



Report of the President's Tuition Review Task Force

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Tuition Review Task Force

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1. Introduction

The University of New Brunswick has committed to balancing its operating budget by 2020-2021. The work of the Tuition Review Task Force is one of several projects designed to contribute to UNB's long-term financial sustainability.

While we have realized more than \$40 million in cost savings over the last 10 years, we also recognize the importance of growing our revenue sources. Currently, we have two primary sources of revenue: tuition and the provincial operating grant which, together, make up more than 90% of revenue in our operating budget. Although we are exploring ways to increase other sources of revenue, we have also identified the need to ensure that our two primary sources of revenue are sufficient to support our academic mission. To address the operating grant, negotiations are ongoing with the province to establish a multi-year agreement. This will greatly assist the University in longer term budget planning.

We identified that we should review how we charge tuition to ensure it makes sense for how we operate. In questioning whether our tuition framework is optimal, it was determined that a full-scale review of our tuition framework was warranted and the Tuition Review Task Force was struck.

1.1. Terms of Reference

The Task Force was made up of faculty, staff, and students from both campuses. The mandate was:

- to make a recommendation to the President's Executive Team with respect to whether or not UNB should adopt differential tuition fees by program;
- to make a recommendation to the President's Executive Team with respect to the international differential undergraduate fee;
- to recommend a process for implementation of any change in the tuition framework.

1.2. Context

Tuition rates are part of a broader framework associated with providing a high-quality University education. Specifically, in the case of UNB, the provincial operating grant, programs to provide financial support to students, and our mandate to make post-secondary education widely accessible to New Brunswickers are also considerations. To this end, this section is intended to set the context for the recommendations found later in this report.

There is both a public interest in having a well-educated society and a private interest in individuals earning a post-secondary education. Individual benefits of a high quality post-secondary education include being more likely to have, keep and be satisfied with a job, garnering higher earnings, and better overall health. Societal benefits include a more educated and engaged citizenry, lower crime rates, and higher tax revenues; also, there is a reduced strain on public finances as a result of lower crime rates, lower unemployment rates, and better overall health. Thus, access to a post-secondary education is important; and keeping the cost of tuition affordable is one way to improve accessibility. The tension that then exists is between providing an affordable education and providing a high-quality education; the former is a way to ensure as many people as possible are educated, and the latter will produce benefits for individuals and society.

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Inherent in trying to balance the tension between affordability and quality is the fact that the education needs to be paid for somehow. On one end of this debate, people advocate for free tuition. In jurisdictions where this occurs, government covers the cost of education, and since government resources are not unlimited, neither is the number of seats available to students in post-secondary institutions. This is at odds with a goal of a well-educated society. Similarly, when government does not contribute to the costs of achieving post-secondary education, the cost is borne almost entirely by students through tuition fees. This is the case in private institutions which typically have much higher tuition than public universities.

UNB is a partially publicly-funded university, which reduces tuition rates for domestic undergraduate students. In recent years, however, the Provincial government has suggested caps or freezes in our tuition rates, which UNB has largely respected. This has limited our ability to increase tuition in response to rising operating costs and rising tuition rates at other universities. The caps and freezes have come without corresponding increases in our operating grant, resulting in a structural deficit where our ongoing costs exceed our ongoing revenues. We are committed to employing the most qualified faculty to deliver a high-quality education to all our students and do not wish to see this eroded due to insufficient resources.

At the same time, we are acutely aware of the financial strains on our students. As an example, we point to data from the "graduating student survey," produced by the Canadian University Survey Consortium. In 2012, 27% of UNBF students and 35% of UNBSJ students reported having no debt upon graduation. By contrast, in 2015, 48% of UNBF graduating students and 50% of UNBSJ graduating students reported having no debt. So, as of 2015, about half of our students are graduating with no debt at all. On the other end of the spectrum, in 2012 50% of graduating UNBF students and 44% of UNBSJ students graduated with more than \$20,000 in student debt. This data improved by 2015 as well, with 36% of UNBF students and 30% of UNBSJ students graduating with more than \$20,000 in debt. Thus, approximately one-third of our students graduate with significant amounts of debt. We maintain that finding ways to help this one third of our students is preferable to pricing tuition at a rate that is not financially sustainable.

