



# University of Guelph

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## [2011/2012 Integrated Plan and Preliminary MTCU Operating Budget]

**For the Fiscal Year May 1, 2011 to April 30, 2012**

[April 20, 2011 ]

# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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## 1 Integrated Planning

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Guelph's position as a leading university is the direct result of careful institutional planning. The past decade has not been an easy one for Ontario universities: support commitments have fallen, while demands placed on the system have continued to increase. Despite these challenges, and perhaps in part because of them, a spirit of innovation and dedication has driven Guelph to achieve major successes and the University's national and international reputation has progressively risen to new heights.

Since the publication in 1995 of the strategic plan *Making Change*, the University has developed a clear and effective focus on enrolment management that helped it cope successfully with challenges like the double cohort and recent graduate expansion. We created a strategic research plan that has been fundamental in our significant success in Canada Foundation for Innovation (CFI), Canada Research Chairs (CRCs), Centres of Excellence programs and our continued success with the funding councils, the Canada Council and with the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA). We developed three regional innovation centres for applied research, diploma education and outreach, and the University of Guelph-Humber in the northwest of Toronto. We enhanced our reputation as a leading institution in innovative teaching and supported learning. And we promoted development of students inside and outside the classroom. Achievements like these, and the attitudes and approaches they demonstrate, have created a unique atmosphere on campus which is recognized by staff, students and faculty and often observed by visitors.

These operational successes confirm and validate our strategic vision, and reflect a careful and hard-won balance between always-limited resources and overwhelming demands. Because we continue to face significant challenges, it is now time to build upon our accomplishments and transform our planning process from one that is successful into one that is truly exceptional in order to ensure continued success in an ever more complex, competitive, and uncertain educational environment.

This document is an updated version of the first Integrated Plan for the University of Guelph. It is the result of a process begun formally in 2004 with the express purpose of linking and co-ordinating our planning more effectively across the academic and support areas of the institution. Enhancing institutional quality requires *Making Choices*—choices about priorities, resources, and goals. Guelph has always benefited from strong and effective strategic planning; now we must build on that legacy and extend it to address the challenges and opportunities that confront us over the next decade. Integrated Planning is the decision framework we will use to make more informed and considered choices.

### 1.1 About Integrated Planning

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Integrated Planning is a multi-year approach to institutional planning which emphasizes transparency, predictability, accountability, and effectiveness. The 'integration' inherent in this method operates on a number of dimensions, each serving a basic goal of the process. These include:

- systematizing distributed planning efforts into a well-defined, dynamic, and repeatable procedure

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- ensuring a match between resource allocations and objectives
- supporting the innovation and creative agenda of the institution
- enhancing accountability by measuring and reporting tangible progress and results
- focusing on longer-term forecasts and effects

The ultimate intent is to build a more efficient and more reliable planning process at all levels, with broad, overall institutional priorities both guiding and emerging from the more specific intentions and opportunities arising in the many individual units.

One key medium-to-long-term benefit will be more predictable alignment of planning and budgeting. Plans are not budgets: plans express what units would like to do; budgets express what they can afford. As a creative, progressive and intellectually adventurous institution it is important that our reach continue to exceed our grasp, and that we devise possibilities that may not all be simultaneously achievable. In the past, however, the processes of elaborating our intentions (planning) and applying constraints (budgeting and resource allocation) have been conducted independently and on disconnected schedules. In particular, a one-year budget cycle undermines the effectiveness and reliability of multi-year planning, by adding uncertainty and risk.

What distinguishes Integrated Planning is not only that it integrates planning at all levels, but also that it links planning with resource allocation and comprehensive assessment—measuring progress in terms of achieving articulated goals—and views them all as components of an integrated process, rather than separate activities. Integrated Planning, when fully developed, is a continuous pathway; a closed loop rather than a collection of associated activities. Effective planning identifies key priorities—for the institution as a whole, for the colleges, and for each individual unit. Those priorities drive allocation, directing limited resources toward where they will be most effective. But priority is not just a matter of assertion—it must be demonstrated. If allocation is based on specific plans, then accepting resources means accepting responsibility for execution of those plans.

Both planning and resource allocations are inherently future-focused processes: they govern what might, can, and will be done by the institution. But both are also inevitably imperfect, and require the feedback of retrospective measurement and evaluation in order to be reliable and accurate. Careful assessment of performance helps to improve the accuracy of planning forecasts, and thus limit the misallocation of resources. As a public institution, we are accountable to the people of Ontario for our activities, few of whom will assume that investment in higher education is an inherent and invaluable good. Clear accountability and demonstrable return on investment is critical if we are to continue to make such investment a social and political priority.

## 1.2 About this Integrated Plan

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Accordingly, this plan is organized primarily around these three components: after reaffirming the high-level vision in Section Two, Section Three synthesizes the planning proposals and priorities that have emerged from the multi-level deliberations throughout the academic and administrative units of the University; Section Four—the University Budget—focuses on aligning resource allocation with planning priorities and constraints; and Section Five discusses the process of Assessment.

The multi-year horizon and emphasis of this process mean that it cannot spring into being all at once. This first full planning cycle has necessarily been a transitional one, during which the process and the institution have adapted to one another. The overall plan is intended to map out a consistent long-term direction for the University, but, as embodied in this update, that direction will need to be refined and

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corrected as we gain experience with the process and its requirements, and also as we begin to reap the benefits it yields. Some of those benefits will not be realized until we complete this cycle and begin the next one, so the implementation of Integrated Planning should be regarded as an important investment.

It should be emphasized, however, that the process itself is not the ultimate goal. Integrated planning is a means not an end. Its importance to the strategic vision of the University arises from its operational objective of more effectively marshalling the University's ever-limited resources toward common goals, in support of important institutional values, and in service of an institutional mission. This vision of Guelph as an exceptional, world-renowned university is rearticulated and reaffirmed in Section Two, as a reminder of the target toward which our planning efforts are aimed, and the goals to which we all aspire.

It follows that this document will make extensive reference to the University's strategic vision, not to alter or supplant it, but in order to draw upon it for guidance and validation. The Integrated Plan is an *operational* plan, not a strategic plan. Because of its wide scope and high level—it will eventually attempt to account for not only most of our non-trivial resource allocation choices, but also the decision processes through which we make those choices—it is important to keep this distinction clear. The Integrated Plan will spawn and be supported by a number of operational guidelines and procedures governing areas like graduate growth, research overhead, position management, but it is not intended to change the established strategic plan, other than by providing a more accurate and transparent model of performance assessment that may at some point help identify areas in which the strategic plan needs enhancement.

This document—inherently transitional and intentionally operational—is therefore primarily oriented toward an internal audience within the University of Guelph community. Our strategic vision documents proclaim to the world what sort of institution we believe ourselves to be, or desire to be. This document is more a self-assessment of where we are, and where we need to go over the short and medium term in order to fulfill that strategy. Although it enumerates many specific initiatives and issues, it by no means attempts to provide a comprehensive depiction of all important activity at the University. The Integrated Planning process is largely about clarifying priorities. This plan emphasizes the emerging priorities—some of them longstanding and well-known, others latent and still being defined.

## 1.3 About this Version of the Plan

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This is the sixth and last iteration of the Integrated Plan, incorporating progress updates and course corrections identified during the first four years of the planning cycle. Following the adoption of a multi-year fiscal plan to eliminate the University's structural deficit, it was decided to extend the lifespan of this five-year cycle by two years, to harmonize these two mutually-reinforcing planning efforts. Small changes appear throughout the document, but there are also some higher-level modifications that should be noted.

The University budget—essentially a detailed specification for resource allocation—was formally integrated with the Plan last year. This year's document extends and refines this (re)unification of planning and budgeting. Simultaneously, the rolling process of extending IP coverage across the institution is now complete: all units are now represented in and contributors to this truly Integrated Plan. Other significant extensions of the plan include: further enhancement of space-management and risk-management planning, ongoing curriculum improvements and redesign, further emphasis on sustainability, and additional progress in the area of Assessment.

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As suggested last year, we continue to anticipate more significant redesign of the Plan in the next full planning cycle, when we will apply what we have learned about how to operationalize Integrated Planning in the development of more consistent and complete templates for planning, allocation, and assessment.

As in the past, we will continue to publish a University Report Card to document progress made on initiatives arising from the Plan, as well as the planning process itself. These accessible, results-oriented summaries will be published each Fall, and are intended to allow the whole University community a chance to track and observe planning activities and outputs.

## 2 Vision and Context

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An initial vision statement for the University of Guelph was its 1964 Act of incorporation, in which the government of Ontario charged the new University with two broad “objects and purposes”:

- a) the advancement of learning and the dissemination of knowledge, including, without limiting the generality of the foregoing, the advancement of learning and the dissemination of knowledge respecting agriculture; and
- b) the intellectual, social, moral and physical development of its members and the betterment of society. (1964, c.120, s.3; 1965, c.136, s.1.)

From this somewhat dry and legalistic exhortation, our self-conception has evolved and elaborated through a number of important milestones. In 1972, a report on Aims and Objectives of the University was prepared. In 1985, the University published *Toward 2000*, a strategic plan which recognized the broadened focus of the University across seven areas of knowledge, each forming the organizing principle of a constituent college: agriculture, arts, biological science, family and consumer studies, physical science, social science, and veterinary medicine. The next ten years were a period of rapid development and expansion of the high quality graduate and undergraduate programs in all these areas.

### 2.1 Strategic Directions

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In 1995, it was time once again to re-examine the essential vision of the University. The result was a major defining report, *Making Change*, which established the five core strategic directions that continue to guide us: learner-centredness, research-intensiveness, internationalism, collaboration, and open learning. The first two directions are pre-eminent in every aspect of the University, and the connection between the two—“the research-teaching link”—is a fundamental pillar of the Guelph approach. Our vision of active, engaged, intentional learning involves a learner who differs from an established research chair only in level of experience, not attitude toward the as-yet unknown.

*Making Change* also set forth a formal mission statement for the University, which encapsulates these directions and emphasizes important institutional values. That mission resonates with the objects and purposes of the *University of Guelph Act*, by asserting that “our core value is the pursuit of truth,” and “our aim is to serve society and to enhance the quality of life through scholarship.” The mission statement acknowledges our special responsibility for agriculture and veterinary medicine, and assigns us the institutional responsibility of providing our students, faculty, and staff with an exceptional

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intellectual environment across a wide range of disciplines, and a caring social community. The statement ends with a pledge of accountability to the people of Ontario.

In many ways, the principles and directions of *Making Change* still form the essential driving goals of the University. Shortly after the publication of that document, however, the University's environment went through a series of drastic changes. There was a significant downturn in provincial support for the university system as a whole. Funding rollbacks and cutbacks became routine, and tuition began to rise noticeably to compensate. Despite having just articulated a bold new vision, the University found itself expending most of its planning effort on survival and the preservation of vital programs and services, rather than organic expansion.

This stress was amplified a few years later when the termination of the five-year high school system was announced. Planning for the resulting double cohort and its impacts began in earnest, using *Making Change* as a framework, but with recognition of the constraints posed by the new environment. Four critical areas were emphasized: enrolment growth with quality, recruitment and retention of high quality faculty and staff; intensifying and supporting research development and innovation; and development of enabling facilities. This agenda successfully carried the University through the crucial double cohort year.

During this period, the University launched what turned out to be a highly-successful capital fundraising campaign, which gave birth to the tagline "The Science of Life, the Art of Living." This phrase has come to be recognized as an apt crystallization of the unique qualities of the University of Guelph, including the balance between the Sciences and the Arts, between pure and applied research, between research and teaching, between seeking truth and serving society. This recasting of our "objects and purposes" encapsulates an overall vision of how we forge, from a diverse collection of academic interests and priorities, a truly integrated community of scholars.

The University is now embarking on a new capital fundraising campaign—the BetterPlanet Project—based on a bold vision of how Guelph can accelerate innovation to effect positive and powerful change in our world. Organized largely around themes derived from the Integrated Planning Process, the BetterPlanet Project builds upon our dedication to "Changing Lives and Improving Life".

## 2.2 Operationalizing the Directions

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By 2004, with urgent expansion pressure abating, the President signalled the beginning of a new phase of strategic development in a document titled *Moving From a Time of Making Change to a Time of Making Choices*. In it, he reaffirmed the core vision and mission as expressed in *Making Change*. At the same time, the provost recognized the need, in an era of growing uncertainty, for a more comprehensive and intentional approach to strategic planning and resourcing, and ushered in the era of Integrated Planning, which over the next year was adapted from models successfully in use elsewhere in Canada and the United States and applied to the Guelph context through a consultative process. That process has now, in the form of this plan, borne fruit.

Strategic planning is an ongoing process, and while *Making Change* will eventually be superseded, it has proven to be remarkably far-sighted and adaptable to numerous upheavals in the educational environment. At this time, its statements of purpose, mission, direction, and goals continue to define the larger intentions of the University of Guelph. This Integrated Plan complements the strategic plan by providing an operational framework for translating those intentions into concrete practice. It specifies how decisions will be made, how conflicting priorities can be resolved, how our limited resources should



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be distributed, how we will emphasize our core strengths and continue to use our uniqueness as an advantage.

This plan is thus guided by, and serves, a vision of the University that has been remarkably consistent over the years. That vision is grounded in a firm and dedicated sense of mission, and is informed by a set of fundamental values and principles that include social awareness and responsibility; intellectual curiosity, innovation and entrepreneurship; breadth of understanding; tolerance of diversity and freedom of expression; and a commitment to accessibility. These values, our five strategic directions, and our dedication to the pursuit of truth in the service of society, are the foundation upon which the plan is built.

## 2.3 Institutional Constants

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The University will continue to be challenged by local, national, and global changes both predictable and unexpected, but the strength of and commitment to this vision means we will not change who we are as an institution. But we will be forced to change how we conduct our business, and indeed we will want to do so in order to take advantage of emerging opportunities and to stay ahead of the curve—to change lives and improve life, one must know, understand, and embrace what the future holds. In order to stay true to our vision and responsibilities we must alter and adapt our approach and execution.

The University of Guelph is exceptional (in both senses of the word). There are a number of distinctive organizational parameters and practices that need to be reflected in operational plans. These are aspects of Guelph's commitment to comprehensive education, its unique multi-campus structure, its relationship with active and engaged alumni, and its legacy of service to the community and the public.

From its formation as a synthesis of specialized institutions, Guelph has always been a comprehensive university, balancing graduate with undergraduate education, teaching with research, theory with applications, and the breadth of a full spectrum of programs with the depth of world-class disciplinary specializations. This comprehensiveness is the future of Guelph, as well as its past, and remains a source of great strength.

