclusivity) was named. Members asked about the Metrics Associated with Academic Restructuring Report and whether metrics on the Student Services Centre were available. The Acting Vice-Provost and University Registrar committed to sharing the information with APC.

INFORMATION REPORTS

8. Information Items Forwarded to Committee Members Between Meetings
Metrics Associated with Academic Restructuring
B. Revisions to the University of Alberta Engineering Research Chairs Proposal

CLOSING SESSION

Adjournment
- Next Meeting of APC: October 19, 2022
- Next Meeting of GFC: October 17, 2022
GFC ACADEMIC PLANNING COMMITTEE
For the meeting of November 16, 2022

Item No. 4

Governance Executive Summary
Advice, Discussion, Information Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>2021-2022 Mandatory Non-Instructional Fees (MNIFs) Annual Report</th>
</tr>
</thead>
</table>

**Item**

<table>
<thead>
<tr>
<th>Proposed by</th>
<th>Verna Yiu, Interim Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Melissa Padfield, Deputy Provost (Students and Enrollment)</td>
</tr>
</tbody>
</table>

**Details**

<table>
<thead>
<tr>
<th>Office of Administrative Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>The 2021-2022 Mandatory Non-Instructional Fees (MNIFs) Annual Report is before the committee for the information of the members. The report was formally accepted by the members of the Joint University of Alberta-Student MNIF Oversight Committee on October 27, 2022.</td>
</tr>
</tbody>
</table>

**Executive Summary** *(outline the specific item – and remember your audience)*

This report is produced annually under the MNIF oversight and accountability structure. The format of the report was developed in consultation with the members of the Joint University of Alberta-Student MNIF Oversight Committee, which includes representatives from the Students’ Union, the Graduate Students’ Association and the units that receive MNIF funding.

**Supplementary Notes and context**

**Engagement and Routing** *(Include proposed plan)*

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<thead>
<tr>
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<th>Joint University Student MNIF Oversight Committee</th>
</tr>
</thead>
</table>

**Strategic Alignment**

<table>
<thead>
<tr>
<th>Alignment with For the Public Good</th>
<th>For the Public Good:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal: Sustain</td>
</tr>
<tr>
<td></td>
<td>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</td>
</tr>
<tr>
<td></td>
<td>Objective 21</td>
</tr>
<tr>
<td></td>
<td>Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</td>
</tr>
<tr>
<td></td>
<td>Objective 22</td>
</tr>
<tr>
<td></td>
<td>Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.</td>
</tr>
</tbody>
</table>
Alignment with Core Risk Area | Please note below the specific institutional risk(s) this proposal is addressing.
| ☐ Enrolment Management | ☒ Relationship with Stakeholders |
| ☐ Faculty and Staff | ☐ Reputation |
| ☒ Funding and Resource Management | ☐ Research Enterprise |
| ☐ IT Services, Software and Hardware | ☐ Safety |
| ☐ Leadership and Change | ☒ Student Success |
| ☐ Physical Infrastructure |

Legislative Compliance and jurisdiction | Academic Planning Committee Terms of Reference
| Board Finance and Property Committee Terms of Reference

Attachments (each to be numbered 1 - <32>)

1. Mandatory Non-Instructional Fees: 2021-2022 Annual Report (32 pages)

Prepared by: Melissa Padfield, Deputy Provost (Students and Enrolment), Office of the Provost and Vice-President (Academic), Melissa.Padfield@ualberta.ca
Mandatory Non-Instructional Fees
2021-2022 Annual Report

October 14, 2022
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    Campus & Community Recreation

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    Campus & Community Recreation

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    Counseling and Clinical Services (CCS)
    Sexual Assault Centre (SAC)
    University Health Centre (UHC)
    Wellness Supports
    Risk Management Program
    Post Secondary Mental Health Grant

C: STUDENT ACADEMIC SUPPORT FEE – Dean of Students
    Undergraduate Research Initiatives (URI)
    Green & Gold
    First Peoples’ House
    Career Centre
    Student Conduct and Accountability
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    Student Union Funding
    Universal Design and Accessibility Facilitation (UDAF)
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PREAMBLE

Background
In partnership with the Students’ Union and the Graduate Students’ Association, the University approved a new Mandatory Non-Instructional Fee (MNIF) structure, as well as terms of reference for an MNIF Oversight Committee, in February 2016. This 2021-2022 MNIF report is the sixth annual report under this MNIF structure.

Purpose of Report
The University agreed to provide to representatives of the Students’ Union and Graduate Students’ Association an annual report on the total revenues generated through MNIFs and the related expenses. The units that provide the student services supported by MNIFs have prepared the following services summaries. The financial charts prepared by each unit outline the total expenditures for a particular service, other (external) revenues received by the unit for this service, the amount of MNIF revenue allocated to this service and funding from the university for the service (includes internal revenues and reserve funds). A negative number under funding from the university indicates that the unit’s revenues (other and MNIF) are greater than total expenditures for a particular service.

Type of Mandatory Non-Instructional Fee
The University has three mandatory non-instructional fees (MNIFs): the Athletics and Recreation Fee, the Student Health & Wellness Fee, and the Student Academic Support Fee. Appendix 1 in the Terms of Reference lists the student services supported by these fees.

Additional Comments
The University is a highly complex and decentralized organization with budget responsibility delegated to the unit level. Therefore, once a unit receives revenue for its operating budget, that unit has the capacity to allocate those resources in a manner that is within its overall budget and in response to unit objectives and the priorities of the University. The University receives two primary sources of revenue to support its operating budget: the Campus Alberta grant, and tuition and fees. It is from these sources that the remaining funding is allocated for student services not fully funded by other revenues and MNIFs.
## A.1: ATHLETICS AND RECREATION FEE

<table>
<thead>
<tr>
<th>Services</th>
<th>Services Summary and Responsibilities</th>
</tr>
</thead>
</table>
| Athletics         | Unit Metrics are included in [2021-22 Athletics Annual Report](#) or available on request:  
|                   | ● Student athlete recruitment, retention and support  
|                   | ● Revenue generated to support the programs  
|                   | ● Alumni support and engagement metrics  
|                   | ● Amount of donations received  
|                   | ● Amount of scholarships provided  
|                   | ● Access to mental health support for varsity athletes  
|                   | ● Student athlete feedback  
|                   | ● Contributions to teaching and research  
|                   | ● Community outreach by student athletes through UAB  
|                   | ● Community partnerships  
|                   | ● Developmental athlete programming  
|                   | ● Competitive results  

### Services Descriptions:

The 2021/22 varsity season represented one of the most challenging, yet rewarding years in University of Alberta Athletics history. It represented an uncertain return to sport following the COVID-19 pandemic, managing continued changes, restrictions and modified varsity schedules, a new reporting structure for Athletics, the strength and resiliency of our student-athletes, and a truly remarkable season of competition for the Golden Bears & Pandas.

The COVID-19 pandemic created unique challenges for everyone, which included a number of championships being canceled at the tail end of the 2019-20 season, along with the 2020/21 varsity year. Thankfully, we were able to return to sport in September; however, it came with the new challenge of managing university, municipal, provincial, and federal health regulations.

That being said, the dedication and commitment to health and safety shown by our entire staff, all of our coaches and our 500+ student-athletes over the past two years has been remarkable. All of this hard work, attention to detail, and perseverance culminated in the University of Alberta hosting the 2022 USPORTS Men’s Basketball Championship in April, which marked one of the most successful and significant events ever hosted by Golden Bears & Pandas Athletics.

As if we needed more proof as to the exceptional ability of our student-athletes and coaches, the Golden Bears & Pandas finished the 2021/22 season with three national championships, 17 U SPORTS All-Canadians, five Canada West titles, 50 individual medalists, and a record 213 Academic All-Canadians during the 2020/21 academic year.

Among the biggest changes was the move of Athletics into the Office of the Dean of Students in April of 2021. Many areas on campus are undergoing drastic changes, including both Golden Bears and Pandas Athletics and Campus & Community Recreation officially disaggregating from the Faculty of Kinesiology, Sport and Recreation.
Over the past 70+ years, we have had a strong and fruitful relationship with FKSR, which will continue into the future with a high number of our student-athletes residing in that faculty, as well as the teaching and research partnerships in place.

Given their focus on student life, the move into DoS has been a natural fit. Bringing Athletics under this umbrella has allowed greater opportunities to promote broad student engagement, student success, and student wellness.

As we look toward the 2022/23 Season, Athletics is cautiously optimistic about a full season with no capacity limits or health restrictions, and the continued excellence shown by the Golden Bears and Pandas athletically, academically, and in the community.

Key Statistics
- Operate 24 Golden Bears and Pandas varsity teams for 500+ student athletes that compete annually for national championships.
- Recruit 100+ student athletes per year.
- Host 160+ events per year for students and community.
- Provide mental health support for student athletes
- Engage with the community through sport development programs for 3000+ youth.
- $1.6M in funds raised from 2,000+ donors.
- Community outreach to schools, hospitals and charities

Other Revenues:
- Ticket sales for events and games
- Merchandise and liquor sales at events and games
- Donations and grants
- Green and Gold Sport System program revenue
- Sponsorship revenue
- Webcast revenue

Unit Metrics:
- Number of visits to facilities annually - estimated 1.5 million;
- Number of unique program participants - COVID disruption in collection;
- Number of students participating in program areas - approximately 11,000;
- Caliber of facilities as rated by users - COVID disruption in collection;
- Caliber of service and facilities as rated by event organizers - COVID disruption in collection;
- Revenue generated to support the program - approximately $5,000,000;
- Student employment - 186 student employees;
- Students attending Wellness programs - COVID disruption in collection

Services Descriptions:
Vision – Inspiring and empowering exceptional life experiences through recreation, sport and wellness.

Mission – Facilitate and deliver leading-edge programs, events, services and facilities for our communities. The role of Campus & Community Recreation is to support our communities (students, staff, Faculty and community members) to explore and enhance
their physical, mental, emotional and spiritual well-being through physical and social activity.

We strongly believe in the power of recreational activities to support these needs. Campus & Community Recreation offers programs and facilities aimed to meet the needs and interests of the broad range of communities that we serve. From group exercise to individualized personal training; from healthy living activities to physical assessments preparing for specific work environments; from recreational sports to elite sport training; and a range of ethnic and cultural dance, Campus & Community Recreation has the breadth and depth of activities to enhance the experiences of students, staff and community members alike. In short, services provided by Campus & Community Recreation include:

Operate and maintain sport specific facilities.
- Swimming pools
- Tennis Centre
- Curling Rink
- Track & Field facilities
- Climbing Centre
- Fitness Centre
- Arena
- Gymnasiums
- Studios
- Artificial and natural grass fields
- Seasonally inflated Dome
- Universiade Pavilion
- Locker rooms and towel service

Recreational programs and activities aimed to develop a sense of community through exceptional experiences.
- Intramurals
- Group and individual fitness programs and services
- Dance
- Club Sports
- Aquatics
- Climbing
- Martial Arts
- Curling
- Tennis
- Residence Programs
- Outdoor Programs
- Wellness

Other Revenues:
Additional sources of revenue include:
- memberships
- facility rentals
- program registration
- small goods and services sales
## Athletics and Recreation Fee

### ATHLETICS & RECREATION

<table>
<thead>
<tr>
<th>Total Expenditures</th>
<th>Other Revenues</th>
<th>MNIF Revenue</th>
<th>Funding from the University</th>
<th>Net Difference</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>11,198,842</td>
<td>5,822,353</td>
<td>3,193,178</td>
<td>2,183,311</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11,198,842</td>
<td>5,822,353</td>
<td>3,193,178</td>
<td>2,183,311</td>
<td>-</td>
</tr>
</tbody>
</table>

**Other Revenue of Total Expenditure**: 52%

**MNIF Revenue of Total Expenditure**: 29%

**Note 1**: Current year expenses exceeded current year MNIF revenue, other revenues, and funding from the University by $1.00M. Due to the shift in online/remote courses, Athletics & Recreation MNIF collected was lower than anticipated resulting in an estimated loss of $225K

### CCR

<table>
<thead>
<tr>
<th>Total Expenditures</th>
<th>Other Revenues</th>
<th>MNIF Revenue</th>
<th>Funding from the University</th>
<th>Net Difference</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>9,021,776</td>
<td>4,998,985</td>
<td>3,193,178</td>
<td>829,613</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9,021,776</td>
<td>4,998,985</td>
<td>3,193,178</td>
<td>829,613</td>
<td>-</td>
</tr>
</tbody>
</table>

**Other Revenue of Total Expenditure**: 55%

**MNIF Revenue of Total Expenditure**: 35%

**Note 2**: The University of Alberta also contributes to sport and recreation facility operations through building envelope maintenance, utilities and cleaning services which are not reflected in the expenses associated with Campus & Community.
### A.2: ATHLETICS AND RECREATION - Augustana