This is why we have increased scholarships and bursaries to students by over 50% from \$6.96 million in 2009 to \$10.51 million in 2017. This amount will continue to grow as the "It Begins Here" fundraising campaign has committed \$55 million to student financial support. This is also why we applaud the province of New Brunswick for introducing the Free Tuition Program and Tuition Relief for the Middle Class. Further, we invest in programs such as work-study and co-op that provide students an opportunity to earn an income and gain practical work experience and we plan to increase investments in these areas.

Considering all of these factors, the task force conducted its work based on an overarching principle that we need to price our tuition appropriately in order to support a high-quality education. From there, the supports that are in place for those who need help accessing post-secondary education need to continue and improved.

2. Models for Tuition Framework

2.1. Current Model

Currently at UNB, we charge tuition by term and charge the same tuition for all of our programs of study. International students pay a differential fee and three faculties charge a program fee which goes directly to services, equipment and facilities for the students studying in those programs. Each year, through our budgeting process, we decide on a percentage by which to increase tuition and the international

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student differential fee, taking into consideration a number of factors such as the expected increase in operating costs, how our tuition compares to other universities, and the suggested caps or freezes from the Provincial government. However, this process has not resulted in any major changes in how we charge tuition.

2.2. Other Models

There are two components involved in how tuition is charged: whether to charge by term or by course/credit hour, and whether to charge the same tuition rate to all students or to differentiate the tuition rate by faculty or program of study. The combination of these two factors results in four potential models: by term, same fee; by term, differentiated fees; by course or credit hour, same fee; and by course or credit hour, differentiated fees.

In 2005, a task force was struck at UNB to examine the various models for charging tuition. As part of its work, the 2005 task force compared models for charging tuition at 47 Canadian universities. One of the first tasks the 2017 task force undertook was to update the table. Table 1 shows that there was a small shift in universities moving toward charging by term rather than by course, though there are still more universities that charge by course/credit hour rather than by term (55%). Table 1 also shows that there was a shift in universities charging differentiated tuition rather than the same tuition, and that 70% of universities charge differentiated tuition fees by faculty or program.

Table 1: Undergraduate Tuition Fee Policies at 47 Canadian Universities						
Source: University websites searched by , May 2017						
	Same Fee			Differentiated Fees		
	2005 = 43% ↓2017 = 30%			2005 = 57% ↑2017 = 70%		
	Comprehensive	Undergraduate	Medical Doctoral	Comprehensive	Undergraduate	Medical Doctoral
Pay by term 2005 = 34% ↑2017 = 45%	UNB	Acadia U de Moncton Mt. Allison St. Thomas St. F X Trent UPEI	Laval Montreal	Carleton Guelph Waterloo	Lakehead Laurentian Wilfrid Laurier	Ottawa Toronto Western McGill Calgary
	Same Fee, By Term = 21.3%			Differentiated Fees, By Term = 23.4%		
Pay by course or credit hour 2005 = 66% ↓2017 = 55%	York	Bishops Lethbridge	Sherbrooke	Concordia Memorial Regina SFU Victoria Windsor	Brock UNBC Brandon Nipissing MSVU Ryerson SMU CBU Winnipeg	Alberta Dal Manitoba McMaster Queens U Sask UBC
	Same Fee, By Course = 8.5%			Differentiated Fees, By Course = 46.8%		

The 2005 task force also evaluated the different models against a number of qualitative factors. The 2017 task force discussed many of these same factors when evaluating the different models; thus we decided to update the table the 2005 task force created to illustrate its qualitative work.

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Table 2 – Commentary On Different Tuition Fee

