

**AGENDA**  
**2:30 p.m. Thursday, March 15, 2012**  
**Neatby-Timlin Theatre (Room 241) Arts Building**

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.”*  
*The 2011-12 academic year marks the 17<sup>th</sup> year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meetings of February 16, 2012 and March 1, 2012
4. Business from the minutes
5. Report of the president
6. Report of the provost
7. Student societies
  - 7.1 Report from the USSU
  - 7.2 Report from the GSA
8. Planning and Priorities Committee Report for Information
  - 8.1 Multi-Year Capital Plan 2012/13 – 2015/16
  - 8.2 Multi-Year Budget Framework 2012/13 – 2015/16
9. Bylaws Committee
  - 9.1 Request for Decision: Change to Council Bylaws re Membership of the Engineering Faculty Council  
  
*That Council approve the changes indicated to the membership of the Engineering Faculty Council.*
  - 9.2 Request for Decision: Change to Council Bylaws re Membership and Terms of Reference of the Teaching and Learning Committee  
  
*That Council approve the changes indicated on the attached to the membership and terms of reference of the Teaching and Learning Committee.*

9.3 Request for Decision: Change to Council Bylaws re Name change for the Bylaws Committee of Council

That Council approve a change of name for the Bylaws Committee of Council, to the Governance Committee of Council, as well as consequent changes to the Bylaws of Council

10. Academic Programs Committee

10.1 Edwards School of Business: Revision to admission requirements and related program changes for the Aboriginal Business Administration Certificate

*That Council approve revisions to admission requirements and related program changes for the Aboriginal Business Administration Certificate, effective September 2012.*

10.2 Academic Courses Policy: Late withdrawals from courses and Withdrawal Failure (WF) grade comment

*That Council approve a change to the academic courses policy to prevent late withdrawals from courses and delete the Withdrawal Failure (WF) grade comment.*

10.3 Report for Information:

- Agriculture and Bioresources: Change of name of Minor to Minor in Agribusiness Entrepreneurship
- Pharmacy and Nutrition: Temporary change in Nutrition admission quota
- Medicine: Change in program credit units due to change in genetics course

11. Other business

12. Question period

13. Next meeting – 2:30 pm, April 19, 2012



*Minutes of University Council  
2:30 p.m., Thursday, February 16, 2012  
Neatby-Timlin Theatre*

*Attendance: J. Kalra (Chair). See appendix A for listing of members in attendance.*

The chair called the meeting to order, observing that quorum had been attained.

The Reverend Dr. Ron Griffin presented a tribute to the Reverend Thomas James Hanrahan C.S.B, chaplain and past president of St. Thomas More College, who passed away February 8, 2012. Father Hanrahan joined the university in 1982 and retired in 1990.

1. Adoption of the agenda

The chair indicated that at the request of the Planning and Priorities Committee, he would seek Council's permission to reorder item 8 so that consideration of item 8.1 follows 8.2.

PROCTOR/JAECK: That the agenda be adopted as reordered.

CARRIED

2. Opening remarks

The chair welcomed members to Council and reminded members that Council elections are in progress. He asked the secretary to read the names of the 17 members who have been elected by acclamation following the February 3 deadline, and encouraged members to ask their colleagues to run for one of the remaining seven seats.

The chair then provided a brief overview of the business on the agenda of today's meeting.

3. Minutes of the meeting of January 26, 2012

TAYLOR GJEVRE/SEMCHUK: That the minutes of the meeting of January 26, 2012, be approved as circulated.

CARRIED

4. Business arising from the minutes

No business was identified as arising from the minutes.

5. Report of the president

In the president's absence, the chair invited the provost to speak to his report. Dr. Fairbairn commended Council members to the president's written report; there were no questions.

## 6. Report of the provost

The provost pointed out that his academic address on the topic of what difference a university makes took place a week ago and that it is accessible online in both video form and in written form. He provided an update on current searches and reviews, noting that several of the searches and reviews in progress are in an extremely active phase and that he looked forward to their successful conclusion.

A member asked for an update on the progress of the College of Engineering decanal search; the provost indicated that there is no news to report and that the search committee expects to convene again before summer to re-launch its search, with the intent to conclude its work during the 2012-13 academic year.

## 7. Student societies reports

### 7.1 Report from the USSU

The report was presented by Kelsey Topola, Academic Vice-president. She conveyed regrets from USSU president Scott Hitchings who was unable to be at this meeting of Council. Ms. Topola reported on a number of items:

- all bylaw amendments put forward by the USSU passed at the Annual General Meeting.
- nominations for all USSU executive and student council position are open and will remain open until March 9; campaigning begins March 19 and voting will take place at the end of March.
- ‘We are all Treaty People’ week takes place the last week of February.
- The nomination process for teaching excellence awards has wrapped up: over 70 professors and over 3500 students have been surveyed.

The chair invited Council members to join him in thanking the USSU for their written report and Ms. Topola for her remarks.

### 7.2 Report from the Graduate Students’ Association

The report was presented by Xue Yao, President of the GSA, who reported as follows:

- the university’s childcare expansion project is an important one for graduate students.
- the GSA’s interdisciplinary conference ‘Speak up for Change’ is an opportunity for students to present their research in any area of work at the U of S. The conference will be held March 7; this is the GSA’s biggest event of the year.
- there is a career development workshop happening Feb 17 and more than 100 students are registered; the numbers are increasing every year, and the goal is to try to provide more opportunities and services in various fields.

- The GSA is working with CGSR to establish a bursary for graduate students in the spring term. Some graduate students are facing financial problems and need support; the hope is to solicit more donations in support of this initiative.
- elections for GSA executive will be held in March; Council members are urged to help the GSA build awareness of the upcoming opportunities to run for the executive.

The chair asked Ms. Yao to convey to the GSA Council's thanks and also that it is Council's preference to receive a written report so that it can be included with the agenda materials.

## 8. Planning and Priorities committee

Dr. Bob Tyler presented this report as committee chair; in accordance with the reordering of the agenda, item 8.1 was considered after item 8.2.

### 8.1 Request for input: Third Integrated Plan: 2012/13-2015/16

Dr. Tyler indicated that there is one more day to provide comments to the Assistant Provost as input to the draft plan; all input will be reviewed and taken into account by the committee in time to be distributed for approval at the March 1 meeting. Dr. Tyler then invited the provost to come forward to present the consultation draft of the plan.

The provost took Council members through the recent history of the development of the plan, reminding members that it was exactly four months ago that the unit plans were due. Since then these have all been reviewed by the Unit Plans Review Committee (UPRC), and a draft version of the third integrated plan was created. The version before Council today, he pointed out, is the same one that came out in mid January. Since then there has been a town hall, and conversations at deans' council, various committees of Council, meetings of department heads, associate deans academic, and commitment leaders; there have also been consultations with Regional Advisory Councils in several cities around the province, with the USSU and GSA executive, and in different colleges, schools and units, as well as feedback received by email and from the web site. Both the president and the future president have provided comments, as well as members of the Board of Governors, Senate, the Ministry of Advanced Education, Employment and Immigration, Saskatoon Health Region, and the City of Saskatoon. The provost reported that the most important thing to say is that the feedback has been uniformly supportive and constructive, and that the themes identified in the first draft have clearly resonated. Comments reflect a view that the plan is honest, clear, principled and pragmatic. People have been particularly attracted to the Aboriginal engagement theme and the links between innovation and simplification. The culture and community area is one people liked though they asked for more focus in that section. Comments also suggested that the final draft could be shorter and simpler, and that fewer commitments would be better. In short, advice pointed to sharpening and focusing rather than adding on and embellishing. The provost committed to Council's seeing a revised draft a few days in advance of March 1—likely on Feb 28.

8.2 Request for Decision: University Plans Review Committee (UPRC) Reports on the College, School and Administrative Unit Plans 2012/13 – 2015/16

Dr. Tyler began by explaining the reasons for the University Plans Review Committee's review of the unit plans. He referred members to the summary of overarching and common themes and messages contained in the committee's report. On behalf of the committee he expressed thanks to the unit leaders who met with the committee and responded to questions. He also indicated that his committee will be doing a review of the planning process with a view to continuing to improve the planning process. In closing he expressed thanks to members of the committee and in particular to Sandra Calver for her tremendous support of the UPRC.

TYLER/JAECK: That Council accept the Unit Review Plans Review Committee reports on the College, School and Administrative Unit Plans for the 2012/13 – 2015/16 planning cycle, as submitted February 16, 2012.

CARRIED

A member of Council expressed thanks on behalf of Council to Dr. Tyler and his committee for their excellent hard work. Another member commented that some units might benefit from learning from others that did a particularly good job on various facets of their unit plans. Vice-president Florizone confirmed that opportunities for such feedback occur both formally and informally through PCIP and the planning parameters discussions, as well as the annual reports on progress against the plan. The provost also mentioned the symposium being planned in the next cycle on ways of achieving institutional goals in the area of Aboriginal engagement; he also sees this happening through positions such as the Vice-provost teaching and learning.

9. Bylaws committee

The report was presented by Dr. Gordon Zello, chair of the committee. Professor Zello began by asking to correct an omission at the January Council meeting where Council approved procedures and policies relating to student appeals and discipline; he neglected to thank all those involved in the two-year process leading up to the acceptance of these revisions, including the university secretary and the acting university secretary.

9.1 Notice of Motion Change to Council Bylaws re Membership of the Engineering Faculty Council

That Council approve the changes indicated to the membership of the Engineering Faculty Council (ZELLO/DOBSON).

9.2 Notice of Motion Change to Council Bylaws re Membership and Terms of Reference of the Teaching and Learning Committee

That Council approve the changes indicated to the membership and terms of reference of the Teaching and Learning Committee (ZELLO/DOBSON).

*DRAFT until approved at the next meeting*

9.3 Notice of Motion Change to Council Bylaws re Name Change for the Bylaws Committee of Council

That Council approve a change of name for the Bylaws Committee of Council, to the Governance Committee of Council, as well as consequent changes to the Bylaws of Council (ZELLO/DOBSON).

10. Research, Scholarly and Artistic Work Committee/ International Activities Committee

10.1 Report for Information: Report on Principles and Strategies in Support of Internationalization

This report was presented by Professor Stephen Urquhart, chair of the committee on Research, Scholarly and Artistic Work, and Professor Hans Michelmann, chair of the International Activities Committee. It was noted that the report focuses on an area of common concern between the two committees. Professors Urquhart and Michelmann indicated that they were somewhat disappointed by the lack of focus on internationalization in the integrated plan and will be forwarding some suggestions concerning the importance of such initiatives as study abroad programs. Dr. Michelmann drew Council's attention to a recent report in the *Globe and Mail* about the lack of international experience for Canadian students.

Professor Urquhart corrected a reference to the world map of international research, indicating that an expanded version was now available [see: <http://webgis.usask.ca/intl1.0/>]

The following comments were made in response to the document:

- with respect to the first principle, it is preferable to have internationalization endeavours assessed qualitatively rather than quantitatively, and that the criteria for putting grants forward be more clearly stated.
- there is some discrepancy between the countries currently identified as areas of strength and those identified by previous International Activities Committee reports.
- support for internationalization at the individual and unit level is important because many initiatives are faculty-driven and there should be financial incentives for faculty to develop MOU's or study abroad programs.

The provost thanked both committees for their comments, noting that these draft principles have more weight because two committees are promoting them. He encouraged both committees to become involved in the upcoming Strategic Enrolment Management initiatives because these need to address issues related to incoming international students as well as outgoing students. He noted that the consultants who looked at what we have in place for international students were impressed and wondered why we were not doing more to promote our institution to international students. There is an opportunity here to offer an attractive experience to international students.

The dean of agriculture and bioresources added her voice to the comments about designated countries of focus; she also urged more work on the principles, particularly the first one, which is not really clear in its intent. She wondered whether the principle is really a ‘bifocal’ one: that the university will from time to time designate areas of focus but will also support serendipitous relationships based on individual academic freedom and opportunities.

11. Other Business

No other business was raised by Council members.

12. Question Period

In response to a question about the status of a Confucius Institute at the university, Professor Tyler reported that this initiative, which results from an agreement with the Beijing Institute of Technology, has been reviewed by the Centres Subcommittee and the Planning and Priorities Committee and requires review by PCIP prior to Council consideration. The institute is likely to be focused at least initially on non-credit programming in Chinese language instruction and activities and will probably be structured as a centre, subject to confirmation from PCIP that the necessary funding is committed.

13. Adjournment

The meeting adjourned at 3:55 p.m. Next meetings are as follows:

- 2:30 p.m., Thursday, March 1 (to approve the Third Integrated Plan)
- 2:30 p.m., Thursday, March 15 (regular meeting of Council)





*Minutes of University Council  
2:30 p.m., Thursday, March 1, 2012  
Neatby-Timlin Theatre*

*Attendance: J. Kalra (Chair). See appendix A for listing of members in attendance.*

The chair called the meeting to order, observing that quorum had been attained.

1. Adoption of the agenda

The chair noted that a revised version of the agenda was circulated earlier in the week.

PROCTOR/KELLS: That the agenda be adopted as circulated.

CARRIED

2. Opening remarks

The chair welcomed members and guests to this special meeting of the university's representative Council. He announced that there would be an election held in the coming weeks to elect members to the seven vacant seats on Council for next year. He then commented on the importance of the meeting today as an important event in the life of the institution as Council has an opportunity to approve the institution's Third Integrated Plan.

Chair Kalra then invited Professor Bob Tyler to introduce the main item on the agenda.

3. University of Saskatchewan Third Integrated Plan 2012/13 – 2015/16

3.1 Request for Decision: University of Saskatchewan Third Integrated Plan

This item was presented by Dr. Bob Tyler, chair of the Planning and Priorities Committee of Council, who indicated he would be inviting Dr. Brett Fairbairn, Provost and Vice-president Academic, to join him in the presentation of the plan.

Professor Tyler began by outlining the extensive consultation that has gone into the preparation of the plan. He stressed the fact that approval of the plan is not the end of planning, and also reminded Council that ownership of the plan is joint ownership. He acknowledged the significant contribution of Pauline Melis, Assistant Provost, who has spent 15 months of hard work on the development of the plan, and the staff of her office and the provost's office, the Unit Plans Review Committee and Planning and Priorities Committee, as well as the efforts put in by the colleges and units to create their own plans.

Dr. Fairbairn began by seconding the acknowledgement of those who have contributed to the plan today. He then reviewed the process leading to development of the plan, the areas of focus contained in the plan, and the significant changes that have been made in the current draft.

In reviewing the integrated planning process, the provost reflected that integrated planning is an ongoing process characterized by openness, mutual engagement and continuity between planning cycles and with the strategic directions. The plan is supported by a multi-year budget and a multi-year capital plan, about which further information will be shared at the March 15 Council meeting. Planning parameters for planning units will then be shared with Council in June. The provost referenced the foundational documents, which provide a statement of long-term goals for the institution. It is in the context of these and of the strategic directions that the plan has been formulated, and in response to a broadly based consultation phase both internal to the university and with external stakeholders that came together in October 2010, at the community planning event. Colleges, schools and units began their plans in January 2011, and submitted them in October 2011; all were reviewed by the Unit Plans Review Committee (UPRC) and the Provost's Committee on Integrated Planning (PCIP). There was a workshop in December 2011 to formulate transformational strategies within each area of focus. The provost referred Council members to the agenda document, which contains further and more detailed information about the consultations that have taken place over the past 15 months.

Describing the plan itself, the provost stressed that apart from the areas of focus the introductory section is important as a restatement of the university's vision and an environmental scan of the conditions in which planning and implementation will proceed. The areas of focus themselves have been stable throughout this process; they stood the test of consultation and review in the context of college and unit plans and priorities. In the area of research, the themes are around 'ramping up' and 'rounding out.' The plan calls for a comprehensive suite of initiatives both centrally and in colleges, schools and departments, and asserts the importance of being guided by evidence. More precise metrics have been added to the document in response to feedback.

The second area of focus, Aboriginal engagement, has remained a vision of flourishing initiatives across the university and multiple paths to success and appropriate forms of coordination. There are three commitments within this section; these have remained much the same throughout the drafting process. It has become clear throughout the process that there is a growing sense that Aboriginal engagement is everybody's business at the institution.

The third area of focus was the subject of considerable discussion about what characterizes our community and how we deal with the intersection of the local and the global. The discussion indicated that this section of the plan is important to members of the university community and speaks to their sense of who we are, but there was also a

sense that the section needed to be pinned down further and the commitment to global engagement strengthened.

The fourth focal area, innovation in academic programs and services, has come to be about linking together innovation and simplification. There are four commitments in this section, influenced by the importance of the simplification theme and a sense of the need for a more streamlined model.

There are also sections on supporting resources of people, finances, and capital, and an implementation strategy. Altogether there are twelve commitments and there will be teams of people charged with moving these commitments forward and engaging the campus community. In general the document has been tightened and become more strategic, in response to input, the tone of which has been positive and constructive.

The provost then reflected on what the draft means for the university, and made three observations about its significance:

- 1) The plan is not the work of one set of hands or one mind but many hands and many minds; it belongs to the entire institution. It is the result of an open, thoughtful and informed discussion. Nevertheless, the task of collating and incorporating has been significant and has been accomplished through the hard work of Pauline Melis, Kyla Shea, Robin Mowat and many others.
- 2) This plan will make a difference to the university and will be the main work of the institution and a guide for our decision-making for the next four years. Briefly, it will help us to advance the creation and discovery of knowledge, to engage fully with First Nations peoples, to commit to internationalization and sustainability, and to find simplified ways to deliver our innovative programs and services. This path will take us four years further along the path to where we aspire to be.
- 3) This plans means that society will be better served by our university. Students and the broad public will be the beneficiaries--not of the document itself but the of actions we will take as a result of it between now and 2016.

The provost then recommended the plan to Council as the next step towards assuming “an honourable place among the best” and invited discussion.

The chair then opened the floor for comments, questions and discussion.

A Senate representative to Council reported on recent discussions at a Regional Advisory Council discussion of the plan, at which the question of high school readiness was raised. The provost indicated that such matters are indeed of interest to the university, and will be addressed through the strategic enrolment management initiative, which will look at our academic priorities to determine who should enter our university and then put in place the policies that will get those students here and help them to succeed. He also

noted that the Aboriginal engagement strategy calls for the institution to be more closely partnered with the K-12 system, and he acknowledged some strong programs that are already in place in our mathematics and physics and engineering physics departments. The Senate member also asked whether the plan calls for involving the regional colleges in distributed learning, particularly for First Nations students and others who may prefer to remain in their home communities while pursuing post-secondary education; the provost and assistant provost confirmed that references to distributed learning in the plan have been strengthened in response to comments made at several Regional Advisory Council consultations.

Another member commented that when governance is streamlined and simplified, checks and balances need to be put into place to ensure that this doesn't lead to less participation and less engagement. Governance needs to continue to be robust. The provost confirmed that his understanding is similar—that good governance involves ensuring that there is a substantive discussion of items at the time and place it matters most and that such discussions happen once rather than being repeated in several places.

Another member described some of the changes that have taken place in the institution since the mid 1970's when certification occurred. He noted that the faculty complement has not changed since that time, even though undergraduate student enrolment has doubled, graduate enrolment has tripled, administrative ranks have swelled exponentially, and the expectation for research productivity has grown significantly. Referring to the mission of universities to generate, evaluate and disseminate knowledge, he reminded Council that the engine for research is the faculty, and contended that a 1975 engine is insufficient to power the current institution. He asked for a commitment, given the focus on research intensiveness, to increasing the size of the engine. The provost responded that a systematic conversation about a people plan is needed, including what mix of people the institution needs to accomplish its mission given the size of the student body and our areas of focus, and affirmed his commitment to having this conversation. He also noted that the institution has come a long way in understanding the idea of a teacher-scholar and what it means for research intensiveness.

There was a question from a member about the strategy in place to ramp up the involvement in research of faculty who have tenure but are not currently involved in research. The provost pointed to the second of the three commitments in the 'knowledge creation' focal area, which commits to supporting faculty and graduate student success in research. In addition to recruiting research-intensive faculty, the institution is committing to supporting research success and will be looking particularly to deans to define ways to accomplish this, including such approaches as assistance with grant applications and supporting collaborative research. In practice, approaches will likely vary across units and disciplines.

Another member spoke in favour of the motion and described the plan as 'focused and helpful' and the process as responsive. He characterized the discussion for the first integrated plan as vigorous, heated and healthy but recalled that much of the debate was

about whether it was appropriate for a university to have a plan. The debate around the second plan, he recalled, was mostly about details, but today the discussion has been directed at making sure Council understands the plan and how we will implement it together.

There being no further comments, the chair then called the question.

TYLER/FAIRBAIRN: That Council approve the University of Saskatchewan Third Integrated Plan as a framework for action for the third planning cycle, 2012/13 to 2015/16.

CARRIED  
(UNANIMOUS)

The chair congratulated the provost and thanked both Professor Tyler and Pauline Melis for their work on the plan. He noted that now that Council has approved our plan, it will go to the Board of Governors for consideration at its March 6 meeting, and the Board will be told that Council has given its approval and recommends approval to the Board.

Professor Tyler indicated that the multi-year budget and capital plans will be presented at the next regular meeting of Council.

4. Other business

No other business was raised.

5. Question period

There were no additional questions.

6. Adjournment and next meeting

The meeting adjourned at 3:33 p.m.. Next meeting is at 2:30 pm, March 15, 2012.