Guelph is the most geographically dispersed university in Ontario. The regional campuses are vital to the research activities of the University as a whole, and are becoming more integrated into main campus activity. The University of Guelph-Humber continues to provide the University enhanced access to the demographic growth in the Greater Toronto Area, a region from which we have historically been less successful in recruiting students.

The University has always relied on a very strong alumni base. From the strength of the connections developed by the founding colleges, we have enjoyed a strong relationship with alumni and these in turn have forged important industry partnerships with the communities we serve. We continue to rely on strong support from our alumni and friends, not only to be part of the wider university community but also to play an active role in supporting innovative opportunities at Guelph by providing people, facilities and financial support for new program initiatives. An increasing amount of our operating and capital budgets are supported by philanthropic donations to the University and through a series of gifts to support student scholarships and research initiatives. The fundraising campaign now commencing is an important reflection of this relationship.

The University's contributions to society are not limited to the relatively indirect effects of educating students and conducting world-class research. We also provide many direct services to the members of our surrounding communities, the people of Ontario, our collaborative, governmental, and industry partners, and other constituents. All of these services must be delivered at a very high level of quality to

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be credible and to maintain and enhance the reputation of the University. Managing them to achieve the highest standards is critical not only for the service consumers but in some cases to the health and safety of the public at large. Clinical, regulatory, advisory, and outreach services require a management approach and emphasis that often differs from what is typical in academia. Most services involve a mechanism for cost-recovery and can be self-financing or even revenue-generating; at the same time this characteristic usually entails a more explicit and tangible commitment to accountability and value for money. Our extensive involvement in the provision of important services places many demands upon the structures and activities of the University, but it also enriches the scholarly community with a practical immediacy and sense of direct social engagement.

One of the hallmarks of a Guelph education is the learner-centred, whole-student approach that is exemplified by our commitment to a supportive learning environment. We have worked hard and well to establish leadership in this area, and are recognized as innovators. And this attention to the learning experience as a whole is an important factor in the attraction and retention of students as well as their longer term success and relationship with the University. This is an advantage we must continue to press, not just exploit. Innovators continue to innovate, and respond to challenges with bold creativity, not fearful stasis. The spirit of Integrated Planning is to constantly self-assess, to enhance what is working well, and to change what is not. Our curriculum is a source of strength; that does not mean it cannot be improved or that we should relax efforts to reform it.

## 3 Planning

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This University-level plan integrates the work of the seven college plans, the plans of Student Affairs, Computing and Communications Services, the Library, the units reporting to the Associate Vice-President Academic, the Finance and Administration Division, Alumni Affairs and Development, the Office of Research, and Guelph-Humber. Many of these plans in turn reflect integration of other unit plans (e.g. departments within colleges). All these plans reveal a host of creative ideas and proposals, designed to exploit and extend existing strengths, seize important opportunities, or open new possibilities for the university and its members. Since the initial iteration of the plan, and in response to feedback from the community on all levels of the plan, the college and unit plans have evolved to clarify their own project priorities and timelines, as well as the risks associated with their plans and associated mitigation strategies. Departments, schools, units, and colleges will continue the deliberative effort of refining their plans, and aligning internal objectives with overall institutional directions. This plan itself will also be a living document, and evolve as required.

The following discussion therefore emphasizes not specific initiatives, but high-level themes, considerations, and foundations that arise from integrated consideration of the college and unit plans in the context of overall university goals as well as external requirements and pressures. Planning considerations are priorities of *necessity*: challenges, constraints, and enablers that demand our attention and need to be addressed in operational decisions. Planning themes are priorities of *intention*: areas of emphasis that have emerged to distinguish Guelph as a uniquely interested or uniquely capable institution. As the University continues to follow its core values of pursuing truth in the service of society, the themes represent truths sought with special vigour, and services considered particularly valuable. They are not new strategic directions, but rather newly-focused manifestations of our ongoing commitment to changing lives, improving life and the unique values of the University of Guelph community. Planning foundations are priorities of *operation*: the activities that support and enable academic and institutional initiatives, and make it possible for the university to pursue its goals.

## 3.1 Planning Considerations

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Plans are ultimately choices, but not all choices can be made freely. Some choices are forced by external constraints or conditions, so that there really is no choice. Some choices are made easier by extenuating or exceptional circumstances, but then again unusual scenarios can demand new choices of their own. In order to establish meaningful priorities, a plan must also acknowledge and reflect the controlling factors that shape those options and affect their costs, benefits, desirability, and impacts. These planning considerations include problems that must be solved, commitments that must be maintained, special opportunities that can be exploited, and other contextual issues.

### 3.1.1 Fiscal Challenges

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This year's Integrated Plan (IP) reflects the continuing fiscal challenge of lower real provincial funding faced by not only the University of Guelph but the whole Ontario university system. This is despite investments in postsecondary education (such as the provincial government's 2005 "Reaching Higher"<sup>1</sup> commitment). Over the past decade, the University has been asked to educate more students, produce more research, and improve our service with few incremental resources to meet basic or structural cost increases (utilities, salaries and retirement benefits and building maintenance). Competing demands for limited funding continue to create shortfalls between core income and expenses. While this shortfall sometimes has been masked by one-time provincial year-end funding, the underlying "structural deficit"<sup>2</sup> remains a serious risk to the fiscal stability of the University. Budgetary challenges—which in the past were manageable within annual financial plans now require a much long-term financial planning approach to achieve major structural changes and to provide the University basic financial stability.

#### 3.1.1.1 Provincial Funding

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Provincial grants, our traditional major source of funding are still critical for our long term success especially in competing with other post-secondary jurisdictions; but they can no longer be counted on to cover basic cost increases. What provincial funding does flow is targeted toward specific provincial objectives such as growing enrolments or improving "quality", often necessitating incremental spending. Such funding is also encumbered with demands for more comprehensive demonstrations of actual return on investment, and more detailed accountability procedures, frequently oriented toward short-term horizons. Funding eligibility is often tied to achievement of targets, with failure to meet specific goals often resulting in automatic "clawbacks". Ontario universities are now required to establish a

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<sup>1</sup> In this 2004/2005 program the province announced the commitment of \$6.2 billion over six years in new investments in post-secondary education (colleges and universities and student assistance) in Ontario. 2009/2010 was the final year of this program in which most of the funds were targeted for incremental activities (e.g., growth in graduate students).

<sup>2</sup> Structural deficit refers to the shortfall between long-term revenue and expense budget assumptions comprising the Operating budget. Structural deficits typically arise when major components of revenue (provincial grants and tuition) are insufficient to cover major on-going expense increases such as compensation, utilities and debt servicing. In the past, this shortfall has been temporarily covered in a fiscal year with cyclical savings/revenues such as one-time grants and unspent contingency funds as well as weather-related utility savings. Structural deficits can only be eliminated through active policy/program change either by the province (e.g., grants, tuition regulation) or by the University, through program cost reductions/ net revenue increases.

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multi-year agreement with the government, specifying benchmarks, metrics, and targets for the measurement of quality improvements.

This increasingly targeted provincial funding has also become more unstable and unpredictable and driven or affected by both short-term political considerations and the budget challenges in the province as a whole. Vital funding announcements—whether involving grants or regulations affecting allowable tuition levels—can be delayed for any number of reasons. It is now the norm to receive annual provincial operating grant commitments well after a fiscal year is underway (often in March or April of a fiscal year that ends on April 30). Uncertainty over whether the resources will actually materialize creates significant risk and disrupts planning. When resources are ultimately determined, the result is often one-time-only support or semi-restricted funding that does not support basic cost increases and often entails more expenses.

This targeted and often soft funding, which does not recognize ongoing cost increases or general depreciation of our building and service infrastructures, has serious financial consequences. On the expense side, the University experiences cost increases in the range of 4-6% per year. These are largely for compensation commitments including salaries and benefits and the need to invest in our physical space, technology and teaching infrastructures.

## 3.1.1.2 The Structural Deficit and the Multi-Year Plan

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In 2008/2009 it was recognized that the size of the fiscal problem coupled with the inflexible nature of expenditures meant that year-by-year incremental budget adjustments necessary to maintain a balanced budget were no longer feasible. In addition, if the University is to advance quality and system capacity beyond what is in place today more *effective* investment is required. It was recognized that a problem of this scale could not be resolved in one year therefore a Multi-Year Plan (MYP) including a deficit-financing proposal was developed and approved by the Board of Governor's as part of the University's 2008/2009 MTCU Operating Budget. The University is now entering the fourth and final year of that plan. The plan to eliminate the structural deficit was developed in the context of several key principles and considerations:

- Each year the University is faced with annual cost increases, especially for compensation. Given the absence of sufficient revenue increases to cover these costs, additional reductions needed to be found in each year going forward.
- The unpredictable nature of provincial funding at this time makes multi-year planning, at best, a speculative task with many risks. Therefore we need to be as strategic and flexible as possible in determining the adjustments necessary to achieve financial goals.
- While not fully implemented Integrated Planning (IP) principles would provide a framework for making critical decisions in the context of the long term goals set for the University. Imbedded in the IP process is the objective to be able to, not only find the necessary savings to balance the budget, but to also look for opportunities to invest to the long term whether it be for increasing net revenues or enhancing the quality and reputation of our programs.
- Over 70% of Operating budget expenses are salary and benefits. Any major budget reduction will mean a reduction in our faculty and staff complement. While necessary, it will be a very difficult process given the constraints of our contractual agreements and the time required to restructure major activities, especially in academic programs. As a result it is necessary to assume a one-time deficit that would be repaid in future years with saving generated in the Multi-Year Plan(MYP).

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When developing any multi-year fiscal plan it is necessary to make assumptions. While some elements of the budget are more predictable than others, the most critical revenue components remain provincial grants (50% of revenues) and tuition/enrolment (30% of revenues). The sole purpose of the resultant financial projections was to establish a baseline against which the targets necessary to eliminate the structural deficit were set. Assumptions for this purpose were therefore focused on macro institutional revenue/expenses. Given the relatively few major components of the Operating Budget (grants and tuition and salaries and benefits) the task was focused on estimating and bringing into balance those components over a set time period.

The outcome of the initial four-year plan was to set multi-year budget targets for major operating units to remove \$46.2 million in net MTCU base costs over the period of the plan (2008-2012). Put in context this equates to just over 18% of our MTCU personnel cost base budget.

It is important to note that even the best assumptions never match actual events - much depends on the provincial funding levels over the the timeframe of the plan and the decision regarding permissible tuition fee increases. An important "risk management" tool in coping with uncertainty is the establishment of as much fiscal flexibility as possible within the budget. In addition constant monitoring and testing assumptions is a necessary part of the budget process and adjustments to meet the overall target need to be made in order to achieve the objectives.

In order to achieve the fiscal objectives on the MYP, it was necessary to focus and prioritize limited resources while preserving the overall capacity of graduate and undergraduate programs. This is where the Integrated Planning framework assisted in making the necessary and difficult decisions that are required. IP metrics, while not yet fully developed, guided the allocation of the \$46.2 million overall University target to individual colleges/divisions. While no unit remains unaffected by these reductions, differential allocations were made.

To date 80% of the total target of \$46.2 million has been realized with the remaining 20% being identified (plans in place but not yet achieved) by deans or division heads. This represents a major effort however in completing the plan, a challenge remains. The 20% resides with four colleges with bulk of the savings targeted in faculty positions. Priorities articulated in the Integrated Plan are the focus for resource allocations and activities of low demand or low productivity that will need to be curtailed. It is the University's objective that, as the Integrated Plan evolves and develops more comprehensive metrics these will become a key component of the decision making framework in which the budget is prepared. (Refer to Section 4 – Resource Allocation, for more detailed discussion of the multi-Year targets by unit and progress to date in meeting those targets.)

## 3.1.1.3 Capital Funding

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For decades, funding for physical space has been well below levels necessary to maintain building and utilities infrastructure. The result has been the accumulation of significant deferred maintenance especially in the utilities and building infrastructure of the entire post-secondary system. Because of the number and age of our buildings, Guelph had a particularly significant backlog of repairs and replacement that could not wait for provincial response. On average, the buildings at Guelph are estimated to be eight years older than the Ontario system average, and the University has the fifth largest building area in the system. Many of these buildings are small and inefficient in terms of space and energy use. Supporting these older multiple facilities is an aging infrastructure that has now reached the point of impending failure in some areas. The fiscal challenge for facilities renewal related to all of our buildings and utilities infrastructure is now estimated to be \$300 million. The University should spend between \$20 million and \$25 million each year to deal with these challenges. The annual grant

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from the province of \$1.6 million for facilities renewal for academic and support facilities, is intended to cover capital maintenance and upgrade, code compliance and improvements for barrier-free access. Clearly this level of annual support from the province (less than one per cent of the total maintenance deficit) falls far short of meeting requirements, and continuation at this level will further strain the operating budget.

At the same time, the University has grown in size and in research strength, and our original buildings were not designed for the demands of modern cooling, computing, communications, and bio-containment requirements.

It is essential for the University to upgrade the physical facilities to create buildings and working conditions that help the institution remain competitive in recruiting and retaining first-class faculty, staff and students. But upgrading tired facilities is not a simple process. Significant changes in building codes can require expensive alterations to ensure compliance. Renovations must also incorporate code improvements for physical access to buildings that require retrofit and alteration to buildings not designed originally for such modifications. Current building codes are also more stringent (and thus expensive) in terms of health and safety requirements. The Built Environment Standard emanating from the Ontario government's Accessibility for Ontarians with Disabilities Act is expected to place exacting standards for accessible physical access into and within new and existing buildings and outdoor spaces.

Finally, there is now a clear and substantial need for most buildings on campus to be retrofitted to reduce energy consumption and waste generation, which will have significant long-term impact on the operating budget of the institution. Addressing all of these issues will require capital expenditure. In order to pursue that option, the University will have to prioritize activities in order to be able to justify additional borrowing and also accept the additional constraints that new debt will place on the operating budget.

In 2005 the University began to develop a plan to systematically identify and prioritize major elements of our deferred maintenance burden. While the total estimate for deferred maintenance on the main campus alone was estimated at \$300 million, a five year plan (the Five-Year Capital Renewal Financing Plan) was developed and implemented beginning in 2006/2007 to invest \$72 million (an average of \$14.5 million per each year of the plan) in the most critical components. It is currently estimated that we need to borrow \$25 million of the total cost.) The province periodically recognizes the need to invest in physical infrastructure as a matter of policy. For example in 2007/2008 the University received one-time year-end funding of \$20M, restricted for deferred maintenance. Projects under the current plan number in the hundreds and range from rebuilding power delivery systems to repairing leaking roofs. However in the absence of stable and adequate provincial support, the University will have to continue some level of borrowing beyond the current Five-Year Plan which ends in 2011/2012 with related debt servicing backstopped by the MTCU Operating budget.