CHARACTERISTIC	A. PAY BY TERM Same fee	B. PAY BY TERM Differentiated Fees	C. PAY BY COURSE Same fee	D. PAY BY COURSE Differentiated Fees
	21.3%	23.4%	8.5%	46.8%
1. Fairness - everyone pays the same price for the same course	NO – Students taking fewer courses (4) are subsidizing those taking more courses (6+). If they calculate the costs of their degree on a “per course” basis, students may find they are paying more for a given course than the person sitting beside them. Per-course cost is lower for students registered in programs with more courses required for graduation.	NO – Students taking few courses (4) are subsidizing those taking more courses (6+). If they calculate the costs of their degree on a “per course” basis, students may find they are paying more for a given course than the person sitting beside them. Per-course is lower for students registered in lower-cost programs.	YES – All students pay the same for any course. Students in programs with more courses will pay proportionately higher fees.	YES – All students pay the same for a specific course. Students in programs with more courses will pay proportionately higher fees. Students may choose to avoid higher cost elective courses.
2. Flexibility to move between programs without financial penalty	YES	YES – If the same course costs a different amount depending on the program in which a student is registered, some students may take courses in higher cost programs while remaining officially registered in a lower-cost program.	YES	YES
3. Incentive to take additional courses in a student's chosen discipline	YES	YES	NO	NO
4. Incentive for Interdisciplinary studies	YES – Students can take courses in different faculties without financial penalty	UNCERTAIN	NO	NO – As overall costs for education increase, students will think twice before registering in higher-cost courses not essential to their degree
5. Maintain UNB's competitive position	NEUTRAL – no evidence one way or the other	YES – but tuition increases have to be modeled to determine how to keep specific programs competitive with other nearby programs.	UNCERTAIN – Tuition fees have to be modeled to determine how to keep specific programs competitive with other nearby programs.	UNCERTAIN – Tuition fees have to be modeled to determine how to keep specific programs competitive with other nearby programs.
6. The financial impact of the tuition policy does not hurt the financial position of either campus	YES – this is the base line	NO – There would be changes	NO – SJ students generally take fewer courses than their counterparts in Fredericton. Course-based tuition would lead to proportionately less revenue for UNBSJ.	NO – SJ students generally take fewer courses than their counterparts in Fredericton. Course-based tuition would lead to proportionately less revenue for UNBSJ.
7. Ease of Implementation and Management	NEUTRAL – it works now but there are things that can be done much better with Pay-by-Course.	NO – it would take the already “neutral” model of charging by term and further complicate it by adding different fees for each program.	YES – charging tuition by course rather than by term would make billing procedures easier through enhancements such as real-time billing, and eliminating many manual interventions that are now required.	YES – charging tuition by course rather than by term would make billing procedures easier, Differentiating fees by program adds some complexity but it would be manageable and offset by the switch to paying by course.

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Differentiated fees vs. same fees

The task force discussed whether it would differentiate by course, by program or by faculty. The task force ruled out differentiating fees by course as it would be far too granular to look at what the price for each of our courses should be and it would be difficult to maintain as each year we would have to look at increases for each course. It was also decided not to differentiate by Faculty as that might mean that students earning the same degree, but on different UNB campuses, might pay different prices (e.g., students on the SJ campus earn a nursing degree in the Faculty of Science, Applied Science and Engineering, whereas students on the Fredericton campus earn a nursing degree in the Faculty of Nursing). The task force decided that if we were to charge differentiated tuition, we would charge by degree program as we wanted consistency across our two campuses.

In considering the merits of differentiated tuition, the task force recognized that some programs inherently cost more than others to deliver. Factors such as specialized lab equipment, class sizes, and accreditation requirements for professional programs all figure into differentiated costs of delivering programs.

The task force reviewed data which showed the cost per student by Faculty based on budgeted expenditures provided by the Resource, Planning and Budgeting office from the 2017-2018 budget for each Faculty and 2016 Fall full-time equivalent (FTE) in each respective Faculty. Each Faculty had a different cost per student associated with it, ranging from approximately \$5,000 to \$26,000 per FTE.

Based on the trend at other universities to charge differentiated fees, the analysis of various qualitative factors, and the wide range of cost per student across the faculties, ***the task force recommends differentiated tuition by program.***

2.3. Charging by term vs. by course or credit hour

In exploring the choice between charging tuition by term or by course/credit hour, the task force acknowledged that charging by course/credit hour would have administrative and reporting benefits. Staff from Financial Services have indicated that our enterprise accounting software is built for charging by course or credit hour.

Nevertheless, concerns were raised around the impact it would have on students who currently take courses outside of their degree program, or, who take electives simply because they are interested in the subject. There are also concerns around students taking longer to complete their degrees; however, this could also be viewed as a benefit to students looking to balance working and extra-curricular activities with course-load. The task force was also concerned with the financial impact of such a change.