Appendix A

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1
W. Albritton	P	P	R	P	P	R	P
S. Anand	P	R	P	P	P	A	P
E. Barber	P	P	P	P	P	P	P
D. Beland	P	P	R	P	R	P	P
P. Bonham-Smith	P	P	P	R	R	P	P
A. Bowen	P	A	R	R	A	A	A
D. Brenna	P	P	A	P	P	P	P
J. Bruneau	R	R	R	P	P	P	P
M. Buhr	A	R	P	P	P	P	P
L. Butler	A	P	A	A	P	A	P
L. Calvert	P	P	P	A	P	A	P
C. Card	P	P	P	R	P	P	P
G. S. Chang	P	P	P	R	P	A	P
R. Chibbar	P	A	P	P	A	P	P
B. Coulman	P	P	P	R	P	R	A
T. Crowe	P	A	P	P	A	P	P
A. Dalai	P	P	R	R	P	P	R
S. Daum Shanks	P	P	P	P	P	P	P
M. Day	R	P	R	P	P	P	P
M. D'Eon	P	P	P	P	A	A	A
G. DesBrisay	P	P	R	P	P	P	P
R. Deters	P	A	P	P	P	P	A
T. Deutscher	R	R	R	P	P	P	P
R. Dobson	P	A	P	P	P	P	P
D. Drinkwater	P	P	P	P	P	P	P
C. Eberhart	P	P	P	P	P	R	P
M. Etman	R	R	P	P	P	A	P
B. Fairbairn	P	P	P	P	P	P	P
S. Fowler-Kerry	R	R	A	P	R	R	A
D. Freeman	P	P	A	P	P	A	R
A. Gabriel	R	P	P	R	R	R	R
M.Ghezelbash	P	P	P	P	R	R	P
B. Gobbett	P	A	P	A	A	P	A
D. Goodridge	R	R	P	R	R	R	R
J. Greer	P	P	P	P	P	R	P
D. Hamilton	P	P	P	P	P	P	P
M. Hamilton	P	P	P	A	P	R	A
L. Harrison	P	P	P	A	P	R	A
D. Hill	R	P	P	P	P	R	P
M. Hordern	A	A	A	A	A	A	A
L. Jaeck	P	P	P	P	P	P	R
R. Johanson	A	A	A	P	P	P	P
J. Johnstone	P	P	P	R	P	R	P
P. Jones	P	P	P	R	A	P	P
J. Kalra	P	P	P	P	P	P	P
J. Kells	P	P	P	P	P	R	P
E. Krol	P	P	P	P	P	P	P
S. Kulshreshtha	P	P	P	R	P	P	P
B. Langhorst	P	P	R	P	P	P	A
M. Lees	P	R	R	P	P	P	R
Y. Luo	P	A	P	A	P	P	A
P. MacKinnon	P	P	R	P	R	R	R
J. Martini	A	P	P	R	A	A	A

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1
L. Martz	P	P	P	R	A	P	P
M. Mayer	N	N	N	N	A	A	A
P. McDougall	P	P	P	P	P	P	P
V. Meda	P	P	P	P	P	P	P
H. Michelmann	P	P	A	R	P	P	P
J.Montgomery	P	A	P	P	P	R	P
D. Morrison	P	A	P	P	P	P	P
M. Nemati	P	P	P	A	R	P	R
A. North	P	P	A	P	A	A	A
K. Ogilvie	P	A	A	A	A	A	A
E. Ohiozebau	P	P	A	A	P	A	A
N. Ovsenek	P	P	P	P	P	P	R
B. Pain	P	P	P	P	P	P	R
S. Parchoma	A	R	R	R	P	R	A
D. Parkinson	P	P	P	R	P	R	P
A. Phoenix	NY A	NY A	P	R	P	R	P
C. Pozniak	NY A	P	P	R	R	A	A
L. Proctor	P	P	P	P	P	P	P
R. Pywell	P	P	P	P	P	P	P
X. Qiu	P	P	P	P	A	P	A
L. Racine	P	R	R	R	R	R	P
C. Rangacharyulu	P	R	A	A	P	P	A
A. Renny	P	P	P	P	P	R	A
C. Reynolds	P	R	P	P	P	P	A
J. Rigby	P	P	P	P	P	P	P
C. Rodgers	A	R	P	P	P	P	P
R. Sarjeant-Jenkins	P	P	P	P	P	P	P
R. Schwier	P	R	P	P	P	P	P
P. Schalm	P	R	P	R	P	P	P
K. Semchuk	P	P	P	P	R	P	P
J. Singh	R	R	P	P	P	P	P
C. Still	P	P	P	R	A	R	P
P. Stoicheff	P	P	R	R	P	R	A
D. Taras	P	P	P	R	P	P	R
R. Taylor-Gjevre	P	P	P	P	R	P	P
R. Tyler	P	P	P	P	P	P	P
E. Tymchatyn	P	A	P	A	A	P	A
S. Urguhart	P	P	P	R	P	P	P
G. Uswak	P	P	A	P	R	P	A
L. Voitkovska	P	P	A	A	R	R	A
Y. Wei	P	P	A	R	P	P	P
T. Wiebe	P	A	A	A	A	A	A
V. Williamson	R	R	P	P	R	P	P
T. Wotherspoon	P	P	P	P	R	P	R
G. Zello	P	P	P	P	P	P	P

P – Present; R – Regrets; A – Absence; N – Not Yet Appointed

Appendix A

**Non-voting participants**

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1
J.Buzowetsky	P	P	P	P	P	P	A
K. Chad	P	P	P	A	A	P	R
B. Cram	P	P	P	R	R	P	R
D. Ranjan	A	A	A	A	A	A	A
T. Downey	P	R	R	R	R	A	A
R. Florizone	P	P	R	R	P	P	R
S. Hitchings	P	P	P	P	R	R	R
R. Isinger	P	P	P	P	P	P	P
B. Krismer	P	P	P	P	P	P	P
H. Magotiaux	P	P	P	A	R	R	R
L. Pennock	P	P	P	P	P	P	P
K. Topola	P	P	P	P	R	P	A
X. Yao	P	A	P	P	A	P	A

## *PRESIDENT'S REPORT TO COUNCIL*

*MARCH 2012*

### ***GOVERNMENT RELATIONS***

#### **Federal**

On February 29<sup>th</sup> I met with Glenda Yeates, the deputy minister of health and deputy minister champion for the University of Saskatchewan, in Ottawa. I emphasized two matters with her—the continuing set of issues around the operating funding of CLS and Intervac and efforts that are currently underway, as well as the importance of her meeting with our president designate. I hope that the deputy minister champion can assist Dr. Busch-Vishniac in meeting Ottawa contacts that are key to the University of Saskatchewan's connections with the federal government.

I also met with Mr. John McDougall, president of the National Research Council during my visit to Ottawa on February 29th.

My purpose for being in Ottawa was to attend the Science, Technology and Innovation Council (STIC) dinner meeting with the Governor General. Topics of discussion included international science, technology and innovation collaboration (the Governor General has a particular interest in STIC members' views on how he can better use his office to leverage science, technology and innovation for Canada's benefit); talent development and deployment; and, business-university collaboration. I was asked to lead the discussion on international science, technology and innovation collaboration.

In addition to the Governor General and his staff and the members of STIC, other guests included the Honourable Gary Goodyear, Minister of State (Science and Technology) (Federal Economic Development Agency for Southern Ontario) and Mr. Patrick McIntyre, Director of Policy, Minister of State's Office.

#### ***Federal Budget***

At this time we have no insights on the federal budget, however, we will plan to follow up after the federal budget address which is scheduled for March 29<sup>th</sup>.

#### **Provincial**

The provincial government is in the midst of their 2012-13 budget development process with their budget address scheduled for March 21<sup>st</sup>.

At the direction of the provincial government, over the past four years, the ministries within the executive government have reduced the size of the provincial public service by 15% over four years. The government is asking post-secondary institutions to consider opportunities to enhance the effectiveness and efficiency of their organizations.

We have indicated to the provincial government that we continue to exercise fiscal prudence and balanced budgets, and we have enhanced our national and international



competitiveness while keeping our operating budget growth below that of the provincial government's General Revenue Fund.

We also reported to them on the comprehensive assessment of our administrative efficiency and effectiveness project that we embarked on in the fall of 2010. The Service and Process Enhancement Project (SPEP) was established to identify 30 opportunities for improvement across the University of Saskatchewan.

The Third Integrated Plan, SPEP, and our track record show that we are committed to continuous improvement.

### ***BOARD OF GOVERNORS ANNUAL PUBLIC REPORTING MEETING***

On March 6<sup>th</sup> the Board of Governors held their Annual Public Reporting Meeting in Convocation Hall. Items on the agenda for the meeting included the importance of planning and the Board's role in planning; the Board's oversight of risk as an element of planning; an overview of the Third Integrated Plan; and implications of the plan for the Board's work in 2012 and beyond. Following presentations on the above items was an opportunity for questions.

### ***INTERNAL COMMUNICATIONS PROGRAM***

The University of Saskatchewan currently has a broad range of internal communications mechanisms with many individuals involved in internal communications, however there is no formal internal communications program. Therefore, under the direction of the Communications Advisory Council (CAC), led by associate vice president communications Ivan Muzychka, a working group has been formed to develop an internal communications program for the University of Saskatchewan.

Primarily, this working group will be addressing a recommendation from the 2008 Communications Review Task Force report which recommended "the University of Saskatchewan improve its effectiveness in internal communications through the development of a comprehensive internal communications strategy and/or program and that the University of Saskatchewan establish a central resource to assist leaders with their internal communications needs."

The internal communications working group has begun reviewing the current status of internal communications on campus and will be ultimately making recommendations to CAC for a comprehensive program that will meet the university's needs and improve consistency and co-ordination internally. The work is in the initial phase and the working group will be looking for feedback as the project progresses.

### ***ON CAMPUS DAY***

On February 29<sup>th</sup> more than 240 grade 11 and 12 students from around the province, along with their parents, got a firsthand look at life on the University of Saskatchewan campus.

The purpose of On Campus Day is to provide the students with an opportunity to visit the campus and learn more about the five direct-entry colleges.

### ***PROVINCIAL TOUR***

There are two remaining provincial tours of which I will be participating in—one on May 10<sup>th</sup> to Swift Current and one to Regina on May 14<sup>th</sup>.

We have had great participation by senior college representatives on the tours this year and that has been an integral component to the success of the tours, contributing to the overall goal of the tour and enhancing existing relationships and building new ones across the province.

### ***APPOINTMENTS, SEARCHES AND REVIEWS***

#### **Reviews**

##### *Provost and Vice-President Academic*

The Board of Governors approved the review committee's recommendation that Dr. Brett Fairbairn be reappointed as Provost and Vice-President Academic for a further five year term effective July 1, 2013.

##### *Associate Vice-President Research - Health*

The Board of Governors also approved the recommendation of the joint position of Associate Vice-President Research – Health, U of S/Vice-President Research & Innovation, Saskatoon Health Region and that Beth Horsburgh be reappointed to this position for a five-year term, effective July 1, 2012.

***PROVOST'S REPORT TO COUNCIL***

***March 2012***

***INTEGRATED PLANNING***

***Provost's Committee on Integrated Planning (PCIP)***

In the month of February, PCIP focused on university finances, including the *Multi-Year Budget Framework* and the *Multi-Year Capital Plan*, and reviewed items for the March Board meeting.

***Update on the Second Integrated Plan***

On May 3, the office of Institutional Planning and Assessment will host a celebration to thank the commitment leaders, working group members, and executive sponsors of the *Second Integrated Plan*, for their work and contributions to the implementation of the *Plan*. A final report on the outcomes and achievements of the *Second Integrated Plan* will be posted on the IPA website in May.

***Update on the Third Integrated Plan***

*Promise and Potential* – our *Third Integrated Plan* – was approved and released on March 6.

Building upon the preceding two integrated plans, this plan sets ambitious targets in a select few areas: knowledge creation, Aboriginal engagement, culture and community, and innovation in academic programs and services. In each of these areas, we have a strategy designed to move us markedly closer to the goals established by the *Strategic Directions*.

University Council has been fully involved in creating this plan through the Unit Plans Review Committee and, most recently, through its formal review and approval at the past three meetings. The feedback I received greatly helped us refine the final version of the plan. Members of Council also contributed greatly to the development of the plan through a variety of avenues over the past year, including attending the working-group sessions on each of the areas of focus, and active contributions from Council committees. As such, I am confident that *Promise and Potential* reflects the campus community and provides a clear path toward our goals.

*Promise and Potential* has been and continues to be distributed internally and externally, serving as an “ambassador” for us and our ambitions to the general public, potential faculty, future students, and others.

Concurrently, PCIP is currently working on creating *Planning Parameters* for each college, school and unit. We are aiming to complete these documents by June 30, 2012.

Later in this meeting, we will discuss the *Multi-Year Budget Framework* and the *Multi-Year Capital Plan* – two important supporting components of the *Third Integrated Plan*. Both of these documents have been shared and discussed with the Planning and Priorities Committee and Dean's Council.

## ***STRATEGIC ENROLMENT MANAGEMENT (SEM) PROJECT***

In my last report to council, I advised you that the University of Saskatchewan has begun a Strategic Enrolment Management project with SEMWorks, a consulting agency. Two of the consultants, Jim Black and Lynda Wallace-Hulecki, returned for a three-day visit on March 7 – 9. They conducted a one-day leadership retreat with senior academic leaders from the colleges and schools as well as administrative leaders to discuss strategic enrolment opportunities. Dr. Black met with a series of groups who will be developing student profiles for a number of student segments on campus. Dr. Wallace-Hulecki met with a number of colleges to discuss newly available data on admissions, enrolment and retention rates as well as an environmental scan for the University of Saskatchewan conducted by SEMWorks. Both consultants will be returning to campus in the near future to continue meeting with these groups.

## ***TRANSPARENT, ACTIVITY-BASED BUDGET SYSTEM (TABBS)***

Note: The consultation session previously announced for March 29 will be postponed. Check [www.usask.ca/tabbs](http://www.usask.ca/tabbs) for the latest information.

## ***INTERNATIONALIZATION***

The Edwards School of Business has developed an innovative two-week three-credit unit course for May 2012 in which 16 undergraduate students, five major business leaders, and two professors investigate potash mining and entrepreneurship in Israel and Jordan. Among the 16 students selected from the 61 applicants are a number of First Nations students, another cluster of students with intense interest in globalization, and a group interested in either mining or entrepreneurship. Major sponsors of this course are PotashCorp; the Ministry of Advanced Education, Employment and Immigration; Canadian Academics for Peace in the Middle East; and the Hanlon Centre for International Business Studies. PotashCorp owns significant holdings in both Israel and Jordan. University of Saskatchewan students will meet their counterparts in Technion (Haifa), University of Jordan (Amman), and the Arava Institute (Beer Sheva), and will have an opportunity to visit the Canadian Ambassadors for both Israel and Jordan.

## ***EXPERIENTIAL LEARNING OPPORTUNITIES***

As part of the university's commitment to community-based experiential learning opportunities for our students, the Interdisciplinary Centre for Culture and Creativity (ICCC) and the University Learning Centre partnered to develop a new experiential project-based course, INCC 310.3 Cultural Heritage Mapping. Working in close collaboration with community representatives, small interdisciplinary student groups will research a community-defined cultural heritage spatial mapping project. Students will learn and apply various mapping and data collection methods. Upon completion of the course, project output will be presented to the community for public use. In the initial pilot offering this May, twenty-five students from a wide range of disciplinary programs, each with their own interpretations of cultural heritage, will partner with the City of Saskatoon. After completion of the course, several students will have the opportunity to further their learning through a city-university summer internship partnership to provide summer work experience opportunities in city departments. In subsequent years, the course will be offered in partnership with other communities, including urban, rural, northern and First Nations.

## ***DEGREEWORKS***

In the past six months, the online academic advising and program planning system called DegreeWorks was released to nearly half the student population. In July and August, faculty advisors in the college of Agriculture and Bioresources began using the system, and undergraduate students in the college followed on September 29. Arts and Science faculty advisors received access November 24 and undergraduates on January 26. These milestones are the result of considerable collaborative effort by SESD and college staff. DegreeWorks is due for release to graduate-level advisors and students in March, and configuration of Kinesiology and Engineering undergraduate programs are underway. Releases to the colleges of Nursing and Education will follow, with remaining colleges still to be scheduled.

## ***COLLEGE AND UNIT UPDATES***

### **College of Arts & Science**

- The College of Arts & Science has released its annual report, available online at <http://artsandscience.usask.ca/annualreport/>
- Developing cheaper, tougher solar cells is the goal of University of Saskatchewan chemistry researcher **Ron Steer** (Chemistry), who was awarded \$492,000 from the federal Natural Sciences and Engineering Research Council (NSERC) under their Strategic Projects Grants program.
- On Jan. 30, U of S alumnus **Frederick Mulder (BA'64)** announced his donation of six linocut prints by Pablo Picasso to the University of Saskatchewan's art collection. Mulder was delivering a public lecture at the U of S campus about his journey from the prairies to the world of Picasso at the time he announced the donation. Five of the prints were donated in honour of Saskatchewan people who are significant to Mulder: Professor Emeritus **Rudy Krutzen**, the U of S professor whom Mulder credits with "turning him on to Philosophy"; photographer **Courtney Milne** whom Mulder met as a student at the U of S; Professor Emeritus **Don Kerr**, Mulder's first U of S professor; and **Peter Millard**, a fellow U of S alumnus who met Mulder at Oxford and influenced his career in art. Dr. Mulder also donated a piece to honour President **Peter MacKinnon**.
- **Keith Carlson**, Director of the Interdisciplinary Center for Culture and Creativity, has won two highly respected Book Prizes: the Clio Prize for British Columbia and the Aboriginal History Book Prize for his book titled, *Power of Place, The Problem of Time: Aboriginal Identity and Historical Consciousness in the Cauldron of Colonialism*
- **Robert Kerrich** (Geological Sciences) received the SEG Penrose Gold Medal, awarded by the Society of Economic Geologists (SEG), the largest group of economic geologist with over 5000 members worldwide, as their highest honour
- **The Department of History** hosted the 15<sup>th</sup> Annual Michael Swan Colloquium showcasing the work of History and Classical Medieval and Renaissance Studies Honours students, and seventeen students presented short papers from their senior seminars.

- **The Department of Sociology** hosted the 43rd Annual Sorokin Lecture & Seminar. Dr. Min Zhou (UCLA) presented on “Asians in America: The Paradox of “the Model Minority”” and “the Perpetual Foreigner”

### **College of Medicine**

- Dean Albritton and I, along with Acting Vice-Provost Faculty Relations Martin Phillipson and others, have been discussing issues related to the college including sustaining the accreditation of the teaching program, boosting research culture and performance, and improving the service interface with the health system. We have had an initial meeting with the Planning and Priorities Committee of council to outline the nature of the concerns. An action plan is under development and will be shared by the provost with council and by the dean with the college as soon as possible.

### ***SEARCHES AND REVIEWS***

#### **Search, Dean, College of Engineering**

The search for the Dean, College of Engineering will continue. There is no update at this time.

#### **Search, Dean, College of Medicine**

Candidates for the Dean, College of Medicine were on campus in January. The committee met in early February.

#### **Search, Executive Director, School of Environment and Sustainability**

Candidates for the Executive Director, School of Environment and Sustainability were on campus in January. The committee met in early February.

#### **Search, Vice-Provost, Teaching and Learning**

Candidates for the Vice-Provost, Teaching and Learning were on campus in February. The committee will meet in early March.

#### **Review, Dean, College of Nursing**

The review committee for the Dean, College of Nursing has met once and a request for feedback has been sent out.

#### **Review, Dean, College of Graduate Studies and Research**

The review committee for the Dean, College of Graduate Studies and Research is constituted. Meetings are in the process of being scheduled.

#### **Review, Dean, College of Dentistry**

The review committee for the Dean, College of Dentistry is constituted. Meetings are in the process of being scheduled.

## AGENDA ITEM NO: 7.1

The 2011-2012 academic year is coming to a close, which for the USSU means one thing: election time. This round of elections will be the first in which the USSU is responsible for all elected USSU positions, Executive and Members of University Students' Council (MSCs) from each of the colleges. In the past, MSC elections were held by the various student societies, all of who obeyed their own sets of rules leading to a frenzied array of paths different MSCs took to be able to sit at the Council table: some were elected in general elections, some were elected only by members of their student society, and worse yet some were simply appointed. This was unacceptable to us, and for the first time all USSU positions will be guaranteed to be chosen in free, fair, and open elections. With none of the current Executive running for another term, the upcoming year provides an opportunity for the USSU to be filled with fresh faces and, more importantly, with new perspectives, ideas, and initiatives aimed at enhancing the lives of students at the University of Saskatchewan. The campaign period will take place from the 19<sup>th</sup> – 29<sup>th</sup>, with winners being announced in Browsers on the 29<sup>th</sup>.

**GSA'S Report to Council**

*March 2012*

**Student Association Ratification**

GSA has received the Association application for ratification. GSA do not have specific policy for ratification of the students group. And it is rational for GSA to develop relevant policy about the requirement, process and services for ratified students group which have graduate students involved.

**Funding for the U of S table tennis club**

GSA provided the funding for the U of S table tennis tournament in which many graduate students participated. GSA keep seeking to provide such students groups with as much support as possible.

**GSA Election**

The 2012 election timeline has been released, and the call for nomination has been made. The executives try to do the best to make the graduate students be aware of GSA and engage in the governor of GSA. We encourage graduate students to participate in the election process especially in the Candidate Forum that will be held on Tuesday March 20.

**GSA 2012 Conference**

The theme of this year's conference is knowledge innovation: Speak Up for Change. We invited the Dr. Verna St. Denis from college of education as the guest speaker. We had 5 posters and 21 oral presentations for this one day conference on campus. Seven presenters from different sections were awarded prizes. This year's conference had increasing presenters and attendances.

**Graduate Students' Financial Problem**

GSA and Souris Hall residents wrote a petition to several units on campus regarding to the issue with residence rental rate increase. This is because most of the graduate students especially international students they are undertaking the increased tuition and residence fee. These do make them under pressure and influence their study experience in the U of S.



**UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Bob Tyler, Chair  
Planning and Priorities Committee

**DATE OF MEETING:** March 15, 2012

**SUBJECT:** **Multi-Year Capital Plan 2012/13 – 2015/16**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Capital Subcommittee first met to consider a preliminary Multi-Year Capital Plan document in September, 2011. A second meeting of the Capital Subcommittee to discuss the draft Plan was held in January 2012, and on February 8, the Plan was presented to the Planning and Priorities Committee. The Multi-Year Capital Plan was approved by the Board of Governors on March 6.

**DISCUSSION SUMMARY:**

The Multi-Year Capital Plan provides a high-level summary and projection of capital priorities over the next four years. Capital includes land and buildings, infrastructure, information and communications technology, and equipment. Capital renewal includes deferred maintenance and the replacement of capital assets that are obsolete or that have deteriorated. The RenewUS program is an important means to begin to address the University's deferred maintenance problem, particularly in the core campus area.

Four capital priorities are identified in the Plan: i) establishment of the RenewUS program; ii) development of new, strategic capital projects based on academic priorities identified in the second and third planning cycles; iii) exploration of new and innovative ways to use the University's land base to achieve strategic goals; and iv) ensuring the University's growing distance education and distributed programs are appropriately supported. Common themes among college and school plans for the third planning cycle were the need to expand and renew existing teaching, research and graduate student space to meet current and future requirements, and renewal of aging research equipment and infrastructure. A capital needs assessment, to be completed over the third planning cycle, will provide a comprehensive assessment of the capital needs of planning entities.

As the University's needs related to its physical environment become more complex, requirements for multipurpose space, off-campus delivery of programs and increasingly sophisticated equipment must be balanced against preservation and renewal of an aging infrastructure, hence capital planning is critical to the success of the institution. The

University employs a robust capital planning and prioritization process, which utilizes evidence-based decision making but which can adapt to opportunities and emergencies. A future goal is to make the capital planning process more transparent by describing within the Plan how capital projects are prioritized and funded.

The Planning and Priorities Committee supports the goals and objectives of the Multi-Year Capital Plan and considers it comprehensive and an essential component of the Third Integrated Plan.

**ATTACHMENT:**

Multi-Year Capital Plan 2012/13 – 2015/16

# The multi-year capital plan

▣ A component of **The Third Integrated Plan**  
2012 to 2016



## Executive Summary

This document presents the University of Saskatchewan's Multi-Year Capital Plan for the third integrated planning cycle.