<table>
<thead>
<tr>
<th>Services</th>
<th>Services Summary and Responsibilities</th>
</tr>
</thead>
</table>
| Athletics                    | **Unit Metrics:**  
  Student Athlete recruitment, retention and support - 200 varsity sport students (20%) of student population.  
  Success of Team sports - Due to COVID-19 the 2021-22 season was a shortened one. Less than normal travel expenses were incurred. 43 CCAA National Scholars were awarded to the varsity athletes. 12 Viking athletes were named to their respective ACAC All-Conference Teams.  
**Services Descriptions:**  
Augustana Athletics operates 8 varsity team sports, most as a part of the ACAC conference. Manages and administers the coaching, administration, support, systems of the teams as well as the facilities, both owned and leased. Activities resumed on a shorter season this year 2021-2022.  
**Other Revenues:**  
There is a base budget contributed by Augustana Faculty of 505k. Other revenues include sponsorship and advertising revenues, game and event revenues, fundraising initiatives (by teams), a summer children’s camp (of which the profits support the Athletics program), and general donations. The Augustana Faculty also absorbs and budget deficits incurred by the program. External revenues were impacted in 2021-22 due to the pandemic. |
| Campus & Community Recreation | **Unit Metrics:**  
  Campus rec serves the total student population - Participation was modest but growing over last year’s pandemic numbers. Campus numbers are normalizing and participation is expected to continue to climb. Number of Augustana students served - 1000+ includes free memberships for all students to the Fitness Centre established on campus.  
  Number of Augustana teams supported - 8.  
**Services Descriptions:**  
The Augustana Fitness Center for 2021-22 has moved on campus and is available to all students. The resources needed to run the facility are derived from the MNIF fees as well as other modest sources of revenue. Campus rec focuses on creating recreational opportunities for all students. In 2021-22, Campus rec offered the following:  
- drop in sports in the gym 4 evenings per week  
- dodgeball tournaments  
- climbing wall  
- fitness centre  
- learn to activities such as a yoga series, games nights  
- equipment loans (e.g. X country skis)  
- intramural opportunities  
**Other Revenues:**  
Other revenues include usage fees (e.g. climbing wall used by the community), as well as training and testing revenue. These were curtailed in 2021-22 due to the pandemic. |
<table>
<thead>
<tr>
<th></th>
<th>Total Expenditures</th>
<th>Other Revenues</th>
<th>MNIF Revenue</th>
<th>Funding from the University</th>
<th>Net Difference</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augustana Athletics</td>
<td>610,908</td>
<td>300,578</td>
<td>58,704</td>
<td>505,000</td>
<td>253,374</td>
<td></td>
</tr>
<tr>
<td>Augustana Fitness Center</td>
<td>98,195</td>
<td>(130)</td>
<td>109,040</td>
<td></td>
<td>10,715</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>709,103</td>
<td>300,448</td>
<td>167,744</td>
<td>505,000</td>
<td>264,089</td>
<td></td>
</tr>
</tbody>
</table>

Other Revenue of Total Expenditure: 42%
MNIF Revenue of Total Expenditure: 24%
<table>
<thead>
<tr>
<th>Services</th>
<th>Services Summary and Responsibilities</th>
</tr>
</thead>
</table>
| **Counseling and Clinical Services** (CCS) | **Unit Metrics:**  
    • Direct treatment statistics  
    • Group therapy and drop-in workshop statistics  
    • Initial consultation / bridging support session statistics  
    • Outreach consultations/ collaborations/ and education  
    • Client/patient profile data (Undergrad, grad, support staff, academic staff, family, other, international, indigenous)  
    • Educational workshop statistics  
    • Resilience and coping skills capacity change data  
    • Workshop assessment data re: attendee confidence in how to support a student with a mental health concern  
    • Knowledge of how and when to refer a student experiencing a mental health concern  
    • Narrative feedback  

**Services Descriptions:**  
Provides free, confidential counseling, psychological treatment, and psychiatric services for students. Offers individual and relationship counseling, as well as therapy groups for common psychological issues and problems such as depression, generalized anxiety, social anxiety and disordered eating. There are drop-in workshops for students and staff to help with the following: anxiety and depression, mindfulness, mood management, healthy relationships, and building resilience. We provide service navigation and referrals to other mental health supports on and off campus. Lastly, CCS offers consultation services to students, faculty, and staff regarding mental health and wellness.  

**Other Revenues:**  
Late cancellation or no show fees  

| Sexual Assault Centre (SAC) | **Unit Metrics:**  
    • Survivor consultations / support statistics  
    • Survivor psychological counseling data  
    • Client profile (Undergrad, grad, unidentified students, support staff, academic staff, other, family members, international, indigenous)  
    • Awareness Week event statistics (e.g. workshops, tables, collaborations, etc.)  
    • Graduate student workshops/international student workshops/Augustana workshops/CSJ workshops  
    • Number of volunteers and volunteer hours  
    • Narrative feedback  

### Sexual Assault Centre (SAC)

**Services Descriptions:**
Free drop-in, telephone, or email support for survivors of sexual assault or abuse, sexual harassment, stalking, or relationship violence, regardless of gender, orientation, ethnicity, ability, or spirituality.

- Additional services include:
  - Appointments with psychologist for either medium- or long-term counselling and treatment regarding sexual assault or sexual abuse specifically;
  - Support and information for partners, friends, family, and concerned individuals who are supporting a survivor of sexual assault;
  - Advocating for deferrals, extensions, and other academic accommodations to help support students who are struggling after an experience of sexual violence;
  - Accompaniment for individuals who choose to seek medical attention or report their experience;
  - Referrals to on- and off-campus resources;
  - Resource area for information on sexual assault and related topics;
  - Interactive 50- and 80-minute Education Presentations on sexual assault and consent

**Other Revenues:**
- Grants from the Government of Alberta
- Facilitation Revenue

### University Health Centre (UHC)

**Unit Metrics:**
- Clinic appointment statistics
- New patients statistics
- Patient injection statistics
- Faculty immunization statistics
- Top Five Presenting Conditions
- Client/patient profile (Undergrad, grad, unidentified students, support staff, academic staff, other, family members, international)
- Seasonal Influenza statistics
- Sexuality Workshop and tabling statistics
- Nursing Student Practicums and practicum hours
- Narrative feedback

**Services Descriptions:**
The University Health Centre provides comprehensive, coordinated, and continuing medical care for members of our community. The UHC’s services are provided through a combination of drop-in and appointment-based services and are available to all staff members, students, and students’ spouses and children.

- Medical services similar to any medical clinic.
- Sexual health services
### Student Health & Wellness Fee

#### Wellness Supports

- Health Faculty Immunizations
- Obstetrics and Gynecology
- Podiatry
- Travel Consultation and Immunizations
- Nutrition Consultations

**Other Revenues:**
- Alberta Health Care and other third party billings
- Fee for services not covered by insurance or Government of Alberta

#### Unit Metrics:

- Awareness building event statistics (e.g. grant-related capacity building, Wellness Champions, Student Health 101 Readership, Days of Action, etc.)
- Specific Initiative statistics (e.g. Unwind Your Mind, Alcohol/Cannabis Dinner & Dialogue events, Unitea, etc.)
- Skill Building Session Statistics (e.g. Conferences, health promotion presentations, dinner & dialogues, etc.)
- Grant & recognition initiative metrics
- Outreach statistics
- Number of volunteers & volunteer hours
- Number of practicum students and practicum hours
- Number of CSL students
- Number of client consultation
- Client profile (Undergrad, grad, support staff, acad, family, other, international, indigenous)
- Safehouse Intake/support
- Workshop attendance
- Resilience and coping skills capacity change data
- Workshop assessment data re: attendee confidence in how to support a student with a mental health concern
- Graduate student workshops/international student workshops/Augustana workshops/CSJ workshops
- Narrative feedback

#### Services Descriptions:

The Wellness Support team engages people on campus by strengthening individual and community mental health and wellbeing, providing support, connection, education and choice.

The team strives to provide holistic, inclusive, and equitable support, including:

- Free mental health skills training for students and staff
- Collaborative initiatives that challenge stigma around wellness, provide information, engage in discussion that encourages action
- Individual support to bridge gaps and connect students with resources that provide students with ongoing mental health support and referrals to other mental health resources
- Facilitated peer-to-peer and community connections
- Volunteer and outreach opportunities
<table>
<thead>
<tr>
<th><strong>Student Health &amp; Wellness Fee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Risk Management Program</strong></td>
</tr>
<tr>
<td>• Health and wellness activity funding</td>
</tr>
<tr>
<td>• Wellness information, research, events and activities</td>
</tr>
<tr>
<td>• Strengthen and support campus communities and members to identify potential challenges and opportunities together.</td>
</tr>
<tr>
<td><strong>Other Revenues:</strong></td>
</tr>
<tr>
<td>• Grants from Government of Alberta and AHS</td>
</tr>
<tr>
<td>• Miscellaneous Donations</td>
</tr>
<tr>
<td><strong>Unit Metrics:</strong></td>
</tr>
<tr>
<td>• Number of students of concern that we support and provide a coordinated response for that may pose a risk of harm to self or harm to others, this may include trespassing or excluding a student from campus</td>
</tr>
<tr>
<td>• Number of students that we provide follow-up support for through Helping Individuals at Risk</td>
</tr>
<tr>
<td>• Number of students who access Safe House, the emergency housing program</td>
</tr>
<tr>
<td>• Number of Student Group events that are reviewed and approved</td>
</tr>
<tr>
<td>• Number of high risk events that are reviewed and approved (involving alcohol, travel, or physical activity)</td>
</tr>
<tr>
<td>• Number of Student Group leaders who complete Event Organizer training</td>
</tr>
<tr>
<td><strong>Services Descriptions:</strong></td>
</tr>
<tr>
<td>• Working with individual students who may be at risk of not meeting their potential for a variety of reasons and may require a coordinated response from a number of university units. These typically include coordination with a student’s Faculty, the Office of the Registrar, Protective Services, Helping Individuals at Risk, Residence Services, University of Alberta International, and others. This ongoing interaction may include trespassing or excluding a student from parts or all of university property, and/or establishing interim conditions or modifications to a student’s activities.</td>
</tr>
<tr>
<td>• Student Groups submit all events for a review to mitigate and eliminate risk and ensure safe and fun events. Student Group executives must complete a mandatory Event Organizer Training in order to host events.</td>
</tr>
<tr>
<td><strong>Post Secondary Mental Health Grant</strong></td>
</tr>
<tr>
<td><strong>Unit Metrics:</strong></td>
</tr>
<tr>
<td>Metrics are available under Wellness Supports, Counseling and Clinical Services (CCS), and First Peoples’ House</td>
</tr>
<tr>
<td><strong>Services Descriptions:</strong></td>
</tr>
<tr>
<td>The Grant was used for needs across the following initiatives:</td>
</tr>
<tr>
<td>• Mental Health Awareness (ACCESS Team Social Workers Mental Health Awareness Program, and Health Promotion and Communication Development)</td>
</tr>
<tr>
<td>• Community Capacity to Respond to Early Indicators of Student Concern (Community Capacity Building, and COVID-19 Mental Health Programming)</td>
</tr>
<tr>
<td>• Self-Management Competencies and Coping Skills (Self-Compassion Training for Helpers)</td>
</tr>
<tr>
<td><strong>Other Revenues:</strong></td>
</tr>
<tr>
<td>Donations</td>
</tr>
</tbody>
</table>
- Accessible Mental Health Care Services (Continuation of Non-Clinical Satellite and CCS Early Intervention Supports, and Culturally relevant FNMI Elder Care)
- Crisis Management (Continuation of Non-Clinical Satellite and CCS Early intervention Support)

Psychologists, counseling intake nurses, and social workers administer initiatives. These initiatives and resources represent a significant investment in the University’s overall mental health infrastructure, it ensures that mental health needs of our campus community are being appropriately treated and addressed.

**Other Revenues:**
Fully Funded by GOA Grant

### Provost

<table>
<thead>
<tr>
<th>Fiscal 2021-22</th>
<th>Total Expenditures</th>
<th>Other Revenues</th>
<th>MNIF Revenue</th>
<th>Funding from the University</th>
<th>Net Difference</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Student Health &amp; Wellness Fee</td>
<td>23,700</td>
<td>0</td>
<td>124,245</td>
<td>100,545</td>
<td>Note 1</td>
<td></td>
</tr>
<tr>
<td>Special Increase - Sexual Violence Response Coordinator</td>
<td>23,700</td>
<td>0</td>
<td>124,245</td>
<td>100,545</td>
<td>Note 1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23,700</td>
<td>0</td>
<td>124,245</td>
<td>100,545</td>
<td>Note 1</td>
<td></td>
</tr>
</tbody>
</table>

**Other Revenue of Total Expenditure 0%**

**MNIF Revenue of Total Expenditure 524%**

*Note 1* Temp budget transfer to Dean of Students for Deb Erkes .8 FTE secondment for term Jan 24-Mar 31/22.