We received data from the Resource Planning & Budgeting team which indicated that, all other factors remaining equal (specifically the tuition rate and enrollment), switching to charging by course or credit hour would have no significant impact on revenue for the Fredericton campus and would have a negative impact on the Saint John campus. This is because students in Saint John generally tend to take fewer courses each term.

The task force recommends charging tuition by term.

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3. Price

In addition to making a recommendation about which model to use in charging tuition at UNB, the task force was asked to recommend tuition rates. In setting tuition rates, the task force considered three main factors: program delivery cost, competitors' approach, and program demand.

3.1. Cost

The task force used a proxy for exploring the cost of delivering each program. The 2017-18 budget for each faculty was divided by the 2016-17 headcount for that faculty. This resulted in faculties grouped into low, medium, and high cost programs. While some of the results were intuitive (e.g., nursing is a high cost program), there were some surprises, such as arts and science not being in the low category and engineering not being in the high category. This prompted the task force to examine service teaching data for each faculty to determine whether it would explain certain anomalies with the proxy data results.

The data we received from the Registrars show the faculties that teach the "highest percentage of students from other faculties" are the two Faculties of Arts (Fredericton and Saint John) and the Faculty of Science in Fredericton, at over 55% for each. The percentage is also quite high for the Faculty of Science, Applied Science and Engineering in Saint John and for the Faculty of Computer Science in Fredericton. Most of the students from outside the Faculty of Computer Science are engineering students. In fact, engineering students are taught extensively by Faculty of Arts, Faculty of Science and Faculty of Computer Science, which helps explain why the costs within the Faculty of Engineering are relatively low.

3.2. Competition

The task force used data from the Maritime Provinces Higher Education Commission (MPHEC) and from Statistics Canada to examine the price of tuition at other Universities.

The MPHEC data shows that in 2017-2018, UNB has the third lowest tuition of all universities in the Maritimes. Only Université de Moncton and University of Prince Edward Island have lower tuition. This is concerning when we consider that we are a national, comprehensive university desiring to provide the highest quality education to our students. To the extent that price influences perceptions of quality, we are concerned about the message it sends for UNB to be the low-cost provider in PSE in the Maritimes. More concerning, however, is the actual impact of having lower tuition on our ability to invest in programs and services which will provide students with the highest quality experience.

The data from Statistics Canada breaks down tuition for 2016-2017 by program and shows low and high ends of tuition rates, presumably to account for additional fees and differentiated tuition rates. The task force reviewed the data in three groups – by Maritime universities, by comprehensive universities, and a group of 12 universities to whom we regularly compare ourselves when engaging in reviews and comparison work. For this data, it is important to note that the MPHEC data was for 2017-2018 whereas the Statistics Canada data was for 2016-2017.

When compared to other Maritime universities, UNB's tuition for education was the second lowest (second only to U de M); business and nursing we were third lowest; humanities, social and behavioral science were fourth lowest; and engineering was fifth lowest. There are only two other law schools in the Maritimes and UNB was \$4,613 more expensive than U de M, and \$4,291 less expensive than Dalhousie.

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When comparing comprehensive universities, Simon Fraser University and University of Victoria have tuition significantly lower than the others. Where we do not tend to compete directly for students with either of these institutions, this does not cause us great concern. For education, we were the second most expensive; however, we are very close to York University (+\$88) and University of Regina (+\$114) and less expensive than University of Windsor (-\$148). The only other education schools in this group are Simon Fraser University and University of Victoria which are notably less expensive. For humanities and social and behavioral science, we were the third most expensive but only \$171 above the average. For engineering and business, we were well below the average and were the least expensive for business and fourth least expensive for engineering. For nursing we were also fourth least expensive but we were over the average. The data from Statistics Canada for law included some universities that may have arts degrees focused on law, but not actual law school. When these two universities are excluded, our tuition for law is the second least expensive, \$5,274 lower than the average, and \$14,667 lower than the most expensive.