The *Third Integrated Plan* sets the direction for the university over the next four years. The Multi-Year Capital Plan (MYCP) identifies the major capital projects (>\$0.5M), capital programs and capital priorities that are emerging or underway in support of the *Third Integrated Plan*. The MYCP aligns the university's academic priorities with capital planning and management and encompasses all the dimensions of capital planning at the university, including physical assets such as buildings, space, land, infrastructure, information and communications technology, equipment, critical maintenance and renewal.

Over the next four years, in support of the *Third Integrated Plan*, the university's overarching capital priorities are:

- implement a renewal and revitalization program - RenewUS;
- develop new strategic capital projects based on university's academic priorities;
- explore new and innovative ways to use the university's land base to achieve our strategic goals;
- ensure our growing distance education and distributive learning programs are appropriately supported.

During the third planning cycle the university will focus primarily on the RenewUS capital program, an innovative and comprehensive program designed to address the university's critical capital deficiencies. Over the next four years, RenewUS will concentrate on the core campus through alignment of academic renewal with deferred maintenance, while addressing critical infrastructure issues. RenewUS will focus on the core campus, but will not lose sight of the need to renew, modernize and adapt capital assets outside the core.

In support of our capital priorities, the university will also undertake a number of activities during the third planning cycle to enhance our capital planning processes. These activities include the completion of major capital projects, the development of a capital framework, a capital needs assessment, and renewing the information and technology governance model.

## 1. Introduction

*A setting for scholarly excellence must also include facilities and infrastructure such as up-to-date laboratories and classrooms, effective and innovative information technology, and a major research library. Issues such as deferred maintenance and environmental obligations must also be addressed. And in planning for the future, we should also allow ourselves to dream beyond the current critical priorities for capital projects, and consider, for example, how facilities such as a health sciences complex or a performing arts centre would enrich the university and the city.” (Strategic Directions, 2002)*

Within the hierarchy of key capital planning documents and reports at the university, the Multi-Year Capital Plan (MYCP) serves as a strategic document that outlines the overall philosophy and approach of managing capital resources over the planning cycle (appendix 1). This four-year plan aligns the university’s academic priorities with capital planning and management. The MYCP identifies major capital projects (>\$0.5M), programs and priorities that are emerging or underway in support of the *Third Integrated Plan*, as the priorities are established through the university’s major project planning processes (appendix 2). The MYCP encompasses all the dimensions of capital planning at the University of Saskatchewan, including physical assets such as buildings, space, land, infrastructure, information and communications technology, equipment, critical maintenance and renewal (appendix 3).

The university is emerging from a decade of growth. Partnerships with the provincial government, federal government, donors and industry partners resulted in the establishment of two prestigious Canadian science initiatives constructed on campus — the Canadian Light Source and International Vaccine Centre (InterVac). The university also established new research buildings and renewed existing research facilities through the Health Sciences and the Western College of Veterinary Medicine capital projects. Capital projects in support of the student experience included new student residences, expanded and renewed Place Riel Student Centre, new facilities for Student Health and Counseling, significant improvements to Griffiths Stadium, and expanded capacity of the utilities and information and communications technology infrastructure (appendix 4).

During the third planning cycle, the university will be implementing the Transparent, Activity-Based Budget Model (TABBS). The first iteration of TABBS will focus on the operating budget. Subsequent iterations of TABBS will consider capital funding.

## 2. Context

Over the past two planning cycles, we, with assistance from our funding partners, have been successful in completing innovative major capital projects that have supported the university’s teaching, learning and research mission, have enhanced student services, and renewed building and technology infrastructure. We must build upon these successes and continue to expand and adapt existing buildings to ensure that classrooms, teaching and research laboratories and support spaces address the evolution in methodology and technology required to conduct contemporary 21<sup>st</sup> century teaching, learning and research. The ongoing renewal and adaptation of capital assets, including buildings, technology and equipment, is required to enable the university’s faculty and students to be successful in an increasingly competitive world while supporting the economic growth of Saskatchewan and Canada.

The university’s capital priorities will support the academic priorities articulated in the *Third Integrated Plan*:

- Knowledge Creation: Innovation and Impact;

- Aboriginal Engagement: Relationships, Scholarship, Programs;
- Culture and Community: Our Global Sense of Place;
- Innovation in Academic Programs and Services.

## 2.1 Capital themes – colleges, schools and units

In the development of strategic plans for the third planning cycle, colleges, schools and units identified and documented a variety of capital needs ranging from major building projects, to renewal of space and equipment, to information and communications technology upgrades. The following common themes emerged from the review of college, school and unit plans: major capital projects, building and equipment renewal, distance education and distributive learning, and research start-up funds.

A commonality within most college plans is the need to expand, renew and refurbish existing buildings to meet current pedagogical requirements, renew aging equipment and infrastructure, or accommodate program growth. Proposals for major capital projects to address these needs will follow the major project planning process to allow the university to systematically review, develop and approve capital projects.

The need to expand and enhance their academic and professional programs using distributive and distance education technologies was also identified. Many colleges and schools expressed interest in collaborating with other colleges and schools in the development of provincial community sites.

As a means of enhancing the recruitment of new faculty and the initiation of their research activities, several colleges and schools support the expansion of the current faculty start up program. A number of colleges and schools support expanding the existing program to include equipment funding for existing research activities and proposed interdisciplinary research teams. Given the limited resources available, creativity in what is provided is paramount.

## 2.2 Interdisciplinary teaching, learning and research

Historically, university buildings and spaces within buildings were designed around individual disciplines. Over the last decade, the interest in interdisciplinary teaching, learning and research within universities, faculty, students and granting agencies has grown significantly. In response to this interest and demand, we have begun to offer more interdisciplinary programs at the undergraduate and graduate level and created new graduate schools which encompass multiple disciplines leading to one degree. The design of the Health Sciences Complex and the establishment of the Council of Health Sciences Deans were in support a new vision for interdisciplinary health science programs.

The growth in interdisciplinary teaching, learning and research introduces new considerations for how spaces (classrooms, instructional laboratories and research laboratories) are designed and managed and brings with it opportunities for more effective and efficient uses of building and space. The renewal of buildings and space will need to consider and identify opportunities to support the growing demand for interdisciplinary space (e.g. RenewUS). Support for interdisciplinary spaces will be incorporated in the planning and development of capital projects such as Clarion and the Natural Resources Innovation Complex (working title) (formerly referred to as The Sustainable Resources Complex).

## 2.3 Capital renewal

The university's buildings and land represent a significant investment of previous generations and remain a legacy for future generations. We have a responsibility to respect, protect and enhance this investment to ensure the continued success of the academic, research, and community programs of the

university. However, as is common among universities across North America, we have a backlog of deferred maintenance needs. Deferred maintenance is the measurement of the capital renewal costs associated with postponing the renewal of facilities, internal and external building systems and components, technology, and municipal, utility and technology infrastructures. We must continue to invest in buildings and infrastructure to ensure that facilities are safe and capable of providing the teaching, learning, research environments, and technology required to support the mission of the university.

### 3. Priorities for 2012-13 to 2015-2016

We must continue to build upon the successes of the last decade and make further investments to increase the quality and accessibility of education, research and artistic works. Our capital projects and priorities will continue to be established using the university's major capital principles and drivers (appendix 5). Our capital priorities for the third planning cycle are:

1. The establishment of the RenewUS program. RenewUS is a comprehensive program designed to address critical capital deficiencies while aligning them with the renewal of academic buildings and space (appendix 6). RenewUS will focus on the core campus through a blending of academic renewal with deferred maintenance. While focusing on the core campus, RenewUS will also renew, modernize and adapt our remaining capital assets through the annual sustaining capital grant (SCG) (appendix 7).
2. The development of new strategic capital projects based on the academic priorities identified in the second and third planning cycles as well as the pursuit of opportunities provided through private-sector partnerships (appendix 8). Over the next four years, we expect to create additional childcare spaces; to build the Gordon Oakes-Red Bear Student Centre; develop distributive health sciences education, training, and research centres within the province; secure capital funding for the development of the College Quarter Student Amenities project; and continue to advance projects in the early stages of planning, such as the Clarion project, and the Natural Resources Innovation Complex (working title) (formerly referred to as the Sustainable Resources Complex).
3. Explore the use of the university's land base to achieve the university's strategic goals through strategic partnerships and investments.
4. Ensure our growing distance education and distributive learning programs are appropriately supported. The university will develop an integrated process to comprehensively assess and develop the capital requirements (facilities, technology, and infrastructure) of our programs. We will develop facilities and technology required to accommodate and support inter-professional and distributive health sciences education, training and research within the province.

#### 3.1 Renewal and revitalization (RenewUS)

We have initiated a comprehensive program to address the renewal of our buildings and infrastructure. The RenewUS program (appendix 6) will identify and prioritize our most critical deferred maintenance liabilities, and more importantly, it will align those renewals with academic program priorities. The RenewUS program will ensure the revitalization of our core campus is in line with our core operations. We will pursue diverse funding sources to assist in executing the program, such as fundraising, fees and partnerships. We will secure a significant portion of the capital funding required for this program. We will also pursue support from the Province of Saskatchewan.

The design of RenewUS will ensure that we address the most pressing capital, maintenance and infrastructure problems first. Within the university's *Operations Forecast for 2012-13*, barring any unforeseen infrastructure failures, the following projects have been identified as the university's highest priority major infrastructure projects which must be completed within the next two to five years:

- replace #2 and #3 chillers, central cooling plant;
- replace boiler #2, central heating plant;
- replace T1 and T2 transformers.

During the next four years, RenewUS will focus on renewal and revitalization within core area academic teaching and research facilities that require modernization to undertake current-day practices and techniques. The classrooms and laboratories in buildings such as Physics (constructed in 1920), Arts Building (constructed in 1959-1961), Biology (constructed in 1961) and the Murray Building (constructed in 1955) require renewal, revitalization and adaptation to support changing research and teaching pedagogies. Buildings will be selected based on their importance to the academic mission, facilities condition index (FCI) (appendix 6), risk to health, safety and environment, compliance with building codes and regulatory requirements, threat to university operability, ease of implementation, sustainability, and heritage preservation. The ongoing cyclical renewal needs for the remaining campus buildings will be addressed through the capital programs funded by the annual sustaining capital grant (appendix 7).

### 3.2 Emerging and developing capital projects

During the first and second planning cycles, we were successful in securing diverse funding sources to complete capital projects critical to the needs of the institution. During the third planning cycle, within our development of priority capital projects, we will continue to explore and develop funding strategies that will include the federal and provincial governments, the university, industry, private and corporate partners and donors (appendix 8).

The *Third Integrated Plan* has identified a number of priorities critical to the ongoing success of the university, which will be reflected in the capital projects we undertake. The university will continue to make strategic choices in the capital planning enterprise to ensure effective and efficient use of the limited resources available.

The following emerging and developing projects have been submitted to the Board of Governors and have been identified within the annual operations forecast as projects critical to the ongoing success of the university:

- Childcare expansion;
- Clarion project;
- College Quarter Student Amenities Building;
- Southern Saskatchewan Academic Health Sciences Hub (Distributed Health Sciences Education), and;
- Natural Resources Innovation Complex (working title) (formerly referred to as The Sustainable Resources Complex).

These projects are essential for the university to support academic and research programs increasing in intensity and complexity and undergoing a change in the program delivery model. Moreover, the projects support the service needs of our student community. As these projects are stewarded through



the planning process, we will collaborate with government, industry, and donors to secure the required capital funding.

In addition to the above-noted projects considered critical, the following significant capital projects have been submitted to the Board of Governors:

- Beef Cattle Research & Teaching Unit (Board FYI<sup>1</sup>);
- Murray Building Library Transformation - Phase 3 (Board 1<sup>2</sup>);
- Saskatchewan Centre for Innovation in Cyclotron Science (Board 1), and;
- The St. Thomas More Steam Distribution Replacement (Board 1).

### 3.3 Land and land development

During the next four years, the university will continue to explore innovative ways to use its land base to achieve the university's strategic goals.

The University of Saskatchewan owns 1,865 acres of land within the City of Saskatoon with 874 acres designated as core lands and 991 acres as endowment lands. Core lands directly support the university's mission by providing space for teaching, learning, research and artistic works. Endowment lands indirectly support the university's core mission by serving as a potential source of revenue. Proceeds from different phases of development at Preston Crossing have supported undergraduate and graduate scholarships. The next phase of development is nearing completion in spring of 2012 and revenue from this phase will support priority student experience initiatives. Approximately 10 acres of land remain available for future development. In addition to lands within the City of Saskatoon, the university owns approximately 4,300 acres of farmland outside of the city (donated estates), approximately 5,700 acres of research land and the mineral rights to approximately 9,740 acres.

In 2009, the Board of Governors approved Vision 2057, which included a plan to develop the College Quarter. The first phase of development commenced in 2009 with the construction of a new 800-bed undergraduate student residence project. The second phase includes a new 260-bed graduate student residence, which will be ready by 2013.

We are now exploring the development of the College Quarter North East Precinct. Existing facilities located in this precinct include Griffiths Stadium at PotashCorp Park, the Stadium Parkade, as well as the City of Saskatoon owned and operated Field House. The plan is for the College Quarter North East Precinct to become a centre of excellence for athletics and recreation, with a new twin pad ice arena and an athletic field complex. The North East Precinct will also provide opportunities for commercial office space, conference, hotel, and retail development at the intersection of College Drive and Preston Avenue.

### 3.4 Distance education and distributive learning

Teaching and learning is evolving from the historic and traditional classroom lecture model to one that encompasses diverse pedagogies requiring sophisticated technologies. These changing pedagogies require the university to continually adapt, modernize and renew the computer, multimedia and distance learning infrastructure. The Strategic Enrolment Management project, currently underway, will clarify the strategic opportunities available to the university in this area.

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<sup>1</sup> Board FYI – Information update

<sup>2</sup> Board 1 – preliminary approval of project location, program, design, and schedule

During the third planning cycle, we will be establishing learning centres at provincial community sites. The number and breadth of the sites will be guided by a faculty taskforce to be struck as part of the implementation of the *Third Integrated Plan*. The university will ensure that these sites meet the needs of all applicable members of the university community.

Historically, our programs and services have been offered using facilities, primarily, on the main university campus. Over the last planning cycle, we began offering programs and services at other facilities within the City of Saskatoon (e.g. KW Nasser Centre, West Winds Primary Health Centre, Royal West Campus). We will begin offering programs and services at facilities around the province through the development of provincial community sites (e.g. Distributed Health Sciences Education – Regina, Prince Albert and La Ronge). Capital planning must consider and anticipate the potential for our programs and services to be expanded to include national and international sites.

## **4. Strategic activities in support of capital planning for 2012-2013 to 2015-2016**

In support of our capital priorities, we will undertake a number of activities during the third planning cycle to enhance our capital planning processes. These activities include the completion of major capital projects, the development of a capital framework, a capital needs assessment, and renewing the information and technology governance model.

### **4.1 Completion of major capital projects**

We will continue to manage the 19 capital projects with full funding commitments scheduled for completion during the third planning cycle including Health Sciences, Student Residences and the Gordon Oakes-Red Bear Student Centre. The Gordon Oakes-Red Bear Student Centre is a facility that will allow students to centrally access Aboriginal student resources and amenities, cultural and social events, student support and services, as well as encouraging and strengthening relationships among all. (Appendix 4 provides a list of in-progress projects and total projected capital expenditures during the next four years).

### **4.2 Capital framework: long-range development plan**

During the third planning cycle, we will develop a capital framework in support of a long-range development plan. This framework will serve as a guide for comprehensive and collaborative capital planning and development at the university for the next planning cycle and beyond. This document will identify the university's diverse capital components, identify opportunities for collaborative relationships, and articulate the diverse capital development and renewal strategies for the university.

The capital framework will identify our diverse capital components through an internal environmental scan of: (1) endowment lands; (2) core campus; (3) infrastructure; (4) renewal and revitalization (RenewUS); and (5) distance education and distributive learning. The composition of the capital framework will outline the distinct principles, guiding documents, structure and governance, priority determination processes, development strategies, funding strategies, and renewal strategies (appendix 9).

### **4.3 Capital needs assessments**

The university will perform a comprehensive assessment of our overall capital needs. This activity will identify issues specific to quantity and quality of space needs for faculty, students and staff (i.e. instructional and research laboratories, classrooms), identify opportunities to develop interdisciplinary

spaces and will identify information and communications technology requirements and equipment. This activity will result in comprehensive capital profiles for each planning entity at the university. The information will assist colleges and units in assessing and prioritizing their capital needs, and will facilitate strategy development at the institutional level. The resulting capital profiles will allow the institution to identify synergies across planning units to inform the capital planning process, priority determination, and the allocation of resources.

Capital profiles will be completed by the end of the third planning cycle to inform development of the multi-year capital framework for the fourth planning cycle, and will be updated before the beginning of each planning cycle.

#### **4.4 Information and communications technology planning and governance**

During the last decade, the university's faculty, students, and staff have increased their reliance on information and communications technology (ICT) including both computer and multimedia technology. The capability and capacity of these assets are rapidly advancing thereby enabling new methods of research, teaching, learning and the delivery of programs and services. There is an increasing requirement to acquire new leading edge information and communications technology to support the mission of the university. We must continue to adapt, renew and acquire technology to retain our place as a top medical doctoral university in Canada and in the world.

The Chief Information Officer and Associate Vice-President Information and Communications Technology is renewing the ICT planning and governance structure. This governance structure will prioritize emerging ICT projects based upon the university's strategic directions and the priorities of the third planning cycle. Initiatives are being planned to improve the university's ICT services that support and enhance teaching and learning (including distance learning, e-learning, and classroom technologies), support and enable research, improve university services, and improve the efficiency of the university's operations (appendix 8). The updated governance structure, which will identify and prioritize ICT projects, will complement the university's capital needs assessment and the development of capital profiles.

### **5. Conclusion**

Although we have experienced a decade of unprecedented capital investment, there remains a need to continue to move forward with capital projects that address academic and research program growth and change; to address deficiencies for colleges whose current programs are limited and restrained due to the lack of adequate facilities; and to enhance student services. We must continue to renew and enhance buildings and the municipal (e.g. roads, way-finding, walks, parking lots, lighting), utility and technology infrastructure required to support and maintain our campus buildings (and the programs housed within the buildings).

While recognizing that further capital investments are required to support and complement our strategic institutional priorities, we must place a greater emphasis on renewing and maintaining our existing campus buildings and infrastructure. Our focus over the third planning cycle will be the stewardship of our capital assets to ensure that we are protecting the investments made by the province of Saskatchewan over the past hundred years.

## Appendix 1: Key capital plans and reports

Levels of Planning and Reporting	Plans/Reports	Description of Plans/Reports	Audience	Review	Status
<b>Strategic</b> Plans entail the university's overall philosophy and approach on managing capital; highest level of planning wherein fundamental decisions and actions are directed to achieving institutional goals	Multi-Year Capital Plan	Overview of capital needs/issues/projects in various stages of development and current/planned capital activities directly related to the integrated planning process, including critical maintenance/renewal of capital assets. Multi-Year Capital Plan	Public	Every planning cycle	Anticipated Approval - March 2012
	Core Area Master Plan (CAMP) - Foundational Document (2003)	Physical planning framework to guide future priorities and growth of new areas and enhancement of existing areas on campus; determined spatial capacity of campus to accommodate growth	Public	Every 2nd planning cycle	Implemented
	Vision 2057: University Land Use Plan	Land use decision-making framework to help assess/make recommendations for current/future land requirements, changes in land use and development opportunities;	Public	Every 2nd planning cycle	Approved - October 2009
	ICT - Foundational Document (2003)	Addresses individual information and communications technology(ICT) needs in an integrated context focusing on four major areas including ICT for teaching, learning and research, business support systems, infrastructure enhancement and ICT governance	Public	Every 2nd planning cycle	Implemented
<b>Portfolio Governance</b> Reports for the Board of Governors providing project updates and funding status of capital projects; these reports delineate the university's management, oversight and monitoring of capital projects that have been approved and are under construction	Annual Capital Plan	Supplement to the Multi-Year Capital Plan that provides an annually refreshed synopsis of capital needs, capital funding, priorities and projects for the upcoming year	Public	Once/year	2012-13 Plan to be approved June 2012
	Major Capital Project Status Report and Major Capital Project Operating Costs Status Report	Summary report to highlight developments within critical elements of capital projects (scope, budget, funding and schedule); financial summary of costs and current status of projects	Board	Each meeting	Implemented
	Major Capital Project Portfolio Funding Report	Report on funding of major capital projects intended to identify various funding sources, confirm the status of capital funding sources and highlight any funding concerns	Board	Twice/year	Implemented
	Operating Costs of Major Capital Projects Report	Report on operating costs related to current portfolio of capital projects/status of funding for costs; to guide development of future operating budgets related to capital projects	Board	Twice/year	Implemented
<b>Project Management</b> Technical reports and project management tools that identify both strategic and specific capital requirements along with plans and strategies intended to resolve the most urgent and highest priority needs	<b>Key Technical/Management Documents (Asset Reports)</b>				
	Strategic Campus Space Plan (under development)	Inventory of campus space deficiencies including a strategy (short-, medium-, and long-term) to reduce or eliminate space shortfalls	Public	As required	Anticipated Fall 2012
	Maintenance Master Plan	Inventory of campus maintenance requirements and a strategy to address building maintenance, deferred maintenance, capital renewal, asbestos abatement and grounds/municipal services	Public	As required	Anticipated Fall 2012
	Infrastructure Overview Report	Inventory/assessment of campus utilities/municipal infrastructure needs; overview of sustainable reinvestment in systems/components required for maintenance, renewal, adaptation and growth	Public	As required	December 2010
	Major Project Progress Report	Report on the status of major capital projects currently in one of the four stages of the Major Projects Planning Process	Public	As required	Implemented
	Major ICT Projects Inventory	Potential projects related to campus-wide ICT services; projects reflect the expressed needs of instructors, students, researchers, colleges and administrative units	Public	As required	Implemented

## Appendix 2: Major project planning process

The major projects planning process serves as a systematic and transparent approach to review major projects on an individual basis within the context of the university's current integrated plan, *Strategic Directions*, and college/unit plans. In addition to the above-noted criteria, the planning process also recognizes additional mitigating factors such as internal and external funding opportunities, life safety, and code and regulatory issues. Any major project in excess of \$500,000 will adhere to this process including capital building projects, major computer software acquisitions, major equipment purchases, infrastructure projects, and all major acquisitions that have a value greater than \$500,000.

The major capital project planning process consists of four stages:

1. **Project Request.** To provide a conceptual framework and preliminary document that will include project rationale/justification, project concept, and project description along with capital and operating funding implications and sources, if identified.
2. **Project Pre-Planning.** To establish a representative Pre-Planning Team, coordinated by a proposed Executive Sponsor, to shape the project, define project requirements and develop an overall project definition including program and scope. The deliverable from the project pre-planning step is a Planning Brief.
3. **Project Approval.** Based on the information provided in the Planning Brief and Council review/input, PCIP will determine whether the project will be approved to proceed to the next stage, that being the approved "Major Project Governance Structure".
4. **Project Governance.** As stated in the "Major Project Governance Structure" of December 12, 2003, the "primary objective of the proposed governance model is to assure effective planning, prioritization, approval, and management, and reporting of major projects. This will ensure clear identification of the project priority, justification, including how the project will support, protect, and enable the Strategic Directions, the foundational documents, and the objectives of the University of Saskatchewan". The project governance process includes two stages of Board of Governors approval. These project approval requests are vetted by PCIP prior to being submitted to the Board of Governors. Each stage of approval has specific presentation and approval components as follows:
  - a. Board 1 is a preliminary approval of the project. The approval components of the Board 1 include the preliminary project location, program, programme design and schedule.
  - b. Board 2 is required prior to the project being tendered. The approval components of the Board 2 submission include the final location, programme, design, schedule and capital and operating budgets. It is noted that a major component of Board of Governors' approval is the identification and securing of funding sources for the project.