### DEAN OF STUDENTS

<table>
<thead>
<tr>
<th>Fiscal 2021-22</th>
<th>Total Expenditures</th>
<th>Other Revenues</th>
<th>MNIF Revenue</th>
<th>Funding from the University</th>
<th>Net Difference</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Student Health &amp; Wellness Fee</td>
<td>7,834,659</td>
<td>1,934,929</td>
<td>5,899,730</td>
<td>-</td>
<td>-</td>
<td>Note 2</td>
</tr>
<tr>
<td>Counselling and Clinical Services (CCS)</td>
<td>1,982,150</td>
<td>535</td>
<td>1,981,615</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Sexual Assault Centre (SAC)</td>
<td>716,011</td>
<td>292,822</td>
<td>423,189</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>University Health Centre (UHHC)</td>
<td>2,507,157</td>
<td>641,138</td>
<td>1,866,019</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>University Pharmacy</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Wellness Supports</td>
<td>1,021,631</td>
<td>62,528</td>
<td>959,103</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Risk Management Program</td>
<td>674,304</td>
<td>4,500</td>
<td>669,804</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Post Secondary Mental Health Grant</td>
<td>933,406</td>
<td>933,406</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

*Note 2* As of FY 22 due to UAT restructuring, Pharmacy is now under F&O Fund 310 therefore, they no longer receive MNIF funding.
<table>
<thead>
<tr>
<th>Services</th>
<th>Services Summary and Responsibilities</th>
</tr>
</thead>
</table>
| **Undergraduate Research Initiatives (URI)** | Unit Metrics:  
- Number funding applications  
- Number of students and others funded  
- Amount of funding dispersed  
- Statistics on event/program participation (e.g. number, attendance)  
- Number of abstracts and presenters for Festival of Undergraduate Research and Creative Activities (FURCA)  
- Number of submissions for Spectrum (online journal)  
- Number of individual student appointments  
- Statistics on outreach/promotions  
- Student profile data (e.g. program of study, year of study, international/domestic students)  
- Student feedback (e.g. program evaluations, project reports)  

Services Descriptions:  
Promote and support the involvement of undergraduate students in research and creative activities at the University of Alberta. The work of the URI is student-focused, emphasizing interdisciplinary, progressive skill development, discovery learning, knowledge translation, and integration of teaching and research.  

Other Revenues:  
- Donations and Grant funding  
- SSHRC funding from VPR  
- Alberta Innovates |
| **Green & Gold** | Unit Metrics:  
- Number of applications  
- Number of students funded  
- Amount of funding dispersed  
- Reflections provided by funded students  
- Student profile data (e.g. undergraduate/graduate students, program of study, international/domestic students)  

Services Descriptions:  
This program provides funding to undergraduate and graduate students to participate in high impact professional development activities that will help them:  
- Expand and develop leadership and employability skills.  
- Explore future career opportunities.  
- Learn about professional practices in different cultures and contexts.  
- Establish networks vital to professional practice and advancement.  
- Reflect critically on their career interests and aspirations. |
<table>
<thead>
<tr>
<th>Other Revenues:</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

### First Peoples’ House

<table>
<thead>
<tr>
<th><strong>Unit Metrics:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hours of tutoring, writing mentors and academic support provided</td>
</tr>
<tr>
<td>• Outreach events within Campus and in external communities</td>
</tr>
<tr>
<td>• Recruitment events</td>
</tr>
<tr>
<td>• Number of student advising sessions</td>
</tr>
<tr>
<td>• Numbers of student in designated student housing</td>
</tr>
<tr>
<td>• Population of Indigenous students on campus</td>
</tr>
<tr>
<td>• Number of students who apply for scholarships and financial aid</td>
</tr>
<tr>
<td>• Referral of students to other MNIF supported services</td>
</tr>
<tr>
<td>• Students and communities feedback</td>
</tr>
<tr>
<td>• Number of students attending events, such as;</td>
</tr>
<tr>
<td>○ Cultural events</td>
</tr>
<tr>
<td>○ Elder’s Visits</td>
</tr>
<tr>
<td>○ Round Dance</td>
</tr>
<tr>
<td>○ TAWOW</td>
</tr>
<tr>
<td>○ Orientation</td>
</tr>
<tr>
<td>○ Bridges</td>
</tr>
</tbody>
</table>

**Services Descriptions:**

Providing programs and services to First Nations, Métis and Inuit students within an environment that encourages full access, participation, and success. FPH provides community outreach through ceremonies and gatherings such as the annual Round Dance. Furthermore, FPH provides Writing Mentors, tutors, resources for Orientation, and various funding and scholarships for FNMI Students. As part of community outreach, FPH aims to increase awareness through community meals, community relations and elder services. Students from various backgrounds and faculties can gather to build connections and offer opportunities to enable student, staff and faculty participation in reconciliation.

<table>
<thead>
<tr>
<th><strong>Other Revenues:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations, Sponsorships, external events ticket and merchandise sales.</td>
</tr>
</tbody>
</table>
Unit Metrics:
- Statistics on usage of services by students, alumni and others; for example:
  - Number of student/alumni individual appointments and career coaching (e.g. career advising, resume reviews, mock interviews, LinkedIn profile reviews)
  - Number students/alumni who apply to and participate in career mentoring programs and Job Shadow Week
  - Number professionals who participate in career mentoring programs and Job Shadow Week as mentors/hosts
  - Number of students/alumni registered in T2C
  - Number of students who attend seminars and customized presentations
  - Number students/alumni who attend Speaker Series panels
  - Number of guest speakers who participate in Speaker Series panels
  - Number of high school students who participate in Summer Career Camp
  - Number employers registered at networking/recruitment events (e.g. career fairs, employer information sessions)
  - Number students/alumni who attend networking/recruitment
  - Number of students/alumni who participate in work experience/internship programs
  - Number of organizations that participate in work experience/internship programs
- Job postings information (e.g. number, type, industry, profession)
- Number On-Campus Recruitment connections made (new and existing employer contacts)
- Student profile data (e.g. undergraduate/graduate students, program of study, international/domestic students)
- Feedback from students, alumni, employers and others (e.g. program/event evaluation forms, surveys, student reflections)

Services Descriptions:
Empowering students to develop the skills, knowledge, experiences, and connections to confidently manage their career. Various programs are offered such as individual advising and coaching services, in-person and online career education, seminars and presentations, speaker series, job shadowing, career mentoring, internship and work experience programs, Transition to Career (T2C), Summer Career Camp, Shell Enhanced Learning Fund, Green & Gold Leadership and Professional Development Grant, online job postings, career fairs, mixers, employer information sessions

Other Revenues:
### Student Conduct and Accountability

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and type of disposition of decisions of the discipline officer</td>
<td></td>
</tr>
<tr>
<td>Number of cases by academic and non-academic in specific faculties</td>
<td></td>
</tr>
<tr>
<td>Cases by different student demographics</td>
<td></td>
</tr>
<tr>
<td>Time spent per case</td>
<td></td>
</tr>
<tr>
<td>Charges considered under the Code of Student Behavior</td>
<td></td>
</tr>
<tr>
<td>Charges related to alcohol, drugs and mental health</td>
<td></td>
</tr>
<tr>
<td>Student, faculty, and staff feedback</td>
<td></td>
</tr>
</tbody>
</table>

**Services Descriptions:**
Upholding safety and integrity at the University of Alberta, the SCA consists of the two University Discipline Officers, who make decisions under the Code of Student Behavior for academic and non-academic misconduct. They provide due process for those under allegation as well as fairness for complainants under the Code. In addition to decision-making, the SCA is instrumental in policy review and development, restorative justice training for residence life staff, and exploring other opportunities for the use of restorative justice at the University of Alberta.

### Ombuds Service

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who access services, segregated by international and domestic students.</td>
<td></td>
</tr>
<tr>
<td>Staff and student feedback</td>
<td></td>
</tr>
<tr>
<td>Workshops or outreach to faculty, staff and students</td>
<td></td>
</tr>
</tbody>
</table>

**Services Descriptions:**
Servicing undergraduate and graduate students, applicants to university programs, postdoctoral fellows, and medical residents at the University of Alberta. The office further acts as a resource for faculty and staff, and responds to inquiries from other concerned parties in and outside the university community. Focusing on the promotion of administrative fairness (procedural, substantive, relational, and equitable), OSO assists clients with the development of communication and conflict resolution skills, preparing for formal university appeals and administrative meetings, and in the interpretation of university policy and procedure. The OSO is a non-voting member of several university governance committees and...
regularly makes recommendations on policy changes. Finally, the OSO makes annual recommendations (through its annual report) to university decision-makers in response to policy challenges, gaps, omissions and inequities that are found in the course of our casework and inquiries.

**Other Revenues:**
Student Work Placement Program grant funding

**Student Union Funding**

<table>
<thead>
<tr>
<th><strong>Unit Metrics:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annual Report provided to Dean of Students outlining the impact of funding</td>
</tr>
</tbody>
</table>

**Services Descriptions:**
Dean of Student provides funding to Student's Union to facilitate the following on their behalf:

- Academic Guidance Center (Funding provided for peer academic guidance and referral services through InfoLink locations)
- Orientation (Funding for annual orientation program)
- Student Engagement (Registration and review of student groups, Computer Database Reporting, Student Group Training such as alcohol awareness seminars)

**Other Revenues:**
Not Applicable

**Universal Design and Accessibility Facilitation (UDAF)**

<table>
<thead>
<tr>
<th><strong>Unit Metrics:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of applications received and approved for vaccination, rapid testing, and mask exemptions <em>(NB: for the 2021-2022 year only).</em></td>
</tr>
<tr>
<td>• Number of applications received and approved for accommodations based on non-medical protected grounds, including type of protected ground(s) on which application is based.</td>
</tr>
<tr>
<td>• Number of applications received and approved for accommodations based on temporary physical or mental disability protected grounds.</td>
</tr>
<tr>
<td>• Number of students assisted with academic modifications.</td>
</tr>
<tr>
<td>• Student profile data (e.g., faculty, program [undergraduate, masters, PhD], year of study, citizenship status, FNMI status.</td>
</tr>
</tbody>
</table>

**Services Descriptions:**
The Universal Design and Accessibility Facilitation team provides a range of services that help to remove access- and equity-related barriers or restrictions to students’ academic and campus participation. These supports include accommodations based on non-medical protected grounds, accommodations for temporary illness/injury (i.e., temporary physical and/or mental disability protected grounds), and support for students who encounter other access and equity challenges at the University of Alberta.

The team also coordinates a variety of equity- and access-related campus projects (e.g., event/program accessibility checklists and planning, trans-
<table>
<thead>
<tr>
<th>Accessibility Resources (formerly Student Accessibility Services)</th>
<th>identifying student supports, classroom accessibility challenges, incidents of discrimination).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Revenues:</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
| Unit Metrics: | **Number of unique student registered with Disability/Accessibility Services with a diagnosed disability**  
**Number of students by Primary Disability**  
**Number of Additional Disabilities**  
**Total Number of Disabilities**  
**Exam Accommodations**  
**Number of students accessing specific services (assistive services and advising services)**  
**Information event/tabling statistics** |
| Services Descriptions: | Connecting students with documented disabilities and/or chronic medical conditions to the resources and supports needed to achieve full potential. Accessibility Resources provides services such as:  
**Exam accommodations to provide extended time, use of computer or adaptive technology, alternate formats of print material, etc.**  
**Learning-effective services by providing adaptive technology and assistive devices to meet academic needs.**  
**Communication support such as sign language interpreting services or real time transcribing.**  
**Course related services such as course load adjustment, ergonomic support, note taking services, learning strategies, tutoring.** |
| Other Revenues: | Government of Alberta Disability Grant, Canada Student Grants, miscellaneous donations |
| Augustana Student Services | **Number of students who visits career counselors**  
**Students who attend events, such as Orientation, Career Fairs, Round Dance**  
**Number of students who visits FNMI Counselors**  
**Number of visits by specialists from North Campus**  
**Number of workshops and visits from North Campus**  
**Visits provided by Chaplain**  
**Staff and student feedback** |
<p>| Services Descriptions: | Support and access to student services is offered through cross campus collaboration and shared services with central programs, while also offering Augustana based resources for career guidance, student affairs and FNMI services. |</p>
<table>
<thead>
<tr>
<th><strong>Transition Year Program (TYP)</strong></th>
<th><strong>Unit Metrics:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Number of applicants to TYP</td>
</tr>
<tr>
<td></td>
<td>● Number of successful graduates of the program</td>
</tr>
<tr>
<td></td>
<td>● Recruitment visits and events</td>
</tr>
<tr>
<td></td>
<td>● Students with successful placement after TYP</td>
</tr>
<tr>
<td></td>
<td>● Partnerships with communities and external users</td>
</tr>
</tbody>
</table>

**Services Descriptions:**
The Transition Year Program (TYP) is a University access program for FNMI students who may not be prepared to enter a faculty through the regular admissions route.