When comparing to the group of twelve universities, Simon Fraser University, University of Victoria and University of Manitoba all have tuition well below the others, which lowers the overall average. For education, we were the fifth least expensive. For humanities and behavioral and social sciences, we were third most expensive, though only \$357 above the average. In all three cases, if we were to exclude the outliers in terms of low tuition, we would be very close to the other comparator universities. For business, engineering and nursing we were well below the average and were second least expensive for business and fourth least expensive for engineering and nursing. For law, once again there were two universities included in the data which do not have law schools. When these two universities are excluded, our tuition for law is the third least expensive, \$2,897 less than the average, and \$8,001 less than the most expensive.

Not all Canadian universities have law schools. So, in addition to the Stats Canada and MPHEC data that was consulted, a quick search of Canadian law school websites shows that for the 2017-2018 academic year, only two English-language law schools have lower tuition than UNB: McGill and University of Victoria. There is a significant variance in tuition rates at law schools with one school charging more than \$30,000, two schools charging between \$20,000 and \$30,000 and six schools charging between \$15,000 and \$20,000. With the exception of McGill and U Vic, the remaining schools fall in the \$10,000-\$15,000 range, with UNB being at the lowest end.

This section of analysis led the task force to draw several conclusions:

- Within the Maritimes, our tuition is generally set lower than our competitors. The task force concludes that we can sustain increases in base tuition.
- Our law, engineering, nursing, and business programs are strong candidates for differentiated tuition above our base tuition.
- Our education program is less expensive when compared to maritime universities but not when compared to other comprehensive universities or the group of twelve. For our education program, we compete most directly with St. Thomas University. In 2017-2018, a bachelor of education at STU costs \$9,175 and at UNB it costs \$6,626. However, education students pay a standard rate of three times per year, which means our tuition rate is on par with that of St. Thomas.

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- Our tuition for arts and science programs are generally right-priced when compared nationally; however, we are lower than average when compared within the Maritimes.

3.3. Demand

In analyzing demand for programs, the task force took the total number of applicants for a program and divided it by the number of new students enrolled in the program. The task force recognizes that this does not take into consideration such qualitative factors as where our recruiters or admissions staff may be directing applicants based on their own knowledge of admissions caps in certain programs. This calculation also does not take into consideration a given program's potential to grow with investment, any trends on the horizon with regard to market/labour demands, or external factors such as changes our competitors may be making to their programs. We have attempted to account for some of these factors in the analysis of the data we do have available.

The data we received from the Student Recruitment office related to demand indicates that UNB's average number of applications per enrolled new student is 2.56. Based on this, the faculties above average demand are Nursing (4.45), SASE (3.44), and Business (2.85). It is important to note that Nursing is capped at 308 students in total. Medium-demand programs include Science (2.35), Arts (2.33 in Fredericton and 2.29 in Saint John), Business Administration (2.27), Computer Science (2.25), Kinesiology (2.16), Engineering (2.13), Law (2.05). Lower demand faculties include Education (1.97), Forestry (1.86), and Renaissance College (1.95). The task force acknowledges that the difference between the low and medium categories is not great and none of the faculties dips far out of the range of normal. On balance, all faculties at UNB have close to or well in excess of twice the number of applications than enrolled students which indicates that demand is relatively even across most faculties.

3.4. Price analysis conclusions

The task force used the analysis of cost, competition and demand in order to sort each faculty into a differential tuition category. The categories are base rate, low differential fee, moderate differential fee, high differential fee, and very high differential fee. These categories will be used when making final recommendations on actual tuition rates.

TABLE 3: DIFFERENTIAL TUITION CATEGORY BY FACULTY				
	Cost of delivering program	UNB tuition compared to competitors Maritime / Nat'l	Demand for program	Differential Tuition Category
Arts FR / Arts SJ	Med / Med ¹	Low / Average	Med / Med	Base rate
Business / Business Admin	Low / Low	Low / Very Low	Med / High	High
Computer Science	Low	Low / n/a	Med	Moderate
Education	Med	Average / Average	Low	Moderate
Engineering	Low ¹	Low / Very Low	Med	High
Forestry	Med	Low / n/a	Low	Low
Kinesiology	Low	Low / n/a	Med	Moderate
Law	High	Low / Very Low	Med	Very High
Nursing	High	Low / Average	High	High
Renaissance College	Low	Low / n/a	Low ²	High
Science / SASE	High / Med ¹	Low / Average	Med / High	Base rate

¹Science and Arts are higher partially due to the amount of service teaching they provide. Conversely, Engineering is low partially due to the amount of service teaching provided by Science, Arts, and Computer Science.