Once the Board of Governors approves a project, the Board of Governors is kept informed of the status of capital project through regular reports.

## Appendix 3: Capital assets overview

### **Buildings/Space**

At over 100 years old, the university benefits from a beautiful campus with architecturally designed buildings that recognize the investment of previous generations. To ensure this previous investment remains a legacy for future generations, there must be continued investment in existing buildings. In addition, new buildings must be constructed to address expanding, technically complex and sophisticated space demands. The ultimate goal of university facility development is to provide functional space in an efficient and effective manner that will allow the university's academic and research community to perform the tasks for which they are mandated. Not to be forgotten is the premise that buildings typically are reflections and representations of the community and programs located within the structure itself. The building structure symbolizes the culture within.

### **Land and Land Development**

University lands constitute approximately 1/20 of the total urban lands within the City of Saskatoon's urban boundary. These lands are located at the core of the city adjacent to the South Saskatchewan River and downtown. The Land Use Task Force Final Report (April 2008) notes the Strategic Directions' call for the university to "...enhance revenue opportunities, in part through creative use of endowment lands which have been identified as surplus to the needs of the university – such as Preston Crossing real estate development, whose proceeds add to our scholarship and bursary resources for students."

The university currently holds 1,865 acres (750 hectares) of central city lands with approximately 40% used for the core campus and related uses and 60% for agricultural teaching and research. These land holdings are a critical strategic asset for the university and for various colleges. Land also represents a vital element in the student community as it provides an opportunity and site for the development of student housing and also accommodates student recreational programming, both of which contribute to the enhancement of the student experience. In addition to lands located centrally in the City of Saskatoon, the university owns research land totaling 5,686 acres (2,300 hectares) (e.g. Termuende, Goodale, and Kernen Farms), Emma Lake Kenderdine Campus (22 acres (9 hectares)), and 4,296 acres (1,740 hectares) of land leased to agriculture producers.

### **Infrastructure**

Behind the day-to-day operation of the university is a complex, intricate, and often invisible infrastructure that is critical to the success of the university. This infrastructure includes internal building systems integral to functional and safe working environments and buildings; information technology and systems necessary to support academic, research and administrative functions; multimedia and equipment assets critical to the needs of the teaching and learning, research and support needs of the university. Much like a city, the university is continually challenged to maintain and renew the infrastructure critical to the ongoing operation of the institution.

Inside and surrounding the university's 60 core buildings is a supporting physical infrastructure comprised of 24km of roads and walks, 54km of water and sewer lines, 18km of stream lines, 20km of electrical lines and accompanying technology systems. Analogous to buildings, the supporting infrastructure for university facilities requires continual physical and functional adaptation and upgrading, renewal and maintenance.

### **Information and Communications Technology**

Information and communications technology (ICT) is critical to the university's success. ICT is rapidly transforming how we teach, learn, perform research, deliver services, communicate, collaborate,

conduct business, manage and plan. It can enhance teaching and learning, strengthen our research enterprise, transform business services and create new communities where creativity, collaboration and innovation can thrive. ICT is also critical to recruiting and retaining students and faculty so they can succeed in the knowledge age. In order for the university to succeed in addressing the priorities outlined for the second planning cycle, to contribute to the province's success and to be recognized among the most distinguished universities in Canada and in the world, the university must invest in ICT.

The university's ICT infrastructure includes: the campus network; access to the commercial Internet as well as the Canadian and international research and educational networks; 2,000 wireless access points; the phone system (over 6,000 phones); over 500 servers (about 1/2 of them being virtual servers); classroom technologies; academic-support systems (e.g., payroll, alumni and fundraising, accounting and purchasing, student information, PAWS portal, Library and others); data storage and data backup devices; more than 8,000 end-user computing devices including desktop and laptop computers; a campus website and e-communications infrastructure; hardware and software to support and enhance teaching and learning; research computing, including high performance research computing infrastructure; and student computing facilities.

### **Equipment**

Equipment at the university is necessary for teaching, research, academic support and professional activities. Equipment needs at the university are discipline-based and vary widely. A range of equipment from science-based laboratory equipment to computer-based technology (becoming more common and critical to most disciplines) includes examples such as spectrophotometers, microscopes, chromatographs, balances, vacuum pumps, centrifuges, desktop and laptop computers. There are also several high-end, expensive equipment items including scanning electron microscopes, transmission electron microscopes, and gas chromatography – mass spectrometers.

## Appendix 4: Major capital projects completed in first and second planning cycle and major capital projects with funding commitments into the third planning cycle.

The following three tables identify the projects completed in the first and second planning cycles and identify the projects with a funding commitment into the third planning cycle (IP3). The completed and in-progress projects in the four tables represent total expenditures of approximately \$994 million by the end of the third planning cycle. **The in-progress projects have committed expenditures of \$164 million during the third planning cycle.** The ongoing projects have committed expenditures of approximately \$164 million during the third planning cycle.

<b>Academic Capital Projects</b> (whose primary focus supports the teaching, learning and research mission) (in millions)				
<b>Project Name</b>	<b>Third Planning Cycle Areas of Focus (priority areas)</b>	<b>Foundational Document (driver)</b>	<b>Capital Expenditures prior to IP3</b>	<b>Status</b>
Canadian Excellence Research Chair – Water Security	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$2.9	In-progress
Canadian Feed Research Facility	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$7.9	In-progress
Canadian Light Source	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$173.6	Completed prior to IP3
Canadian Light Source – Beam Line Additions	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$52.1	Completed prior to IP3
College Building Restoration Project	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$20.6	Completed prior to IP3
Controlled Environment Plant Growth Chambers (CFI)	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$0.3	In-progress
Core Area Revitalization Space Relief Plan Phase 1 and Phase 2	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$13.0	Completed prior to IP3
Dairy Research Facility	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$4.8	In-progress
Dental Clinic Computer System	Not Applicable - Completed prior to IP3	Teaching and Learning	\$0.8	Completed prior to IP3
Diefenbaker Building Rejuvenation Project	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$3.0	Completed prior to IP3
Edwards School of Business Downtown Campus	Not Applicable - Completed prior to IP3	Teaching and Learning	\$1.0	Completed prior to IP3
Grains Innovation Lab	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$8.0	Completed prior to IP3
Health Sciences - A & B Wing	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$2.2	In-progress
Health Sciences - D Wing Biomedical Research	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$148.7	In-progress
Health Sciences - E-Wing	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$86.3	In-progress
Health Sciences - 4th Floor Renovations and Interim Clinical Learning Resources Centre	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$3.0	Completed prior to IP3
Health Sciences - GEMS Renovation	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$4.0	Completed prior to IP3



<b>Academic Capital Projects</b> (whose primary focus supports the teaching, learning and research mission) (in millions)				
<b>Project Name</b>	<b>Third Planning Cycle Areas of Focus (priority areas)</b>	<b>Foundational Document (driver)</b>	<b>Capital Expenditures prior to IP3</b>	<b>Status</b>
High Performance Computing Research Facility	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$1.0	Completed prior to IP3
International Vaccine Centre (InterVac)	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$140.0	Completed prior to IP3
Southern Saskatchewan Academic Health Sciences Hub (Family Medicine Regina)	Innovation in Academic Programs and Services	Teaching and Learning	\$0.3	In-progress
Toxicology Centre: Aquatic Toxicology Expansion	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$10.0	Completed prior to IP3
University Learning Centre /Library Transformation Phase 1 and Phase 2	Not Applicable - Completed prior to IP3	Teaching and Learning	\$7.0	Completed prior to IP3
University Services Building – Safety and Efficiency Renovation Project	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$4.5	Completed prior to IP3
WCVI Diagnostics Renovation	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$9.0	Completed prior to IP3
WCVI Expansion and Renovations	Not Applicable - Completed prior to IP3	Research, Scholarly and Artistic Work	\$65.0	Completed prior to IP3
WCVI Equine Performance Facility	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$1.2	In-progress
WCVI MRI Replacement and Linear Accelerator	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$0.8	In-progress
West Grid	Knowledge Creation: Innovation and Impact	Research, Scholarly and Artistic Work	\$6.4	In-progress
West Winds Community Health Clinic	Not Applicable - Completed prior to IP3	Teaching and Learning	\$6.0	Completed prior to IP3
<b>Academic Major Projects –Total</b>			<b>\$783.4</b>	

<b>Student Experience Major Capital Projects</b> (whose primary focus is improving the student experience and/or recruitment and retention)				
<b>Project Name</b>	<b>Third Planning Cycle Areas of Focus (priority areas)</b>	<b>Foundational Document (driver)</b>	<b>Capital Expenditures prior to IP3</b>	<b>Status</b>
College Quarter Graduate Student Residence	Innovation in Academic Programs and Services	Enrolment	\$14.4	In-progress
College Quarter Undergraduate Residence - Phase 1	Innovation in Academic Programs and Services	Enrolment	\$35.4	In-progress
College Quarter Undergraduate Resident - Phase 2	Innovation in Academic Programs and Services	Enrolment	\$27.3	In-progress
Gordon Oakes–Red Bear Student Centre	Aboriginal Engagement: Relationships, Scholarship, Program	Aboriginal Initiatives Enrolment	\$1.2	In-progress
Griffiths Stadium – Huskie Clubhouse Expansion	Not Applicable - Completed prior to IP3	Enrolment	\$4.2	Completed prior to IP3
Griffiths Stadium - additional seating	Not Applicable - Completed prior to IP3	Enrolment	\$1.0	Completed prior to IP3
Griffiths Stadium Expansion	Not Applicable - Completed prior to IP3	Enrolment	\$8.0	Completed prior to IP3
Marquis Hall Renewal & Arts Food Services Outlet Upgrade Phase 1	Not Applicable - Completed prior to IP3	Enrolment	\$9.8	Completed prior to IP3
Marquis Hall Renewal & Arts Food Services Outlet Upgrade Phase 2	Not Applicable - Completed prior to IP3	Enrolment	\$7.0	Completed prior to IP3

<b>Student Experience Major Capital Projects</b> (whose primary focus is improving the student experience and/or recruitment and retention)				
<b>Project Name</b>	<b>Third Planning Cycle Areas of Focus (priority areas)</b>	<b>Foundational Document (driver)</b>	<b>Capital Expenditures prior to IP3</b>	<b>Status</b>
Place Riel Student Centre Expansion Renovation	Not Applicable - Completed prior to IP3	Enrolment	\$28.0	Completed prior to IP3
Student Health & Counseling Centre	Not Applicable - Completed prior to IP3	Enrolment	\$4.0	Completed prior to IP3
<b>Student Experience Projects - Total</b>			<b>\$140.3</b>	

<b>Infrastructure Major Capital Projects</b> (whose primary focus is the enhancement, expansion or renewal of university infrastructure)				
<b>Project Name</b>	<b>Third Planning Cycle Areas of Focus (priority areas)</b>	<b>Foundational Document</b>	<b>Capital Expenditures prior to IP3</b>	<b>Status</b>
Agriculture Building - Phytotron Infrastructure Renewal Phase 1 Lighting Retrofit	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$2.0	Completed prior to IP3
Agriculture Building - Phytotron Infrastructure Renewal Phase 2 Controllers	Knowledge Creation: Innovation and Impact	Core Area Master Plan	\$1.5	In-progress
Agriculture Building - Phytotron Infrastructure Renewal Phase 3 Chillers	Knowledge Creation: Innovation and Impact	Core Area Master Plan	\$0.5	In-progress
Campus Wireless	Not Applicable - Completed prior to IP3	Information and Communications Technology	\$1.4	Completed prior to IP3
Campus Wide Lighting Retrofit	Innovation in Academic Programs and Services	Core Area Master Plan	\$2.1	In-progress
Chiller Addition	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$10.0	Completed prior to IP3
College Quarter Undergraduate Student Residences Initial Infrastructure	Not Applicable - Completed prior to IP3	Enrolment	\$3.0	Completed prior to IP3
Health Sciences Site Utilities	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$8.0	Completed prior to IP3
Heating Plant Boiler Feed Water Treatment Replacement and Expansion	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$16.0	Completed prior to IP3
Parking Lot E Electrification	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$1.1	Completed prior to IP3
Perchloric Acid Fume Hood Abatement and Reconstruction – Agriculture Building	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$0.4	Completed prior to IP3
Place Riel Transit Hub Phase 1	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$0.9	Completed prior to IP3
Roof Replacement Project - KIP	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$14.0	Completed prior to IP3
Steam Distribution Replacement – Veterinary Road - KIP	Not Applicable - Completed prior to IP3	Core Area Master Plan	\$8.0	Completed prior to IP3
Telephone System Upgrade	Innovation in Academic Programs and Services	Information and Communications Technology	\$2.0	In-progress
<b>Infrastructure Projects - Total</b>			<b>\$70.9</b>	

## Appendix 5: Capital planning principles and drivers

The context for capital planning for the third planning cycle is captured in principles and drivers, and through consideration of funding and risks. Principles and drivers must be considered together in order to support capital planning in a comprehensive manner.

### Capital planning principles:

- **Aligned with strategic planning** – The Multi-Year Capital Plan will support strategic plans, institutional priorities, and align with budgeting processes. Capital projects will meet the needs of students, faculty and staff. The university’s strategic directions, integrated plans, annual and long-term capital plans are integrated within the Multi-Year Capital Plan thereby aligning organizational goals and future priorities into the capital decision-making process. This enables the university to prioritize, manage risks, consider financial ramifications and evaluate results.
- **Flexible and streamlined processes** – Balancing the need to adhere to project development guidelines and budgetary controls, capital processes will be flexible and streamlined in order to accommodate complexities of the various capital projects undertaken by the university. The framework will adhere to the university project development guidelines for capital building, renewal, information and media technology.
- **Stewardship of financial resources** – Capital priorities and projects will be assessed and selected using an investment management approach considering opportunity costs, operating costs, financial liabilities and risks. The university will seek out innovative and alternative approaches for capital funding. Multiple funding sources including university funds (research overhead, operating, or capital), government, external agency, industry and private contributions will be examined. Operating and capital budget implications and requirements will be identified as multi-year capital plans are developed.
- **Stewardship of capital assets** – At over 100 years old, the university’s buildings, land, equipment and infrastructure represent a significant investment of previous generations and remain a legacy for future generations. The university has a responsibility to respect, protect and enhance this investment to ensure the continued success of the academic, research and community mission of the university. Capital planning must consider and balance the competing needs of beauty, durability, sustainability, heritage preservation with safety and security, accessibility, flexibility and economy, maintenance and life cycle costing. The university will maintain the value of its capital assets.
- **Evidence-based** – The Multi-Year Capital Plan is the result of needs assessment, space analysis and systematic evaluation, which determine the capital resources (the right amount and the right types of spaces) required to support the *Third Integrated Plan*. Regular analysis for capital planning will consider benefits, costs and risks of minor and major capital projects, such as legal, environmental, health, safety, cultural and construction issues throughout the lifecycle of infrastructure and facilities. Comprehensive needs assessment will continue to identify the resources needed to fulfill immediate and future capital needs based on the university’s strategic priorities.
- **Accountability & transparency** – Decision making for capital plans at the university is supported by rigorous and transparent governance and project management processes. PCIP will guide decision-making for capital planning, which will be governed by the major projects planning process. Capital projects and programs will aim to achieve the most efficient use of resources to meet the university’s goals. Strategic use of university, public and private resources will enhance

return on investments. The university will procure private services using fair and competitive processes in line with approved policies.

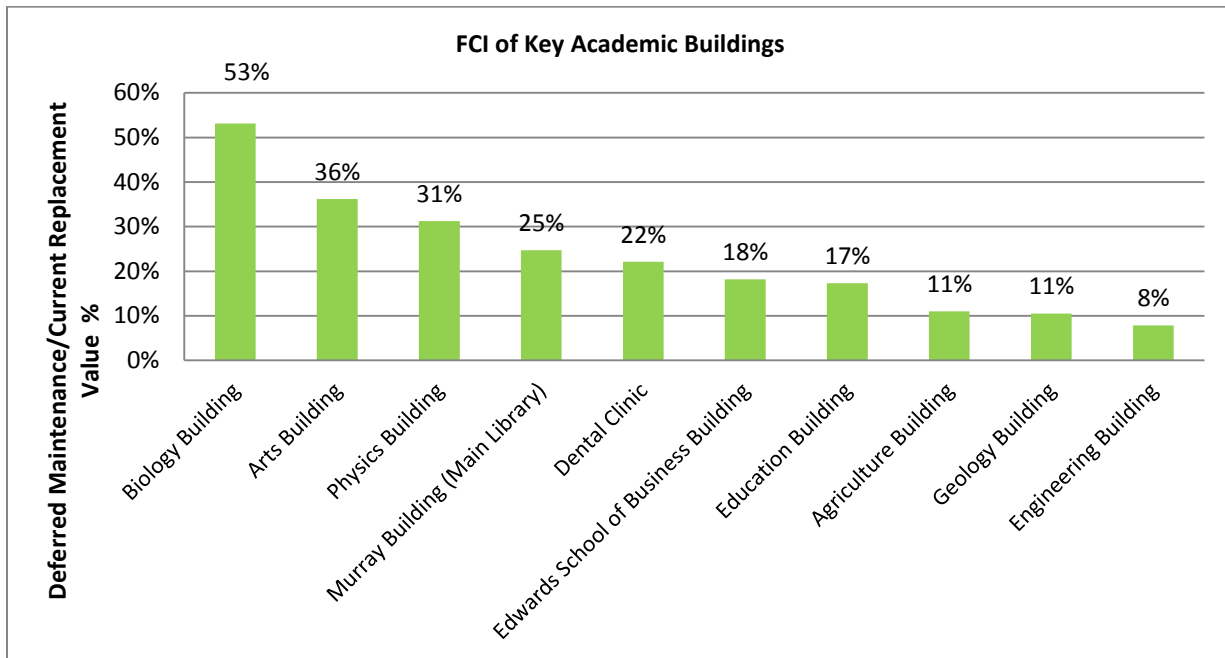
- **Responsiveness** – The Multi-Year Capital Plan will be responsive to academic priorities, teaching and learning requirements, and research infrastructure needs of students, researchers and faculty. Capital plans will consider technological changes (i.e. distance learning), changes in legislation, the funding environment, the regulatory environment, and the construction industry. The university will also be responsive to funding opportunities where it aligns with strategic priorities.
- **Sustainability** – The university is committed to sustainability in all its capital activities. An engaged university plays a key role in mediating between the environment and the economy, and in modeling environmental as well as economic sustainability. The university is committed to expanding sustainability efforts for physical infrastructure, both through energy savings projects and environmentally sensitive building design.

#### Capital planning drivers:

- **Strategic (planned) drivers** – Academic priorities are a major factor in the identification and implementation of capital plans. New capital initiatives must be responsive to the changing academic environment. Strategic drivers include but are not limited to academic, research, student enhancements, infrastructure and support.
- **Operational (renewal) drivers** – Capital renewal and deferred maintenance are expenditures required for the preservation of capital assets. These are required to keep physical assets and infrastructure in reliable operating condition for current and future use. Capital renewal refers to “keep up” or regular maintenance issues and repairs. Deferred maintenance refers to “catch up” and addresses overdue condition deficiencies, including failures, which are negatively affecting services and finances.
- **Funding drivers** – Opportunities to fund capital plans and projects may arise from external sources, fundraising efforts, or partnerships with public/government agencies that were not planned for nor anticipated through the regular capital planning process. Due to the diverse nature of capital funding for post-secondary education, the university is committed to fully exploring such opportunities as they arise.
- **Existing commitments** – The university has existing commitments to capital projects that were approved prior to the *Second Integrated Plan*. Financing for these projects must be secured prior to the university committing to new capital projects.

## Appendix 6: Proposed RenewUS funding strategies and forecasted expenditures and FCI<sup>3</sup> of key academic buildings

RenewUS Capital Program for 2012-13 to 2016-17 (five years)			
<b>Current Funding</b>		<b>Current Expenditures</b>	
Sustaining Capital Grant \$14M p.a. x 5 years	\$70M	Ongoing capital renewal and regular maintenance	\$70M
<b>New Funding</b>		<b>New Expenditures</b>	
Fundraising/Donors	\$25M	<b>Academic Building Renewal</b>	\$100M
Student Fees	\$20M	Ranked by facility condition index and academic priority e.g. Arts Physics, Biology, Murray	
Contribution from operating (~1.5% per year; ~5M per year for five years)	\$25M	<b>Infrastructure</b>	
New Provincial Government Contribution (\$25M per year for five years)	\$125M	Utility and municipal	\$70M
		Information Technology	\$25M
<b>Total Funding</b>	<b>\$265M</b>	<b>Total Expenditures</b>	<b>\$265M</b>
<b>New provincial government investment of \$25M annually yields \$265 in renewal</b>			



<sup>3</sup> The facility condition index (F.C.I.) is a method of measurement used to determine the relative condition index of a single building, group of buildings, or the total facility (physical plant). It provides a comparative indicator of the relative condition of buildings.



## Appendix 7: Capital programs receiving funding from the Sustaining Capital Grant

The sustaining capital grant provided annually by the provincial government is essential for the university to meet the ongoing capital needs of our academic, research and administrative activities. Funding from the sustaining capital grant is used to address renewal priorities for buildings, strategic priorities and the renewal and replacement of equipment. The following table provides a description of the capital programs funded by the sustaining capital grant and the total funding received during the first (IP1) and second (IP2) planning cycle.