**Other Revenues:**
TYP Program Fee, miscellaneous donations

<table>
<thead>
<tr>
<th><strong>Student Writing Center (Center for Writers)</strong></th>
<th><strong>Unit Metrics:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Number of one-on-one tutoring appointments</td>
</tr>
<tr>
<td></td>
<td>● Number of graduate and undergraduate tutors</td>
</tr>
<tr>
<td></td>
<td>● Number of free workshops provided, and writing concerns</td>
</tr>
<tr>
<td></td>
<td>● Number of writing groups, and across which faculties</td>
</tr>
<tr>
<td></td>
<td>● Number and demographics of attendees in writing groups</td>
</tr>
<tr>
<td></td>
<td>● Number and demographics of attendees for free workshops.</td>
</tr>
<tr>
<td></td>
<td>● Student feedback</td>
</tr>
</tbody>
</table>

**Services Descriptions:**
The Centre for Writers is a free, one-on-one tutoring service available to all students, faculty, and staff members at the University of Alberta. We tutor for every level of proficiency, for all disciplines, and have resources to assist ESL/EAL writing concerns. The Centre for Writers aims to assist every writer at any stage of the writing process.

C4W partners with various Faculties to offer writing groups. The Centre for Writers provides a limited number of spaces in advanced writing groups for international graduate students. The groups allow students to hone their writing skills with the help of a C4W tutor who is also a graduate student.

C4W also offers free one-hour workshops during the Fall and Winter terms, covering various common writing concerns. These workshops are open to all on campus.

**Other Revenues:**
Internal fee charged to Faculties for writing groups.
Academic Success Center (ASC, formerly Student Success Centre)

### Unit Metrics:
- Individual appointment/consultation statistics in each service area (accessibility, learning, writing, and communication resources)
- General workshop statistics in each workshop service area (learning, writing, communication)
- Online course statistics
- Student/client profiles (citizenship status/domestic v. international, undergraduate v. graduate, etc.)
- Fresh Start Program statistics
- Academic Copy Editing service statistics
- Agreements for services statistics
- Inquiry statistics (walk-ins, telephone, email, etc.)
- Website statistics
- Information event/tabling statistics
- General service use evaluations
- Academic Copy Editing evaluations
- General workshop evaluations
- Agreement for services evaluations (where available)
- Narrative feedback

### Services Descriptions:
- Providing professional support to help students strengthen their academic skills to achieve their academic goals, the ASC offers group workshops, individual appointments, and online courses in the areas of accessibility, learning, writing, and communication strategies throughout the year.
- ASC operates the Fresh Start Program (in coordination with Open Studies/Office of the Registrar) which assists undergraduate students required to withdraw from their faculties to re-establish satisfactory standing and gain admission/readmission to a University faculty.
- ASC operates the Academic Copy Editing Service, which provides professional copy editing for graduate students and postgraduates, instructors, and professors for theses, dissertations, capstone projects, and documents for publication or career purposes.
- ASC develops customized programming for campus and community groups. For example, ASC runs the Football Study Hall program (for Golden Bears Football) from September to April, offers customized workshops for various groups, contributes subject-matter expertise to program curricula, and facilitates individual appointments for specific learner cohorts such as medical residents.
- ASC services are available to undergraduate, graduate, and postgraduate students of all backgrounds, in all programs of study,
at all levels of achievement, and on all campuses, as well as to learners in the broader community.

**Other Revenues:**
- Freshstart program fees
- Academic Copying editing fees
- Specialized Workshop Program fees

| Helping Individuals at Risk (HIAR) | Unit Metrics:  
**Data for July 1, 2021-June 30, 2022** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• # of reports made to HIAR: 889 (7% increase from the previous year)</td>
<td></td>
</tr>
<tr>
<td>• Incident types (reports can have more than one incident type)</td>
<td></td>
</tr>
<tr>
<td>- 373 (28%) Behavioral Concern (did not yet meet the threshold of harm to self or others)</td>
<td></td>
</tr>
<tr>
<td>- 361 (27%) Harm to Self (*Of note, 42 reports [5%] were about a recent suicide attempt)</td>
<td></td>
</tr>
<tr>
<td>- 156 (12%) Harm to Others</td>
<td></td>
</tr>
<tr>
<td>- 216 (16%) Harm From Others</td>
<td></td>
</tr>
<tr>
<td>- 54 (4%) Academic Concerns</td>
<td></td>
</tr>
<tr>
<td>- 74 (6%) Harassment</td>
<td></td>
</tr>
<tr>
<td>- 82 (6%) Other Concerns (financial, physical health, etc.)</td>
<td></td>
</tr>
<tr>
<td>• # of Individuals at Risk: 1,049 (a report can have more than one individual at risk)</td>
<td></td>
</tr>
<tr>
<td>- 952 (91%) were students; 838 (80%) undergraduate and 114 (11%) graduate</td>
<td></td>
</tr>
<tr>
<td>- 88 (8%) were faculty/staff/excluded staff</td>
<td></td>
</tr>
<tr>
<td>- 5 (0.5%) were post-doctoral fellows</td>
<td></td>
</tr>
<tr>
<td>- 4 (0.5%) were unaffiliated</td>
<td></td>
</tr>
</tbody>
</table>

- Of interest: |
  - In 733 (82%) of reports, HIAR connected an individual to resources and support |
  - HIAR conducted a suicide risk assessment with 14 individuals at risk |
  - In 8 reports, HIAR contacted police to conduct a welfare check (individual at risk was deemed high risk for suicide) |
  - In 11 reports, HIAR discussed safety measures with the targeted person
**Services Descriptions:**

Helping Individuals at Risk (HIAR) is a confidential, centralized resource for members of the campus community to report at-risk behaviors or concerns about individuals who are at risk of harm to self or others. HIAR staff can assess risk, help connect individuals to support and resources before situations escalate, and offer guidance on potential next steps.

The program is guided by the Helping Individuals at Risk Policy, which applies to ALL members of the university community (example: students, staff, faculty members, etc.)

**Other Revenues:**
Not Applicable

### DEAN OF STUDENTS

<table>
<thead>
<tr>
<th>Fiscal 2021-22</th>
<th>Total Expenditures</th>
<th>Other Revenues</th>
<th>MNI Revenues</th>
<th>Funding from the University</th>
<th>Net Difference</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Student Academic Support Fee</td>
<td>1,383,108</td>
<td>654,555</td>
<td>728,553</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>URI</td>
<td>1,383,108</td>
<td>654,555</td>
<td>728,553</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Green &amp; Gold</td>
<td>14,354</td>
<td>-</td>
<td>14,354</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>First Peoples' House</td>
<td>829,382</td>
<td>344,287</td>
<td>485,095</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Career Centre</td>
<td>3,284,774</td>
<td>663,323</td>
<td>2,621,451</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Conduct and Accountability</td>
<td>342,384</td>
<td>30,097</td>
<td>312,287</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Ombuds Service</td>
<td>511,858</td>
<td>-</td>
<td>511,858</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Union Funding</td>
<td>319,590</td>
<td>-</td>
<td>319,590</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accessibility Resources</td>
<td>1,890,678</td>
<td>951,487</td>
<td>939,191</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Universal Design and Accessibility Facilitation (UDAF)</td>
<td>370,896</td>
<td>-</td>
<td>370,896</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Augustana Student Services</td>
<td>744,477</td>
<td>1,746</td>
<td>742,731</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transition Year Program (TYP)</td>
<td>362,841</td>
<td>66,250</td>
<td>296,591</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Writing Center</td>
<td>346,171</td>
<td>5,100</td>
<td>341,071</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Academic Success Center</td>
<td>1,389,534</td>
<td>167,034</td>
<td>1,222,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Helping Individuals at Risk (HIAR)</td>
<td>368,986</td>
<td>887</td>
<td>297,473</td>
<td>70,626</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Contingency Fund</td>
<td>708,738</td>
<td>-</td>
<td>708,738</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>12,867,771</strong></td>
<td><strong>2,884,766</strong></td>
<td><strong>9,912,379</strong></td>
<td><strong>70,626</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,702,430</strong></td>
<td><strong>4,819,695</strong></td>
<td><strong>15,812,109</strong></td>
<td><strong>70,626</strong></td>
<td>(0)</td>
<td>-</td>
</tr>
</tbody>
</table>

*Other Revenue of Total Expenditure* 23%

*MNIF Revenue of Total Expenditure* 76%
The PD unit develops and supports professional development for graduate students from all programs to complete requirements for Ethics & Academic Citizenship, and Professional Development through a variety of synchronous and asynchronous programming. In 2021-22, the Ethics and Academic Integrity requirement was replaced with the new Ethics and Academic Citizenship courses (INTD710 and 720), and during this transition year, students had the option to complete the requirement with existing programming that had been started before the new courses were passed through governance. The majority of students chose to register for the new course offerings including: 2,065 students in INTD 710 (required for all Master’s and PhD students) and 249 in INTD 720 (for PhD students only). These registrations together make for the largest course offering at the U of A.

From August 17, 2021 - July 15, 2022, over 3,200 distinct students registered for virtual PD training sessions while CampusBridge captured 17,111 registrations (of which 27% attended for interest rather than to meet their PD credit requirements). On August 17 - 18, 2021, an additional 485 Master's students and 215 Doctoral students attended FGSR-led new graduate student onboarding sessions. In Winter 2022, 77 incoming graduate students were onboarded while an additional 205 attended a follow-up session April 29, 2022.

Although the Graduate Teaching and Learning (GTL) enrollment dropped 28% in 2021-2022, there were still 7266 seats filled. GTL Level 4 had uptake by CTL; however, the loss of TLEF funds and a hold on faculty teaching awards restricted opportunities for these students to identify projects that could be used to fulfill the Level 4 requirements. Non-teaching sessions filled 10,000 + seats and moving the PD week from May to June resulted in a 50% increase in enrollment for this event. Feedback from 1,154 Career Action attendees indicates that roughly 2% of these attendees had yet to consider their career goals while 98% of students used this programming to assist with career planning and to complete their IDP and review their career goals.

The seven-part Innovation Bridge Series had 875 student/postdoc attendees, and the three-part Design Thinking series had 342 unique attendees (751 registrations) with polling indicating a continued interest in innovation and entrepreneurship. The Graduate Student Internship Program (GSIP) is weakly supported by MITACS funding and federal SWEP funds; however, a few employers are willing to pay for graduate interns without matching support. The highly successful Community Connect signature 3MT virtual event attracted 3,000 + votes and 6,200 video views while the monthly Edmonton Public Library, On the Edge Emerging Scholars Series and Innovation Showcase, continue to attract wide provincial viewership giving graduate students and postdocs public venues to develop their network and professional skills.

## Services Descriptions:
The PD unit develops and supports professional development for graduate
students and postdoctoral fellows through high quality training in a broad range of skills and competencies including teaching, knowledge mobilization, intercultural competency, internships, and academic integrity and citizenship. The unit liaises with, and provides consultative support, to departments and faculties regarding the PD requirement, as well as training for faculty and staff who support the PD requirement. The unit seeks out partnerships to demonstrate the graduate student skill sets within the community and profiles graduate students who share their research and PD skills more broadly.

Other Revenues:
Aside from the MNIF funding, FGSR receives funding from the Campus Alberta Grant for its operations.