## 3.1.1.4 Post-Employment Benefits

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Post-employment benefits are commitments to University retirees for both pension and non-pension (health and dental) benefits. Due to a combination of difficult financial markets, increasing medical costs and demographics, the cost of post-employment benefits constitute one of the fastest growing expenses categories facing the University. Not only is the rate of increase dramatic but post-employment expenses and liabilities are currently the greatest risk to the University's long-term financial viability.

**Non-Pension Post employment costs:** At the end of fiscal 2009/2010 the University was carrying a \$221.5 million accrued liability for its non-pension post-employment benefits. While currently, we are

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not required to immediately provide funding for this cost, with projected increases of 10% per year in cash requirements, it is estimated that paying for this accumulated liability will overtake normal pension plan contributions over the next decade.

**Pension Plans:** The University of Guelph as the legal sponsor for three pension plans (one of which is closed). As such, the University is required to fund any shortfalls in funding requirements as prescribed under provincial pension legislation. Under those provincial legal requirements, one key valuation which determines cash funding requirements is based on the assumption that the pension plans are to be closed (“wind up”) and all past and future obligations settled using financial market conditions at the time of the measurement. Key financial drivers used in this wind-up or “solvency”<sup>3</sup> calculation include long-term interest rates and pension plan asset values on the date the plans are valued (the plans “valuation” date). The most recent valuation date for the University of Guelph pension plans was August 1, 2010. Based on the results of that valuation two of the three plans, the Professional plan and the Retirement plan had solvency deficits of \$241 million and \$103 million respectively – for a combined deficit of \$344 million. (The University of Guelph’s total annual Operating Budget is \$380 million). Under standard provincial funding requirements we would have five years to pay this deficit – meaning there would be an estimated \$97 million annual total cash requirement (consisting of funding this deficit at \$71 million per year plus our normal annual pension \$26 million). This event would be the most immediate risk to the University’s ability to manage its financial affairs.

This situation is due mainly to a combination of factors including:

- The volatility, including the impact of the 2008 financial crisis, of asset market values held to fund pension liabilities; the market value of assets for the Plans over the past three years (since the last valuation in 2007), despite meeting market performance benchmarks, underperformed expected (based on actuarial assumptions) returns by \$225 million in both Plans
- Declining long term interest rates; it is estimated that the decline since 2001 has increased solvency liabilities in both Plans by 18.3% (\$185 million)
- Design of the plans themselves, including employee contribution levels and benefits such as early retirement which contribute significantly to the cost of the Plans. To illustrate, it is estimated that over 30% of solvency liabilities for active members of the Plans are attributable to early retirement benefits. University normal cost requirements for the Professional Plan are now 169% of employee contributions and 181% for the Retirement Plan)

With our current annual base budget provision of \$23 million (it is based on our normal annual costs), making solvency payment at these levels will mean our cash deficit will grow rapidly to a point where it will shortly threaten the University’s ability to meet daily cash requirements, maintain credit rating and raise working capital.

With many universities and other institutions in the province facing similar conditions and a potential for a system-wide devastation of post-secondary educational capacity (that would result under the current funding rules), the province, in August 2010 announced temporary solvency relief legislation. Under that

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<sup>3</sup> There are several measurements required at the time on any valuation. The two main ones are “going concern” which assumes a long term perspective of the life of the plans and “solvency” which assumes a wind-up to the plans at the valuation date. Under solvency rules it is required that the plan sponsor fund any deficit calculated as the difference between plan assets and “wind-up” pension liabilities. It, in effect, assumes the University is closing and funds need to be found to meet all future accumulated pension obligations at the date of the valuation. The solvency test is much for volatile and is the test that presents the main financial risk to the University.

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legislation, subject to specific conditions, university plan sponsors would be permitted to spread the solvency payments over effectively a fourteen year period (as opposed to the current legislative requirements of five years). While not relieving universities of the requirement to fund “wind-up” based solvency deficits, the ability to spread the payments over a longer period clearly is a more feasible option.

This temporary solvency relief comes in two “Stages”. Under “Stage 1”, the University was required to file a “Plan” with the province indicating both a “Saving Target” ( defined in the legislation in a complex set of prescribed calculations) and a more general set of proposed options (changes to future plan benefits, contributions rates and governance structures) that could improve the long-term sustainability of the our plans. (It is recognized that any changes to plan design will need to be negotiated with affected employee groups and current retiree’s benefits will not be impacted.) If our Plan, which was submitted on March 23, 2011, is approved (notification is expected in mid-May 2011), the total funding requirements would drop to \$36 million per year for four years (from August 1, 2010 to August 1, 2014). During this period, sufficient changes will have to be made to achieve the Savings Target at which point we would be eligible to move into “Stage 2”. Under Stage 2 the University would be permitted to amortize (spread) the solvency deficit remaining at that time over a further ten years.

There is no indication that the universities will be relieved of having to fund the pension solvency deficit – it is simply a matter of how long they have to do so. Realizing for some time that we could be faced with major solvency requirements, as part of our annual financial planning, we took every opportunity to maximize our contingency funds (one-time funding accumulated from year end savings). This effort has been successful to the extent that we have sufficient temporary funds to cover Stage 1 funding requirements from contingency funds we set aside for that purpose - a fund of \$40 million has been created for this purpose. While representing only 12% of the total solvency deficit, this fund will assist in meeting the University’s minimum funding requirements (under Stage 1 relief) over the next four years, obviating the need for immediate additional cuts.

This temporary capacity to make these payments for the duration of Stage 1 is critical if we are not to seriously undermine the capacity and quality of our programs. Stage 1 relief will also permit us the time to negotiate structural changes to our plans with the two- fold objective of achieving Stage 2 relief and laying the foundation for changes in both funding and Plan design to manage the funding risk for the University and to provide long term benefit stability for plan members.

Clearly, a major financial risk remains at the end of Stage 1 - just what will our liabilities be? Even with a ten year amortization of a deficit of the size we are currently facing, we would be required to find over \$50 million extra per year (13% of our operating budget). Failure to make substantial and structural changes to these plans, to make our pension plans more affordable will mean, at best a continuing erosion of our operating base and in time could threaten our ability to operate as a viable “going concern”.

## 3.1.2 Curriculum Renewal

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The overlap between our financial issues and our curricular issues is large and expansive. Efforts to restructure and restore balance in the curriculum were already underway even before the economic picture turned especially sour: the 21C Curriculum Committee began several years ago to discuss transforming the undergraduate learning experience. More recently the IP-guided multi-year plan to retire the University’s structural deficit was put in place in 2008, and the differential cuts allocated to the colleges in part reflected assessment metrics that take into account important factors of efficiency and effectiveness in curriculum delivery. We have recognized that inefficient delivery of an inefficient



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undergraduate curriculum is a dominant factor limiting overall effectiveness of the institution. If we must do more with fewer resources, we must be creative and find ways to deliver a better learning experience for less money.

Progress continues to be made on the strategy for effective and efficient use of instructional and curricular resources, as detailed in the 2009-2010 Plan, and its five primary components:

- Eliminate low-enrolment courses
- Eliminate low-enrolment majors and degree programs
- Restructure program minors as more coherent and consistent secondary areas of study
- Intensify the undergraduate curriculum beginning with first and fourth year
- Restructure/reorganize academic structures and units as required

We will continue to review the strategy and its execution, and maintain vigilance in identifying courses, programs, and majors that cannot sustain appropriate enrolment levels.

Last year, a working group chaired by the AVPA (Associate Vice-President Academic) devised a strategy to rationalize secondary areas of study, provide more consistent administration and student experience across all degree programs, and reduce the overhead incurred by participating faculty and students. The report was accepted by Senate last May. Program Committees will be completing assessment of their areas against the framework developed by the working group by April 2011; resulting changes will move through BUGS to Senate for decision in May. The report also recommended review of processes associated with declaring secondary areas of study. This review has begun, and a progress report will be brought to Senate in May.

This year two significant restructurings will be undertaken:

- The College of Arts will be restructured through the creation of two new Faculties: Humanities and Fine and Performing Arts. This will assist in rethinking the BA curriculum, develop existing synergies, and allow the college to focus on its strengths and enhance its profile in the external community. This is especially important for efforts tied to the BetterPlanet Project.
- Teaching Support Services and the Office of Open Learning will be integrated into a single teaching and learning support unit. This change will provide better-coordination of support and more efficient, innovative, and sustainable services and resources to the campus community. The new unit will work with other entities involved in teaching and learning support, including the AVPA, Student Affairs, and the Learning Commons, to develop a common integrated plan on matters related to teaching and learning. This will help prioritize and coordinate more effective efforts.

Some other examples of curricular initiatives underway this year include:

- Reintroduction of the First Year Seminar Program
- Additional experiential learning opportunities in CSAHS and CBS
- Increased credit weighting of senior courses in OAC
- Complete review of the DVM curriculum with primary focus on learning objectives
- Adoption of e-Learning portfolios in multiple programs within CPES, CSAHS, CME, COA

Our ongoing investment in curricular innovation will position us well with respect to several recent government initiatives and funding opportunities. These include the areas of credit mobility/transfer and bridging/pathways programs, the Ontario Online Institute, and a possible Centre of Excellence in Curriculum Innovation.

## 3.1.3 Enrolment Trends

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The external environment for higher education in Ontario is changing quickly. Once again, we find ourselves in a period of growth but unlike the years of the double cohort, this growth is distributed in different ways: geographically, demographically, and programmatically. We need to be very responsive and proactive about these changes to maintain both our high quality student population and our competitive edge. Over the next several years we will be trying to balance an undergraduate population that is relatively static, albeit with an increasing number of college transfer and international students, with the need to expand graduate capacity. We will also need to maintain an appropriate and dynamic balance among disciplines at both levels. Enrolment numbers have become in the last decade a key metric for external assessment of performance (and allocation of funding). But because today's enrolment has such a strong effect on the character and capabilities of tomorrow's university, managing enrolment must be more than simply effectiveness at meeting targets; it must also anticipate future needs and aim in the direction of strategic priorities.

Preliminary indications from the government suggest that estimated increases in demand-driven enrolment at Ontario universities will result in undergraduate growth of 31,000 between 2011-12 and 2015-16 and graduate growth of 6,000 over the same period. Based on the University of Guelph's notional share this would result in 1,830 additional undergraduates at the Guelph and Guelph-Humber campuses. Guelph's share of the graduate growth would be approximately 275 additional students during this period.

### 3.1.3.1 Undergraduate Enrolment

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Over the past decade demand among Ontario high school students for a university education in Ontario has increased by more than 46%. Over the past five years Guelph's main campus has experienced the largest growth in registered secondary school applicants of any university in the Ontario system. By 2008-09 only Toronto and York—both significantly larger institutions—registered more Ontario secondary school applicants than the University of Guelph. Guelph-Humber has experienced dramatic growth in both applicants and registrants during the same period.

Notwithstanding this decade-long trend, we cannot afford to be sanguine and plan for continuing growth in either our Ontario secondary school applications or enrolment. We are entering a period where Canada's university-age population will be falling as a result of a smaller cohort of 17 and 18 year olds in Ontario and the rest of Canada. The Maritime provinces have already begun to experience this decline in university-age population and Ontario institutions have seen a corresponding increase in recruiting efforts by Atlantic universities in Ontario.

Ontario's Ministry of Finance (MOF) projections anticipate that the post-secondary age population (18-24) in the province will decline by 6.6% between 2013 and 2021 before resuming growth and returning to current levels by 2031.

What impact might we expect over the next decade as a consequence of these demographic changes? University participation rates have increased sharply over the past generation. One school of thought suggests that this trend will continue and will serve to counterbalance the projected population decline. In this scenario a higher percentage of high school students and others will choose to go to university and enrolment will continue to increase even in the face of a declining population. The alternative view suggests that stable or growing enrolments over the next decade are unlikely.

Equally important, these changes in population will not be reflected evenly across the province. While many of our traditional recruitment markets in the province will experience population declines, it is

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clear that postsecondary growth will be driven by the Greater Toronto Area (GTA). It is estimated that the GTA's post-secondary age population could increase by 35,000 to 86,000 within the next ten years. In the past this has put Guelph in a difficult situation, as we are close enough to the GTA to be expected to draw from that applicant pool, and yet far enough away that we have traditionally been disadvantaged relative to truly 'local' institutions. Guelph-Humber clearly offers an effective means of addressing GTA demand increases, but not all programs can or should be mounted at Guelph-Humber.

GO Transit bus service to Guelph from the western GTA was introduced in 2008. The number of daily public transit trips, primarily Guelph Transit, has increased from 8,000 to 22,000 since the inception of the Transportation Demand Management Plan 3 years ago and is expected to continue to increase to meet demand, and GO Train service is slated to begin in 2011. These GO services will provide an increasing number of students in the fast-growing York and Peel regions with the option for public transit commuter access to the University. This increase in our commuter population challenges the distinctively residential nature of our undergraduate experience. The recessionary economy has significantly increased the proportion of students who choose, often reluctantly, to forgo the residential experience in order to lower their costs; this has additional impacts, for example on retention rates, which are generally higher for residential students. This trend demands that we review our supportive learning environment to ensure that we are providing all students the services and programming they need.

In 2010 the number of the number of secondary school applicants for F'10 admission increased at Ontario's 24 publicly-funded colleges at a substantially higher rate (6.1%) than applications to universities (3.7%). This year secondary school applicants applying to university for Fall 2011 increased by a more modest 2.4 per cent over last year, while college applications have remained flat (-0.2%).

Recently the Ontario government announced a new credit transfer system which will reduce the need for students to repeat similar courses or years at different institutions, thereby allowing them to complete their studies sooner. The government will dedicate almost \$74 million over the next five years to support the implementation of the new transfer system including a new Credit Transfer Innovation Fund of \$23.5M to help universities and colleges develop more credit transfer options for students. In February 2011, in one of the first steps towards implementation of the new system, the Ministry of Training Colleges and Universities and the College University Consortium Council asked institutions to submit proposals to participate in the development of new transfer pathways for graduates of college programs to university degree programs.