²While demand and costs are relatively low, this is a premium program that attracts a niche market. Enrolment has

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been steady at the capped level for many years.

4. International Student Differential Fee

The international student differential fee exists primarily because the provincial operating grant does not include funding for international undergraduate students. The formula used to calculate the grant is complex and includes both a flat grant portion and a portion related to UNB's enrolment relative to the other three New Brunswick universities. It is impossible to calculate a true grant amount per student, however, on a strictly per capita basis, UNB received approximately \$15,000 per full time equivalent student (excluding international undergraduate students) in 2016-17. In 2017-2018, the international student differential fee is \$8,925.

Another factor considered by the task force is that neither the operating grant freezes/slow growth nor the tuition caps and freezes have had an impact on what we have charged for the international student differential fee in recent years. In fact, the international student differential fee increased by 10% in the 2016-2017 academic year and 5% in the 2017-2018 academic year.

In addition to this, the task force considered the cost of recruiting and teaching international students, our competitors' international student differential fees, and program demand.

4.1. Cost

Based on information from the Student Recruitment office, the cost of recruitment per enrolled new, undergraduate international student is \$5,170. This is a one-time cost and, typically, a student pays four years of tuition plus the differential fee.

The task force also discussed that the cost of educating an international student is likely also higher. We were not able to calculate an exact number as many of the costs are not easy to pull out from unit budgets across both campuses. In addition to having services, programs and staff specifically to support international students, statistics from student services show that international students avail themselves of student support services and programs at a disproportionately higher rate than domestic students. This statistic is not meant to be read negatively as participation in student support programs and services contributes positively to retention and persistence to graduation. This is mentioned simply to point out that there are additional costs of educating international students, in much the same way as we recommended differential fees for some programs based on higher costs.

4.2. Competition

Using the MPHEC 2017-2018 data, UNB's international student differential fee (\$8,925) is lower than Mount Allison but higher than both STU and U de M. More broadly, it is above the average across all public maritime universities by \$1,005 but it is below Dalhousie, University of King's College, NSCAD, and Mount Allison.

However, when using Statistics Canada 2016-2017 data, UNB's international student differential fee is low when compared to comprehensive universities and the group of twelve. For both comparison groups, our fee was the lowest of all universities. For the comprehensive group, the average differential fee was \$13,379 and for the group of twelve, the average differential fee was \$14,353.

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4.3. Demand

Using the same criteria in analyzing the differential tuition by faculty, the task force divided the total number of international applications from high school students by the total number of newly enrolled international students using data from 2016-2017. This calculation revealed that 4.78 times more applications were received than students enrolled. A big part of this number may have to do with quality of the match between the applications and our admissions requirements or perhaps international students apply to more universities at the same time than do domestic students. Nonetheless, we receive far more applications than the number of new international students we enroll each year, indicating a strong potential demand.

4.4. International student differential fee analysis overview

The analysis outlined in the above sections led the task force to the following conclusions:

- The international student differential fee at UNB is grounded in sound rationale, namely that the provincial operating grant does not fund international undergraduate students.
- While difficult to calculate accurately, there is an additional cost to recruiting and educating international students above and beyond the cost of recruiting and educating domestic students.
- Within the Maritimes, there is little room to increase UNB's international student differential fee when comparing to our competition. However, within national comparator groups, our fee is lower than the average by several thousand dollars.
- The demand from international students to apply to UNB is strong.

The task force does not recommend a reset on the international student differential fee, but rather a steady increase of between 3% and 5% per year for each of the next few years.

5. Recommendations

The following recommendations are related directly to the tuition framework found in section 5.1 below:

- Tuition should be charged by term and the price should be differentiated by program.
- In order to set specific prices, we should use the differential tuition categories identified in Table 3.
- We should not initiate a re-set for the international student differential fee, but rather apply a modest increase of 3-5% per year.