### FGSR Program Services

| Unit Metrics: |
| The Program Services unit manages over 8200 graduate students registered across more than 500 graduate programs and official specializations. Program types include PhD, thesis-based Master’s, course-based Master’s, and graduate certificates and diplomas. Staff members assist students to navigate their programs from their first day until their convocation. This includes aiding graduate students through the successful completion of programs, including over 1000 subsequent convocations each year. |
| Services Descriptions: |
| The Program Services unit liaises with students, graduate departments, faculties, and administrative units on campus. It maintains all official graduate student records including final oral examination committees, thesis approval, and convocation activities. This unit is responsible for monitoring student performance/progress in programs as specified by FGSR policies, regulations, and deadlines. The team provides management and oversight of student cases to the FGSR Decanal team. They advise students and departments virtually, in person, over the phone, and by email on issues pertaining to FGSR policies and procedures. The unit provides department grad administrators with training for key processes, and ensures compliance and accuracy of forms submitted by Departments to FGSR. |

Other Revenues:
Aside from the MNIF funding, FGSR receives funding from the Campus Alberta Grant for its operations

### FGSR Awards and Funding Services

| Unit Metrics: |
| The Awards unit distributes 3300+ graduate awards, administers 800+ different awards, totaling more than $28 million annually. Other areas of responsibility include the management of more than 5,000 award applications and nominations; and extending support (e.g. virtually, in person, by phone, by email) to departments and graduate students in the development and submission of awards applications. The unit regularly develops and delivers awards workshops to assist students in effective grant writing. |
| Services Descriptions: |
| FGSR Awards and Funding Services manages graduate scholarship deadlines and decisions. The unit is the central liaison among students, graduate departments, faculties, administrative units on campus as well as provincial and federal granting agencies, and other public agencies and government bodies. The unit is
### Other Services

<table>
<thead>
<tr>
<th>Unit</th>
<th>Metrics</th>
<th>Services Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IT Service and Infrastructure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit Metrics:</strong></td>
<td>Supports software applications that manage all aspects of student lifecycle for 43,291 students. Supports management of common student records for 43,291 undergraduate students. Supports operation of approximately 5500 wireless access points and 2000 edge networking devices.</td>
<td>Support for Campus Solutions and Beartracks applications, which facilitates all aspects of the student lifecycle including, but not limited to admissions, advisement, records, course/class/exam management, grading, graduation, scholarships and awards, tuition &amp; fee assessment and payment. Supports the Electronic Document and Records Management System (EDRMS) utilized by the offices of the Registrar, Faculty of Graduate Studies &amp; Research and Faculty administration for the management and retention of commonly shared student records. Manages the operations of the University Wireless Service throughout the institution.</td>
</tr>
<tr>
<td><strong>Other Revenues:</strong></td>
<td>Project revenue for installation or replacement of edge networking devices owned by other units on campus.</td>
<td></td>
</tr>
<tr>
<td><strong>RO - Records, Registration and Convocation Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit Metrics:</strong></td>
<td>- Maintains 150K undergraduate student records. - Manages 51K new documents each year. - Fulfills 66K transcript requests per year. - Supports course registration systems and processes for approximately 42K students. - Completes over 3700 RESP forms, interest free status forms and loan application forms. - Produces tuition and fees assessments for 42K currently enrolled students. - Managed graduation processes and ceremonies for 9,150 during the year. - Completed 300 requests for degree reprints.</td>
<td>The Registration services unit includes the processing of registration for current students. This unit also manages the information and processes that enable the calculation of tuition and fee assessments for students.</td>
</tr>
</tbody>
</table>

Other Revenues:
Aside from the MNIF funding, FGSR receives funding from the Campus Alberta Grant for its operations.
### Other Services

The Records services unit is responsible for the maintenance and accuracy of the student academic record. The unit is also responsible for managing the receipt and processing of various types of documents, including course withdrawals, verification documents, transcripts and other student related records.

The Convocation and Ceremonies unit organizes applications for graduation, distribution of regalia and parchments, as well as convocation ceremonies in June and November each year. The Convocation and Ceremonies unit also handles all related convocation records, digital parchments, policy on degrees and organizes ceremonies related to awards (internal, national and international), installations, and honorary degrees, and answers protocol questions related to these and other campus events.

**Other Revenues:**
Courier fees, parchment reprints, rebates and cost recoveries.

#### RO - Student Financial Support Services

<table>
<thead>
<tr>
<th>Unit Metrics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11,247 undergraduate students received $40M and 399 graduate students received $3.08M (note: this does not include government loan funding). $12.4M in tuition offsets (revenue from domestic and international tuition) was spent in 2021/22.</td>
</tr>
</tbody>
</table>

**Services Descriptions:**
This is the non-student facing arm of the Student Financial Support Unit. It manages the administrative, 'behind the scenes' aspect of scholarships, awards, bursaries and emergency student loans to undergraduate students each year.

**Other Revenues:**
Not applicable

#### RO - Student Service Centre and Advisory Services

<table>
<thead>
<tr>
<th>Unit Metrics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed 92.9k inquiries (plus 100k chatbot conversations) in FY2022.</td>
</tr>
<tr>
<td>• 3,528 in person inquiries</td>
</tr>
<tr>
<td>• 25,143 phone calls</td>
</tr>
<tr>
<td>• 57,198 email inquiries</td>
</tr>
<tr>
<td>• 4,390 live chats</td>
</tr>
<tr>
<td>• 2,694 forms completed</td>
</tr>
<tr>
<td>• 100,748 chatbot conversations</td>
</tr>
</tbody>
</table>

Welcomed 2,394 guests at Virtual Open House for prospective students.

Supported 62 UAlberta Ambassadors virtually, who volunteered 3,771 hours to help show past, present, and future members of the UAlberta community why our institution is a great place to be.

Ambassadors led 151 Campus and Residence tours since the beginning of September 2021 for over 1,004 guests.
### Other Services

**Services Descriptions:**

The Student Service Centre (SSC) officially launched on August 16th, 2021, assuming the services previously provided by Student Connect in the Office of the Registrar, and starting to build toward the UAT model of a shared service model. The SSC serves as a navigational portal for the University of Alberta's prospective, undergraduate, graduate and continuing education (*July 2022) student communities as they navigate the university's student service ecosystem.

SSC services are provided in person, over the phone, via email and through live chat. Services include Student Records and Registration, Enrolment verification, Transcripts, Convocation, Forms, Updates, Fee inquiries, and connections and referrals to other RO units, the Dean of Students, University of Alberta International, colleges, faculties, departments and other student facing services on campus.

The Centre also offers services related to Student Financial Support, including: Undergraduate Scholarships and Awards, Financial Aid, Government Student Loans, Bursaries and Emergency Funding.

The continuation of COVID-19 required the work of National Recruitment to shift entirely from in-person to virtual delivery from September 2021 to April 2022. As public health restrictions were lifted, in-person tours were able to relaunch with great success in May and June 2022. From a virtual engagement standpoint, the numbers below are healthy and align with trends we are observing overall in terms of virtual engagement of prospective students. We are excited to continue to capitalize on our renewed ability to offer in-person experiences for our UAlberta guests in the future.

**Other Revenues:**

Internal support for Open House

### Financial Services – Cashiers Office

**Unit Metrics:**

Based on transaction lines ratio of student fee cashier transactions to total cashier transactions.

**Services Descriptions:**

Provides information and processing services for all student payments related to tuition, emergency loans, bursaries, departmental student payments and fines. Online tuition payments made through internet and telephone banking, and the Cashiers Office processes student loans. Cheque cashing services are also available to all registered students who do not have a Canadian bank account.

**Other Revenues:**

None
<table>
<thead>
<tr>
<th>Financial Services – Student Receivables</th>
<th>Unit Metrics:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All staff in this unit are 100% dedicated to servicing students, with the exception of the Admin/Fees Assistant (40%). Based on actual salary and benefit costs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services Descriptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible for the collection of tuition and emergency loan payments, posting of student awards and subsequent refunds, manual and electronic approval of student provincial and federal loans, as well as system configuration related to tuition listed in BearTracks. Customer service and advising provided to students regarding tuition charges, collections, enrolment and loan disbursement discrepancies, GTA payroll deductions, GRA remissions, refunds, invoicing, and collections for sponsored students. These services are provided in person, by telephone, or email. On an annual basis, the University Calendar is reviewed to ensure all information related to tuition and collections is current.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Revenues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UAI Education Abroad</th>
<th>Unit Metrics:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Funding is used to support awards to students participating in education abroad experiences. Due to COVID-19 and resulting travel restrictions, we were only able to provide $58,800 in awards to 24 students who were able to travel in the Winter 2022 semester.</td>
</tr>
</tbody>
</table>

To date, $236,528 has been awarded to 187 students going abroad in 2022-23 with an additional $342,472 committed to students going abroad in future terms.

<table>
<thead>
<tr>
<th>Services Descriptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award values range from $750-$3,750 depending on the length of the experience abroad. Due to COVID-19 and the continued travel restrictions, students have been unable to take up their awards. Interest in education abroad remains high and we anticipate significant demand for awards now that travel is again possible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Revenues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowments and grants from external funding agencies provide additional awards to support student mobility.</td>
</tr>
</tbody>
</table>
## Other Services

<table>
<thead>
<tr>
<th>Fiscal 2021-22</th>
<th>Total Expenditures</th>
<th>Other Revenues</th>
<th>MNIF Revenue</th>
<th>Funding from the University</th>
<th>Net Difference</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGSR Professional Development</td>
<td>740,357</td>
<td>455,188</td>
<td>285,169</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>FGSR Program Services</td>
<td>868,320</td>
<td>533,863</td>
<td>334,457</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>FGSR Awards Services</td>
<td>808,569</td>
<td>497,126</td>
<td>311,443</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>IT Service and Infrastructure (IST &amp; AIS)</td>
<td>5,890,057</td>
<td>863,468</td>
<td>4,346,739</td>
<td>679,850</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>RO - Records, Registration and Convocation Services</td>
<td>2,521,894</td>
<td>81,913</td>
<td>1,610,479</td>
<td>829,502</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>RO - Student Financial Support Services</td>
<td>1,215,466</td>
<td>89</td>
<td>776,195</td>
<td>439,182</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>RD - Student Service Centre and Advisory Services</td>
<td>3,256,010</td>
<td>11,800</td>
<td>2,079,284</td>
<td>1,164,926</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>FS Student Fees Administrative Services</td>
<td>796,375</td>
<td>1,037,521</td>
<td>(241,146)</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>UAI - Education Abroad</td>
<td>58,800</td>
<td>731,719</td>
<td>-</td>
<td>672,919</td>
<td>Note 1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16,155,848</strong></td>
<td><strong>957,270</strong></td>
<td><strong>12,068,114</strong></td>
<td><strong>3,803,383</strong></td>
<td><strong>672,919</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Other Revenue of Total Expenditure**: 6%

**MNIF Revenue of Total Expenditure**: 75%

**Note 1**: COVID travel restrictions have adversely impacted our ability to provide students with education abroad awards
Governance Executive Summary  
Advice, Discussion, Information Item

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Student Financial Support Annual Report To Our Community and Accompanying Overview</th>
</tr>
</thead>
</table>

**Item**

<table>
<thead>
<tr>
<th>Proposed by</th>
<th>Norma Rodenburg, Acting Vice Provost and University Registrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Melissa Padfield, Deputy Provost (Students and Enrolment)</td>
</tr>
<tr>
<td></td>
<td>Norma Rodenburg, Acting Vice Provost and University Registrar</td>
</tr>
</tbody>
</table>

**Details**

<table>
<thead>
<tr>
<th>Office of Administrative Responsibility</th>
<th>Office of the Registrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is</td>
<td>In the attached report, the RO provides a snapshot of the current state of undergraduate and graduate financial supports issued by the Office of the Registrar (RO) in the 2021/22 fiscal year.</td>
</tr>
<tr>
<td></td>
<td>Annual reporting to administrative and governance committees on student financial support is part of the Office of the Registrar’s commitment to providing reporting and information on matters affecting student success on campus, and meets the reporting requirements outlined in the UAPPOL Undergraduate Student Financial Support Procedure.</td>
</tr>
<tr>
<td></td>
<td>This year, changes were made to the report, which now provides an overview of our strategy to ensure that “qualified undergraduate and graduate students can attend the university through the provision of robust student financial support”(^1), key facts as well as trends and patterns over time. Also new is a section on “What’s Next”, which outlines the work the RO has been doing to develop new programs and processes that align the administration of financial supports with the Equity, Diversity and Inclusion (EDI) and Indigenous Initiatives (II) of the university.</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>The report provides details on the financial support administered by the RO for fiscal year 2021/22, giving details on spending for domestic, Indigenous, international, and graduate financial support expenditures. The associated overview gives a quick reference of statistics and figures.</td>
</tr>
<tr>
<td>Supplementary Notes and context</td>
<td></td>
</tr>
</tbody>
</table>

**Engagement and Routing (Include proposed plan)**

<table>
<thead>
<tr>
<th>Consultation and Stakeholder Participation</th>
<th>Those who have been informed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following stakeholders have seen the report for discussion and feedback:</td>
<td></td>
</tr>
<tr>
<td>• Kathryn Todd, Deputy Provost (Academic)</td>
<td></td>
</tr>
<tr>
<td>• Janice Causegrove-Dunn, Vice Provost Programs: September 26, 2022</td>
<td></td>
</tr>
<tr>
<td>• Kelly Spencer, Associate Vice-President, VER Development and Alumni Relations: September 26, 2022</td>
<td></td>
</tr>
<tr>
<td>• Edith Finczak, Office of the Provost and Vice-President (Academic): September 26, 2022</td>
<td></td>
</tr>
<tr>
<td>• Kathleen Brough, Senior Administrative Officer: September 26, 2022</td>
<td></td>
</tr>
</tbody>
</table>
Item No. 5