Building on a record of success in developing highly successful degree completion programs, including our experience and success in the introduction of transfer programs from high affinity diplomas in multiple colleges to undergraduate degrees – especially at the University of Guelph-Humber – the University put forward nine initiatives for Credit Transfer Innovation Funding that are designed to provide a comprehensive pathways strategy to college students enrolled in a wide variety of programs. The proposed pathways are based on several key principles that include the clear and simple recognition of transfer equivalency, a commitment to reducing duplication and the provision of bridging programs, where appropriate, to foster student success. These credit transfer pathways, through direct entry or bridging programs, could provide access to some 225 college students each year. The introduction of a bridging program also opens significant opportunities for synergies with the University's ESL/Open Learning program to increase international student enrolment by helping students to develop their English language skills while preparing them academically for success.

In the absence of clear targets—and clear commitments to fund those targets—any increase or reduction of undergraduate capacity at the Guelph campus is essentially a gamble, except in a few

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special areas like Engineering where the province has indicated interest in funding expanded system capacity.

Therefore for 2011/12, the University of Guelph will maintain its new undergraduate semester one intake target at 4,400 students, including targeted intake of 130 in Engineering and 12 in B.L.A., for a projected Full-time Equivalent (FTE) Undergraduate Enrolment of 18,382 on the main campus over the three semesters, compared to 18,296 FTE's in 2010/11.

Meanwhile, continuing growth in the Associate Diploma programs at the regional campuses (Kemptville, Alfred and Ridgetown) occurred during 2010/11. Over the next year a review of regional campus programs will be conducted to develop more appropriate grant allocation models, improve program delivery, and avoid redundancies.

## 3.1.3.2 Graduate Enrolment

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As a research-oriented institution, Guelph relies upon the contributions of magisteriate and doctoral students to an ever-growing research agenda, just as those students rely upon the university to offer a wide variety of distinctive opportunities. This implies an imperative to align graduate programs and enrolment with areas of research strength and priority. In addition, expansion of the undergraduate ranks has also increased demand and opportunities for TAs and other assistance. Expansion of graduate enrolment capacity has therefore been a strategic priority for several years.

Fortuitously, at the same time the Ontario government has acknowledged the urgent need for system-wide expansion of graduate-level enrolment, as part of their innovation agenda and plan for the knowledge-based economy. In the first stage of the Ministry's graduate growth plan, full funding was allocated to accommodate 40 per cent growth over the 2002/2003 system graduate enrolment base by 2007/2008. While the university achieved its overall 2007/2008 growth target, there was some over-achievement at the master's level and a corresponding under-achievement at the doctoral level. This had funding implications for us as we were given level-specific targets. Growth at each level was funded as achieved but not beyond the level target cap.

In March 2008, the Ministry announced additional graduate growth funding and universities were invited to bid for spaces. The University submitted a proposal and was awarded 213 spaces at the masters level (including the unfunded growth from 2007/2008) and 62 doctoral spaces (including 49 unfilled spaces from our previous target). These increases put our overall targets at 1,354 masters and 520 doctoral eligible FTEs by 2011/2012.

Reasonable progress has been made toward the 2011/2012 targets to date. Moving ahead, intake targets become very important. In order to accommodate eligible enrolment growth, eligible (domestic) intake must more than offset the numbers of students who graduate and/or become ineligible for funding under the Ministry's time-to-completion rules. Intake targets must be carefully set to achieve growth targets by Fall 2011. Also, as was the case with the 2007/2008 targets, the funding commitments are level-specific and attention must be paid to the balance between masters and doctoral students to optimize our fiscal return from this activity. To date, the University is short of the 2011/12 targets by 112 students at the magisteriate level but exceeded target at the doctoral level by 18; based on 2011/12 budget assumptions the University expects to meet the targets at both the magisteriate and doctoral level.

There is still uncertainty over future provincial and, possibly, federal funding for further graduate growth. This is certainly an unfortunate challenge at a time when academic units have responded aggressively and effectively to the opportunities for expanding graduate education at Guelph.

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At the graduate level, competition has a special impact on retention issues as well, because of the way time-to-completion affects graduate funding. Those who take a relaxed and meandering path to their bachelor's degrees pay tuition like their conventionally-scheduled peers. But the one-third of domestic graduate students on campus who have passed their period of funding eligibility notionally occupy places that might otherwise be filled with new, eligible students. We have been making progress on reducing our times-to-completion, and we have some of the best rates in the system, but there is more that can be done, especially in our Magisteriate programs. The Assistant VP Academic will be developing metrics and procedures to monitor and improve performance in this area.

## 3.1.4 Risk Management

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With increasing levels of uncertainty especially with the main source of our funding, the University recognizes the importance of identifying and managing key institutional risks and opportunities as part of its planning. The implementation of a formal integrated planning process, while not the sole vehicle to manage risk, has been important by introducing a multi-year, prospective framework to make major decisions. In continuing the evolution of both the Integrated Plan and risk management, we need to take an even more systematic approach in which we formally expect the unexpected. This will require that our vulnerabilities may be mitigated or managed in the context of both our "appetite" for risk and abilities to absorb negative occurrences. It begins with adequately assessing and quantifying risks in a rational and repeatable manner.

For the first time, the 2011/12 Integrated Planning cycle included the identification of key risk areas by deans, directors and senior administrators and an outline of the mitigation strategies put in place to address these key risk areas. This is intended to ensure that key risks are factored into our institutional assumptions and planning efforts. Most of the risks associated with activities related to the Integrated Plan fall into the Risk Registry categories of Funding and Resources, Reputation, and Infrastructure.

Risks identified as part of the Integrated Planning cycle will be reviewed by the University's Risk Management Steering Committee to assist in identifying new institutional risks and to ensure that resource allocations in the budget adequately reflect these issues. At the same time, resource investment opportunities will be subjected to risk management analysis to clearly assess the risk of undertaking or not undertaking new initiatives.

In this edition of the Integrated Plan, the University has applied a risk-based assessment in the development of key assumptions and in the consideration of investment opportunities. For example, a fiscal key priority incorporated into the budget includes the creation of financial contingency funds to assist in weathering any downside risk related to budget assumptions and, in particular, to addressing our special payments required as a result of our pension solvency deficit.

While important, the Integrated Planning process cannot ensure the implementation of risk management in the day-to-day operational decision-making processes of the University. The Risk Management Steering Committee (RMSC) will continue to focus on reviewing identified key risk areas (e.g., public health and safety, research, physical and information technology infrastructures) and provide ongoing ERM reports to the Audit Committee of the Board of Governors. A dashboard report will be presented to the full Board each year highlighting the top institutional risks identified through the Integrated Planning process.

## 3.2 Planning Themes

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The areas of emphasis enumerated in this plan are those that have emerged from patterns and commonalities in the various college and support unit plans, which in turn resonate strongly with the University's overall Strategic Research Plan. In choosing to highlight these specific themes, we are building upon an already solid foundation of leadership and strength in these areas that is formed of established faculty research interests, including NSERC, SSHRC, CIHR, OMAFRA and Canada Research Chairs; curriculum emphases and methodologies; collaborative arrangements and partnerships, both public- and private-sector; and important or unique facilities, institutes, grants, and research centres. Initiatives supported under the themes are intended to extend and consolidate this leadership, and expand Guelph's global reputation for excellence into new aspects of the broad thematic areas that we target.

Each theme draws upon and encompasses proposals and possibilities raised by every college, some enhancing areas of current strength, some identifying areas of potential development. In a sense, the themes form a framework that can help guide the activity and ongoing planning of a significant part of this diverse institution. The themes are not meant to be exclusive of all other areas of inquiry, and like any good categories, they overlap and complement one another. Initiatives under any one theme will necessarily involve collaboration and multi-disciplinary effort, and may well touch upon other themes as well. Alignment with a theme is not a prerequisite for the allocation of resources to new or existing programs, but it will be a contributing factor in decisions about priorities. These themes will evolve along with the plan, and that new or modified ones will emerge in later cycles of planning as we continuously adapt to changing conditions and assess and improve our performance.

The discussion of the themes is illustrated by a sampling of proposals drawn from the college and academic unit plans, all of which can be reviewed in detail on the Integrated Planning Website. The comprehensive listing of proposals and programs can be found in the Appendix (§7.1)

### 3.2.1 Health, Food, and Well-being

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One of the founding purposes of the University of Guelph was to enhance human health by improving and protecting the health of animals. The advanced veterinary and agricultural research and training emerging from Guelph have made enormous contributions to animal and human nutrition, medical care, and both physical and economic well-being. In the past four decades, those contributions have increased and widened in scope, to encompass a broad array of disciplines well beyond our special responsibilities as declared in the Act.

Public health and food pose some of the most severe challenges that society faces today. We live in an age of once unimaginable medical miracles, but one where many of our most impressive therapies are beginning to fail or lose effectiveness. Developed countries confront overlapping epidemics of obesity and dysmorphic disorders, while in the developing world famine continues to take a horrific toll. The provision of health care—how it is organized, who controls it, how much it costs, and how decisions are made—has arguably become one of the defining facets of the Canadian national identity, and the system we have seems perpetually to be in a crisis of policy, direction, economics, or will. Meanwhile, we fear the inevitable return of past scourges lurking deep and ineradicable in the animal and plant kingdoms—diseases which might devastate human and animal populations or the resources on which they depend for their well-being.

These problems require a comprehensive, multifaceted approach because they scale from the molecular to the global, from the physics and chemistry of unliving BSE prions to the biological processes and

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management structures that vectored them into the food supply. Guelph's unique position at the interface between the human, animal, plant, and microbial worlds gives us an unparalleled opportunity to study these problems, and fulfill our mission of serving society by helping to create a healthier society—and not just healthier individuals, but also more sustainable and supportive communities in which they can flourish and reach their potential.

As an employer, a vital part of the municipal community, and a home to many students, the University will also need to apply the best practices to its own administration and management, and embody the principles that our research in this area uncovers.

Initiatives in this area include:

- Develop funding for a large scale cohort study focused on nutrition, health, and wellness—GRYPH Guelph Research for Your Personal Health (CBS)
- The Food, Agriculture & Resource Economics and Plant Agriculture Departments will begin development of course-based graduate programs (OAC)
- Expand research capability of U of G Centre for Public Health and Zoonoses through CFI funding to renovate and equip space for new laboratories, including zoonotic pathogen isolate bank and laboratories for diagnostic sample analysis and investigation of infectious diseases (OVC)
- Interdisciplinary business plan and product development in food, biomaterials and engineering (CME, OAC, CPES)

## 3.2.2 Environmental Impact and Risk

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In a sense, public health and food issues are a particularly specialized form of a more general challenge, which is to understand and ideally improve how humanity engages with and within the natural environment. Humanity is the product of environmentally-directed evolutionary processes so complex they have produced mentalities capable of denying their very feasibility. Human activity has significant impacts on the environment, and at times it seems as if the environment is beginning to bite back. The management of natural resources and our impact on biodiversity put economic, philosophic, and sometimes even political intentions up against physical and biological limits. Environmental degradation, environmental risk management, the amelioration of environmental contamination and destruction, and the processes and policies that control the spread and dangers of environmental perturbation are all areas which have attracted extensive attention on campus, and in which we have developed significant expertise.

Guelph's first decade as a university was characterized by widespread realization (at least by western industrialized cultures) that the environment was not an infinitely elastic resource, as well as predictions that disaster and collapse would overtake us years ago. Have we survived because of or despite better understanding of the underlying natural processes? What have we learned about stewardship of resources? Is the human-nature interface a strict boundary or a false dichotomy? How do we reliably predict environmental impacts and create sustainable practices, businesses, and industries that understand the social, cultural, and environmental issues facing the world?

Both the City and University of Guelph are well-known for their advanced awareness of environmental issues. Choosing where (and in which colour bag) to dispose of even a small amount of waste is a trivial act that nevertheless invokes practical, physical, biological, social, moral, and ethical issues. We will continue our tradition of leadership in these areas and extend it to address problems and answer questions about the essential place of human beings in the world they inhabit.

Initiatives in this area include:

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- New B.Sc. major in Environmental Geoscience and Geomatics (CSAHS)
- Develop a non-thesis MSc in environmental sciences through the School of Environmental Sciences (SES)
- Construction of new Centre for Biodiversity Genomics, International Centre for Biodiversity (CBS)
- Field Course in Philosophy on Environmental Risks and Ethics (COA)

### 3.2.3 Global Engagement and Internationalism

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Problems of public health and environmental management are ultimately global problems. Their severity may vary from place to place, reflecting local conditions or practice, but acid rain, migrating birds, and dangerous exotic species neither recognize nor respect human-defined artificial boundaries. The University of Guelph has a special responsibility to serve the people of Ontario, but restricting our inquiries and investigations solely to a provincial scope would serve neither the province nor our intellectual curiosity very well. The shrinking world is still very large, and its range of both natural diversity and human creativity vastly multiplies the insights, understanding, and possible solutions available to those who seek its varied lessons.

The University has long entrenched internationalism as one of its core strategic directions for just this reason. Some ongoing activities that reflect this direction include many “semester abroad” programs, CIDA-funded research, model UN and model NATO programs, participation in Engineers (or Vets, or other disciplines) without Borders, and a wide array of curricular offerings focused on global issues. But our commitment to this goal involves more than just the awareness and understanding of international conditions, cultures, and research. Global engagement demands participation in the international community, and active contribution to its vitality. The University and its community of scholars are not just beneficiaries of the insights yielded by a global perspective; we are also agents of change, helping to enhance and spread that perspective and its benefits. We are citizens of that international community as well as our local ones, and we should take our responsibilities of citizenship very seriously.

Collaboration on a global scale once required extensive travel and resources. Now it requires an email account. It still requires a certain sensitivity to cultural variance. Ideally, it leads to the development of entrepreneurial skills and the ability to assume leadership roles in projects of global reach and significance.

Initiatives in this area include:

- Strategic Report on Internationalism (AVPA)
- Establish graduate exchange program in Crop Genomics with Chinese Academy of Agricultural Science (CBS, OAC)
- Semester Abroad in Sao Paulo, Brazil in conjunction with Kinross Canada-Brazil Education Network (COA)
- Develop certificate in Community Engagement and Global Citizenship (AVPA, AVPSA)
- Plan the International Veterinary Symposium to highlight the cross-border connections and global reach of veterinary medicine (OVC)

### 3.2.4 Cultural Change and Continuity

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Global awareness and global participation lead inevitably to the acknowledgement of constant cultural flux. Whether driven by external, environmental factors, or arising entirely from within the natural



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process of the human experience, cultural evolution is inescapable. Technological advancement, economic development, and the expansion on international relations have already resulted in an increased awareness of cultural diversity and change. But the intricacies of cultural differences remain complex. Cultures operate within specific sets of norms, rules and customs shaped by history, geography, religion and politics; different cultures subject to similar conditions will react differently, according to their beliefs, organizational structures, decision-making processes, and historical experiences. In this new age of global engagement, how do patterns of cultural continuity and change affect our world?