Capital Programs Funded by the Sustaining Capital Grant				
Program Name	Program Description	Areas of Investment	First Planning Cycle 2003-04 to 2007-08 Expenditures (millions)	Second Planning Cycle 2008-09 to 2011-12 Expenditures (millions)
Major Capital	Funding allocated to this program is used to pay down the capital debt associated with the completion of the College Building Restoration Project, Thorvaldson Building and the Kinesiology Building	Academic (Teaching, Learning and Research) Infrastructure	\$26.000 34.4%	\$12.030 18.6%
Capital Renewal	Funding allocated to this program is used address code, regulatory, safety requirements, functional adaptation, capital replacement and deferred maintenance needs of building systems and infrastructure.	Infrastructure	\$29.794 39.5%	\$32.432 50.2%
PCIP Adaptation Fund	This fund supports new academic or research initiatives that require capital funds.	Academic (Teaching, Learning and Research)	\$3.200 4.2%	\$3.400 5.3%
Campus Core Revitalization	Funding allocated to this program is intended to address the university's most critical and highest space needs.	Academic (Teaching, Learning and Research)	\$1.000 1.3%	\$2.650 4.1%
General Capital Equipment	Funding to this program assists colleges, schools and administrative units with the purpose of equipment and information technology.	Academic (Teaching, Learning and Research) Student Experience/Enhancement	\$6.200 8.2%	\$4.800 7.4%
Campus-Wide IT	This program supports the renewal of campus-wide information and communications technology.	Academic (Teaching, Learning and Research) Student Experience/Enhancement Infrastructure	\$4.166 5.5%	\$3.635 5.6%
Campus-Wide Multimedia	This program supports the installation, renewal, and replacement of multimedia equipment and technology.	Academic (Teaching, Learning and Research) Student Experience/Enhancement	\$1.924 2.6%	\$2.300 3.6%
Faculty Startup and Retention	This program supports the renewal of faculty desktop computers and provides research start-up funding for new tenure-track faculty.	Academic (Teaching, Learning and Research)	\$3.200 4.2%	\$3.300 5.1%
<b>Total Sustaining Capital Grant Funding</b>			\$75.266 100%	\$64.547 100%

## Appendix 8: Emerging and developing major capital projects

A number of emerging and developing major capital projects are currently under discussion. Emerging projects are projects that have been considered but have not been submitted to the Board of Governors for information and/or preliminary approval. Developing major capital projects are projects that have been presented to the Board of Governors as an information item or for preliminary approval.

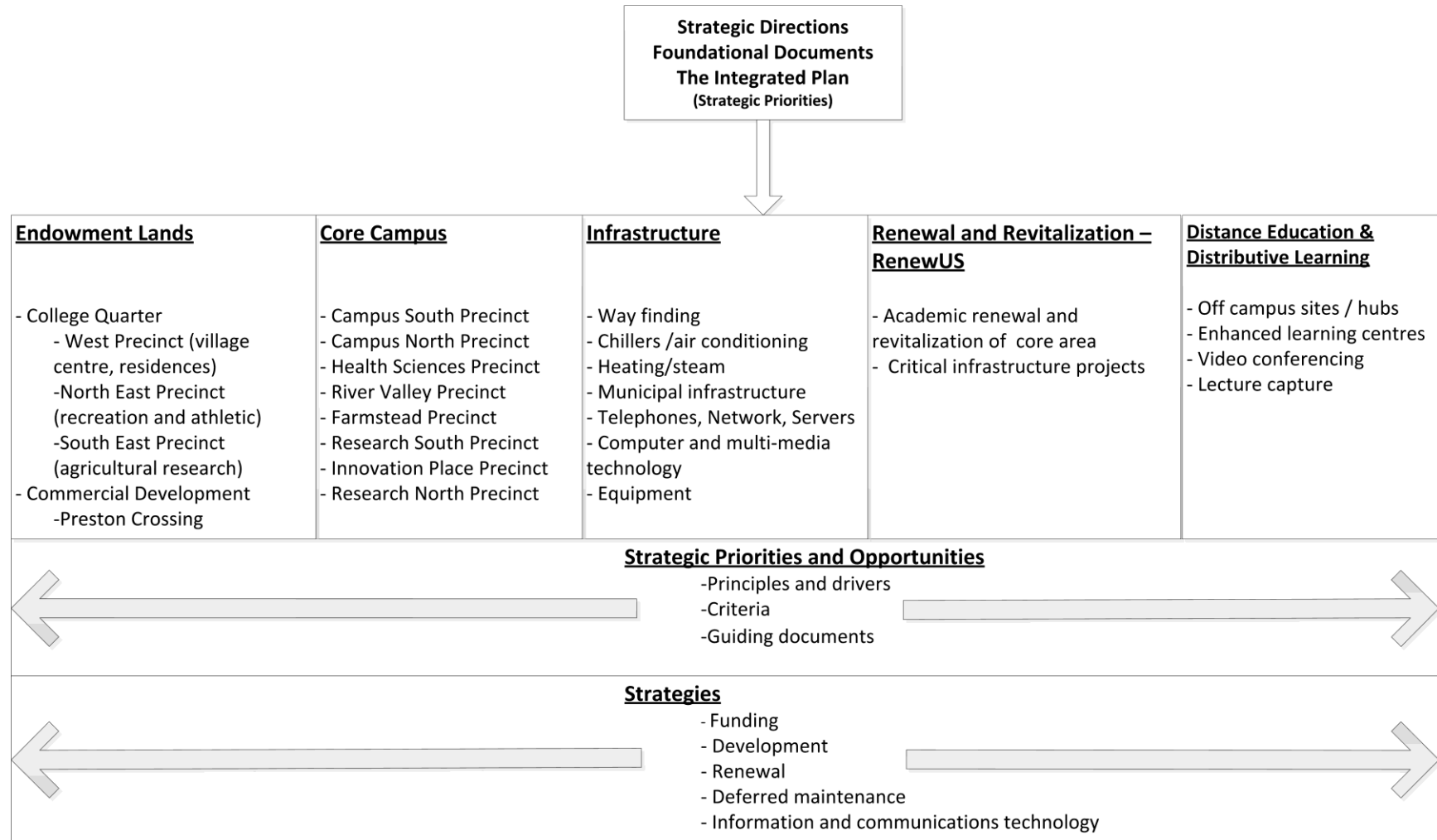
Project Name	Status	Area of Focus	Project Classification	Foundational Document (driver)
Architecture Program (capital requirements)	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Bird Aviary (new facility)	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Canadian Foundation for Innovation Leaders Opportunity Fund (as they develop)	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Computerized Classroom	Emerging	Innovation in Academic Programs and Services	Academic	Teaching and Learning
Curriculum Vitae System (campus-wide)	Emerging	Innovation in Academic Programs and Services	Academic	Faculty Complement
Humanities and Social Sciences – College of Arts & Sciences	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Mineral Technology Research Centre	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Research Administration System	Emerging	Innovation in Academic Programs and Services	Academic	Research, Scholarly and Artistic Work
Research Transition Facility	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
School of Rehabilitation Sciences	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Solar Green House and Aquaponics (Living Lab)	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Stone Barn (revitalization)	Emerging	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Strategic Enrolment Management Application	Emerging	Innovation in Academic Programs and Services	Academic	Enrolment
College Quarter Playing Fields	Emerging	Innovation in Academic Programs and Services	Student	Enrolment
Ice Arena	Emerging	Innovation in Academic Programs and Services	Student	Enrolment
Student Employment and Career Centre	Emerging	Innovation in Academic Programs and Services	Student	Enrolment
Boiler #2 Replacement	Emerging	Innovation in Academic Programs and Services	Infrastructure	Core Area Master Plan
Chiller #2/#3 Replacement	Emerging	Innovation in Academic Programs and Services	Infrastructure	Core Area Master Plan
College Quarter Additional Infrastructure (Green Way)	Emerging	Innovation in Academic Programs and Services	Infrastructure	Core Area Master Plan
Enhance Research Computing Infrastructure	Emerging	Knowledge Creation: Innovation and Impact	Infrastructure	Information and Communications Technology
Facility Management System	Emerging	Innovation in Academic Programs and Services	Infrastructure	Information and Communications Technology
LEED EBOM - Education Building	Emerging	Innovation in Academic Programs and Services	Infrastructure	Core Area Master Plan
Renew and or implement major enhancements to enterprise systems (student, human resources, facility management, university portal, financial, ICT systems) supporting teaching and learning	Emerging	Innovation in Academic Programs and Services	Infrastructure	Information and Communications Technology

Project Name	Status	Area of Focus	Project Classification	Foundational Document (driver)
Renew/enhance the university's ICT Infrastructure	Emerging	Innovation in Academic Programs and Services	Infrastructure	Information and Communications Technology
Procurement System including Inventory, Stores and Controlled Goods	Emerging	Innovation in Academic Programs and Services	Infrastructure	Information and Communications Technology
Transformer #1/#2 Replacement	Emerging	Innovation in Academic Programs and Services	Infrastructure	Core Area Master Plan
Workflow and Document Management System (campus-wide)	Emerging	Innovation in Academic Programs and Services	Infrastructure	Information and Communications Technology
Beef Cattle Research & Teaching Unit – <i>Board FYI</i>	Developing	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Clarion Project – <i>Board FYI</i>	Developing	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Murray Building Library Transformation - Phase 3 – <i>Board 1</i>	Developing	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Saskatchewan Centre for Innovation in Cyclotron Science – <i>Board 1</i>	Developing	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Southern Saskatchewan Academic Health Sciences Hub (Distributed Health Sciences Education) – <i>Board FYI</i>	Developing	Innovation in Academic Programs and Services	Academic	Teaching and Learning
Natural Resources Innovation Complex (working title) (formerly referred to as the Sustainable Resources Complex) – <i>Board FYI</i>	Developing	Knowledge Creation: Innovation and Impact	Academic	Research, Scholarly and Artistic Work
Childcare Expansion – <i>Board FYI</i>	Developing	Innovation in Academic Programs and Services	Student	Enrolment
College Quarter Student Amenities Building – <i>Board 1</i>	Developing	Innovation in Academic Programs and Services	Student	Enrolment
St. Thomas More Steam Distribution Replacement – <i>Board 1</i>	Developing	Innovation in Academic Programs and Services	Infrastructure	Core Area Master Plan



## Appendix 9: Capital framework: long range development plan

Early discussions around the concept of a capital framework resulted in the development of the following graphic. This framework is being discussed with capital planning stakeholders and will be developed over the next four years.



UNIVERSITY COUNCIL  
PLANNING AND PRIORITIES COMMITTEE  
FOR INFORMATION ONLY

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**PRESENTED BY:** Bob Tyler, Chair  
Planning and Priorities Committee

**DATE OF MEETING:** March 15, 2012

**SUBJECT:** **Multi-Year Budget Framework 2012/13 – 2015/16**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Planning and Priorities Committee provided comments on the draft Multi-Year Budget Framework on two occasions. The Finance Subcommittee reviewed preliminary documents on January 4, 2012. The draft Framework was discussed by the Planning and Priorities Committee on February 15. The Board of Governors approved the Multi-Year Budget Framework on March 6.

The Multi-Year Budget Framework contains a comprehensive statement of anticipated revenues over a four-year period, 2012/13 – 2015/16. In effect, it outlines expectations for capital, research and operating revenues to support the implementation of the Third Integrated Plan. The Framework also presents anticipated operating revenues and related expenditures for 2012/13 – 2015/16.

**DISCUSSION SUMMARY:**

The Committee focused primarily on the risks and assumptions inherent in the Multi-Year Budget Framework. These relate primarily to payments required to maintain the solvency of defined benefit pension plans, continued low rates of return on investments, the size of the operating and capital grants from the Province, enrolment projections and associated tuition revenue, and potential increases in salary and benefit costs.

The Multi-Year Budget Framework projects that: i) the rate of growth of operating and total revenues will decline significantly; ii) income from investments will remain stable after increasing significantly from 2011/12 to 2012/13; iii) salary and benefit costs will increase by approximately 4.5% per year; iv) total research revenues will increase by approximately 4.5% per year; v) a structural deficit similar in amount to pension going-concern payments will occur each year; and vi) approximately 1% of operating revenues will be directed toward capital renewal.

In each of the past four years, the University has benefitted from increases in its operating grant from the Province which were significantly higher than either the rate of inflation or the rate of growth of the provincial or national economy. Similarly, the past decade has seen unprecedented expenditures on new capital construction. As we enter a period of fiscal restraint at both the provincial and federal levels and greater attention is focused on deferred maintenance, it is unlikely that increases will be maintained at this level.

**ATTACHMENT:**

Multi-Year Budget Framework 2012/13 – 2015/16

# The multi-year budget framework

▣ A component of **The Third Integrated Plan**  
2012 to 2016





## 1 Executive summary

The Multi-Year Budget Framework supports and reflects institutional planning and decision-making at the University of Saskatchewan. The *Third Integrated Plan* (2012/13-2015/16) provides the direction for the university over the next four years, while the Multi-Year Budget Framework provides the accompanying resource plan. There are two main components to this framework: first, it provides a projection of consolidated university revenues for the next four years; second, it provides a detailed projection of revenues and expenses for the operating budget.

Changes in expenditure and revenue patterns at Canadian universities and external shocks, such as those experienced in 2008-09 with the global economic downturn, affect the quality and quantity of services universities provide. The Province of Saskatchewan has maintained a position of economic strength and continued growth during these difficult financial times. The University of Saskatchewan had similarly maintained a solid financial position in the second planning cycle compared to our peers. To meet the mandate set out in the *Strategic Directions*, we continue to pay close attention to the allocation of resources in support of the *Third Integrated Plan*.

We are entering a period of possibility and constraint in the third planning cycle. The Multi-Year Budget Framework will have implications for the implementation of the *Third Integrated Plan*. Priorities identified in the plan will be supported primarily through the use of existing budgets or through the internal reallocation of resources. We will continue to protect and use the Academic Priorities Fund (APF) to support transformational change. Operating budget constraints will require increased attention to costs and the pursuit of revenues outside of the provincial operating grant. Moreover, the transition to the Transparent, Activity Based Budget System (TABBS) will take place in 2012-13, enhancing information to support our financial decision-making.

We have a wide range of resources at our disposal, including approximately 4000 staff, 1400 faculty, capital investments exceeding \$1 billion over the past decade, and total financial activity over \$1 billion annually. Our teaching and research missions are funded from a variety of sources, including: the provincial operating grant, tuition, research revenue, ancillary activities, donations, investment income, capital investments, and other sources. In order to prepare for the third planning cycle, this document outlines key planning assumptions based on publicly available current information, aligns financial support behind institutional priorities, and identifies the potential risks from the financial projections.

Overall, total university revenue is projected to grow over the course of the planning cycle, increasing by 9.8% in 2012-13, with lower rates of growth projected in subsequent years, down to 5.8% in 2015-16 (excluding capital). Modest growth is projected in all accounting funds over the four-year period, with few exceptions. For example, capital revenue will continue to vary according to the priority of projects we undertake and the availability of external funding.

In spite of the overall growth in university revenue, restraint around major sources of operating revenue, including the provincial operating grant and tuition, combined with escalating costs, including deferred maintenance, pension payments, and salaries, are projected to result in an operating budget deficit over the next four years if no mitigating actions are taken. The extent of financial pressure on university operations and measures required to rectify the imbalance will require careful consideration. Short-term mitigating strategies will be developed for 2012-13, as well as a long-term plan to ensure the sustainability of the university's operating expenditures in the third planning cycle and beyond.

## 2 Introduction

The Multi-Year Budget Framework provides the resource strategy to support the priorities identified in the Third Integrated Plan. This document is the first step in a two-phase approach to the development of a comprehensive framework. This Multi-Year Budget Framework differs from those developed in the first and second planning cycles, in that it considers all university revenues in order to provide a complete picture of our financial activity. By the end of the third planning cycle, we will have developed a comprehensive framework, which will also project our expenditures. As in past years, the Multi-Year Budget Framework will continue to be reviewed, updated, and presented for approval by the Board of Governors on an annual basis.

University revenues are organized into specific categories called funds for accounting purposes. These accounting funds include: operating, ancillary, student financial aid, research, endowments, and capital funds. To enable discussion of the information behind the Multi-Year Budget Framework accounting schedules, this document is organized according to accounting funds. It is important to note, however, that a variety of revenue sources comprise each accounting fund.

## 3 Context

This framework considers the macroeconomic context, financing of post-secondary education in Canada and Saskatchewan, potential risks, planning priorities, budget principles, and key budget assumptions in order to project institutional revenues (schedule 1) and the multi-year operating budget (schedule 2) for the third planning cycle. This section addresses the larger context, and is based on the most current information publicly available. The following section discusses the key planning assumptions behind the detailed accounting schedules.

### 3.1 Macroeconomic context

Over the next four years, the Organisation for Economic Co-operation and Development (OECD) is projecting modest growth for advanced economies, from 1.92% real gross domestic product (GDP) in 2012 up to 2.71% in 2015. However, uncertainty surrounding projections is high.<sup>1</sup> Global economic recovery is progressing slower than was expected, and at different rates in different regions. Recovery is impaired by high sovereign debt and insufficient policy responses, although these factors are expected to wane in 2013.<sup>2</sup> In the United States, weak growth persists along with lower oil prices and slow labour market recovery.<sup>3</sup> Consumer and business confidence is low due to “fiscal uncertainty, weakness in the housing market and household finances, and renewed financial stress.”<sup>4</sup> In advanced economies, the aging labour force is the main source of pressure in the long-term. Trends also point to the potential for structural and cyclical unemployment internationally.<sup>5</sup> Commodity prices are at historic highs, with growth and demand projected to remain strong among developing economies, with positive returns for commodity-based economies.

In Canada, as a result of robust fiscal regulations, the recovery has been stronger than in the United States.<sup>6</sup> RBC Economics is forecasting an increase in Canadian economic growth in real GDP from 1.91% in 2012 up to 2.39% in 2015.<sup>7</sup> “By the end of 2013, the Canadian economy is expected to return to full capacity.”<sup>8</sup> Growth will be tempered by the end of the federal Economic Action Plan, however.<sup>9</sup> High commodity prices and low interest rates continue to enable business investment, and will underpin growth in the next two years. This has resulted in improvements for labour markets. The Canadian economy is still largely dependent on recovery in the United States and internationally. Trade to the United States is tempered by policy barriers related to economic security and the “buy American”

mentality.<sup>10</sup> Low bond yields continue to signal potential changes at the central bank. Energy and climate change are key economic drivers in Canada, as demand for both oil and alternative energy sources continues to rise.<sup>11</sup>

Saskatchewan will continue to lead Canada in economic growth into 2013, according to RBC Economics. “Saskatchewan is expected to grow considerably faster than the national average.”<sup>12</sup> The strength of the natural resource sector is the catalyst for capital investment and increased production. High commodity prices have driven provincial growth in the last five years.<sup>13</sup> This, coupled with a strong labour market has resulted in a boom; promoting residential investment, and boosting in-migration to the province. Volatility in developing economies presents some risk to commodity prices, which could result in a “bust” in the long-term.<sup>14</sup> Growth in manufacturing, mining (including recent billions invested in potash sector), and rebounds in agricultural sector are cited by the Conference Board of Canada’s projections as key contributors to our position of relative strength.<sup>15</sup> While economic growth is forecast to be higher in Saskatchewan than other provinces, the Government of Saskatchewan has signaled that reduced spending is a priority, even “while the province’s economy is doing well.”<sup>16</sup>

### 3.2 Financing of post-secondary education in Canada

Nationally, the economic situation is expected to improve slightly in 2012. Still, the federal government and some provinces are running deficits, which is expected to continue at least to the end of 2014. This may result in reduced spending on the part of federal and provincial governments, which is important for higher education due to uncertainty surrounding federal transfer payments. The federal deficit position and reduced spending targets provincially may result in decreased funding for operating, capital, or research projects. Health costs also continue to escalate as a proportion of provincial budgets, placing significant pressure on public resources available for post-secondary education. The Government of Saskatchewan continues to emphasize administrative efficiency. Perceptions of risk must be balanced with commitments from federal and provincial governments to higher education and innovation.

Canada’s science and technology strategy is aimed at bringing business and universities together, yet total research and development spending in Canada is low by international standards. Federal research funding in Canada is highly competitive, particularly for federal tri-agency funding (SSHRC, NSERC and CIHR).<sup>17</sup> Universities across the country are anticipating a decreased pool of funding will be available in support of research in the coming years. In addition, in the absence of a comprehensive national policy framework for funding major science initiatives (MSI), we continue to face challenges in securing operating funding for the Canadian Light Source (CLS) and the International Vaccine Centre. The Province of Saskatchewan continues to demonstrate commitment to investment in research and research infrastructure around the university’s signature areas of research.

Enrolment rates will have an impact on potential tuition revenue over the third planning cycle. In Saskatchewan, provincial immigration policy is increasing diversity, and Saskatchewan is becoming more urbanized. At the same time, the traditional cohort for student recruitment (18-year olds) is declining. Ensuring the accessibility and affordability of post-secondary education is a priority both federally and provincially. It is particularly important in Saskatchewan with our growing population of Aboriginal youth. The university’s recent study on accessibility and affordability will inform efforts in this regard.<sup>18</sup> Furthermore, the expansion of degree-granting status in Saskatchewan may also impact enrolment at the University of Saskatchewan.<sup>19</sup> To assist with enrolment projections and budgeting, we will undertake a strategic enrolment management project in the third planning cycle. Given the increasing diversity of

potential students, and a decreasing traditional cohort, we will continue to develop and implement strategies to attract and retain a diverse body of students.

With respect to funding for pensions, across the country, permanent solvency relief legislation is being sought for both private and public sector pension plans. Manitoba and Alberta have full solvency relief for universities, Ontario has allowed for an extended payment period with the provision of a plan to ensure the long-term sustainability of pension plans.<sup>20</sup> Saskatchewan is currently reviewing the funding regime for public sector plans.<sup>21</sup> Employers bear the risk of ensuring that defined benefit pension plans and investment earnings are sufficient to fund pension benefits. We have three defined benefit plans, therefore public policies for permanent solvency relief remain a critical issue for the university.<sup>22</sup>

### 3.3 Potential risks 2012-13 to 2015-16

There are several major areas of potential risk for the University of Saskatchewan's current Multi-Year Budget Framework. Risks include restrictions on provincial operating grant increases, limited tuition revenue projections, expected pension payments, our ability to secure operating funding for major science initiatives, and added operating costs related to salary and benefit growth, capital renewal and deferred maintenance costs.

Our growing research programs and capital infrastructure are placing pressure on the operating budget. Restraint on major sources of revenue, combined with escalating expenses are projected to leave the university in a position of deficit by 2012-13, compounding and increasing over the course of the third planning cycle. A \$10 million annual pension payment to cover employer liabilities may be required commencing January 2014. The projected pension payments present a major budgetary challenge for the university. The university will, by necessity, take appropriate measures to ensure the budget is balanced by 2015-16; that a transitional strategy is approved in the short-term (i.e. drawing on reserves); and that a long-term sustainable financial strategy is in place to reduce the apparent necessity of periodic adjustments.

To maintain academic programs and services at the same level as 2011-12, an increase of 5.8% to the base operating grant was requested from the Province of Saskatchewan for 2012-13, for a grant of \$300 million. However, this is higher than the projected rate of growth in the provincial economy. For illustrative purposes, an operating grant increase of 4.5% in 2012-13 would create a \$4.0 million deficit in 2012-13. If we were also required to keep tuition at 3% increase without subsidy, it would add \$2.0 million to the deficit in 2012-13. If the grant were further reduced to 4.0% in 2013-14, it would result in a deficit of \$8.5 million for 2013-14.

### 3.4 Budget principles

As in previous years, we continue to ensure efficiency and effectiveness through strategic planning, which provides the direction for resource allocation and for finding efficiencies. We continue to be guided by our operating budget principles: to have a balanced budget, ambitious yet achievable assumptions, reasonable requests of government, tuition levels based on tuition strategy, market-based salary and benefit settlements, effective resource allocation, and transparency.