<table>
<thead>
<tr>
<th>Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carley Roth, Portfolio Initiatives Manager: September 26, 2022</td>
</tr>
<tr>
<td>Florence Glanfield, Vice-Provost Indigenous Programming &amp; Research: September 26, 2022</td>
</tr>
<tr>
<td>Evelyn Hamdon, Senior Advisor, Equity &amp; Human Rights: September 26, 2022</td>
</tr>
<tr>
<td>André Costopoulos, Dean of Students: September 26, 2022</td>
</tr>
<tr>
<td>Ravina Sanghra, Acting Associate Dean (Students): September 26, 2022</td>
</tr>
<tr>
<td>Shana Dion, Assistant Dean FNMI Student Services: September 26, 2022</td>
</tr>
<tr>
<td>Alexis Ksiazkiewicz, Government &amp; Stakeholder Relations: September 26, 2022</td>
</tr>
<tr>
<td>Ali Shiri, Vice Dean, Faculty of Graduate Studies and Research: September 26, 2022</td>
</tr>
<tr>
<td>Ravina Sanghra, Acting Associate Dean (Students): September 26, 2022</td>
</tr>
<tr>
<td>Shana Dion, Assistant Dean FNMI Student Services: September 26, 2022</td>
</tr>
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</tr>
<tr>
<td>Ali Shiri, Vice Dean, Faculty of Graduate Studies and Research: September 26, 2022</td>
</tr>
<tr>
<td>Cen Huang, Vice Provost and AVP International: September 26, 2022</td>
</tr>
<tr>
<td>Doug Weir, Executive Director, Student Programs &amp; Services, University of Alberta International: September 26, 2022</td>
</tr>
<tr>
<td>John Gregory, Director, International Recruitment &amp; Transnational Programs: September 26, 2022</td>
</tr>
<tr>
<td>Abner Monteiro, Students' Union President: September 26, 2022</td>
</tr>
<tr>
<td>Anas Fassih, Graduate Students' Association President: September 26, 2022</td>
</tr>
</tbody>
</table>

Those who have been/will be consulted:
- Provost’s Council: Oct 17, 2022
- PEC-O: Oct 20, 2022
- Advisory Committee on Undergraduate Financial Support (ACUS): Oct 28, 2022
- Advisory Committee on Enrolment Management (ACEM): Oct 28, 2022
- Dean’s Council: Nov 2, 2022
- COSA: Nov 3, 2022 (for discussion)
- GFC: Nov 14, 2022 (for information)
- APC: Nov 16, 2022 (for discussion)
- BLRSEC: Nov 25, 2022
- BFPC: Nov 29, 2022

Those who are actively participating:
- Melissa Padfield, Deputy Provost Student & Enrolment
- Norma Rodenburg, Acting Vice Provost and University Registrar
- Anna Hughes, Associate Registrar
- Fiona Halbert, Assistant Registrar Student Financial Support
- Erin Stepney, Assistant Registrar Enrolment Analytics and Insights

Strategic Alignment

<table>
<thead>
<tr>
<th>Alignment with For the Public Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</td>
</tr>
<tr>
<td>i. <strong>Strategy:</strong> Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</td>
</tr>
<tr>
<td>ii. <strong>Strategy:</strong> Develop and implement an undergraduate and graduate recruitment and retention strategy to attract top Indigenous students.</td>
</tr>
<tr>
<td>iii. <strong>Strategy:</strong> Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.</td>
</tr>
</tbody>
</table>
### iv. Strategy:
Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.

<table>
<thead>
<tr>
<th>Alignment with Core Risk Area</th>
<th>Please note below the specific institutional risk(s) this proposal is addressing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Enrolment Management</td>
<td>☒ Relationship with Stakeholders</td>
</tr>
<tr>
<td>☐ Faculty and Staff</td>
<td>☐ Reputation</td>
</tr>
<tr>
<td>☒ Funding and Resource Management</td>
<td>☐ Research Enterprise</td>
</tr>
<tr>
<td>☐ IT Services, Software and Hardware</td>
<td>☐ Safety</td>
</tr>
<tr>
<td>☐ Leadership and Change</td>
<td>☒ Student Success</td>
</tr>
<tr>
<td>☐ Physical Infrastructure</td>
<td>☒ Student Success</td>
</tr>
</tbody>
</table>

### Legislative Compliance and jurisdiction

1. *Post-Secondary Learning Act (PSLA): The PSLA (Section 26(1)(o))*
2. *PSLA Section 60(1)(b)*
3. GFC Academic Planning Committee Terms of Reference
   Mandate of the Committee
4. General Faculties Council Terms of Reference (1. Mandate of the Committee)
5. GFC Executive Committee Terms of Reference (1. Mandate of the Committee)
6. Board Learning, Research and Student Experience Committee (BLRSEC) Terms of Reference/Mandate of the Committee (1. Mandate and Role of the Committee)
7. Board Finance and Planning Committee (BFPC) Terms of Reference/Mandate of the Committee (1. Mandate and Role of the Committee)
8. UAPPOL Undergraduate Student Financial Supports Procedure, Section 6. Annual Reporting

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

1. Student Financial Support Annual Report To Our Community (pages 1 – 18)
2. Overview – Annual Report on Undergraduate Student Financial Support (pages 19-22)

*Prepared by:* Fiona Halbert, Assistant Registrar Student Financial Support, Fiona.halbert@ualberta.ca
Student Financial Support
2021/22

Date:
SEPTEMBER 2022
# TABLE OF CONTENTS

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2 OVERVIEW OF STUDENT FINANCIAL SUPPORT  
3 FINANCIAL SUPPORT ADMINISTERED BY THE REGISTRAR’S OFFICE  
6 NEED-BASED DEMAND AND ENROLMENT  
8 STEWARDSHIP  
9 PARTNERSHIPS  
10 ACCESS  
15 WHAT’S NEXT
MESSAGE FROM THE REGISTRAR

Since 2016, the Office of the Registrar (RO) has created the Student Financial Support Annual Report to increase transparency around the financial support programs administered by the RO and how these supports are accessed by domestic, international and Indigenous students. This year, we are introducing a new and condensed version of the report (The Student Financial Support Annual Report to our Community) which provides an overview of our strategy to ensure that “qualified undergraduate and graduate students can attend the university through the provision of robust student financial support”, key facts and figures as well as trends and patterns over time. We have also included a section on “What’s Next”, which outlines the work the RO has been doing to develop new programs and processes that align the administration of financial supports with the Equity, Diversity and Inclusion (EDI) and Indigenous Initiatives (II) of the university.

We are steadfast in our commitment to continually assess and improve our programs to ensure student access to financial support is simple and efficient, and benefits students and the university for years to come.

Sincerely,

Norma Rodenburg
Acting Vice-Provost and University Registrar

OVERVIEW OF STUDENT FINANCIAL SUPPORT

The University of Alberta maintains a strong and evolving commitment to the financial support of its undergraduate and graduate students. With the rising costs of education, providing support for qualified students with financial barriers is a high priority. The UAPPOL Student Financial Supports Policy (2019) guides our decision-making and how financial supports are administered.

UAPPOL Student Financial Supports Policy (2019)

The University of Alberta is committed to providing and optimizing robust student financial supports, in order to ensure that academically qualified students can attend the university. These student financial supports will align with institutional priorities and values, including those outlined in the institutional strategic plan. The University recognizes that access to affordable education is a shared responsibility between the University, the student, and government.

1 For the Public Good, University of Alberta Institutional Strategic Plan.
2 Shared responsibility differs between international and domestic students. International students requiring Study Permits have an expectation of sufficient funding per Canada Study Permit Requirements. For domestic students, the expected family contribution differs from international students and family income is a standard measure used by provincial and federal governments.
FINANCIAL SUPPORT ADMINISTERED BY THE REGISTRAR’S OFFICE

Funding sources include:

- Donor
- Government (merit-based)
- University operating
- University tuition offset

TOTAL RO ADMINISTERED FINANCIAL SUPPORT

In 2021/22, the Office of the Registrar (RO) administered $43.7M in financial support to undergraduate and graduate students. $40.6M in funding was administered to undergraduate students, a 17.6% increase year-over-year in total funding and a 17.8% increase in the number of students receiving funding. $3.08M in funding was administered to graduate students, a 12.5% increase year-over-year in total funding and a 5.8% decrease in the number of students receiving funding.

FIGURE 1: TOTAL RO ADMINISTERED FINANCIAL SUPPORT 2021/22

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3 The RO only focuses on need-based supports for graduate students. The majority of graduate student funding (including merit-based funding) is administered by other units and faculties.
RO ADMINISTERED FINANCIAL SUPPORT: MERIT VS NEED

Merit-based student financial supports include, but are not limited to: awards, scholarships, prizes and university medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding.

Need-based student financial supports include, but are not limited to: bursaries, loans and emergency funding.

Of the $40.6M spent on undergraduate students, 74.1% ($30.1M) went to merit-based supports and 25.9% ($10.5M) went to need-based supports.

Of the $3.08M spent on graduate students, 6.8% ($208K) went to merit-based supports and 93.2% ($2.9M) went to need-based supports. The RO only focuses on need-based supports for graduate students.

Overall, 69.4% of RO administered funding went to merit-based supports, and 30.6% to need-based supports. Of the $30.3M spent on merit-based supports, 74.8% ($32,691,070) went to domestic students (25.2% or $11,000,968 went to international students). Domestic students make up 81% of total enrolment (UG + Grad), so this proportion is close to total enrolment. Of the $13.37M spent on need-based supports, 74.8% ($10,001,453) went to domestic students (25.2% or $3,371,108 went to international students).

FIGURE 2: RO ADMINISTERED FINANCIAL SUPPORT BY FINANCIAL SUPPORT TYPE 2021/22

Growing up in Edmonton, the university community has always been a source of inspiration and pride for me. I was honoured to receive the Chancellor’s Entrance Citation upon applying to the University of Alberta and during my undergraduate years, the financial support from the scholarship has granted me more time to give back to the community through volunteerism for sustainable initiatives and representation of mental health. I am incredibly grateful for the recognition and certainly will continue to work towards the betterment of health and sustainability across the university and in my career as a health professional!

Fanle, Faculty of Nursing | Edmonton
RO ADMINISTERED NEED-BASED SPENDING

In 2021/22, $13.37M was issued through need-based supports.

- 74.8% ($10,001,453) of need-based funding went to domestic students; 25.2% ($3,371,108) went to international students.
- 78.5% ($10,497,453) of need-based funding went to undergraduate students; 21.5% ($2,875,108) went to graduate students.

FIGURE 3: RO ADMINISTERED NEED-BASED SPENDING BY CITIZENSHIP STATUS 2021/22

<table>
<thead>
<tr>
<th>Citizenship Status</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Students</td>
<td>$8,914,904</td>
<td>$1,086,549</td>
<td>$10,001,453</td>
</tr>
<tr>
<td>International Students</td>
<td>$1,582,549</td>
<td>$1,788,559</td>
<td>$3,371,108</td>
</tr>
<tr>
<td>Total</td>
<td>$10,497,453</td>
<td>$2,875,108</td>
<td>$13,372,561</td>
</tr>
</tbody>
</table>

74.2% of need-based spending came from university sources (operating and tuition offsets).

- 27.5% university operating ($3,672,615)
- 46.8% tuition offset ($6,255,853)
- 25.8% donor ($3,444,096) - donor includes Access Fund Bursary and GSA funding

International students recruited abroad and international students whose last school attended was in Canada may receive financial supports which are primarily merit-based, funded by the international tuition offset where 7.55% of international student tuition revenue is allocated to international student financial supports. The expectation from both the Government of Canada and the university is that international students have the capacity to fund the full cost of their education. As such, the tools we deploy for financial support are influenced by this reality. The RO and University of Alberta International (UAI) collaborate to administer the merit-based program and need-based programs to support international access, yield and retention.
NEED-BASED DEMAND AND ENROLMENT

Unfunded financial shortfall is defined as the dollar amount of assessed financial shortfall per student that remained after the maximum bursary values were applied.

In 2021/22, the number of students with an unfunded financial shortfall decreased by 41.1% (139 students). We were fortunate to have an increase in funding to put towards bursaries which increased the annual maximums available to students. As a result, more students received money and less need remained. 132 more students (11.8%) received bursaries in 2021/22 compared to 2020/21.

All students with an assessed financial shortfall received bursary funding in 2021/22. No eligible students were denied bursary support.

FIGURE 4: BURSARY DEMAND AND TOTAL ENROLMENT

TABLE 1

<table>
<thead>
<tr>
<th></th>
<th>2020/21</th>
<th>2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>Enrolment</td>
<td>34,108</td>
<td>8,204</td>
</tr>
<tr>
<td>Applicants</td>
<td>1,121</td>
<td>323</td>
</tr>
<tr>
<td>Funded</td>
<td>869</td>
<td>246</td>
</tr>
<tr>
<td>Unfunded Financial Shortfall</td>
<td>260</td>
<td>78</td>
</tr>
</tbody>
</table>
In 2021/22, the annual maximums of bursaries increased across all three student types (undergraduate non-professional, undergraduate professional and graduate). This increase in funding is the result of increases in the tuition offset revenue collected by the university.