Understanding how different cultures renew, reinvent, and re-imagine themselves and the world around them allows us not only to predict their responses to the transitions they undergo, but also to understand the human impacts of both change and stasis. Because cultural scholarship varies significantly, the need for multiple perspectives is essential. From the interpretation of artistic expression in drama, literature, music, and the visual arts, to the appreciation of the historical, political, sociological, psychological, and management factors that contribute to and are impacted by culture, research must endeavour to capture the richness of cultural experiences. There is also an increasing awareness that the way society and its citizens create wealth has both dramatic and subtle impacts on communities, the environment and quality of life. Business models and organizational structures need to recognize these effects and promote more sustainable and socially responsible modes of wealth creation. Other organizations traditionally relegated to the “not-for-profit” sector need to be acknowledged as providing a different kind of value to society, and at the same time understood as structures that need enhancement and optimization to achieve their full potential.

Another motivation for studying cultural continuity and change is to maximize the human benefits that derive from fostering an understanding of cultural diversity while facilitating and guiding the process of change. The University of Guelph’s leadership in the collaborative and interdisciplinary approach to rural studies and international development exemplifies this mode of serving society. In yet a different way, and at a different scale, units like the Library, Learning Commons, OOL, TSS are fostering, through the use of technology, a new online culture of scholarship and community interaction. Guelph’s leadership in applying new digital technologies to both artistic creation and humanities research are helping push back that frontier and explore new possibilities. Understanding the diversity of cultural prospects and their own unique processes of change, in the context of their causes and effects, is a prerequisite to intervention and practical improvement of conditions.

Initiatives in this area include:

- Digital Discovery Centre and Research Commons (Library, All Colleges)
- Expand training for rural community veterinarians to include sociological and cultural issues of rural working and living (OVC)
- Expansion of Leadership research, including a proposed Centre in Leadership and Organizational Excellence, undergraduate and graduate programming (CME)
- Develop a kinship-based counselling model for aboriginal learners (AVPSA)

## 3.2.5 Innovation in Teaching and Learning

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Guelph has a history of acknowledged leadership in the provision of a supportive learning environment. Our innovation in this area has been recognized not only by third party evaluations (such as the Maclean’s rankings and the Globe and Mail Report Card) but also by students themselves—it

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consistently shows up as a key component of student satisfaction. This success is the result of collaborative efforts by many units across the university—including not only academic departments, but also Student Affairs, the Library, Computing and Communications Services, the Office of Open Learning, Teaching Support Services, and the Learning Commons—and incorporates deliberate and intentional programming such as Supported Learning Groups, Project Serve, Peer Helpers, Co-op programs, the Leadership Certificate, and many more. More than anything else, our learning environment reflects the caring and positive attitudes of our faculty, staff, TAs, peer helpers, and alumni, who all help to provide a welcoming and supportive community of learning.

In this planning period we will not be content simply to enjoy this success, but rather, as signalled by the work of the 21st Century Curriculum Committee, we will seek to press our advantage and apply significant effort to continuing to enhance the learning environment. Guelph will rededicate itself to embodying the strategic direction of learner-centredness. We will continue to focus on the whole student, providing not just academic advancement, but social, moral, and practical skill instruction as well. We will intensify our emphasis on the first and final years of the undergraduate experience—critical transitions that shape and condition the whole academic career.

This re-emphasis on learner-centredness will be matched by renewed focus on our other primary strategic direction of research-intensiveness. The link between teaching and research is a matter not just of balance but of synergy: we need to forge deeper and more detailed integration between these two imperatives and exploit their mutually reinforcement. Creating more opportunities for students to participate in research will foster more active and engaged learning, and will give faculty the opportunity to develop more creative, less traditionally classroom-bound modes of instruction. It will create valuable opportunities for students to gain practical experience and skills, and immerse them more directly in the essential processes of scholarly inquiry.

Continued and expanded use of innovative hybrid learning technologies will not only help address issues of accessibility, but also extend the power and reach of all modes of instruction. Use of e-learning is an imperative for a generation of students who have grown up with e-mail, who learned touch typing rather than cursive penmanship in primary school, who don't understand jokes about unprogrammed VCRs because they've only ever used digital. It goes without saying that in-class and more general in-program use of technology needs to be buttressed by appropriate use of technology in supporting programs and activities, and a commitment to effective use of classroom space.

Initiatives in this area include:

- Expansion of curricular and co-curricular opportunities in management, leadership, internationalism, and entrepreneurship, sustainability and business development including the growth of experiential and service learning initiatives (CME)
- Create Institute for Physical and Engineering Education Research (iPSEER) to facilitate research in science and engineering education (CPES)
- Increase scholarships for undergraduate summer research opportunities (CBS)
- Merge Teaching Support Services and Office of Open Learning into a comprehensive teaching and learning support Unit (AVPA)

## 3.3 Planning Foundations

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The University's institutional plan and vision can only be realized through the mobilization of our campus physical, human, and intellectual resources. It is from those concrete assets—their capabilities, condition, and management—that we construct the “idea” of the University of Guelph as a unique and

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leading institution of knowledge, and without proper stewardship of those assets and resources we will find it hard to achieve the excellence for which we strive. The University plan must address the needs and requirements of this foundation—the buildings and facilities, the people who work, learn, and live within them, the land on which they are built, the relationships with old and new friends who support our efforts, and the institutional structures that animate all the communal activity that contributes to our accomplishments.

## 3.3.1 Physical Space

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The capacity and quality of the physical space on campus is integral to our success. Not only is it important to be able to provide adequate and safe teaching, research, and student space but the quality of that space impacts our competitiveness in attracting high-quality faculty and staff and recruiting undergraduate and graduate students. Optimization of this space and our physical assets is a key emphasis of the Finance & Administration integrated plan.

### 3.3.1.1 Repair and Remediation

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The Board of Governors has approved a five-year (20011/12 to 2015/16) Integrated Capital Plan to identify our most critical deferred maintenance and utilities capacity issues as well as facilities required to meet our planned enrolment growth and resultant increased class sizes and to ensure our student housing remains attractive to undergraduate students. This plan was developed as the result of a Physical Resources audit of all academic buildings and infrastructure on campus; a Student Housing Services audit of its facilities and the results of our Integrated Planning. The prioritized list for investment integrates and balances issues of critical deferred maintenance, energy retrofit and facilities upgrade (including teaching and learning facilities). It also addresses issues of physical accessibility, the appearance of the campus, critical safety items (e.g., roofs, stairs and walkways), the need to reduce energy use and consumption, and the commitment to attract and retain students in the residential environment. Priorities for new facilities are aligned with our teaching and research strategic plans.

### 3.3.1.2 Space Allocation

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The University completed its space allocation and utilization audits of all colleges and began the same process for all administrative, academic and student support and ancillary units to ensure that space utilization is maximized across the Guelph campus. The resultant space management reports provide senior administrators with the data required to make decisions regarding this resource. The University also developed and implemented new space allocation guidelines related to office space across the Guelph Campus. These will be used to guide new facility construction and the distribution of space allocated to academic and administrative units.

These developments are instrumental in enabling the University to establish efficient and effective space utilization objectives for the future. In support of these initiatives, the University is also:

- Performing more frequent classroom and teaching labs use and utilization audits to determine how efficiently we are using this space and determine how programming of this space could be optimized to allow for planned enrolment changes
- Assessing building condition at least once every 5 years(at least 20% of building inventory/yr). In 2011/12, Student Housing Services will adopt the same standards for facility audits as used for the rest of the Guelph campus.

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Student Housing Services priority capital needs for facilities renewal have been included in the 2011/12-2015/16 Integrated Capital Plan. As an ancillary of the institution, any development will have to be funded from residence fees, according to government regulations. Clearly the plans cannot be completed without incurring debt, which will affect the borrowing capacity of the institution. Nevertheless, this investment is required in order to ensure that Guelph can continue to provide an attractive residential environment for undergraduate students.

### 3.3.1.3 Capital Projects

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In addition to the deferred maintenance projects, there are a number of major capital projects in progress on campus that reflect both new building and major renovations to improve efficiencies and effectiveness of space. These capital costs are externally funded from grants/donations received for and restricted to capital projects. These include:

- Alexander Hall (formerly the Axelrod Building) (\$39M): A combination of federal and provincial capital grants are being used to renovate and retrofit this building to accommodate the School of Environmental Science and Occupational and Environmental Health and Safety. SES moved into the building in fall 2010 and once construction is completed in August 2011, the new facilities will provide an opportunity to maximize connections among these units and, with Geography, form an Environmental Cluster, aligned with the relevant planning theme. The building will also provide additional studio space to the School of Fine Art and Music.
- The SES relocation has freed up space in the Richards Building to allow for the expanded facilities in support of the planned significant enrolment growth for the School of Engineering. Three of the OVC infrastructure master plan's major projects were completed in the 2010/11 year: the Pathobiology and Animal Health Laboratory Building (funded by restricted federal and provincial grants); the Primary Healthcare Centre (funded from donations and a provincial grant); and the renovation of the OVC Barn 37 and Clinical Skills Facility Addition ). A third project, the Animal Cancer Centre( \$5.8 million) will provide innovative cancer treatments and serve as a clinical training facility for students, post-graduate veterinarians and technicians. The ACC is being funded entirely from donations and is slated for completion by fall 2011.
- Phase 1 of the Richards/Thornbrough Building Integrated Engineering project (\$22 million) is being funded from the multi-year MTCU graduate expansion capital grant and is scheduled for completion in Spring 2011. In May 2011, Phase 2 of the engineering project ( \$25.5 million) will begin. This phase is being funded largely from external borrowing as well as fundraising and will involve a complete retrofit and repurposing of the Richards Building to provide lab space and other facilities required to support the doubling of undergraduate enrolment in the SOE as well as a new 180-seat centrally scheduled lecture theatre.
- Centre for Biodiversity Genomics (\$14.5 million). This new research facility is an addition to the Biodiversity Institute of Ontario building to provide facilities for biological resources, sequencing and informatics and is scheduled for completion in December 2011. It is funded from CFI and matching funds.
- The Athletics Multi- Fields project (\$9.1 million). This will provide additional playing fields and is being funded from a special student capital fee approved for that purpose. The fields will be available for use in summer 2011.
- At the request of MTCU, the University has identified its top capital priorities over the next 10 years. These were referenced earlier in section 3.1.1.3 and include: the redevelopment of our aged and inadequate OVC Health Sciences facilities to permit the introduction of a new business model for our animal hospitals and to enhance clinical training for future veterinarians; a multi-

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lecture theatre complex comparable to Rozanski Hall to support our planned enrolment growth; and a new College of Management and Economics building to house core elements of the College in order to strengthen its identity and accommodate planned enrolment growth.

- Phase 2 of the Athletics Master Plan: The extension of the W.F. Mitchell Athletic Centre and Repurposing of the Alumni/Varsity Stadium is in the planning stages and will only proceed when funding has been secured. Funding will be a combination of an approved student capital levy and external fundraising donations.
- Planning for the replacement of the Dome, which is used for large university functions including Convocation as well as a recreational sport facility, is underway. The project will require Board of Governors approval before it can proceed.

## 3.3.2 Information Technology and Management

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Sustaining and growing the core IT infrastructure for the University is a critical and ongoing responsibility. As requirements increase, equipment ages, and technologies change, adjustments and replacements are necessary to the campus network, server infrastructure, and installed software environments. This will continue in 2011-12 with an increased focus on long term sustainability and planned, incremental investments.

CCS is planning major upgrades to the Enterprise Applications (e.g. the core business systems of the University) as well as enhancements to storage and backup facilities. In conjunction with continued investment in network equipment renewal, these initiatives will work towards ensuring campus service continuity and reliability.

A Campus IT Security Audit will be undertaken as part of an overall strategy to strengthen the security posture of the University. The audit will assist the Office of the CIO in identifying successes in the IT security program and in highlighting areas for further attention. This will be done in conjunction with programs and services to protect the campus network and its IT assets.

Other key IT initiatives over the coming year include:

- implementation of a hosted solution for Gryph Mail which will streamline support, effectively manage costs, and maintain excellent levels of service
- leadership by the CIO for a national initiative to identify and implement a CV system to manage and make accessible the academic, administrative and service activities of faculty and instructors
- continuing to enable effective and managed use of identity data to facilitate services for faculty, students and staff
- introduction of wireless networking in residences.

## 3.3.3 The Campus Community

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The people who work, study, and live at the University are our most important strength. We need to ensure that they are not only provided with a safe, accessible, and supportive environment, but also engaged and challenged by work and learning opportunities that make use of and expand their potential. This commitment to our internal community should be expressed in a culture of health, safety, active participation, respect for a work/life balance, and the kind of lifelong learning that we promote as an institutional mission.

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To this end, the Human Resources (HR) division has made significant progress in its strategic redesign and alignment of services to support the strategic objectives of the University. Over the past five years, the organizational culture has refocused from a largely transactional service to one that focuses on building organizational and individual capabilities, through consulting, coaching, and facilitation services in partnership with units across the University. A Leadership Development program has been implemented to promote competency and accountability, wellness promotion and accommodation programs, and outreach programs to enhance diversity. A GOAL performance assessment for professional and managerial staff has been implemented including an on-line resource centre. Working in collaboration with Student Affairs, a mental health strategy was developed and a Mental Health Awareness campaign conducted. Other key HR initiatives include:

- Lead the development and consistent effective use of a University performance assessment and development program for all staff
- Building leadership and management capacity
- Develop leading practices in the attraction, recruitment and retention of outstanding, diverse talent
- Redesign and update the Job Fact Sheet tool to ensure roles are articulated properly, and accountabilities are clearly defined and focused on outcomes as well as qualitative and quantitative competencies
- Cultivate a positive and supportive workplace that fosters continuous development and improves communication and understanding of major issues via regular open communication.
- Continue to grow the efficiency and strategic capability of HR division
- Analysis and documentation of key business process requirements as a first critical planning phase for determining new business priorities and supporting technologies

## 3.3.4 Environmental Stewardship

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The University is committed to integrating environmentally responsible practices into its teaching, research, and institutional services. What we do, what we build, and what we operate must respect and protect the natural foundation we share with the larger community and the world as a whole. An overarching principle of environmental stewardship and sustainability should be incorporated into our business practices and plans.