When faced with a budget imbalance, we look to diversify revenue sources and to multi-year budget measures. Revenues outside of the operating fund are restricted (as well as some targeted and restricted funding within it), and therefore cannot be used to balance the budget. In consideration of



the potential need for budget reductions, the Provost’s Committee on Integrated Planning (PCIP) will develop principles to ensure that we deliver on our financial accountabilities to the Board of Governors.

## 4 Multi-year budget framework: phase one (schedule 1)

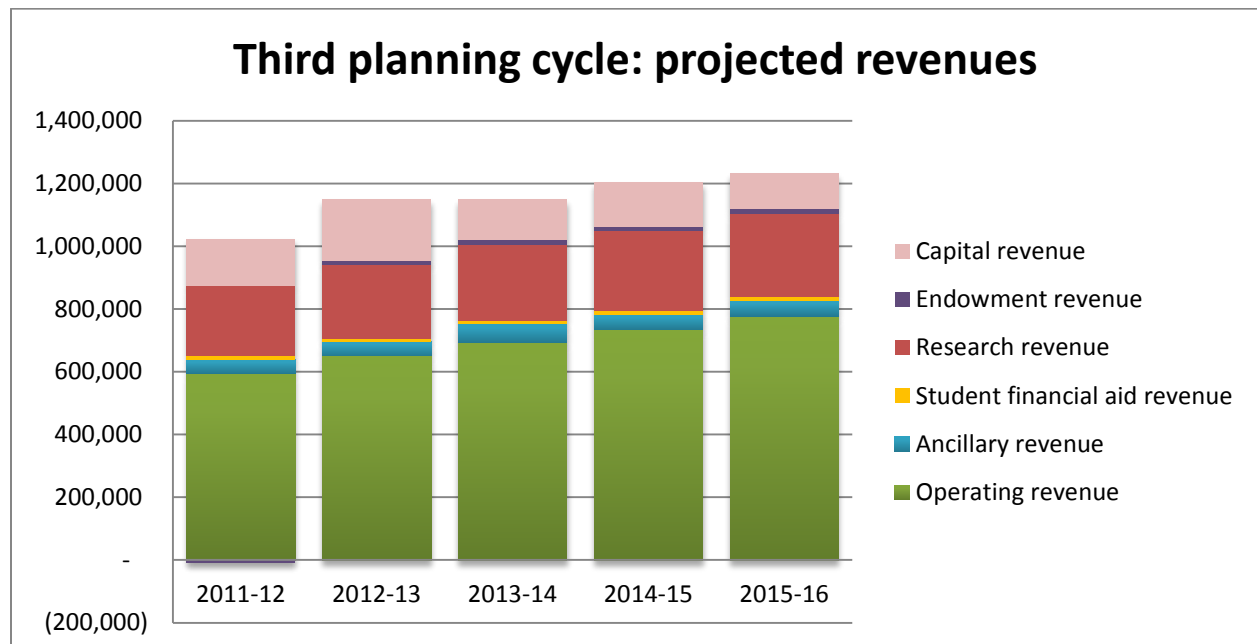
Phase one of the development of a comprehensive framework involved the projection of all university revenues. During the course of the third planning cycle, phase two will build on this framework to include the projection of all university expenses, thus projecting a balance for all of our resources. These financial projections are based on information currently available, and will be updated annually as part of our regular budgeting processes.

### 4.1 University revenue by accounting fund

We rely on a variety of revenue sources to support our research and teaching missions. Revenue sources include provincial and federal funding, tuition, donations, investment income, and ancillary income. For accounting purposes, revenue is split into funds referred to as operating, ancillary, student financial aid, research, endowments, and capital funds. To convey the information behind schedule 2, the following section is organized according to the university’s accounting funds, rather than by sources of revenue.

For the third planning cycle, we are projecting an overall increase of 21% in revenue, compared to a 36% increase in the second planning cycle. Excluding capital, other revenue sources are projected to increase by 27% overall. The difference is primarily related to the variability of project-based capital funding from 2012 to 2016. Projections are depicted in Table 1 below.

**Table 1**



#### 4.1.1 Operating fund

Operating revenue is comprised of the provincial operating grant, credit and non-credit course tuition, funding from other governments (i.e. WCVI), and government agencies (e.g. Ministry of Health for clinical services) investment income, donations, and sales and services. The operating fund, which

includes all operating revenue, is not equal to the university's base operating budget, which comprises approximately 71% of total operating revenue. Revenue excluded from the base operating budget is from non-credit course tuition, other government agencies, spendable income, donations, and miscellaneous sales (i.e. real estate). A detailed discussion of the multi-year operating budget, including revenues and expenses, is provided in the next section. *Operating revenue is currently projected to increase at a decreasing rate between 2012 and 2016.*

#### 4.1.2 Ancillary fund

Ancillary services are sales-producing or self-supporting activities that are supplementary to the institution's primary teaching and research mission. Ancillary revenues include external sales (e.g. residence, bookstore, and food services), real estate income, and other investments. Revenues are projected based on sales targets and established agreements. In 2013-14, as a result of the planned sale of the university's Idylwyld property, revenue is projected to increase substantially in this fund, and will be offset by related expenses. Estimated revenue for the sale of this property are based on current market value. *Outside of the anticipated sale of the Idylwyld property, modest growth in ancillary revenue is forecast over the next four years.*

#### 4.1.3 Student financial aid fund

Student aid includes the revenue that provides direct financial support to students (other than the teaching, research, and services provided). It is comprised primarily of funding from the Government of Saskatchewan for the Saskatchewan Advantage Scholarship, which is matched by funding from the university. Projections are based on the terms of agreements with our provincial partners. This fund represents only a small portion of the resources available for student support, which also include donations, research grants, investments from the APF and other sources. *Modest growth is projected in this fund from 2013-2016.*

#### 4.1.4 Research fund

Revenue in this fund includes dollars received from all external sources in support of research, including funding from federal Tri-Agency, and non Tri-Agency sources. Federal Tri-Agency funding includes revenue from the three granting councils (CIHR, SSHRC, and NSERC). Non Tri-Agency funding includes any other federal or provincial research funding, non-government revenue from grants, gifts, and sponsorship, and investment income. All post-secondary institutions are also supported by the federal indirect costs of research program (FICP). Institutional shares are determined by the FICP based on our relative share of Tri-Agency funding. Revenue generated by the CLS is provided directly back to the CLS, with the remainder being split equally between operating budget and research support.

Research grants comprise 20-25% of the cash balance available for investment and potential earnings. In recent years, increased research funding at the University of Saskatchewan accounted for investment income in the operating budget that was higher than expected, despite low interest rates. The federal deficit position suggests that this trend is not likely to persist.

Due to the risk associated with budgeting based on ambitious targets, we are projecting modest increases in research revenue for the next four years. This approach was selected given the following information on our historical research performance and future targets for research success:

- President MacKinnon has set an ambitious target for the University of Saskatchewan to have Tri-Agency research funding equal to or above the median of our peers;

- In the development of the Third Integrated Plan, all colleges and schools submitted projections for Tri-Agency and non Tri-Agency research revenue;
- Historical data on Tri-Agency and non Tri-Agency research revenue used for budgeting purposes.

Our president set an ambitious target: for the University of Saskatchewan to meet or exceed the median peer-performance in Tri-Agency research funding. The Foundational Document on Research, Scholarly and Artistic Work (2004) also committed us to being among the top ten medical-doctoral universities in Canada, and one of a select few in key areas internationally. However, we have placed at or near the bottom of our peers for total research funding throughout the first and second planning cycles. The median for total research revenue at medical-doctoral universities from 2006-07 to 2009-10 ranged from \$208 million to \$273 million. Our total research funding was significantly lower, ranging from \$140 million to \$204 million over the same period. It would be imprudent to base our budget on this target, due to the significant disparity between historical trends and research funding targets.

In support of the development of the *Third Integrated Plan*, colleges and schools provided their own projections of research revenue. Together, colleges and schools estimated that by 2016, Tri-Agency research revenue would be \$33 million (not including CLS). This implies that Tri-Agency funding is expected to remain at levels equivalent to 2008 research funding. In addition, colleges and schools projected a substantial decline in non Tri-Agency funding to \$83.8 million by 2016. By contrast, actual non Tri-Agency research revenue was between \$114 million and \$155 million at the University of Saskatchewan between 2008 and 2011. This scenario suggests a tradeoff between Tri-Agency and non Tri-Agency support.

For the purposes of this framework, a modest, middle-ground approach was selected based on historical data to project research revenue. This scenario falls between the other two scenarios above and will bring us closer to the President's performance target. *We are projecting modest increases in non Tri-Agency revenue up to \$198.7 million by 2016. Tri-Agency funding is expected to increase modestly by 2.2 to 2.8% annually over the third planning cycle (including CLS), up to \$54.2 million by 2016.*

#### 4.1.5 Endowment fund

Revenues in the endowment fund consist primarily of donations and investment earnings. At year-end for 2010-11, the endowment fund balance was \$205.6 million.<sup>23</sup> Given instability in the markets, in December 2011 the Board of Governors approved a reduction in the distribution of the annual amount available for spending. A two-year phased-in reduction will decrease the current spendable rate from 4.5% to 4.0%. Correspondingly, the Board also approved an elimination of the administration fee on endowed funds.

Endowment earnings are projected using the average asset base from the previous year, less the spending allocation for that year (4.25% in 2012-13 and 4.0% ongoing). The earnings are the product of the base and the long-term yield rate, less the spending allocation for the year. Our strategy is to grow the endowment base over the course of the planning cycle, however, economic volatility and changes in donation patterns across the country may present a challenge.<sup>24</sup> Donations are trending more toward annual donations rather than endowments. *Economic volatility, coupled with uncertain returns on investment result in a projection of conservative growth in the endowment fund from 2012 to 2016.*

#### 4.1.6 Capital fund

We are emerging from one of the largest capital programs in our history, with over \$1 billion invested in new construction and renovations over the last decade. Among these investments was over \$300 million for a new Health Sciences Centre, \$110 million for student housing, \$140 million in the International

Vaccine Centre, in addition to renovations to the College of Law, the Western College of Veterinary Medicine, the University Learning Centre, and Place Riel, among others. One of the features of this decade of investment is that it has been supported through a diverse array of funding sources and partnerships.

Amidst these milestones for capital planning on campus, the condition of the majority of our buildings has deteriorated. Coupled with underfunding of maintenance and increasing construction costs, this poses a challenge for the university. The proposed *RenewUS* program will provide a concerted approach to address our deferred maintenance requirements. We have budgeted for this capital priority, and for the completion of projects started in the second planning cycle and ending in the third. This framework does not attempt to anticipate projects that may be approved during the third planning cycle.

Capital revenue is difficult to project as it is generally one-time or project-based funding, derived from a variety of public and private sources. For the purpose of this document, capital revenue is projected based on expected cash flows for projects approved by the Board of Governors, in addition to the funding plan to address deferred maintenance, and requested regular increases to the provincial Sustaining Capital Grant. *At this time, a decline in overall capital funding is projected by the end of the third planning cycle based on the information available.*

## 4.2 Revenue across accounting funds

In each of our accounting funds, there are two common sources of revenue: donations and investment income. Key planning assumptions are provided below for these revenue sources.

### 4.2.1 Donations

Donation revenue is calculated based on historical distribution of donations from the last five years across fund types, and is projected annually as a percentage of the target in each fund. On average, over the last five years we have raised approximately \$30 million annually. We are grateful for the generous support of donors, which has funded many initiatives over the years, including research chairs, student aid, major capital projects and other priority initiatives. *Our goal is to continue to grow donation revenue year-over-year in order to meet the President's target of raising \$50 million annually, and we have projected donation revenue accordingly.*

### 4.2.2 Investment income

Despite our relatively strong financial position, we are not immune to external market volatility. Investment returns have a significant impact on the university's operating income, endowment funds, and on the defined benefit pension plan valuations. The major risks surrounding investment income concerns changes to the forecasted return on investment or the amount available for investment.

Based on a four-year historical average, the budget assumes that a balance of \$300 million will be available for investment. However, the potential impacts of variance in the base are high: a \$50 million reduction in the amount available for investment would result in a negative variance of \$2.6 million. Investment returns from 2012-16 are projected based on a long-term pool rate of 6.0% and fixed income pool returns of 3.0%, given the latest updates from AonHewitt as of December 2011.

Projections are driven by the diversity of our long-term and fixed income investments, and assumptions related to the base amount available for investment. The revenues from investment income (outside of the operating fund) were calculated based on the spending policy (ranging from 4.5% to 4.0%) portion of the endowed asset base, and then split among the funds based on the historical ratio from 2010-11.

*Operating investment income is projected at a stable rate over the planning cycle (despite market instability), at approximately \$11.5 million annually.*

## 5 Multi-year operating budget framework (schedule 2)

Revenue was discussed in the section above with respect to each of the university's accounting funds, including the general operating fund. The university's operating budget does not include all of the revenue in the operating fund, only major sources of revenues and expenditures for core operations. The operating budget excludes miscellaneous ancillary sales, donations, and grants other than the provincial operating grant and funding from other provinces for the Western College of Veterinary Medicine. As part of the supporting resource strategy for the *Third Integrated Plan*, the multi-year operating budget framework assists in preparation of the operations forecast each year, which is our annual funding request to the province. The projections are based on current information, and will be updated annually as part of our regular budgeting process. The detailed schedule of the multi-year operating budget framework is provided in schedule 2.

Over the course of the third planning cycle, operating expenses are projected to exceed revenues. There are four areas of significant risk for the operating budget: restraint around the provincial operating grant, limited potential tuition revenue increases, projected pension payments, and increasing operating costs, including funding capital renewal and deferred maintenance. Before adjustments, we are projecting a structural deficit of approximately \$10.5 million by 2015-16. This assumes the operating grant from the Government of Saskatchewan is provided at the level requested in the Operations Forecast 2012-13. Interim budgetary measures (i.e. use of reserve funding) and mitigating strategies will be developed in 2012-13 in order to balance the operating budget by the end of the planning cycle.

### 5.1 Operating revenue

The rate of expenditure growth is projected to exceed revenue growth in the operating budget in the third planning cycle. The consolidated revenues outside of the operating fund (and some within the operating fund) are restricted (schedule 1), and therefore cannot be used to balance the operating budget.

#### 5.1.1 Operating grant

The provincial operating grant has traditionally accounted for approximately 70% of our operating budget revenue and is projected to remain at or below that range in the next four years. Our expenses, particularly salary expenses, are projected to grow at a rate which outpaces provincial and federal revenue growth. In addition, both levels of government are planning to cut their operations over the same timeframe. This places significant pressure on one of our primary sources of funding.

The provincial base operating grant presents a risk for maintaining a balanced budget in the third planning cycle. To balance the operating budget, increases to the provincial base operating grant would be required at the level of 5.8% in 2012-13, 5.2% in 2013-14, and 4.6% in both 2014-15 and 2015-16. We will work closely with our provincial partners to address the discrepancy. *The Operations Forecast 2012-13 requested a grant increase of 5.8%, which is higher than forecasted growth in provincial revenues, projected at 4.5% or lower in 2013-14, and 4.0% in the next two years.*

#### 5.1.2 Tuition

Over the last planning cycles, tuition has accounted for approximately 21-23% of operating budget revenue. For the third planning cycle, it is projected to remain at similar levels. Tuition rates are

projected to remain at competitive levels in both graduate and undergraduate programs. After ending the tuition management policy in 2008-09, the Government of Saskatchewan chose to hold tuition rate increases to certain levels by providing additional operating grant in lieu of tuition revenue. The province may choose to continue with this strategy.

Tuition is set by our Board of Governors based on the principles of comparability, accessibility and affordability, and enabling quality education. Across the majority of our programs, tuition rates are comparable at the program level to rates at other medical-doctoral institutions with similar programs. Our undergraduate tuition rates are on average below the median rates, whereas our graduate tuition rates are well below the median. Our tuition is set with an understanding of the total cost for a student to attend university, taking into account the level of tuition along with resources such as financial aid programs and scholarships. We are committed to providing high quality programs and services. Tuition rates are set to ensure that an adequate level of resources is available to reach those objectives. We do not use tuition as a short term measure to balance the budget.

Tuition revenue is calculated based on two factors, tuition rate and enrolment. We continue to be sensitive to enrolment changes, which presents a risk in an environment where natural undergraduate enrolment levels are declining. We are poised to undertake a strategic enrolment management project in the third planning cycle. Changing provincial demographics necessitate this approach. The results of the review of degree-granting status of institutions in Saskatchewan may also have an impact enrolment, particularly for undergraduate programs. Thus, we have projected only modest enrolment growth over the planning cycle. *Tuition revenue is currently projected to increase by 7.3% in 2012-13, a combination of a 4.64% rate increase and a 2.64% enrolment increase, it is projected at 5.2% in 2013-14, and 4.5% in subsequent years (rate increases only).*<sup>1</sup> *Beyond 2012-13, enrolment projections are stable at 0% growth (pending the findings of the strategic enrolment management (SEM) project).*

## 5.2 Operating expenses

The university's operating budget expenses, which include salaries and benefits, pension payments, central utilities, library acquisitions, indirect costs of research, non-salary expenses, scholarships, research scholarly and student support, strategic initiatives, and targeted initiatives are projected to increase in the third planning cycle. *The overall rate of expenditure growth in 2012-13 is forecast at 9.8%, and 6.5% in 2013-14, and decreasing in 2014-15 and 2015-16 to 5.5%, and 4.5% respectively.*

### 5.2.1 Academic priorities

The Academic Priorities Fund (APF) represents a source of permanent and term funds dedicated to supporting fundamental change at the university. Funding of this nature provides the opportunity to maintain flexibility by supporting specific projects on a term basis and evaluating return on investments prior to committing permanent financial support. The APF will support the areas of focus in the *Third Integrated Plan*:

- Knowledge creation: innovation and impact;
- Aboriginal engagement: relationships, scholarship, programs;
- Culture and community: our global sense of place, and;
- Innovation in academic programs and services.

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<sup>1</sup> Budget projection as of March 6, 2012. Tuition rates are subject to approval of the Board of Governors.

Due to the uncertain economic climate, in the second planning cycle a number of innovative initiatives in support of the plan were funded on a term basis. A comprehensive review of these initiatives will be undertaken in early 2012 to assess outcomes, and whether permanent funding is appropriate. Over the second planning cycle, funding was allocated to the APF each year in preparation for the third planning cycle. The same funding model will ensure funding will be available to support priorities in the *Fourth Integrated Plan*. *\$3.5 million has been set aside to support priorities in the Third Integrated Plan.*

### 5.2.2 Salaries and benefits

Salaries and benefits constitute the majority of the university's operating budget costs, over 70% on average. Similar to our peer universities, particularly in western Canada, this is one of the main contributors to growth in operating expenses.<sup>25</sup> The compensation and benefit principles approved by the Board of Governors will continue to be used to guide salary and benefit decisions over the third planning cycle.

To ensure that we are able to recruit outstanding faculty and staff, we must remain competitive in all aspects of compensation, in accordance with targeted strategies for specific employee groups. For certain employee groups, market analysis shows we are on track, for others, we are at a competitive disadvantage. For the latter, balancing the financial needs of the university where analysis indicates a significant market lag, adjustments may exceed our comparators. As our competitive positioning improves, there will be less pressure on salary and benefit increases, which will be more affordable and sustainable long-term.

Salary and benefit costs are projected to increase annually as a result of our market strategy and normal salary progression. Increases and progression through the salary bands will be offset by turnover and retirement. However, turnover at the University of Saskatchewan is lower than peers at a rate of 2.9%. Turnover in the sector was 7.8% in 2010.<sup>26</sup> Our projected increases are a weighted average of aggregated costs across all employee groups and include projected increases, negotiated settlements plus normal progression, net of turnover savings. *The combined effect of all of these factors is that salaries and benefits are projected to increase overall by 6.6% in 2012-13 and by 4.5 to 4.6% in each subsequent year.*

Collective agreements are in place for all bargaining units, all will be negotiated during the third planning cycle, beginning with the Canadian Union of Public Employees Local 1975, which will expire in December 2012.

### 5.2.3 Pensions

We have a mix of defined benefit and defined contribution pension plans at the University of Saskatchewan. Given the investment returns projected and the estimated long-term bond rate, both the pension going-concern payment (long-term cost of the plan) and solvency position (ensuring sufficient assets to settle the obligations of the plan) are projected to deteriorate for all plans under all investment scenarios. Two solvency proposals are emerging: one involves the elimination of solvency payments but increasing the going concern payment; the other involves retaining the current going concern rules but requiring solvency payments over a ten year period. Payment requirements will be confirmed in December 2012.<sup>27</sup> *The most optimistic scenario will likely require a \$10 million annual pension payment over ten years commencing January 2014.*

#### 5.2.4 Capital

The Operations Forecast for 2012-13 identified the following projects as our highest priority major infrastructure projects to be completed within the next three to five years: replace #2 and #3 chillers, central cooling plant; replace boiler #2, central heating plant; replace T1 and T2 transformers (barring any unforeseen infrastructure failures). Notwithstanding the university's investment, these critical maintenance issues will require additional funding. *Over the planning cycle, a portion of operating budget funds will be allocated to address the backlog of renewal and deferred maintenance needs.*

## 6 Consultation process

In the development of this framework, sensitivity analysis was conducted to ensure realistic assumptions informed the projections, and that alternative scenarios were considered. Key macroeconomic and institutional factors (key budget drivers) were analyzed. Institutional information was provided through collaboration with various units on campus, including Financial Services, Facilities Management, Human Resources, Research, and Advancement. A committee of experts, including the Conference Board of Canada, RBC Economics and SaskTrends Monitor, provided external economic research. Consultation took place with Finance Sub-Committee and the Planning and Priorities Committee of Council, Dean's Council, the Provost's Committee on Integrated Planning (PCIP), the PCIP Advisory Committee, and our own faculty experts. The Multi-Year Budget Framework will be reviewed annually based on up-to-date information, and as part of our regular budgeting processes.

## 7 Conclusion

The Multi-Year Budget Framework supports the integrated planning process and ensures alignment of resources behind priorities in the Third Integrated Plan. Through the continuous cycle of planning and resource allocation, implementation, assessment and improvement, we are better positioned to ensure our resources are dedicated to the areas with the greatest impact for our students, staff, faculty and partners, the Province of Saskatchewan and beyond.

The development of the framework has considered the multitude of environment and institutional factors that could affect our financial position. We have identified pressures on major sources of operating revenue and expenses. In summary, the budget forecasts a set of growing financial pressures for the University of Saskatchewan. We know today that if we take no action our operating expenditures will grow more rapidly than our operating revenues. The development of this framework in conjunction with the integrated plan enables us to anticipate these types of financial challenges early on, and to make the appropriate adjustments in a timely manner over a multi-year period.

Considerable effort and consultation will be required to determine the exact implications (program and staff) of the operating budget imbalance for the University of Saskatchewan. In collaboration with the Board of Governors, senior administration, colleges, units and schools, mitigating strategies will be identified in 2012-13. This will be followed by the development of comprehensive strategies to ensure the sustainability of our operating expenses beyond this planning cycle.