**Average Cost 2021/22**

- Moderate Standard of Living + Average Tuition = $24,500
- Average Bursary was $10,259
- Increased by 11.4% compared to 2020/21

For students facing financial shortfalls, on average 42% of the cost to attend university is covered by bursary support.

**FIGURE 5: BURSARY AMOUNTS BY STUDENT TYPE**

In 2021/22, 0.46% of the total undergraduate and graduate enrolment (199 students) had an unfunded financial shortfall. In 2020/21, the total unfunded shortfall was $2.96M. In 2021/22, the total unfunded shortfall was $2.26M, a 23.5% decrease compared to the previous year. Of the 199 students with an unfunded financial shortfall, 139 students were domestic (0.40% of domestic enrolment) and 60 students were international (0.73% of international enrolment).

52% of graduate bursary recipients had their financial shortfall met with bursary funding, leaving 0.57% of the total graduate enrolment (48 students) with an unfunded financial shortfall.

85% of undergraduate bursary recipients had their financial shortfall met with bursary funding, leaving 0.43% of the total undergraduate enrolment (151 students) with an unfunded financial shortfall.

For students in non-professional undergraduate and graduate programs, 124 students (52.4% domestic and 47.6% international) had an unfunded shortfall of $890,000. This represents 0.31% of non-professional undergraduate and graduate enrolment. 41.9% ($373,000) of the total unfunded shortfall was domestic; 58.1% ($517,079) of the total unfunded shortfall was international.
### TABLE 2: UNFUNDED FINANCIAL SHORTFALL

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Number of Students</th>
<th>Dollar Amount</th>
<th>% of Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate non-professional</td>
<td>76 (0.24% of enrolment)</td>
<td>$538,379</td>
<td>23.8%</td>
</tr>
<tr>
<td>Undergraduate professional</td>
<td>75 (2.33% of enrolment)</td>
<td>$1,370,900</td>
<td>60.6%</td>
</tr>
<tr>
<td>Graduate</td>
<td>48 (0.57% of enrolment)</td>
<td>$351,700</td>
<td>15.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>199 (0.46% of total enrolment)</td>
<td>$2,260,979</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### STEWARDSHIP

The RO continues to be strong stewards of institutional resources. In 2021/22, 92.9% of revenue collected through the university tuition offsets was spent.

90.8% of international tuition offset revenue was spent in 2021/22. Our inability to spend the full amount of the offset within this year is the result of irregularities in international undergraduate student behaviour and enrolment. 75% of international tuition offset is planned for spending on recruitment merit-based supports. Yield and registration of international undergraduate students continued to be impacted by the pandemic and spending on international undergraduate merit-based supports was lower than planned (70%). Any unspent funding will be used to support recruitment in the 2022/23 year, ensuring the funding continues to be allocated as intended.

### TABLE 3: UNIVERSITY TUITION OFFSET REVENUES AND SPENDING, 2021/22

<table>
<thead>
<tr>
<th>Revenue Type</th>
<th>Total Offset Revenue</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total Spend</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Tuition Offset</td>
<td>$3,700,000</td>
<td>$3,248,603</td>
<td>$389,050</td>
<td>$3,637,653</td>
<td>98.3%</td>
</tr>
<tr>
<td>International</td>
<td>$9,700,000</td>
<td>$7,599,707</td>
<td>1,210,800</td>
<td>$8,810,507</td>
<td>90.8%</td>
</tr>
<tr>
<td><strong>Tuition Offset Total</strong></td>
<td>$13,400,000</td>
<td>$10,848,310</td>
<td>$1,599,850</td>
<td>$12,448,160</td>
<td>92.9%</td>
</tr>
</tbody>
</table>

The RO holds administrative responsibility for 1,802 endowments. Collectively, the market value of all these endowments (as of March 31, 2021) was $256,118,600.94. The RO continuously seeks to maximize spending of our donor endowed funds. The pandemic impacted spending of some endowed funds due to restrictions in award criteria connected to programs/opportunities (such as education abroad and travel) that had limited offerings during the last year.

The RO continuously monitors donor spending to ensure spending of endowments aligns with university policy and institutional goals to maximize spending of annual earnings. 85% of the individual endowments held by the RO had spending (at least) equivalent to the fund’s annual spending allocation; however, the 15% of the funds which did not see spending equivalent to annual earnings account for nearly one-third of the total spending allocation available. The RO seeks to increase its endowment annual spending allocation from 85% to 90%.

Attention will be focused on the relatively small number of endowments which are difficult to spend in order to ensure that the full suite of endowments held by the RO are spent efficiently relative to the total amount of annual spending allocation available. The RO will work closely with the Office of Advancement to achieve this goal.
PARTNERSHIPS

Partnerships between provincial and federal governments primarily focus on domestic students and relate to government loans, RESPs and employment opportunities which are more accessible to domestic students. For domestic students, it is most common for the expected family contribution to post-secondary education be calculated by family income. Provincial and federal government loans and grants also play an integral part of student financial support. Loans continue to be important support that are fundamental to increasing access to education.

For international students, the expectation from both the Government of Canada and the university is that they have the capacity to fund the full cost of their education. The RO administers one international loan program, the U.S. Direct Loans Program, to support students with U.S. citizenship. The RO administered $198,616 to 14 students in 2021/22.

In 2021/22, 14,056 domestic undergraduate students received financial support through the provision of Canadian government loans (both federal and provincial) for a total of $136,562,301. 47% of all domestic undergraduate students accessed government loans with relatively even distribution across years of study.

In 2021/22, the number of undergraduate students accessing loans and the total value of loans accessed increased by 9% (1,202 students) and 17% ($20.1M) respectively, with the average amount per student increasing by $640. This trend could be attributed to a return to in-person learning and the associated changes in student living expenses.

Government grant funding is non-repayable funding issued by provincial and federal granting agencies. Government grants support students from diverse backgrounds (students from low-income families, students with dependents and students with disabilities) to encourage participation in post-secondary education.

In 2021/22, 86.4% of Alberta undergraduate loan borrowers received some type of grant funding. 10,729 domestic undergraduate students received an income-based grant which is primarily comprised of federal funding. This represents 41% of Alberta students.

FIGURE 6: ALLOCATION OF GOVERNMENT LOAN AND GRANT FUNDS AMONG DOMESTIC UNDERGRADUATES

888 domestic graduate students received $15.2M in government loans, a 9.4% ($1.3M) increase from the prior year.

26.4% (1,345) of domestic graduate students accessed government loan funding and 17.4% (888) received government grants.

Source: Office of the Registrar

Notes:
1. The grant funding information is reflective of the grants issued to students receiving loans through Alberta Student Aid.
2. In 2020/21, maximum grant amounts funded by the federal government doubled compared to prior years. The federal government’s maximums were maintained for 2021/22.
FIGURE 7: ALLOCATION OF GOVERNMENT LOAN AND GRANT FUNDS AMONG DOMESTIC GRADUATES

Source: Office of the Registrar
Notes:
1. The grant funding information is reflective of the grants issued to students receiving loans through Alberta Student Aid.
2. In 2020/21, maximum grant amounts funded by the federal government doubled compared to prior years. The federal government’s maximums were maintained for 2021/22.

ACCESS

Access to university is a strategic priority for the university. It aligns with our Equity, Diversity and Inclusivity initiatives (EDI) and our institutional goal to build a diverse community of exceptional undergraduate and graduate students from all parts of the world.

Tuition offset revenue continues to support students with financial barriers to access. As enrolment grows, and as tuition increases, this revenue has grown over the last five years and there has been a 98.9% increase in spending on need-based supports since 2019/20.

Since 2019/20, there has been a 98.9% increase in spending on need-based supports.

FIGURE 8: UNIVERSITY OPERATING SPENDING ON NEED-BASED SUPPORTS
INTERNATIONAL UNDERGRADUATE STUDENTS

For international students, our approach has been an impactful combination of planned and flexible funding. In response to COVID-19, Quarantine Support Grant funding was made available and we continued to provide support for transfer students. Ukrainian students suffering financial hardship due to the war are also being provided with funding support, including waiving 2022/23 tuition fees for Ukrainian Study Permit holders.

The University has increased its competitiveness with a new recruitment scholarship strategy which includes the President’s Distinction Scholarship, a large and renewable scholarship that provides $120,000 over four years to qualified students. In addition, annual maximums increased, decreasing the number of international students with unfunded financial shortfall. We have also made adjustments to streamline bursary application and administration for all international students for the 2022/23 academic year through the creation of an International Supplementary Bursary Applications which will allow for improved student application process.

In 2021/22, 1,731 or 35% of international students (5% of total undergraduate enrolment) received financial supports. Students from 74 countries received financial supports. Overall spending on international students in 2021/22 increased by $1,549,376 (20%).

This is the second year a seven figure increase in spending occurred. In 2020/21, there was a 23% increase in overall international financial support spending (a total of $1,451,891).

To support recruitment, $1,000 grants were offered to all new incoming international transfer students who registered in both Fall and Winter semesters. Quarantine Support Grants were also offered to international students returning to Canada who were required to quarantine. This totaled $109,000 and $607,300 respectively but is not included in this table.

As an international student, I have a lot of anxiety about my tuition because of rising exchange rates. Receiving scholarships from the U of A has allowed me to free my mind from this anxiety and direct more of my attention towards my education, studying and being involved in the campus community.

Ann, Faculty of ALES | Cairo

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4 We also provide supports in the form of emergency funding through the David Turpin and Suromitra Sanatani Award for Refugees and Displaced Persons. The award is given to three to four students annually who are refugees from various regions around the world. We work with World University Service Canada and partner with them on the Student Refugee Program.
TABLE 4: ALLOCATION OF FUNDS TO INTERNATIONAL UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Number of Students</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>1,164</td>
<td>1,483</td>
</tr>
<tr>
<td>Bursary</td>
<td>70</td>
<td>130</td>
</tr>
<tr>
<td>Repayable Emergency Loan5</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>1,257</td>
<td>1,626</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar

Note: Figure represents funding from University Operating, Donor Endowed, Donor Annual, and Repayable Emergency Loans administered by both the RO and UAI. Total recipients includes double counting.

DOMESTIC UNDERGRADUATE STUDENTS

The University continues to prioritize domestic students and the changing demographic of students. Through an increase in bursary annual maximums, fewer domestic undergraduate students had an unfunded shortfall. In addition, changes to the emergency loan program and its administration helped to minimize access barriers and increase ease of access to emergency funding (i.e. the elimination of interviews).

In 2021/22, there was a 24.3% ($1.6M) increase in government funded scholarships. This increase in spending is attributed to centralizing selection of undergraduate merit-based supports. With a centralized application, we were able to identify and reach more students and evaluate them for government funded scholarships.

Bursaries saw a 30.9% increase ($2,005,397). This is the second year in a row that there was a six-figure increase in bursary funding (in 2021/21, there was an increase of 17.1% or $947,906). There was increased spending on bursaries because of the increase in allocation to need-based programs from the tuition offset revenue.

TABLE 5: ALLOCATION OF FUNDS TO DOMESTIC UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Number of Students</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>7,580</td>
<td>7,469</td>
</tr>
<tr>
<td>Bursary</td>
<td>886</td>
<td>739</td>
</tr>
<tr>
<td>Repayable Emergency Loan</td>
<td>160</td>
<td>93</td>
</tr>
<tr>
<td>Total</td>
<td>8,626</td>
<td>8,301</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar

5 Repayable emergency loans are a resource for international students facing emergent need, and like loans issued to domestic students, provide SFS with the opportunity to advise if non-repayable need-based support (such as bursaries) is a consideration. Of the 14 international undergraduate students who received emergency loans, 57% (8 students) also received bursary funding.
INDIGENOUS UNDERGRADUATE FINANCIAL SUPPORT

Funding issued to FNMI students is included in domestic totals. FNMI students continue to be a target demographic for financial support.

According to the 2021/22 Annual Report on Undergraduate Enrolment, the university has 1,519 self-declared Indigenous students. Of these 1,519 students, 70% (1,063 students) are currently receiving financial support (not including third-party/First Nations, Métis, or Inuit sponsorship). This is a 5% increase compared to the prior year (174 more students).

In 2021/22, overall spending on Indigenous students from RO administered funding sources increased by 36% ($1,086,570), which is largely attributed to an increase in bursary spending. Bursary spending increased by 119.3% ($963,481). An increase in tuition offset revenue provided additional bursary funding to Indigenous students. This was facilitated through increases in annual maximums but also with increased funding specifically intended for Indigenous bursary applicants.

Total tuition offset spent on Indigenous students was $853,250, which is 26.3% of total domestic undergraduate tuition offset spending. More Indigenous students received some type of financial support than in previous years, and for the first time the proportion of funding to Indigenous students outpaced enrolment growth.

Indigenous enrolment increased by 11.6% while the number of Indigenous students receiving financial supports only increased by 25.4%. This is the result of increased awareness of the bursary program and proactive outreach/advising.