A visible sign of our students' commitment to sustainability is their decision to contribute approximately \$400,000 per year over 12 years towards initiatives designed to promote energy conservation. The [2009/10 report of the Energy Conservation Working Group](#) is available on the Physical Resources Sustainability website. In 2009/10 lighting retrofits were completed in several buildings the largest being the University Centre. For 2010/11, projects include a lighting controls upgrade in the McLaughlin Library and Phase 1 of a comprehensive energy retrofit of the MacNaughton Building. The plan for 2011/12 includes Phase 2 of the MacNaughton energy retrofit. The 2010/11 projects are estimated to save approximately \$25,000 per year in utility costs and eliminate 126 tonnes of CO<sub>2</sub>. The corresponding numbers for the 2011/12 projects are \$200,000 and 685 tonnes of CO<sub>2</sub>.

The President's Sustainability Task Force was created in January 2010 to help ensure that the University's teaching, research and operations reflect its commitment to sustainability, and to encourage and motivate students, faculty and staff to continue seeking ways to live and work sustainably. Following a nine-month consultative and collaborative review, the Task Force suggested creating a sustainability office and/or appointing a director of sustainability and establishing permanent sustainability advisory committees to review the feasibility of longer-term Task Force recommendations,

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which included encouraging departments/units to create action plans outlining necessary steps, goals (two-, five- and ten-year), and methodologies for implementation as part of Integrated Planning. Other Task Force recommendations that could be implemented immediately include creating a “sustainability action network” representing units/departments to help increase involvement/engagement in the review process, creating a president’s exemplary staff award to recognize sustainability efforts, and creating a sustainability module for all incoming students, staff and faculty.

The University’s Community Energy Plan describes several activities that blend seamlessly with many of the City of Guelph’s energy and water conservation strategies included in its Community Energy Plan. Key accomplishments in 2010/11 were the significant reduction of water use in a major research facility, the Aqualab, and thanks to the generous donations of our students, the completion of a lighting retrofit in the University Centre.

We will continue to research and incorporate green and sustainable technologies in the design of new buildings and renovations. In partnership with the City of Guelph, we will work to reduce our environmental footprint through water conservation and promoting and facilitating the use of public transit and other transportation alternatives.

Key Environmental initiatives over the coming year include:

- Undertake a campus energy audit, to identify opportunities for energy reduction, sustainable energy production and the feasibility of entering into a guaranteed savings energy performance contract; use the savings to fund projects such as the installation of sub-meters in all buildings and to upgrade the building automation systems to achieve further savings
- Evaluate alternative energy sources and replace the last remaining chlorofluorocarbon chiller in the CUP with a new non-CFC chiller that will operate 25% more efficiently.
- Continue the program of undertaking lighting and water retrofits in selected buildings.
- Develop a green building standard to be used for design of all new buildings and major renovations across campus

Consider alternative energy production initiatives, including the feasibility of a co-generation facility (combined heat and power) and the installation of solar panels on select buildings on campus.

## 3.3.5 Responsible and Effective Business Practices

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Underlying all these commitments is the need for careful, insightful, effective, efficient, and wise management and administration. The business practices and processes of the University are the means by which we attempt to turn operational goals into reality, and we must be committed to continuous improvement. Effective business practices need to be secure, focused on requirements, and responsive to the wide variety of local and exceptional needs and considerations that characterize a diverse institution. We will need to regularly review and invest in business information technologies that enhance effectiveness, revise and implement policies and procedures that protect university assets, and develop innovative methods for service delivery, all the while ensuring that costs are balanced with benefits. We need to be accountable to all stakeholders for the services that we deliver.

Key business-practice initiatives over the coming year include:

- Analyze and document key business process requirements in Human Resources. This is the critical first planning phase, laying the foundation for application of new business priorities and technologies in the delivery of human resource services

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- Continue to implement budgets for research grant holders. This is part of a major project to create, update and control budgets for over 4000 research grants/contracts, and to simplify reporting for researchers
- Digitize accounts-payable invoicing
- Reduce paper transactions through establishment of e-pay service and move to direct deposit for all pay cheques
- Reduce paper transactions by moving to electronic requisitioning for high value purchase orders and on-line personal expense reimbursement
- Continue to enhance on-line parking services including purchase of permits and payment of fines

Update procurement and purchasing policies and procedures to meet ever growing broader public sector external compliance requirements at both federal and provincial government levels.

## 3.3.6 Building Relationships

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The role of Alumni Affairs and Development is to advance the mission of the University of Guelph by raising private support and building relationships with internal and external constituencies. Historically, AA&D planning has been organized around the multi-year capital campaigns that serve as a focus of fundraising efforts. The completion of the highly-successful “Science of Life; Art of Living” campaign in 2003 coincided with the initial phases of Integrated Planning, and has afforded an opportunity to roll AA&D activity into the overall University Plan. For example, analysis of that campaign identified gaps and led to important changes in the structure and approach of AA&D.

The University acknowledges the critical role of government funding in many ways, and organizes its efforts around the need to consider government relationships in all areas of endeavour. It has become clear that strong, sustainable fundraising requires the same kind of pervasive sensitivity to issues of external private relationships: a culture of philanthropy and philanthropic awareness in the University community. This in turn meant that AA&D became more responsive to the detailed needs and skills of units across campus, creating partnerships between giving and doing, and between doing and showing.

As with units throughout the University, AA&D is adapting to fiscal issues by pursuing rigorous cost management, and restructuring efforts as necessary to enhance efficiency. As a business-oriented unit with well-defined outputs, AA&D is more amenable to the use of ‘hard’ metrics: to some extent, the unit has dollars as both input and output, so it is possible to use traditional enterprise metrics like Return on Investment to gauge effectiveness of programs and initiatives, in a way that is not generally possible in academic endeavours. Of course, not all returns on investment in relationships are monetary or tangible, so metrics that take into account participation, satisfaction, engagement, follow-up opportunities, and ineffable quantities like sentimental attachment are also used. All these metrics will be pursued rigorously, and well-defined assessment criteria will be established for all programs, and be a prerequisite for new efforts. Benchmarking against best practices across North American universities will be a foundation of these criteria, and even our volunteer model will be scrutinized to ensure that contributions of time are maximized in scope and effectiveness.

Key initiatives for AA&D include:

- Focus on and obtain an increased number of major transformational gifts (\$1 million +)
- Nurture a strong, ever growing foundation of relationships to ensure a robust future of philanthropic giving
- Broaden and deepen outreach to alumni of diverse backgrounds and geographic locations



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- Implement a thorough planned-giving program for classes, alumni, and current donors, including a focused campaign for allied professionals
- Invest in infrastructure and process improvement to meet donor expectations, industry standards, and accountability requirements
- Continue to build an inventory of university-wide and college/department-specific proposals to engage corporate, individual, and foundation prospects
- Invest in marketing and professional resources to facilitate campaign momentum and capitalize on relationship-building
- Develop and foster a university culture of philanthropy

## 3.3.6.1 The BetterPlanet Project

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More than a typical University campaign, the BetterPlanet Project is a vision for deliberate acceleration of change, a campaign to raise a minimum of \$200 million in philanthropic investments and a strategy to achieve greater impact through education, research and engagement.

Planning for the campaign portion of the BetterPlanet Project started in 2005 and much of AA&D's effort is focused on establishing the right balance of activities and relationships to ensure the success of the campaign and long-term sustainability of the University's advancement program. The end of the campaign is timed to coincide with the 50<sup>th</sup> anniversary of the University of Guelph in 2014.

The BetterPlanet Project is focused on themes that have emerged from the strategic priorities of the Integrated Plan: Food, Environment, Health, Communities, and Teaching and Learning. This channels our strategy to internal excellence for garnering external support.

To build internal and external engagement with the BetterPlanet Project, AA&D will continue to:

- Evolve identified funding priorities under the five themes through active ownership and engagement of academic champions. This partnership approach to solutions will in turn build a robust proposal pipeline to present to prospective donors, and lead to realization of transformational gifts.
- Expand and enhance the reputation and recognition of the University of Guelph locally and internationally through university-wide collaborative efforts.
- Design complementary alumni, stewardship, and community relationship-building events and communications strategies to build campaign momentum among broad internal and external stakeholder groups
- Maintain a deliberate and strategic focus on principal giving, major giving, active campaign volunteer engagement, and a consistent and high level of personal outreach to current and prospective donors.
- Increase contacts with high-level prospective donors by the Campaign Chair and Cabinet and other senior volunteers to present the campaign and make strategic and ambitious requests.

The focus of the campaign will be to attract support for people. We will be seeking transformational leadership chairs to reflect and highlight excellence within and among the colleges. In addition, to these major funding opportunities, we will also invite support for professorships, lecture series, student scholarships, programs, and capital and infrastructure projects. A complementary aspect of the campaign will involve seeking support for strategic capital projects including: athletics, renovation of the Richards Building to accommodate Engineering expansion and potential space for CME.

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The campaign effort has been carefully structured to ensure that capacity is built in targeted, clustered areas, where we can enhance existing research strengths and attack new opportunities for leadership. In this environment, we cannot expect all chairs to be fully-endowed, so there are tiers of support planned into the campaign inventory, including term-limited, partially-funded, and knowledge-exchange chairs. Campaign-linked chairs will be filled with both new and existing faculty, as appropriate.

### 3.3.7 The Research Enterprise

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The University of Guelph is a research-intensive institution where excellence in research capacity, capability, and output underlies and contributes to almost every aspect of our mission. The multi-layered research enterprise ultimately depends on the individual researchers or teams, including the high quality personnel (HQP) we train at the graduate and post-doctoral level<sup>4</sup>, who explore beyond the frontiers of the known, but those explorations are in turn dependent on an infrastructure that supports, coordinates, encourages, expedites, plans, publicizes, and recognizes them. The Research, overseen by the Office of the Vice President Research (OVPR) and includes the Office of Research (ORS) and the Office of Agri-food and Partnerships (OAFP), provides leadership, expertise and resources, and is responsible for ensuring that Guelph's research intensity is properly funded, administered, and directed.

The Research Enterprise Integrated Plan forms the basis for a long-term research plan for the University of Guelph. This plan identifies key ways the University's research mandate is supported, and establishes specific and measurable objectives for research support across the University. There are several key principles governing this plan, each of which are discussed below: research strengths; international leadership in research; university-based support systems for research; relationships between research and graduate training; and research stakeholders and partnerships. The focus of the research enterprise is to provide outstanding support service to our researchers, to promote research carried out at the university in local, national and international settings, to facilitate opportunities for those faculty and students who wish to pursue collaborative research nationally and internationally and to provide support for the dissemination and transfer of knowledge. These efforts require careful coordination and integration with the activities of the colleges, centres and institutes and other units across campus.

The current distribution of overhead charges is currently being examined in an effort to maximize the effectiveness of the Research Enterprise in stimulating novel research, backing solid performance and providing opportunities to increase services and support systems for the research enterprise in an effort to increase research output. Research Support Services and the Business Development Office will gradually incorporate activities and or positions that would serve as revenue-generating with the intent of promoting the University's people, facilities, students to external stakeholders with an interest in providing cash contributions towards research (e.g., marketing officer to liaise with technology transfer managers, contracts and grants staff, and Research Communications). Possible overlap with department/college efforts in this regard should be explored as well.

Long-term, high-level priorities for research have traditionally been set out in a Strategic Research Plan (SRP). The SRP at Guelph has evolved over a ten -year period and was last revised in 2008. It represents a snap-shot of research strengths and is closely aligned with Canada Research Chair (CRC) allocations and investments in infrastructure through the Canada Foundation for Innovation (CFI). Redevelopment of the SRP will be a key focus for the Office of Research in the coming year: a committee with

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<sup>4</sup> Efforts to increase research will have a direct positive benefit on funds available to support graduate growth. In addition, several international partnership initiatives underway in the Research Enterprise will help stimulate graduate growth.

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representation from all colleges is currently reconsidering the SRP and adapting it to reflect current research strengths, areas of emerging leadership, and key opportunities.

The OVPR is working closely with the Provost Office and the Better Planet Project Team to ensure that the fund raising efforts and the mission of the unit are consistent and that funds raised during the capital campaign will be used to support academic and research initiatives that are critical to the strategic mandate of the university.

A key emphasis in research planning during this cycle will be the establishment and strengthening of collaborative partnerships to support and enhance research. These arrangements will be pursued externally—with governmental entities, national and international research facilities and institutions (Public Health Agency of Canada, TRIUMF, Canadian Light Source, the Canadian Space Agency and the Chinese Academy of Agricultural Sciences for example), foundations, private enterprises, community organizations and the City of Guelph, and other educational institutions—as well as internally—between colleges and departments and programs. The partnership with OMAFRA is a key example of the Guelph’s strong and unique model for university-government relationships.

Significant changes are being made to the structure and function of the Office of Research, Animal Care facilities, the Research communications Office and the Business Development Office, all units that form part of the Research Enterprise. Changes are being made to impact the functional efficiency of the units, the effectiveness of each unit in supporting researchers at the university and in order to strengthen and develop our “external image”, through promotion of our research, strengthening and building new national and international partnerships and fostering research partnerships with government and the private sector.

Initiatives are underway to allow for strategic alignment of the research enterprise with the Office of Graduate Studies and the Centre for International Programs. This will involve shared positions in all three groups, development of an integrated plan for future collaborations across all aspects of the universities operations and a critical look at singular and multi-institutional collaborations around the world.

The Business Development Office has undergone a strategic planning process and is now operating on a new model with an emphasis on collaborative partnerships and commercialization opportunities. The BDO is now integrating industrial liaison in all activities, not only licensing our technologies developed on campus, but recruiting strategic industrial and government partners to participate in our diverse research programs at the university and across our regional field stations and campuses. The Research Services Council (RSC) continues to develop into an important governance model for research support, and most importantly is a collaborative enterprise between the Office of Research and the Colleges. The Research Enterprise is also working more closely with Alumni Affairs and Development on relationship-building: helping to cement good relationships and also identify ones that could be stronger and deserve attention.

The University’s strategic planning themes are global in scope and impact; they should encourage and be manifested in research activity with worldwide input and output—research that takes into account the full diversity of the world’s societies, biomes, structures, beliefs, languages, and issues, produces understanding that can positively affect both the diverse challenges that we face separately around the globe and the common challenges we must face together.

Key initiatives for the Office of Research include:

- Identify research-related performance indicators to establish Integrated Planning benchmarks, documentation of research performance to granting agencies, and performance milestones.

# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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- Identify and promote leadership capabilities which include excellence in research, excellence in motivating, organizing and inspiring research teams, creating and maintaining research partnerships and working with major research funding agencies.
- Work closely with the Colleges and the Associate Deans Research to effectively incorporate elements of research planning. Several outcomes are expected from this including timely completion of applications, sufficient opportunity for review, and an increase in success rates.
- Identify potential research leaders, mentoring those future leaders and providing training opportunities is a priority for ensuring long-term leadership for key research areas. The Office of Research will work with the Colleges to develop appropriate programs aimed at developing research leaders.
- Examine the current distribution of overhead charges to stimulate novel research, back solid performance and provide opportunities to increase services and support systems for the research enterprise in an effort to increase research output.
- Work with Human Resources and Open Learning to develop and deliver education, training, and professional development in order to meet the requirements for new faculty and administrative staff at the College and Departmental level and the development of research capabilities across all units.

## 3.3.7.1 Indirect Costs of Research

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The University funds a portion of the support costs<sup>5</sup> for research activities from indirect cost recoveries received from research sponsors. Of the total research funding at the University, estimated at \$150 million annually, approximately \$21 million is received as funding in support of indirect costs. This is an effective recovery rate of about 16% of total direct costs.

In recent years, the federal government has recognized the importance of investing in fundamental research in all disciplines. Much of the necessary infrastructure (space, library and information technology, administrative support) to support research has for many years been absorbed in operating budgets. OMAFRA, under the agreement with the University, has for many years provided significant support for the indirect costs of OMAFRA-related research. This was reinforced in the 2008/2009 renewal of the long-standing agreement with OMAFRA in which \$11.0 million was secured to support these costs.

In addition, recent federal government budgets have provided funding to support the indirect costs of research from federal granting councils at the 25% level. Specifically the federal government has provided funds for tri-council related research under its Federal Indirect Cost Program (FICP). Currently the FICP provides funding at the rate of 25% of the direct costs of related Tri-council base research in a consistent manner since its formal creation in 2002. In 2000/2001 the province of Ontario also began to recognize these costs in the context of their research activities initially under the Research Performance Fund (RPF). Provincial support has been less stable and has shifted between ministries over several years. Combined, these two funds have provided \$9.0 million in base support of infrastructure costs (in addition to OMAFRA support) related to research at the University of Guelph.

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<sup>5</sup> Support costs include a wide variety of infrastructure/services necessary to enable research and include physical space, library and information technology services resources, research administration and general support services. While difficult to precisely calculate, there is general consensus the appropriate rate of recovery for indirect research costs is 40% of direct costs.

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For the most part, indirect support funds received from governments are restricted for use in support of eligible infrastructure costs. The recent increase in funding is a start, but international jurisdictions truly committed to innovation, cultural and economic development generally provide greater levels of support (roughly 40% or more). At the provincial level some major provincial projects do contain indirect costs as a standard component. In addition, efforts continue to increase indirect costs components on industry-supported research. It is important therefore that university advocacy efforts continue to press all research funding sponsors first to maintain and ideally increase that indirect cost support to a more appropriate level.

The current distribution of overhead charges will be examined in an effort to maximize the effectiveness of the Research Enterprise in stimulating novel research, backing solid performance and providing opportunities to increase services and support systems for the research enterprise in an effort to increase research output. Research Support Services and the Business Development Office will gradually incorporate activities and or positions that would serve as revenue-generating with the intent of promoting the University's people, facilities, students to external stakeholders with an interest in providing cash contributions towards research (e.g., marketing officer to liaise with technology transfer managers, contracts and grants staff, and Research Communications). Possible overlap with department/college efforts in this regard should be explored as well.

### 3.3.8 University of Guelph-Humber

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The University of Guelph-Humber (G-H) was established as a joint venture between Guelph and Humber College in 2002, with an intake of 200 students in two undergraduate programs. G-H is now expecting 3,400 enrolments (September 2011), and is planned to reach a steady-state of 4,000 enrolments by 2014. Students graduate from G-H with both a University of Guelph bachelor's degree and an Ontario College diploma.

A unique characteristic of Guelph-Humber is its integrated curriculum in which each course is intended to blend university and college learning objectives. G-H does not offer the "2+2" programs seen elsewhere—students do not complete a diploma and then move on to a degree, nor can they exit with only a diploma.

A key focus for G-H remains increased accessibility and pathways for diploma and undergraduate degree holders. This strategically aligns with the government's emphasis on ease of mobility for Ontario students—allowing seamless migration not only from university to university, but also from college to university and university to college. It is expected that important sources of funding may eventually be tied to such mobility targets, as part of the multi-year enrolment agreements with the government.

Guelph-Humber is continuing to build out its menu of programs; among those being considered are:

- a degree-completion program for working professionals in Early Childhood Education, based on hybrid courses to accommodate schedules and enhance access
- Justice Studies degree-completion to complement the very successful BAA Justice Studies (discussions are also underway to replicate the program in the Alberta system once an appropriate business plan can be finalized)
- a new B.Ed. with a tight focus on primary education, in keeping with the recommendations of the Pascal Report
- a course-based Masters in Kinesiology, synthesizing contributions from Humber's School of Health Sciences and Guelph's CBS. This program would build upon the immensely successful BAsC Kinesiology which in turn would be a natural feeder pool for the master's level program

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- a B.A. in Arts and Social Sciences

In 2011, G-H will continue to lead a multi-institution project intended to establish a summer bridge program so that diploma graduates would be able to transfer directly into the upper years of the B.Comm. or BAA university programs. A number of other initiatives are planned this year to enrich the student learning experience, including research opportunities for undergraduates, international study abroad opportunities, credit for service learning, and the possible establishment of resident core faculty at the G-H campus.

## 4 Resource Allocation

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In order to face the challenges and opportunities described in Section 3, we must take more control over our resources, and give ourselves the flexibility to absorb shocks and meet our goal of becoming financially stable. A major goal of the Integrated Planning process is to move the University beyond a short-term-oriented model of resource allocation and toward one that is more proactive, responsive, and focused on strategic initiatives. This goal became even more critical to achieve, when the University was faced with major cost commitments in a period of declining real provincial funding. The limited resources available need to be reallocated in a process where we continue to invest for the future and advance program quality and at the same time “pay the bills”. History shows that difficult times are when the biggest opportunities present themselves, and it is those who are ready, those who can respond to difficulties with resourcefulness and commitment, that can best capitalize.

In planning and resource allocation in the operation of any enterprise there are three distinct primary resources that need to be considered: financial, human, and capital. This means that when fully implemented, the Integrated Plan needs to address the allocation of dollars, people, and space in an integrated, proactive, and transparent way by defining:

- Human resource processes and comprehensive staffing plans, which will, in concert with the planning initiatives contained in academic plans, help guide and reflect personnel changes that occur as a result of growth and changes in emphasis. For example, new strategic priorities may require additional effort to be expended in the retention of staff with particular specialized skill sets, or the training of internal candidates.
- Integrated facilities plans to administer the acquisition, maintenance, and use of space, equipment, and technological resources will be vital to support the strategic initiatives we wish to pursue.

Full integration of people and space with dollars is beyond the scope of this transitional plan, although we have now assembled the necessary components as inputs into this document. True integration—as opposed to aggregation—of academic and administrative planning remains a key goal, and in future cycles, we will require departments and colleges to more comprehensively identify their staffing and facilities requirements and expectations, and include administrative plans in the college and University-level integration exercises.

# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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## 4.1 The MTCU 2011/2012 Preliminary Operating Budget

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This section presents the 2011/2012 MTCU<sup>6</sup> Preliminary Operating Budget. Each year the annual budget is prepared that includes actions to fund all sources of inflation, including salaries, benefits, utilities, and other services; long-term debt requirements including those of deferred maintenance, renovation, and capital replacement; and post-employment benefit costs.

### 4.1.1 2011/2012 Budget Objectives

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Preparation of the University annual budget starts with a review of strategic budget objectives. In setting these objectives there is the continuing challenge to manage the competing demands of investing in facilities, programs and services while maintaining a balanced budget. In addition, with the external uncertainties (risks) of provincial funding, pension contributions and the internal challenges of eliminating the structural deficit, it is imperative that sufficient contingency planning be a part of the budget objectives. The 2011/2012 assumptions reflect both the continuation of goals the University set for itself in 2010/2011 and the commitment to completing the strategic restructuring needed to meet our objectives and return to a sustainable fiscal position. The framework enabling the fiscal plan will be the Integrated Plan which will help determine key University objectives and priorities.

This context has resulted in the development of the following three general budgetary objectives used in preparing the 2011/2012 budget;

- 1) “Stay the Course” and continue towards eliminating the structural deficit. Key to this objective will be meeting the Multi-Year Plan (MYP) fiscal targets.
- 2) It is recognized that any new spending must be balanced with the requirement to eliminate deficits. If the University is to retire those deficits, it is also important, to maintain core capacities that can generate revenues and efficiencies and when possible enhance program net revenues by creating opportunities in areas of strategic importance. 2011/2012 budget assumptions reflect this priority by including investments to:
  - sustain the quality of teaching, research and the student learning experience
  - strengthen the ability to raise and diversify resources through focused fund raising.
  - maintain critical University infrastructures and services in support of the academic mission.
- 3) Times of increasing uncertainty (risk) require greater fiscal flexibility. The University has been taking every opportunity to begin to build a level of contingency funding to assist in managing a number of identified risks including pension contribution requirements, meeting MYP targets and uncertain provincial funding. In 2011/2012 an objective is to continue to add to contingency and stabilization funds when opportunities arise.

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<sup>6</sup> The total University economy is over \$634 million of which 55% is derived from MTCU-funds/programs. The balance of revenues/expenses is earned by either ancillary or restricted activities such as research. The MTCU Operating Budget however funds almost all faculty, teaching and most University-wide infrastructure costs and is therefore the primary focus of University planning. Refer to Section 7.1 for further explanation of total University funding. -

# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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## 4.1.2 Budget Assumptions and Subsequent Events

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The following sections of this presentation contain the major assumptions used for the 2011/2012 Preliminary MTCU Operating Budget and the key elements of our Multi-Year Plan (and targets) to eliminate the structural deficit. The financial impact of these assumptions is presented in terms of *incremental changes* to the current budget.

Most of these assumptions reflect impacts on major institutional-level revenues and expenses. Details of college/division adjustments to budgets are not included however their overall allocations are presented in Table A. Within these college/division allocations are an estimated \$65 million in revenues credited directly to individual unit budgets. These revenues are earned from a wide variety of sources including many that are restricted for a specific purpose (e.g., specific MTCU grants restricted to support diploma education or students with disabilities), student fees assigned for specific support services (e.g., student health services fees) or specialized service fees (e.g., the OVC Veterinary teaching hospital client fees). For preliminary budget planning, it is assumed that any changes to these departmental revenues are the responsibility of the local unit. It is important to note that in many cases earning revenues constitutes an important component of a unit's ability to both deliver key services and to meet their overall budget targets including those of the MYP.

In addition, typical to most fiscal years, there remain a number of critical assumptions made in the Preliminary MTCU Operating Budget that will not be confirmed until later in the year. These assumptions include provincial funding<sup>7</sup> and enrolments. Enrolments, which yield tuition revenues, also are used to calculate a significant portion of University provincial funding. Enrolments for this purpose are not confirmed (under provincial reporting guidelines) until November for fall enrolments and February (2012) for winter enrolments. As the University receives confirmation of the financial impact of these events, they will be factored into the budget.

## 4.1.3 Major 2011/2012 Budget Revenue Assumptions

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### 4.1.3.1 Provincial Grants

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Provincial grants contribute approximately 50% of MTCU Operating Budget revenue. This funding comes from 15 to 20 specific grants (also known as funding envelopes) which have various allocation mechanisms. Many of these funding envelopes are targeted to specific Ministry goals (e.g., undergraduate and graduate enrolment growth, quality improvement) and some are specifically precluded from being used to cover general University operating costs. No grant increases have been provided in recent years for general cost increases. Most incremental provincial operating funding is now earned under the two enrolment-based "Accessibility" envelopes (one for undergraduate and one for graduate enrolments). A key component of planning for the entire university sector is whether/when the MTCU funds enrolment, under the Accessibility envelopes, are levels of the full-cost

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<sup>7</sup> Estimating and realizing provincial funding for universities in any year is a continuous process evidenced by announcements and revisions to funding that have occurred in each of the past several years. Furthermore it often takes weeks/months to determine the impact of provincial budgets or economic statements on both the post-secondary system and the University of Guelph. Consistent with the University's practice, the Preliminary MTCU Operating Budget is prepared with "best estimates" available at the time knowing that should any major changes that impact the that budget be confirmed subsequent to approval, they will be factored in as budget revisions during the course of the fiscal year.



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grant funding per student<sup>8</sup>. Past provincial practice has been to ultimately fully fund eligible<sup>9</sup> enrolments however exactly when (in the year of growth or subsequent) or how (base or one-time) have been variable, adding a major level of complexity and risk and preparing annual budgets.

**Enrolment Based Grants (Accessibility):** Accessibility funding is usually distributed among universities in Ontario based upon actual in-year increases in enrolment (in undergraduate and graduate programs) over provincially specified base levels at each university. The current base years used by the Ministry for measuring relative growth were 2009/2010 (undergraduate enrolment) and 2007/2008 (graduate enrolment). A critical on-going working assumption made by the University in estimating the Accessibility grants is that full -cost grant funding will be provided for growth. Complicating the estimation process are two factors; first, the practice by the province to temporarily “discount”<sup>10</sup> Accessibility funding and second, the actual measurement of enrolments for funding purposes. Because actual enrolments are not confirmed until November (for fall) and February (for winter), when enrolments are verified and reported to the Ministry, the University does not know the actual distribution of this provincial grant until well into the fiscal year (MTCU confirmations can be as late as March; our fiscal year ends April 30th). Discounting not only reduces grant funding but creates uncertainty in our planning as it is not known when the province will meet the full-grant funding promised. To date the MTCU has attempted to fully fund past enrolment growth although it may be several years before this is actually realized in the University’s transfer payments.

Accessibility grants are allocated in two envelopes; one for eligible undergraduate and one for eligible graduate enrolments.

**Undergraduate Accessibility:** Prior to fiscal 2010/2011, total undergraduate Accessibility funding was received as a series of annual one-time grants adjusted each year to reflect changes (up or down) in the University’s eligible undergraduate enrolment relative to 2004/2005. A significant portion of these grants were based on discounted funding. Over that period the University continued to experience strong demand for most of its programs and undergraduate enrolments and exceeded budget expectations (refer to Chart A). As a result additional tuition and grant revenues have exceeded budget expectations that typically have assumed smaller targeted growth. In addition to the University’s profile and reputation increasing demand for its programs, a portion of this increase, particularly in undergraduate programs, is due to higher retention rates in upper semester levels. It is believed this is due in part to the difficult economic climate (students staying in or returning to programs longer than when the job market is more favourable).