## 8 References

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**Multi-Year Budget Framework: Phase 1 (Revenue)**

2011-12 to 2015-16 (expressed in \$000's)

		2011-12	2012-13		2013-14		2014-15		2015-16	
		Detailed Budget	%	Budget	%	Budget	%	Budget	%	Budget
<b>Revenue</b>										
<b>Operating fund</b>										
Base operating budget	1	420,015		463,030		490,149		511,970		534,576
Other operating	2	172,826		188,044		204,861		223,329		243,498
Operating revenue		592,841	9.8%	651,074	6.7%	695,010	5.8%	735,300	5.8%	778,075
<b>Ancillary fund</b>										
External sales and real estate		44,727		46,457		57,374		48,648		49,960
Other		201		201		201		201		201
Ancillary revenue		44,928	3.9%	46,658	23.4%	57,575	-15.2%	48,849	2.7%	50,161
<b>Student financial aid fund</b>										
Grants and donations		5,501		5,702		5,902		6,103		6,304
Spending allocation, interest and other		4,404		4,047		3,966		4,037		4,109
Student financial aid revenues		9,905	-1.6%	9,749	1.2%	9,868	2.8%	10,140	2.7%	10,413
<b>Research fund</b>										
Non-Tri-Agency funding		163,400		171,600		180,200		189,200		198,700
Tri-Agency funding		49,500		50,100		51,200		52,700		54,200
Other research funding		11,733		11,845		12,184		12,648		13,113
Research revenue		224,633	4.0%	233,545	4.3%	243,584	4.5%	254,548	4.5%	266,013
<b>Endowment fund</b>										
Donations and investment income		(7,287)		12,731		13,680		14,272		14,868
Endowment revenue		(7,287)		12,731	7.5%	13,680	4.3%	14,272	4.2%	14,868
<b>Sub-total University Revenue (less capital)</b>		<b>865,019</b>	<b>10.3%</b>	<b>953,757</b>	<b>6.9%</b>	<b>1,019,717</b>	<b>4.3%</b>	<b>1,063,108</b>	<b>5.3%</b>	<b>1,119,529</b>
<b>Capital fund</b>										
Capital revenue	3	149,462	31.0%	195,869	-33.9%	129,547	8.3%	140,360	-20.0%	112,232
<b>Total University Revenue</b>	<b>4</b>	<b>1,014,481</b>	<b>13.3%</b>	<b>1,149,626</b>	<b>0.0%</b>	<b>1,149,264</b>	<b>4.7%</b>	<b>1,203,469</b>	<b>2.4%</b>	<b>1,231,761</b>

## Notes

- For detailed multi-year operating budget, refer to Schedule 2.
- Other operating revenue includes non-credit tuition, spendable income from investments, other government agencies, and miscellaneous sales such as real estate.
- Includes projects approved by the Board of Governors and RenewUS.
- 2011-12 revenues budgeted as of December 12, 2011.

## Multi-Year Operating Budget Framework

2011-12 to 2015-16 (expressed in \$000's)

		2011-12	2012-13		2013-14		2014-15		2015-16	
		Detailed Budget	Operations Forecast %	Budget	Projection %	Budget	Projection %	Budget	Projection %	Budget
<b>Revenue</b>										
Provincial base operating grant	1	283,469	5.8%	299,976	4.5%	313,475	4.0%	326,014	4.0%	339,054
Provincial Initiative funding		12,604		24,606		31,897		35,389		38,906
Other provincial funding										
Credit and non-credit course tuition	2	95,449	7.3%	102,417	5.2%	107,742	4.5%	112,591	4.5%	117,657
Other government (WCVI)		19,317	5.8%	20,442	4.5%	21,362	4.0%	22,216	4.0%	23,105
Income from investments		8,000		11,535		11,535		11,535		11,535
Fees and other income		3,976	2.0%	4,054	2.1%	4,138	2.1%	4,226	2.2%	4,319
<b>Total</b>		<b>422,815</b>	<b>9.5%</b>	<b>463,030</b>	<b>5.9%</b>	<b>490,149</b>	<b>4.5%</b>	<b>511,970</b>	<b>4.4%</b>	<b>534,576</b>
<b>Expenses</b>										
Salaries and benefits		287,815	5.2%	302,707	4.6%	316,520	4.5%	330,879	4.6%	346,168
Pension going concern payment		1,471		2,300		5,300		10,000		10,000
Central utilities		19,993	4.2%	20,842	2.6%	21,393	2.3%	21,881	2.2%	22,360
New building space - all other				23		29		29		29
University Health Science new space	3									
Renewal				1,500		2,877		2,877		2,877
Utilities				829		1,749		1,836		1,928
Maintenance				2,144		3,968		4,088		4,211
Student Services Fund	4	788		0		0		0		0
Library acquisitions		9,124	5.0%	9,580	5.0%	10,059	5.0%	10,562	5.0%	11,090
Indirect costs of research grant		-3,212		-3,212	2.1%	-3,279	2.8%	-3,371	2.8%	-3,466
College and unit non-salary expense budgets		25,372	4.1%	26,413	2.0%	26,942	2.0%	27,481	2.0%	28,030
Scholarships		8,538		8,538		8,538		8,538		8,538
Research, scholarly and student support		1,990		1,990		1,990		1,990		1,990
Other operating costs (net)	5	18,314	4.8%	19,189	4.6%	20,072	1.7%	20,411	1.7%	20,758
		370,193		392,843		416,156		437,201		454,513
Strategic initiatives										
Academic Priorities Fund										
First and second cycles		4,458		0		0		0		0
Third cycle		2,500		3,500		3,500		3,500		3,500
Fourth cycle				1,000		2,000		3,000		4,000
Integrated plan initiatives				4,458		4,458		4,458		4,458
Initiative funded										
Medicine accreditation	6	18,910	5.2%	19,888	4.6%	20,796	4.5%	21,739	4.6%	22,744
Medicine class size expansion		16,479	3,332	19,811	3,180	22,991	2,865	25,856	2,865	28,721
Nursing program (net of positions created)		1,796	1,693	3,489	157	3,646	146	3,792	152	3,943
Other Initiatives		2,150	1,845	3,995	(297)	3,698	151	3,849	157	4,006
Student related enhancements (TRS)	7	6,329		10,098		11,415		12,541		13,718
Capital renewal				4,500		5,000		5,000		5,000
Other expenses				622		493		495		495
<b>Total</b>		<b>422,815</b>	<b>9.8%</b>	<b>464,204</b>	<b>6.5%</b>	<b>494,152</b>	<b>5.5%</b>	<b>521,431</b>	<b>4.5%</b>	<b>545,099</b>
<b>Surplus (deficit) before adjustments</b>		<b>0</b>		<b>-1,175</b>		<b>-4,003</b>		<b>-9,461</b>		<b>-10,523</b>
<b>Potential mitigating strategies</b>				<b>1,175</b>		<b>4,003</b>		<b>9,461</b>		<b>10,523</b>
<b>Surplus (deficit) after adjustments</b>				<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>
Opening balance operating reserve		15,470		15,470		15,470		15,470		15,470
Closing balance operating reserve		15,470		15,470		15,470		15,470		15,470

## Notes

- For details on the operating budget schedule, refer to University of Saskatchewan Operations Forecast 2012-13.
- Budget projection as of March 6, 2012. Tuition rates are subject to approval by the Board of Governors.
- University Health Sciences will open during the third planning cycle.
- The Student Services Fund was dissolved in 2011. Priorities are covered by Student Related Enhancements.
- Other operating costs include employee health, development and support programs, legal fees, insurance, copyright costs, and capital cost approved from operating funds.
- The annual increase is a combination of targeted funding and economic increase on all provincial grants.
- Replaces the Student Services Fund.

**UNIVERSITY COUNCIL  
BYLAWS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Carol Rodgers  
For the Bylaws Committee

**DATE OF MEETING:** March 15, 2012

**SUBJECT:** **Change to Council Bylaws re Membership of the  
Engineering Faculty Council**

**DECISION REQUESTED:**

That Council approve the changes indicated to the  
membership of the Engineering Faculty Council

**PURPOSE:**

To revise the bylaws of the Faculty Council in the College of Engineering to better reflect the current environment in which the college operates.

**CONTEXT AND BACKGROUND:**

The College of Engineering Faculty Council considered a revised membership list in September 2011 and voted in support of the changes on October 3, 2011. Dean Ernie Barber transmitted a request to the Bylaws Committee of Council for the changes in December 2011. The Bylaws Committee discussed the proposed changes at its meeting of February 6, 2012 and approved the change with one minor (typographic) change.

**CONSULTATION:**

These changes were discussed and approved in the College of Engineering Faculty Council.

**IMPLICATIONS AND FURTHER ACTION REQUIRED:**

Since membership of faculty councils is described in the Bylaws of Council (Part Three), this change constitutes a change to Council's bylaws and requires a 30-day notice of motion. Notice of motion to approve the proposed changes was brought to the February 2012 meeting of Council.

**ATTACHMENTS:**

1. Current membership of the Engineering Faculty Council, with tracked changes and rationale for the proposed changes.



**UNIVERSITY OF  
SASKATCHEWAN**

**Dean's Office, College of Engineering**  
University of Saskatchewan, 57 Campus Drive  
Saskatoon SK S7N 5A9 CANADA  
Phone: (306) 966-5454, Fax: (306) 966-5205

## **MEMORANDUM**

**To:** Gordon Zello, Chair – Bylaws Committee of University Council  
**From:** Ernie Barber, Chair – College of Engineering Faculty Council  
**Date:** December 21, 2011  
**Re:** College of Engineering Faculty Council Membership

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The College of Engineering Faculty Council is working to refine its bylaw to better reflect the current environment in which the council operates. One element of this work has been to examine the faculty council membership.

The College of Engineering Faculty Council considered a revised membership list in September 2011 and voted in support of the changes on October 3, 2011. Attached is a document that lists the existing membership, the proposed membership, and the rationale for the changes.

On behalf of the College of Engineering Faculty Council, I ask that the Bylaws Committee of University Council consider these recommendations and propose the necessary changes to University Council.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ernie Barber'.

Ernie Barber, PEng, PAg  
Dean, College of Engineering

cc: Sandra Calver, Coordinator, University Governance  
Meghan McLaughlin, Secretary – College of Engineering Faculty Council  
Elissa Aitken, Director – Academic Processes

**Recommendation to University Council  
Changes to College of Engineering Faculty Council Membership**

<b>Existing</b>	<b>Recommended</b>	<b>Explanation of the Changes</b>
(p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Engineering;	(p) Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Engineering or hold joint appointments in the College of Engineering;	<ul style="list-style-type: none"> <li>▪ Include faculty who are joint appointments to Engineering and are administratively in other colleges.</li> <li>▪ Remove reference to “full time” lecturers</li> <li>▪ Remove “extension specialists” as these appointments no longer exist.</li> </ul>
(q) Agriculture and Bioresources (2), Chemistry (2), English (1), Geological Sciences (4), Mathematics and Statistics (4), Physics and Engineering Physics (8), Computer Science (4), Business (2) and up to six other representatives from the faculty community as recommended by the Executive Committee;	(q) a faculty representative from each of Agriculture and Bioresources, Chemistry, Geological Sciences, Mathematics and Statistics, Computer Science, Biology and Edward School of Business;	<ul style="list-style-type: none"> <li>▪ Reduce number of representatives to one from each body.</li> <li>▪ Remove the representative from English as the Graham Centre delivers most communications classes in engineering programs.</li> <li>▪ Update the name of the Edwards School of Business.</li> <li>▪ Separate out Physics and Engineering Physics membership given the unique relationship to the College of Engineering</li> </ul>
	(r) Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers in the Department of Physics and Engineering Physics who deliver the Engineering Physics program;	<ul style="list-style-type: none"> <li>▪ Implement a model that allows the membership to evolve to include the number of members who directly support the engineering physics program.</li> <li>▪ The new College of Engineering Faculty Council Bylaws are expected to provide additional direction about how these faculty are determined.</li> </ul>
(r) Six full-time Engineering undergraduate students and two full-time Engineering graduate students will be entitled to attend and vote on non-confidential matters at meetings of the Faculty.	(s) Two representatives from the undergraduate student association as voting members and the president of each engineering undergraduate program students association as non-voting members.	<ul style="list-style-type: none"> <li>▪ Automate the process for appointing undergraduate student representatives by linking the representatives to formal positions in existing undergraduate student associations.</li> <li>▪ The new College of Engineering Faculty Council Bylaws are expected to provide additional direction about how these representatives are determined.</li> </ul>
	(t) Two Engineering graduate student representatives as voting members.	<ul style="list-style-type: none"> <li>▪ The new College of Engineering Faculty Council Bylaws are expected to provide additional direction about how these representatives are determined.</li> </ul>

**UNIVERSITY COUNCIL  
BYLAWS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Carol Rodgers  
For the Bylaws Committee

**DATE OF MEETING:** March 15, 2012

**SUBJECT:** **Change to Council Bylaws re Membership and Terms of Reference of the Teaching and Learning Committee**

**DECISION REQUESTED:**

That Council approve the changes indicated on the attached to the membership and terms of reference of the Teaching and Learning Committee

**PURPOSE:**

- 1) To revise the membership of the Teaching and Learning Committee to reflect the creation of the position of Vice-Provost Teaching and Learning, and to include both this position and the position of Director of the Centre for Discovery in Learning as ex-officio members.
- 2) To update the language in the terms of reference to bring them into line with contemporary national and international usage describing research in the area of teaching and learning.
- 3) To provide for the receipt and review of reports from related administrative and research units whose mandates are relevant to the work of the committee.

**CONTEXT AND BACKGROUND:**

These proposed changes arose out of discussions within the Teaching and Learning Committee about the benefits of developing a closer relationship with the Centre for Discovery in Learning, and led to a review of the committee's membership and terms of reference.

**CONSULTATION:**

These changes were discussed and approved by the Teaching and Learning committee in early February, 2012, and forwarded to the Bylaws Committee of Council, which passed a motion to recommend them for approval at its meeting of February 6, 2012.



## **IMPLICATIONS AND FURTHER ACTION REQUIRED:**

Since membership of council committees is described in the Bylaws of Council (Part Two), this change constitutes a change to Council's bylaws and requires a 30-day notice of motion. Notice of motion to approve the proposed changes was brought to the February 2012 meeting of Council. As a result of comments received at and subsequent to that meeting some slight changes have been made to the version of the terms of reference circulated in February, as follows:

- The vice-provost teaching and learning will replace the provost on the committee;
- The word 'effectiveness' has been added to the first term of reference;
- The last term of reference has been revised to make it refer more generically to reports, rather than naming individual centres.

## **ATTACHMENTS:**

1. Draft (with tracked changes) to the TLCC terms of reference and membership.

## Revised draft of change to TLCC terms of reference and membership

### TEACHING AND LEARNING COMMITTEE

#### Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

One sessional lecturer

One graduate student appointed by the G.S.A.

One undergraduate student appointed by the U.S.S.U.

#### Ex Officio

~~Provost & Vice-President Academic~~

~~Vice-provost Teaching and Learning~~

Associate Vice-President Student and Enrolment Services

Dean of Libraries

Director of the Centre for Continuing and Distance Education

Director of the University Learning Centre

Director of Educational Media Access and Production

Director of the Centre for Discovery in Learning

President (non-voting member)

Chair of Council (non-voting member)

#### Administrative Support

Office of the University Secretary

### The Teaching and Learning Committee is responsible for:

- 1) Recommending to Council policies, programs and activities related to the enhancement, effectiveness and evaluation of teaching and learning at the University of Saskatchewan.
- 2) Encouraging the adoption of new learning modes, strategies and technologies.
- 3) Encouraging the development of community-based learning opportunities including service learning and work experience.
- 4) Promoting ~~research on effectiveness and evaluation~~ the scholarship of teaching and learning.
- 5) Receiving and reviewing reports from the Centre for Discovery in Learning, the Gwenna Moss Centre for Teaching Effectiveness, the Centre for Continuing and Distance Education and the University Learning Centre on matters relating to teaching and learning.

**Summary of the rationale for this change:**

The Teaching and Learning Committee recently discussed the benefits of developing a closer relationship with the Centre for Discovery in Learning. This Centre is a research centre created to build capacity and generate outcomes in the scholarship of university teaching and learning. It is tied directly to a key university initiative and is a cross-university centre affiliated with the University Learning Centre. The activities of this centre are tied closely with the Committee's mandate and the Centre would be a valuable resource for the Committee.

The committee agreed to request the following changes to membership and terms of reference:

1. That the director of the Centre for Discovery in Learning be made an ex-officio member of TLCC. Inviting the director to join the committee would institutionalize the relationship. Other directors, such as CCDE and ULC, are on Council committees. At present, the CDL director is a volunteer position held by a faculty member who is active in teaching and learning, appointed through the University Learning Centre.
2. That item four of the TLCC mandate be revised to replace "research" with the broader and more appropriate term of "scholarship". We would like this sentence to read "Promoting the scholarship of teaching and learning." This terminology change would bring these terms of reference in line with contemporary national and international usage describing research in the area of teaching and learning.
3. That an item be added to mandate to ask that the Centre provide an annual update to the Committee about its activities and research findings.

At the recommendation of the Bylaws Committee, the mandate to review reports was made more generic to allow the committee to review any report relating to teaching and learning.

**UNIVERSITY COUNCIL  
BYLAWS COMMITTEE  
REQUEST FOR DECISION**

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**PRESENTED BY:** Carol Rodgers  
For the Bylaws Committee

**DATE OF MEETING:** March 15, 2012

**SUBJECT:** **Change to Council Bylaws re Name change for the  
Bylaws Committee of Council**

**DECISION REQUESTED:**

That Council approve a change of name for the Bylaws Committee of Council, to the Governance Committee of Council, as well as consequent changes to the Bylaws of Council.

**PURPOSE:**

To reflect more clearly the work of the committee of Council charged with overseeing bylaws, regulations, rules and procedures, with advising Council on the constitution of the nominations committee, and with providing advice to Council and its chair concerning interpretation of the powers and authority of Council under the Act and concerning the role of the chair.

**CONTEXT AND BACKGROUND:**

In reviewing its terms of reference, the Bylaws Committee has reached the conclusion that it has a broader mandate than its name would suggest. While the committee's terms of reference include review of Council's bylaws, they are not limited to bylaws; in fact only two of its nine terms of reference refer to bylaws.

**CONSULTATION:**

At its January 6 meeting, the Bylaws Committee approved a motion to seek the change to its name, pending advice from the Coordinating Committee of Council. Members of Coordinating Committee discussed this at their January 12 meeting and were in agreement that this change should be proposed to Council. Notice of motion for this change to the bylaws was given at the February meeting of Council/

**IMPLICATIONS AND FURTHER ACTION REQUIRED:**

There are a number of consequential (housekeeping) amendments that would need to be made to Council's Bylaws to correct internal references to the Bylaws Committee. A request to approve these consequential amendments is included as part of this motion.

**ATTACHMENTS:**

1. Current terms of reference for the Bylaws Committee, with tracked changes.

### **III. GOVERNANCE BYLAWS COMMITTEE**

#### **Membership**

Three elected members of Council, one of whom will be Chair  
The President's designate  
Chair of Council  
Chair, Academic Programs Committee of Council  
Chair, Planning and Priorities Committee of Council

#### ***Ex Officio***

University Secretary

#### ***Administrative Support***

Office of the University Secretary

### **The Bylaws Governance Committee is responsible for:**

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising Council with respect to its responsibilities and powers under the University of Saskatchewan Act, 1995 and recommending to Council on proposed changes to the Act.
- 6) Nominating members and Chair of the Nominations Committee of Council.
- 7) Providing advice to the Chair of Council on the role of the Chair.
- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of the University of Saskatchewan Act 1995, to deal with allegations of academic misconduct on the part of students.
- 9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of the University of Saskatchewan Act 1995.

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Len Proctor, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** March 15, 2012

**SUBJECT:** **Edwards School of Business: revision to admission requirements and related program changes for the Aboriginal Business Administration Certificate**

**DECISION REQUESTED:**

*It is recommended:*

That Council approve revision to admission requirements and related program changes for the Aboriginal Business Administration Certificate, effective September 2012

**PURPOSE:**

Under the University of Saskatchewan Act 1995, decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by Senate. This motion will be presented to the Spring, 2012 meeting of University Senate for confirmation.

**SUMMARY:**

The Aboriginal Business Administration Certificate was approved three years ago as a 48-credit-unit two-year Certificate of Proficiency. On completion, students can transfer to the Bachelor of Commerce degree program.

This proposal recommends the revision of admission requirements for the Aboriginal Business Administration Certificate to allow Aboriginal students with more than 9 credit units of university-level courses to be eligible for admission. At present, qualified and interested students have been turned away from the certificate program because they had already completed more than 9 credit units of university courses. The revised entrance requirements will permit students to enter from high school, as transfer students, or as mature students. Several changes in program offerings and requirements are also being made to accommodate these students.

Program director Brooke Klassen discussed the admission change and program changes with the Academic Programs Committee at its February 29 meeting. The Committee agreed that approval of these changes should be recommended to Council.

**ATTACHMENTS:**

Request from Edwards School of Business..



## MEMORANDUM

**TO:** Cathie Fornssler, Secretary to the Academic Programs Committee of Council

**FROM:** Alison Renny, Associate Dean Undergraduate Programs  
Edwards Undergraduate Curriculum Committee

**DATE:** January 26, 2012

**RE:** Proposed Curriculum Changes

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The faculty at the Edwards School of Business Are requesting approval from the Academic Programs Committee of Council for the following curriculum changes:

1. Aboriginal Business Certificate Program (ABAC) admission and program changes (attached)
2. New course proposal: COMM 398.3, Special Topics: Financial Statement Analysis (new course proposal attached)  
Other Considerations/Implications:  
Add to the Accounting functional area for Management Major.  
Note: Students may receive credit for all of COMM 321, 323 and COMM 398.
3. New course proposal: COMM 398.3, Special Topics: International Business Topics (new course proposal attached)
4. Minor Prerequisite Changes: Add "Permission of the department required." to:  
COMM 343.3, COMM 489.3, COMM 371.3, COMM 393.3, COMM 395.3, COMM 465.3,  
COMM 471.3, COMM 491.3, COMM 493.3, COMM 495.3

The above changes have been approved by the Edwards Undergraduate Curriculum Committee on January 9, 2012 and by the Edwards faculty on January 25, 2012.

**Contact Person:** A. E. Renny, Associate Dean, 966-4785, [renny@edwards.usask.ca](mailto:renny@edwards.usask.ca)

Regards,

A handwritten signature in blue ink, appearing to read 'A. E. Renny'.

Alison Renny



## Aboriginal Certificate Program (ABAC): Changes to Program and Admissions Standards

The Undergraduate Program Office is asking Edwards faculty to approve changes to changes to the ABAC program of study and to ABAC admission standards. The ABAC program is a certificate of proficiency.

Changes to the admission standard are being proposed for two reasons. The first is to make it easier to admit students of First Nations, Metis or Inuit ancestry to the program. The second is to more closely align ABAC admission standards with University admission standards. Changes to admission standards have necessitated a corresponding change the ABAC program.