As an Indigenous student from rural and isolated Grande Cache/Aseniwuche Winewak Nation, moving to Edmonton/Amiskwaciwâskahikan for my education was an enormous cultural and social change. Receiving the Transition Year Program Scholarship and the Supplemental Bursary allowed me to afford my living expenses and return home throughout the year, making my transition to urban living and studying manageable and enjoyable.

Marc Jr., Faculty of Arts | Grande Cache

TABLE 6: RO ADMINISTERED SUPPORT TO INDIGENOUS STUDENTS, 2021/22

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Number of Students</th>
<th>Total Indigenous Financial Support</th>
<th>Total Undergraduate Financial Support</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>553</td>
<td>$2,209,594</td>
<td>$30,111,336</td>
<td>7.3%</td>
</tr>
<tr>
<td>Bursary</td>
<td>223</td>
<td>$1,771,256</td>
<td>$10,051,046</td>
<td>17.6%</td>
</tr>
<tr>
<td>Repayable Emergency Loan</td>
<td>64</td>
<td>$126,201</td>
<td>$446,407</td>
<td>28.3%</td>
</tr>
<tr>
<td>Total</td>
<td>840</td>
<td>$4,107,051</td>
<td>$40,608,789</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar
Note: Total recipients includes double counting.
Note: Government merit-based funding is captured here as part of scholarships.
GRADUATE STUDENTS

The RO only focuses on need-based supports for graduate students. The majority of graduate student funding (including merit-based funding) is administered by other units and faculties. The Faculty of Graduate Studies and Research (FGSR) issued $29M in merit-based funding in 2021/22.6

$3.1M in RO administered graduate financial support was issued to graduate students in 2021/22. This is an 11.5% ($316,801) increase in RO administered graduate financial support compared to last year.

The increase is the result of additional need-based funding issued to graduate students from the tuition offsets. The number of graduate students accessing bursaries increased by 8.1% (20 students) with bursary spending increasing by 23.1% ($515,431). Quarantine Support Grants were also offered to international students returning to Canada who were required to quarantine. 565 international graduate students received $311,100 in Quarantine Support Grant funding.

Domestic graduate students account for 60.7% of the graduate study body7 and received $1,086,549 in need-based financial supports. This accounts for 37.8% of total graduate need-based supports. International graduate students currently account for 39.3%8 of graduate enrolment and received $1,788,559 (62.2% of total) in need-based financial supports.

We recognize that graduate students fund their education differently than undergraduate students. The RO continues to work with FGSR to ensure need-based supports align with the unique needs of graduate students.

### TABLE 7: ALLOCATION OF RO ADMINISTERED FUNDS TO GRADUATE STUDENTS BY TYPE OF SUPPORT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>2019/20</th>
<th>2020/21</th>
<th>2021/22</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>130</td>
<td>68</td>
<td>72</td>
<td>↑</td>
</tr>
<tr>
<td></td>
<td>$464,174</td>
<td>$282,563</td>
<td>$208,141</td>
<td>↓</td>
</tr>
<tr>
<td>Bursary</td>
<td>224</td>
<td>246</td>
<td>266</td>
<td>↑</td>
</tr>
<tr>
<td></td>
<td>$1,285,948</td>
<td>$2,227,068</td>
<td>$2,742,499</td>
<td>↑</td>
</tr>
<tr>
<td>Repayable Emergency Loan</td>
<td>93</td>
<td>116</td>
<td>67</td>
<td>↓</td>
</tr>
<tr>
<td></td>
<td>$210,758</td>
<td>$231,617</td>
<td>$132,609</td>
<td>↓</td>
</tr>
<tr>
<td>Total</td>
<td>447</td>
<td>430</td>
<td>405</td>
<td>↓</td>
</tr>
<tr>
<td></td>
<td>$1,960,880</td>
<td>$2,741,248</td>
<td>$3,083,249</td>
<td>↑</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar

6 Details of graduate merit-based funding are not available in this report as this report only focuses on RO administered funds.
7 Graduate Student Enrolment Report 2021/22
8 Graduate Student Enrolment Report 2021/22
WHAT’S NEXT

EQUITY, DIVERSITY AND INCLUSIVITY AND INDIGENOUS INITIATIVES

The RO has been working to develop new programs and processes that align the administration of financial supports with the Equity, Diversity and Inclusion (EDI) and Indigenous Initiatives (II) of the university.

Critical New Initiatives

Access Awards
In 2021/22, the RO developed new access award programs to support 50 incoming students facing financial barriers. The program won the ARUCC (Association of Registrars of the Universities and Colleges of Canada) Award for Excellence in Diversity and Inclusion.

The awards addressed a pre-existing program gap to support entrance students with renewable funding.

The awards have two streams: one for domestic students and another exclusively for FNMI students to ensure dedicated support to FNMI students.

Funding for these awards will come from domestic tuition offset revenue and will be included in the 2022/23 SFS Annual Report.

Exceptional Tuition Increases
This is new revenue to support access to the U of A given the increases in tuition costs.

The RO worked with each program to establish financial supports for unique program requirements.

Information will be included in the 2022/23 SFS Annual Report.

Hybrid Funding
The university is committing $400,000 to hybrid awards for 2022/23. This is net new funding and represents a 40% increase to the existing suite of hybrid awards (that are all donor funded).

Additional tuition offset revenue has been allocated for continuing students to support EDI goals.

We will continue to evaluate hybrid funding that targets students with indicated financial need.

This is a new category of funding that will be included in the 2022/23 SFS Annual Report.

EDI Student Survey
On the most recent continuing scholarship application, some demographic information was collected to understand how the diversity and representation of equity-deserving and equity-denied groups compared between scholarship applicants and the general student body.

Through the scholarship application process, SFS collects aggregate personal information on a range of factors known to be positive indicators of student financial need (see table below). As all continuing scholarship applicants provide this information, SFS holds a complete and accurate picture of the extent to which students with identified financial need present these stress factors.

The prevalence of the same financial need indicators in the wider student population can be estimated on the basis of the EDI Student Survey, administered to all U of A students in (Fall 2021). Participation in the survey was based on self-selection rather than random sample, but the high rate of response (45%) lends weight to the EDI survey outcomes. These results suggest that financial stress factors are more widespread within the general student population, and this information will be used as a guide to ensure the financial support programs meet needs of students.
Scholarship applicant information gives us an opportunity to track trends in student demographics for all financial support applications. With increased focus on funding intended to support EDI goals, capturing trends is necessary to see how the profile of financial support applicants (and recipients) shifts over time.

**TABLE 8: EDI STUDENT SURVEY RESULTS**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>EDI Student Survey Result</th>
<th>Scholarship Applicant Result (% of total applicants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with dependents</td>
<td>8.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>First generation students</td>
<td>34.4%</td>
<td>15%</td>
</tr>
<tr>
<td>Identify as FNMI</td>
<td>4.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Identify as gender non-conforming</td>
<td>4.2%</td>
<td>1%</td>
</tr>
<tr>
<td>Working for 15 hours or more</td>
<td>21.2%</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Service Excellence Initiatives**

Our work is reflected in the university’s shared strategic goals, including encouraging continuous improvement in administrative, governance, planning and stewardship systems, procedures and policies. Through the Service Excellence Transformation Initiative, we are creating more efficient and effective ways to manage the administration of financial support and are making decisions that are well-aligned with policy. We are also collaborating closely with the Student Service Centre to enhance the student experience and service culture, such as providing more robust financial literacy programs and services.

---

**International Supplementary Bursary Application**

This was created to streamline the application and assessment processes.

This is the result of consolidating previously held bursary programs in UAI.

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**SFS Award Modernization Project**

This project was created to improve the student experience and create administrative efficiencies.

The project began in April 2022 and the new system is expected to launch in January 2023.

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**Work Integrated Learning (WIL) and Financial Literacy**

As part of the new Access Awards, the RO will be developing wrap around services to support these students. This model is expected to be used in the future for other key demographics.

SFS and the Student Service Centre are working to provide more robust financial literacy programs and services for students.

We will evaluate how WIL can be incorporated into financial support packages for students beginning in Fall 2022.
For more information, contact:
Office of the Registrar
780.492.3113
ualberta.ca/registrar
Overview

Student Financial Support
2021/22

The Office of the Registrar is committed to the provision of robust student financial support programs to benefit Albertan, out-of-province, Indigenous, and international undergraduate students.

Date:
SEPTEMBER 2022
The Undergraduate Student Financial Support Overview provides a snapshot of student funding for the 2021/22 fiscal year. A supplement to the full Annual Report on Student Financial Support, this provides a high-level view of our financial support programs and the students who access them.

### UNDERGRADUATE FINANCIAL SUPPORTS — UNIVERSITY OF ALBERTA

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Need-based</th>
<th>Merit-based</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donor</td>
<td>$2,828,495</td>
<td>$9,657,540</td>
<td>$12,486,035</td>
</tr>
<tr>
<td>Government</td>
<td>$138,975,247</td>
<td>$8,514,000</td>
<td>$147,489,247</td>
</tr>
<tr>
<td>University Operating</td>
<td>$3,012,955</td>
<td>$5,747,489</td>
<td>$8,760,443</td>
</tr>
<tr>
<td>University Tuition Offsets</td>
<td>$4,656,003</td>
<td>$6,192,307</td>
<td>$10,848,310</td>
</tr>
<tr>
<td>External Funding</td>
<td></td>
<td></td>
<td>$1,070,584</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$149,472,699</strong></td>
<td><strong>$30,111,336</strong></td>
<td><strong>$180,654,619</strong></td>
</tr>
</tbody>
</table>

### UNDERGRADUATE FINANCIAL SUPPORTS — RO ADMINISTERED

- **$180M**

30.7% = $12.5M

- **$40.6M**

21.0% = $8.5M

20.5% = $8.8M

26.7% = $10.8M

---

1 Tuition offsets include revenue from both domestic and international tuition. 92.9 per cent of revenue collected through the university tuition offset was spent.

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I was proud to receive an entrance scholarship. It reminded me that my hard work was worth it. It drives me to continue working hard not only in my studies, but in all aspects of life.

---

As a student from rural Alberta, I had to relocate to attend school. The financial support from the scholarships I received eased the burden of rising living expenses so I can focus on my studies.

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Amanda, Agriculture, Life & Environmental Sciences

---

Lukian, Faculty of Kinesiology, Sport and Recreation
ABOUT OUR UNDERGRADUATE FINANCIAL SUPPORT RECEPIENTS

20,975 = 60%
TOTAL RECIPIENTS OF TOTAL UNDERGRADUATE ENROLMENT

31%
OF UNDERGRADUATE STUDENTS WHO RECEIVED NEED-BASED SUPPORT ALSO RECEIVED MERIT-BASED SUPPORT

-41.9%
DECREASE IN THE NUMBER OF STUDENTS WITH AN UNFUNDED SHORTFALL COMPARED TO THE PREVIOUS YEAR

0.4%
OF TOTAL UNDERGRADUATE ENROLMENT HAD AN UNFUNDED FINANCIAL SHORTFALL IN 2021/22

DOMESTIC UNDERGRADUATE STUDENTS

19,244
TOTAL RECIPIENTS

$170.4M
RECEIVED IN FUNDING

84%
OF DOMESTIC FUNDING WENT TO ALBERTAN STUDENTS

64%
OF TOTAL DOMESTIC UNDERGRADUATE ENROLMENT

INDIGENOUS UNDERGRADUATE STUDENTS

1,063
TOTAL RECIPIENTS

$10.5M
RECEIVED IN FUNDING

36%
INCREASE IN RO ADMINISTERED FUNDING TO FNMI STUDENTS

70%
OF TOTAL INDIGENOUS UNDERGRADUATE ENROLMENT

INTERNATIONAL UNDERGRADUATE STUDENTS

1,731
TOTAL RECIPIENTS

$9.2M
RECEIVED IN FUNDING

74
COUNTRIES REPRESENTED BY STUDENTS RECEIVING FUNDING

35%
OF TOTAL INTERNATIONAL UNDERGRADUATE ENROLMENT

ANNUAL BURSARY MAXIMUMS INCREASED FOR THE THIRD YEAR RESULTING IN

DECREASE IN THE NUMBER OF STUDENTS WITH AN UNFUNDED SHORTFALL COMPARED TO THE PREVIOUS YEAR
For more information, contact:
Office of the Registrar
780.492.3113
ualberta.ca/registrar
Dear Members of APC,

With the concurrence of the Chair and Vice-Chair, the October 19, 2022 meeting has been cancelled.

The next scheduled meeting of APC is on November 2, 2022.

Thank you,
Heather

Heather Richholt (she/her)
Associate Secretary to General Faculties Council
University of Alberta | University Governance
3-04 South Academic Building (SAB) | Edmonton, AB | Canada | T6G 2G7
Tel: 780.492.1937 | heather.richholt@ualberta.ca
University Governance | www.governance.ualberta.ca

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

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