5.1 Tuition Framework

<u>Tuition Fees:</u>		Proposed	<u>Tuition Fees:</u>		Proposed
		2019-20			2019-20
Arts, Science and Education ¹			Forestry & Environmental Management		
	Full-time students	7,096		Full-time students	7,434
	Per course (0 - 5 credit hours)	710		Per course (0 - 5 credit hours)	744
	Per course (6 - 11 credit hours)	1,420		Per course (6 - 11 credit hours)	1,488

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Computer Science and Kinesiology		
	Full-time students	7,772
	Per course (0 - 5 credit hours)	778
	Per course (6 - 11 credit hours)	1,555
Law		
	Full-time students	10,000
	Per course (0 - 5 credit hours)	1,001
	Per course (6 - 11 credit hours)	2,001

Business/Business Administration, Engineering, Nursing, Renaissance College		
	Full-time students	8,110
	Per course (0 - 5 credit hours)	812
	Per course (6 - 11 credit hours)	1,623
International Student Differential Fee		
	Undergraduate	9,559
	Per course (0 - 5 credit hours)	955
	Per course (6 - 11 credit hours)	1,911

¹The program rate for Education is charged at a standard rate of three times per year.

5.2 Implementation

The task force was also asked to make recommendations related to implementation of the tuition framework. General implementation recommendations are as follows:

- In order to allow appropriate time for consultation, communication, and administrative implementation, the increase for 2018-2019 should be 2% and the tuition reset should be implemented for the 2019-2020 academic year.
- In order to provide tuition predictability for students for the duration of their degree program, the tuition reset in 2019-2020 should apply only to newly enrolled students at UNB. Students enrolled prior to the 2019-2020 academic year should see tuition increases capped at 2% per year for the duration of their degree program.
- An implementation team should be identified in order to address administrative issues related to the new framework. Issues may include:
 - clearly defining to whom the new framework applies and to whom the old framework applies (i.e., definition of "newly enrolled student" needs to be precise);
 - addressing resource issues for staff in financial services both in setting up the new framework and in maintaining two different tuition frameworks for the period of approximately 5 years while we transition all students to the new framework;
 - training recruiters and other staff who answer questions related to tuition.
- A formal process for an ongoing review of the tuition framework, and its associated rates, should be established. As part of this process, this new framework should be reviewed in its entirety 5 years after implementation in order to evaluate its impact.

5.2.1 Consultations and Communications

- While the task force included staff, faculty, and students from both campuses, it is recommended that broader consultation about tuition in a more general way be conducted with stakeholders before the recommendations in this report are accepted, announced and implemented. Specifically, members of the President's Executive Team should engage in stakeholder meetings with a view to openly discussing the issues surrounding tuition that have been presented in this report. Suggested stakeholder groups include Student Union (executive and entire council), Student Representative Council (executive and entire council), New Brunswick Student Alliance, Graduate Student

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Association, and potentially submitting letters to the editor of the Brunswickan and the Baron.

- A communications plan related to tuition in general as well as a tuition reset in 2019-2020 should be developed. During fall 2017 and winter 2018, key messages should be incorporated into remarks for events, interviews, and messages to the community. Once the President's Executive Team has decided on a response to this report, it should be communicated in an intentional way to our stakeholders.
- The task force recommends submitting the final recommendation for a new tuition framework to the Board of Governors as part of our 2018-2019 budget package. This provides an opportunity for consultations and discussion in advance of a final decision but still provides enough time for adequate communications and thoughtful implementation by 2019-2020.

5.2.2 Other considerations

- The task force recommends that the faculties of engineering, law, and business administration examine their program fee in light of the new tuition framework in order to determine if they still require a program fee. If a faculty intends to keep their program fee, the rationale for the fee and the amount should be re-submitted through the budget process for the 2019-2020 so as to be in alignment with the tuition framework re-set.
- Through consultations with deans, it was discovered that there are some issues that warrant further examination by the Registrars and the faculties in light of the recommendations to charge tuition by term and to introduce differentiated tuition by degree. Two specific issues that were raised include:
 - There are courses which fall outside the parameters of a typical academic term. Work should be done by the registrars and the deans to identify any courses that should be modified to fit the normal parameters or treated differently. For example, in nursing there is a course that spans the timeframe of winter term through intersession; however, students only pay winter term tuition.
 - Students sometimes work toward degrees concurrently. For example, in Saint John the concern was raised about what tuition rate a student working toward a BA and BEd would pay.