Many aboriginal students who have an interest in pursuing business studies have been ineligible for admission under the current admission standards. The Associate Dean, Undergraduate, the Rawlco Director and the Undergraduate Program Advisors have met a number of times to determine a solution to this problem. Our desire is to reach out to aboriginal students and provide a more flexible admission hurdle. Our proposed changes to the admission standards necessitate a corresponding change to the ABAC program to ensure student success and to allow students to use ABAC as a pathway program to the B. Comm. Degree.

Approved Admission Standards to ABAC (2011):	Proposed Admission Standards to ABAC (Starting 2012):
<p><b>Direct Entry Admission</b> Applications must meet the following criteria:</p> <ul style="list-style-type: none"> <li>○ First Nations, Metis or Inuit ancestry</li> <li>○ Complete Grade 12 standing preferably with evidence of successful completion of MATH B30 and MATH C30</li> <li>○ Minimum university entrance average (currently 70% for Arts &amp; Science)</li> <li>○ <b>No more than 9 transferable credit units of post-secondary education</b></li> </ul>	<p><b>Direct Entry Admission</b> Applicants must meet the following criteria:</p> <ul style="list-style-type: none"> <li>○ First Nations, Metis or Inuit ancestry</li> <li>○ Complete Grade 12</li> <li>○ Students must have a minimum of Math A30 (Foundations of Math 20 or Pre-Calculus 20) however, evidence of the successful completion of MATH B30 and completion of MATH C30 (Foundations of Mathematics 30) is highly recommended</li> <li>○ Minimum university entrance average (70%)</li> </ul>
<p><b>Special Targeted Admission</b> Students who do not meet the criteria for Regular Admission may be considered for Special Targeted Admission. For Special Targeted Admission, students must be at least 19 years of age and have completed no more than 18 credit units of post-secondary education. However, Edwards will only consider those students who have <b>no more than 9 credit units of post-secondary education that are transferable to the ABAC program</b>. Admission to the ABAC Program under the Special Targeted Admission category will be determined by the Edwards Undergraduate &amp; Certificate Programs Office.</p>	<p><b>Transfer Admission</b> Applicants must meet the following criteria:</p> <ul style="list-style-type: none"> <li>○ First Nations, Metis or Inuit ancestry</li> <li>○ Complete Grade 12 standing with evidence of the successful completion of MATH B30. Completion of MATH C30 (Foundations of Mathematics 30) is highly recommended</li> <li>○ Have attempted 18 or more credit units of transferable post-secondary level studies</li> <li>○ Minimum university transfer average (60%)</li> <li>○ Transfer credit will not be rewarded for any <b>cohort classes</b> in the program.</li> </ul> <p><b>Mature Admission</b> Applicants must meet the following criteria:</p>

<p>For Special Targeted Admission, applicants must meet the following criteria:</p> <ul style="list-style-type: none"> <li>○ First Nations, Metis or Inuit ancestry</li> <li>○ Complete Grade 12 standing with evidence of successful completion of MATH A30</li> </ul> <p>Special targeted Admission applicants must include:</p> <ul style="list-style-type: none"> <li>○ A U of S application form</li> <li>○ Proof of age</li> <li>○ An official high school transcript</li> <li>○ A written submission demonstrating capacity to undertake university-level studies and a commitment to educational goals</li> <li>○ Personal profile indicating the applicant's interest in business and applicable experience</li> <li>○ Students may be required to attend an interview at the request of Edwards</li> </ul>	<ul style="list-style-type: none"> <li>○ First Nations, Metis or Inuit ancestry</li> <li>○ Twenty one years of age by the first day of classes</li> <li>○ Canadian citizen or a landed immigrant</li> <li>○ Entering the first year of study. Applicants who have completed 18 credit units or more of university-level credits are not eligible to apply for Mature Admission</li> </ul> <p>Applicants must submit the following information:</p> <ul style="list-style-type: none"> <li>○ An application for admission form</li> <li>○ Proof of age (e.g. photocopy of birth certificate or driver's license)</li> <li>○ A written request for Mature Admission. The written submission should demonstrate capacity to undertake university-level studies and a commitment to educational goals. The request must include the college to which admission is sought (Edwards School of Business); why this area of study has been chosen and a summary of work and personal experience since leaving school</li> <li>○ A current resume</li> <li>○ Copies of supporting documents covering any non-credit programs completed (e.g. Business College, job-related courses, Adult Basic Education, General Equivalency Diploma) should be included with the written submission.</li> </ul> <p>Submission of any official transcripts for Grade 12 subjects or courses completed at a recognized post-secondary institution.</p>
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### **Current Approved ABAC Program Plan 2011:**

<b>Term 1 (Sept-Dec)</b>		<b>Term 2 (Jan-April)</b>	
c	COMM 119.3		3cu of Social Sciences or Humanities
i	ECON 111.3	i	ECON 114.3
i	One of ENG 111, 112, 113, 114.3	c	COMM 105.3
c	COMM 101.3	c	COMM 100.3

<b>Term 3 (Spring/Summer)</b>
Math Prep OR Equivalent of Math B30 & C30
OR COMM 280.0 (Business Coop)
OR Independent work placement, school, etc

<b>Term 4 (Sept-Dec)</b>		<b>Term 5 (Jan-April)</b>	
c	MATH 104.3	c	MATH 110.3
i	COMM 204.3	i	COMM 104.3
c	COMM 201.3	c	COMM 203.3
i	COMM 211.3	i	COMM 347.3 (or COMM 342 or 345)
c	½ COMM 120.0	c	½ COMM 120.0

Legend: i = integrated class c = cohort class

There have been some changes/adjustments to the program plan this year due to B. Comm. curriculum change and course offerings.

### COMM 119.3

Previously ABAC students were required to complete COMM 109.0 and COMM 110.0. However, COMM 109 and 110 have been replaced by COMM 119 at the undergraduate level and we decided to start new ABAC students in COMM 119.3 to more closely align ABAC with the B. Comm. Program. The inclusion of COMM 119.3 necessitated the removal of 3 credit units of social sciences/humanities.

We also decided to remove COMM 115.0 this year as we felt COMM 119.3 provides the same information/tools for students.

### MATH 110.3

Previously Math 110.3 had an offering that extended across both terms; however, it was not available this year and adjustments needed to be made. We decided that to help ensure the success of Math 110.3 (now in a shorter work time) we would have students complete Math 104.3 in Term 1 of their 2<sup>nd</sup> year of study. These changes caused an extra three credits in their 2<sup>nd</sup> year. We removed COMM 306.3, as we considered the other courses in Term 2 to be necessary for a complete business program experience.

### Proposed ABAC Program Plan 2012:

	Term 1 (Sept-Dec)		Term 2 (Jan-April)
c	COMM 119.3		3cu of Social Sciences or Humanities
i	ECON 111.3	i	ECON 114.3
i	One of ENG 111, 112, 113, 114.3	c	COMM 105.3
c	COMM 101.3	c	COMM 100.3
c	COMM 115.0 Business I (Math Skills, English Writing Skills, Group Work)		
	12 credit units		12 credit units

No Spring/Summer Courses
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	Term 3 (Sept-Dec)		Term 4 (Jan-April)
c	MATH 104.3 or MATH 102.3	c	COMM 104.3
c	COMM 204.3	c	COMM 203.3
c	COMM 201.3	c	COMM 211.3
i	3 cu of Social Sciences or Humanities	i	Sr. COMM Elective.3*
c	COMM 120.0 Business II		
	12 credit units		12 credit units

Legend: i = integrated class c = cohort class

In Year Two, students in good standing will be allowed to take five classes per term with advisor approval.

\* A Senior COMM elective will be chosen in conjunction with an academic advisor

**COMM 115.0:**

COMM 115.0 was approved as a part of the original ABAC curriculum. We recommend that COMM 115.0 be redesigned to provide assistance to ABAC students to get math tutoring, go on business visits and have the opportunity to attend workshops put on by our staff. COMM 115 provides an additional opportunity to incorporate the best practices of a learning community.

**MATH 102.3**

This class is currently only offered at St. Peter's College. However, the intention is to have MATH 102.3 available in Saskatoon in 2012-2013. It is intended for students who do not have appropriate prerequisites from high school. Professor Raj Srinivasan, Department Head of Mathematics and Statistics, indicates that MATH 102 could be used to satisfy high school math requirements for admission purposes to the B.Comm program. Students would have the option to complete MATH 102 or MATH 104, depending on their level of math

**MATH 104.3**

MATH 104 is a calculus course that unfolds at a slower pace than MATH 110.3. This class (with a grade of at least 65% and along with MATH B30) currently can be used to satisfy high school math requirements for admission to the B.Comm. program.

**Social Sciences or Humanities (Term 3)**

Students will not be required to complete two math classes. The space opened in the program allows for an additional social science or humanity elective.

**Senior COMM Elective (Term 4)**

Originally this class was COMM 347.3 (or COMM 342.3 or 345.3). We are recommending that students be allowed freedom of choice for this COMM elective. This change offers students the opportunity to customize their certificate more closely to their areas of interest.

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Len Proctor, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** March 15, 2012

**SUBJECT:** **Academic Courses Policy: late withdrawals from courses and Withdrawal Failure (WF) grade comment**

**DECISION REQUESTED:**

*It is recommended:*

That Council approve a change to the academic courses policy to prevent late withdrawals from courses and delete the Withdrawal Failure (WF) grade comment.

**PURPOSE:**

University Council approves revisions to university policies relating to academic courses.

**SUMMARY:**

Over the last several years, the university has worked to simplify and streamline its grading systems. The purpose of this change is to simplify grading practices when a student leaves or abandons a course.

At present, there are three different practices when a student abandons a course – a Withdrawal (W) when a student drops a course before the Withdrawal deadline (Nov. 15 and March 15 for term courses, Feb. 15 for two-term courses); a failing grade and Withdrawal Failure (WF) grade comment when a student withdraws from a course after the Withdrawal deadline but before the examination period begins; and a failing grade and Incomplete Failure (INF) grade comment when a student does not complete the course requirements or misses the final exam.

The proposed change prevents late withdrawals from courses and eliminates the Withdrawal Failure grade comment. A student who abandons a course after the withdraw deadline would simply receive a failing grade and Incomplete Failure (INF) grade comment after they do not complete course requirements or miss the final examination. Students who abandon their courses due to catastrophic personal circumstances can still appeal to their college for retroactive withdrawals.

The Academic Programs Committee discussed this policy change at its February 29, 2012 meeting and agreed to recommend approval to Council.

**ATTACHMENTS:**

Chart showing changes to the Academic Courses policy and memo of January 30, 2012 from Russ Isinger, Registrar.

**Proposed Revisions:**

*University of Saskatchewan Academic Courses Policy on course delivery, examinations & assessment of student learning*

Policies	Rules and Procedures	Revise to	Rationale and impact
<b>2. Examinations</b>			
c) Final examinations			
ii) Final examination period and scheduling of final examinations			
	<p><b>Warning about withdrawal:</b> Once the final examination period for a term has begun, students cannot withdraw from courses.</p>	<p><b>Warning about withdrawal:</b> Students cannot withdraw from courses after the academic penalty deadline for a given term</p>	<p>This change will simplify grading decisions for students and for instructors. It prevents late withdrawal from courses</p>
<b>3. Student assessment issues and special circumstances</b>			
a) Final grade alternatives and comments			
	<p><b>Definition:</b> ... Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:</p> <ul style="list-style-type: none"> <li>• aegrotat standing (AEG)</li> <li>• incomplete failure (INF)</li> <li>• withdrawal failure (WF)</li> <li>• deferred final examination granted (DEFG)</li> <li>• special deferred final examination granted (SPECDEFG)</li> <li>• supplemental final examination granted (SUPPG)</li> <li>• supplemental final examination written (SUPP)</li> <li>• special supplemental final examination granted (SPECSPG)</li> <li>• special supplemental final examination</li> </ul>	<p>Delete</p> <ul style="list-style-type: none"> <li>• withdrawal failure (WF)</li> </ul>	<p>This change eliminates the Withdrawal Failure grade comment. Students who abandon the class after the Withdraw deadline (Nov. 15 or March 15 for term classes) will receive an Incomplete Failure (INF) after they do not complete course requirements or miss the final examination.</p> <p>Students who experience catastrophic personal circumstances after the Withdraw deadline can appeal to their college for a Retroactive Withdrawal and</p>

	written (SPECSUP)		the transcript would be changed to show the course as a W (Withdrawal)
<b>c) Withdrawal failure</b>			
If a student withdraws from a class after the withdraw deadline, this is indicated on their transcript as a Withdrawal Failure.	<p>Withdrawal Failure is a grading alternative which appears permanently on a student's transcript as a WF. This can impact the calculation of a student's Cumulative Weighted Average.</p> <p>The grade comment WF will be accompanied by an assigned percentage grade which factors in a grade of zero for any remaining coursework and the final examination. Even if such an assigned grade results in a passing final percentage grade, a final failing grade of 49% will be recorded along with the grade comment of WF (Withdrawal Failure).</p> <p><b>College of Graduate Studies &amp; Research:</b> The College of Graduate Studies and Research has higher passing grade thresholds for its programs than do undergraduate courses. The grade comment WF will be accompanied by an assigned percentage grade which factors in a grade of zero for any remaining coursework and the final examination. Even if such an assigned grade results in a passing final percentage grade, a final failing grade of 59 % will be recorded along with a grade comment of WF (Withdraw Failure)</p>	This description will be deleted.	Section (e) which defines <b>Incomplete Course Work (assignments and/or examinations)</b> remains in effect.

TO | **Academic Programs Committee**

FROM | **Russell Isinger, Registrar and Director of Academic Services**

SUBJECT | **Elimination of the Withdrawal Failure grade comment in the Academic Courses Policy**

DATE | **January 30, 2012**

After discussion with the Associate Deans and the academic advisors of the colleges, it is our recommendation that s.2.c.ii of the Academic Courses Policy, under Warning About Withdrawal, be amended to state “Students cannot withdraw from courses after the academic penalty deadline for a given term.”, and that s.3.c of the Academic Courses Policy, which outlines the Withdrawal Failure (WF) grade comment, be deleted, effective May 1, 2012.

Prior to the introduction of the SiRIUS student information system in May 2005, students could withdraw (and fail) from courses at any time after the academic penalty deadline for a given term right up until the day of their final examination. With the introduction of SiRIUS, a decision was taken that in consultation with the colleges that once the final examination period for a term had begun, students could no longer withdraw from courses. The Academic Courses Policy reflects this decision, and SiRIUS enforces it.

Due to this change in 2005, for students in three credit unit courses where the academic penalty deadline is November 15 or March 15, there is a just under three week window for students to withdraw, fail, and earn a WF grade comment in their course (for a six credit unit course where the academic penalty deadline is February 15 the window is longer, but the number of six credit unit courses is diminishing every year). The resulting failing grade, however, is essentially the same as a student who, after the final examination period begins, simply chooses not to complete the course and earns a grade comment of Incomplete Failure (INF). So both students receive a calculated failing grade and a grade comment which indicates that the failing grade was due to failure to complete the course.

In discussions with the Associate Deans and the academic advisors, a consensus was reached that as the result was essentially the same in both cases – failure in the course due to failure to complete – it made more sense to prevent students from withdrawing after the academic penalty deadline and have one grade comment – INF – cover all situations of students failing to complete the course. It was also felt that being prevented from withdrawing from the course might serve to focus some students’ attention to the extent that they might bear down and work harder, seek out available academic or other counseling or help, and perhaps they might in fact end up passing the course.

As well, the actual assignment of the WF grade comment in SiRIUS causes some confusion for instructors and staff, as the comment is not automatic and has to be manually placed on the student’s record as part of grade entry. Every year Registrarial Services staff clean up quite a few student records where passing grades have the WF grade comment attached, and where withdrawals have occurred after the academic penalty period and no WF grade comment is attached. Eliminating the WF grade comment will eliminate this confusion and the cleanup that results.



It should be noted that this change will in no way affect the ability of students who fail to complete a course for reasons beyond their control (for example, due to illness, a disability, a death in the family, or similar medical/compassionate reasons) to appeal to their college to have their grade changed to a Withdrawal (W), a grade that has no effect on their average or progression. In order to be more transparent about academic and financial appeals, Student Central Support Services will be launching a new appeals channel in PAWS to coincide with this change in the Academic Courses Policy, if approved, and will be widely communicating about the change.

I look forward to a discussion of this proposal at the next Academic Programs Meeting.

Yours respectfully,

A handwritten signature in black ink that reads "Russell Isinger". The signature is written in a cursive style with a large, prominent initial "R".

Russell Isinger

University Registrar



UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
FOR INFORMATION ONLY

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**PRESENTED BY:** Len Proctor, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** March 15, 2012

**SUBJECT:** **Items for Information:**  
**Agriculture and Bioresources: Change of name of Minor to  
Minor in Agribusiness Entrepreneurship**  
**Pharmacy and Nutrition: Temporary change in Nutrition  
admission quota**  
**Medicine: Change in program credit units due to change in  
genetics course**

**COUNCIL ACTION:** For information only

**SUMMARY:**

The following items were approved by the Academic Programs Committee at its meeting of February 29, 2012 and are reported to Council for information:

1. Agriculture and Bioresources: Change of name of Minor to Minor in Agribusiness Entrepreneurship. The College of Agriculture and Bioresources requested a change in the name of its Minor in Food and Bioproducts Entrepreneurship to Minor in Agribusiness Entrepreneurship. Council has delegated to Academic Programs Committee the authority to approve names of Minor programs.
2. Pharmacy and Nutrition: Temporary change in Nutrition admission quota  
Permanent changes to admission quotas are approved by Council and confirmed by Senate. This change is a temporary one due to internship placement requirements. It will be reported to Senate for information.
3. Medicine: Change in program credit units due to change in genetics course.  
Some recent course changes in the College of Medicine approved by the University Course Challenge have had the result of making the MD program one-credit-unit shorter. This change was reported to Academic Programs Committee for information.

**ATTACHMENTS:**

Name Change form from College of Agriculture and Bioresources  
Memo about temporary change in Nutrition quota  
Memo about change in genetics teaching



**Office of the University Secretary**

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**Request for Change of Name**

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Department of Bioresource Policy, Business and Economics

Date: December 1, 2011

College:  Agriculture and Bioresources

College approval date:  November 2011

Proposed effective date of the change: 2012/13 Calendar

**1. Proposed change of name**

	<b>From:</b>	<b>To:</b>
<b>College</b>		
<b>Department</b>		
<b>Program name</b>		
<b>Degree name</b>		
<b>Name of Field of Specialization (major, minor, concentration, etc)</b>	<b>Minor in Food and Bioproducts Entrepreneurship</b>	<b>Minor in Agribusiness Entrepreneurship</b>
<b>Course label (alphabetic)</b>	<b>n/a</b>	<b>n/a</b>
<b>Building</b>	<b>n/a</b>	<b>n/a</b>
<b>Street</b>		
<b>Other</b>		

## **2. Documentation**

### **Rationale**

The Food and Bioproducts Entrepreneurship title was selected prior to college and department name changes, and was meant to differentiate it from the Edwards Entrepreneurship label. Since that time, the College name was changed to include 'bioresources' and the Food and Applied Microbiology department name changed to Food and Bioproduct Sciences. This change in particular has caused confusion for both students and within the university community and the minor is often mistakenly linked with the FBS Department. This change in title creates a more obvious link to the department with academic authority for it.

### **Impact of the change**

Changing the title of the Food and Bioproduct Entrepreneurship minor to Agribusiness Entrepreneurship more clearly represents the content of the minor to prospective students and the expertise of its graduates to employers.

### **Costs**

Technical changes in Sirius will be required to change the title of the field of specialization. No course labels will be changed.

### **Consultation**

## **3. Review and Approval Authority**

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email [university.secretary@usask.ca](mailto:university.secretary@usask.ca)

FEB 13 2012

110 Science Place, Saskatoon SK

S7N 5C9 Canada

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Web Site: <http://www.usask.ca/pharmacy-nutrition/>

February 7, 2012

Dr. Len Proctor  
Chair, Academic Programs Committee  
University of Saskatchewan

Dear Dr. Proctor:

The College of Pharmacy and Nutrition wishes to make you aware of a temporary change in the admission quota for the Nutrition Program in the College of Pharmacy and Nutrition. Since 2004 we have admitted 28 students to the first year of the nutrition program. The last year of the Nutrition program consists of NUTR 530.33 which is referred to as the internship year and is entirely experiential. We have an agreement with the Saskatoon Health Region and the Regina Qu'Appelle Health Region for the internship program and their capacity is 12 students each. As a result of a lower than expected attrition rate in the last few years as well as a number of students who split years for academic or medical reasons we have a total of 31 students entering NUTR 530.33 for the 2012-2013 academic year and our projected number of students based on this lower attrition rate is above the health region capacity of 24 for the following two years.

We are currently working on solutions with the health regions to manage the increased load for the next two and possibly three years. It will take time to assess whether health region capacity can be increased in the long term or whether we need to make permanent adjustments in our admission quotas. Understandably, the health regions would like some indication that we are seriously addressing this issue and one way of doing this is to reduce our admission quota for 2012-2013 to 26 students. We currently reserve 4 spaces for non-residents of SK and two SK resident spaces are reserved for aboriginal students. This will remain the same. The admission deadline is February 15, 2012 and we have indicated on our website that we will be admitting 26 students for the coming academic year.

If you have any questions, please do not hesitate to contact me at 966-6330 or [yvonne.shevchuk@usask.ca](mailto:yvonne.shevchuk@usask.ca).

Sincerely,



Yvonne M. Shevchuk, Pharm.D.  
Associate Dean (Academic)

YMS:jh

cc-David S. Hill, Dean of Pharmacy and Nutrition  
-Gordon Zello, Head, Division of Nutrition and Dietetics



UNIVERSITY OF  
SASKATCHEWAN

Office of the University Secretary  
212 College Building 107 Admin Place  
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Phone: (306) 966-4632 Fax (306) 966-4530

## MEMORANDUM

TO: Academic Programs Committee  
FROM: Cathie Fornssler, Committee Coordinator  
DATE: February 20, 2012  
RE: **Item for Information**

In the [December, 2011 University Course Challenge](#), the following new course was approved:

**Med 110.1 Medical Genetics**

One hour lecture per week

Students gain an appreciation of genetic factors involved in determining the health and illness of individuals, populations, principles and knowledge of genetics.

Rationale: We are moving Medical Genetics teaching from Year 2 to Year 1.

Dr. E. Lemire, Course Coordinator

It should also have been noted that as a result of this change, the College also intended to delete its second-year course, MED 206.2 Genetics. This deletion was reported at an item for information in the [February, 2012 University Course Challenge](#).

The impact of this change is that the Medicine program is now one credit unit shorter than it used to be – 170 credit units instead of 171. This change has no effect on student tuition or on the overall length of the Medicine program. However, based on the program approval procedures of Council, this change in the length of a program should have been approved by APC and by University Council, rather than through the University Course Challenge procedure.

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