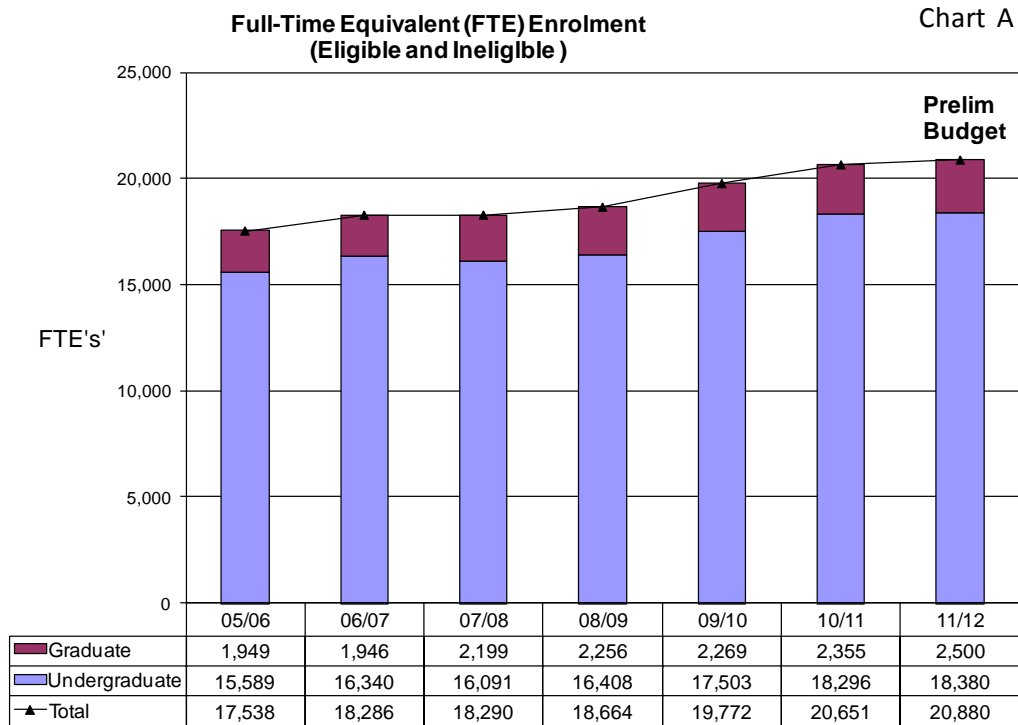
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<sup>8</sup> “ Full- cost grant” funding refers to the commitment by the Province to fund new student enrolments at a level reflecting the provincial grant income per student in accordance with the established funding formula. A full-cost grant level is on average approximately \$6,800 per undergraduate student and between \$12,000 (masters) and \$27,000 (PhD) per graduate student in the Ontario university system.

<sup>9</sup> Enrolment in unregulated categories (e.g., international students), is not eligible for any provincial grant support.

<sup>10</sup> Discounting refers to a less than full-grant provided for student increases. It usually occurs when total actual demand for programs in the university system exceeds Ministry estimates. Because the fixed dollars provided in annual Ministry budgets for growth in any year are spread over more students, allocated per-student income is lower than the formula.

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During fiscal 2010/2011, the university system received news that the province would not only fully fund the undergraduate growth from 2004/2005 to 2010/2011, but that these funds would be rolled into the institutional basic grant. This positive news, along with other enrolment-related adjustments to the “Quality” grant, resulted in an \$8.5 million increase in base provincial grant funding budgeted for fiscal 2010/2011. (Note: this increase and its impact on the budget were formally approved by the Board of Governors as part of the “Revised 2010/2001 MTCU Operating Budget” on January 19, 2011).

For future growth (beyond 2010/2011), indications are that incremental funding will revert to the annual one-time continuing funding. In addition, while discounted funding by the province is a risk, it will be assumed that this growth will be fully funded. For enrolment planning, the assumptions will be to maintain enrolments at current levels for most programs, accommodate the “flow-through” effect of prior years’ growth, and increase enrolment only in targeted areas such as engineering. In terms of financial impact, \$2.600 million in base funding (related to unbudgeted growth from 2010/2011) and \$1.700 million in one-time funding (related to growth in 2010/2011) will be recognized in the 2011/2012 Budget.

**Graduate Accessibility:** In its 2005 “Reaching Higher” budget, the province made graduate student growth a priority. This was realized in allocating undiscounted, base “Accessibility” funding for graduate growth. Early in 2006/2007, the Ministry advised institutional executive heads of preliminary graduate growth target allocations for 2007/2008. Institutions were then required to submit detailed proposals outlining their capacity to meet (or exceed) the assigned targets and negotiate (within strict limits) for changes to those targets. In June of 2006, the Ministry approved growth targets for the University of Guelph that allowed for overall growth of 330 FTE’s (202 masters and 128 doctoral) relative to 2004 levels, effectively increasing total eligible enrolment to approximately 1,642 FTEs.

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In 2008/2009 this target was renegotiated to 1,874 with almost all of this increase reflected at the master's level. (Because the Ministry capped graduate enrolment growth at the level-specific i.e., masters level and doctoral level, targets assigned to each institution for 2007/08, our overachievement of growth at the Masters level was initially not funded).

The table below indicates the current 2011/2012 budget assumptions with both actual levels and the revised funding limit ("target") to which the province has agreed to provide "full-cost funding" for enrolment growth. The current assumption is to grow by at least 113 FTE's (all at the masters level) in 2011/2012. The University has until 2011/2012 to achieve the full "cap" levels. Detailed efforts are in progress with the colleges to develop plans to achieve this growth. Enrolment management at the graduate level can be very challenging given both the level of competition and the complexity of funding and effort required to support increased graduate student numbers.

	Base 2004/2005	Original Growth Target	Revised Growth Target	Fall 2010 Eligible FTE's	Growth since 2004/2005	Variance to Target
<b>Masters</b>	927	202	427	1,242	314	-113
<b>Doctoral</b>	385	128	135	538	154	19
<b>Total U of G</b>	<b>1,312</b>	<b>330</b>	<b>562</b>	<b>1,780</b>	<b>468</b>	<b>-94</b>

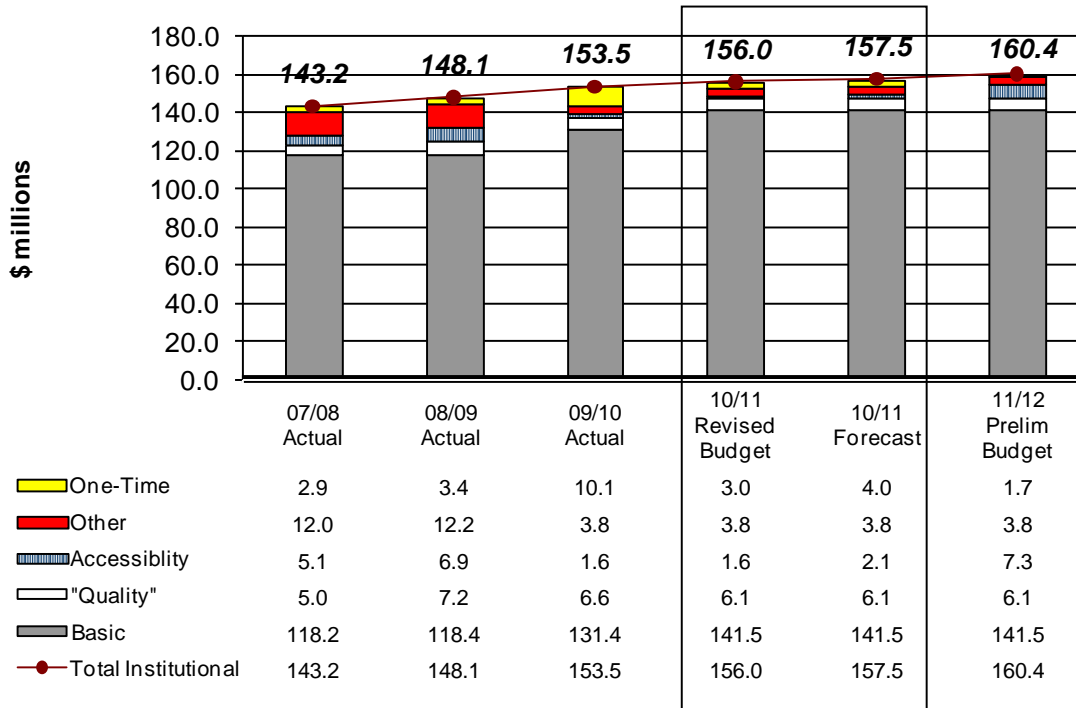
If the budget assumption growth is achieved and maintained, an estimated \$3.100 million in new base funding will be realized. (Under the University's current resource allocation guidelines a significant portion of this funding will be flowed to colleges in proportion to their sustained graduate growth). Unlike the undergraduate accessibility funding envelope, graduate accessibility grants are rolled into the University's base budget every year once enrolments are achieved. (At this time indications are that graduate growth beyond the "revised growth target" may not receive provincial funding, however confirmation will not be known until after the program is concluded sometime in 2011/2012.)

**All Other Provincial Operating Grants:** The University is assuming there will be no increase to funding for inflation on existing costs (i.e., the Basic grant remains unchanged) and any additional provincial funding we receive dependent on enrolment growth such the the "Quality" grant will remain flat. As noted, recent provincial practice has been to flow funds late in their fiscal year (March 31) and the additional uncertainties of the provincial election scheduled for October 2011 could mean changes to both funding levels and methods during the year. Consistent with past practice, as information is received it will be factored into the MTCU Operating Budget during the course of the current and coming fiscal year.

The University also receives several other smaller grants such as Performance grants (funding based on overall graduation rates and the employment rates of our graduates) and the Research Infrastructure grant (based on our share of federal granting council awards) as well as several restricted funds e.g., "Tax" grant (flowed to the City of Guelph in lieu of property taxes). Overall, it is expected that these grants will remain relatively unchanged from 2010/2011 levels. Chart B shows the progression of the changes in MTCU funding over the course of four fiscal years as well as budget assumptions for 2011/2012.

MTCU Operating Grants- History and 2011/2012 Budget

Chart B



### 4.1.3.2 Tuition Revenues (Enrolment and Fees):

Overall, tuition increases and the net impact of enrolment (graduate and undergraduate) combined are expected to generate \$9.500 million in additional revenues (\$5.400 million due to tuition fee increases and \$4.100 million due to enrolment increases). Estimating the financial impact of enrolment and tuition fees is a very challenging task. Complexities of fees structures (e.g., multiple years of year-specific program and cohort fees) as well as the volatility of demand can influence the realization of tuition income. The following presents the basis of the major assumptions used in arriving at the 2011/2012 budget assumptions.

**Enrolment:** Enrolment planning plays an important part in meeting the University's overall strategic objectives. In preparation for the double cohort, the University established a strategic enrolment target of 18,000 students for the main campus. At the time this was determined to be the approximate number of students that could be accommodated effectively by the main campus physical infrastructure under existing program delivery assumptions and residence accommodation. In recent years several factors have led to the revision of this assumption in both graduate and undergraduate program areas. Under Integrated Planning and in the course of responding to both the MYP targets and new provincial funding, new enrolment has been planned and achieved either in areas where capacity exists or investments have been made to increase capacity in areas of strategic priority (e.g., engineering). In addition the impact of increased undergraduate retention rates, overall program and curriculum changes have resulted in an increase in total FTE count to approximately 20,000.

The complexity of enrolment planning is compounded by several issues: (1) the impact of flow-through enrolment where first year intakes do not flow evenly through to graduation affected by retention/attrition rates, stop-out and program/major transfers, (2) non-secondary school intakes including college transfers, international, and advanced standing students (3) the extended time line for

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aligning resources with program demand e.g., faculty availability and recruitment and access to appropriate teaching facilities; (4) the variability of program demand and competition for students which means there can be significant shifts in the applicant pool (number and quality) between academic programs and institutions from year to year and (5) shifting provincial priorities which redirect funding towards varying levels and types of education programs.

For 2011/2012, the University has set budget undergraduate intake levels<sup>11</sup> with the objective of holding overall undergraduate degree program enrolment at approximately last year's levels except in programs where new growth areas are identified in the University's Integrated Plan. Currently those areas include Engineering and international DVM or areas where structural capacity exists. For graduate enrolment the objective will be for the University to achieve the new targets described under section 4.1.3.1 Provincial Grants.

**Tuition Fees (Current Framework):** Since 2006/2007 a provincially-approved tuition framework has governed limits<sup>12</sup> to tuition rate changes for provincially regulated programs. The permitted increases under that framework are between 4% and 8%, depending on program and year of study, with an overall institutional-level increase in revenue from tuition increases, not to exceed 5%. This policy has been extended to include the 2011/2012 fiscal year. The University is proposing fee schedules consistent with that framework adjusted for certain programs where it is necessary to maintain a competitive position. The result are increases for regulated fees consistent with the maximum allowable under the current framework rules with the exception of graduate (entering) rates where the increase will be 3.0% (maximum allowable is 8%<sup>13</sup>). For all deregulated, including international programs most fees have been frozen at 2010/2011 levels reflecting competitive factors in attracting these students. Detailed tuition and non-tuition compulsory fee schedules have been prepared for 2011/2012 and provided as part of this budget (refer to Section 7). The following tables summarize tuition fee increases for major tuition classifications in 2011/2012.

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<sup>11</sup> While the University may set undergraduate intake (semester 1) targets, actual intake will vary from this target. Offers are made to students in a very competitive environment and "yield" rates (percentage of offers who actually enroll) vary significantly from year to year. .

<sup>12</sup> If an institution exceeds these limits, the province will reduce that institution's operating grant by an amount equivalent to the excess tuition revenue.

<sup>13</sup> In order to remain competitively positioned with other institutions, the University is not going to the maximum in this category.

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Provincially (Regulated) Funded Programs		
<i>Full-time per semester fees</i>	Entering	Continuing
Undergraduate – regular	4.5%	4.0%
Undergraduate – professional <sup>14</sup>	8.0%	4.0%
Graduate – all programs (Max permitted is 8%)	3.0%	3.0%

International Programs		
<i>Full-time per semester fees</i>	Entering	Continuing
Undergraduate – regular	0%	0%
Undergraduate – professional <sup>15</sup>	0%	0%
Graduate – all programs	0%	0%

Associate Diploma Programs		
<i>Full-time per semester fees</i>	Entering	Continuing
Undergraduate – regular	4.5%	4.0%
International – all programs	0%	0%

Cost-Recovery Programs		
<i>Full-time per program</i>	Entering <sup>16</sup>	Continuing
MBA	0%	0%
MBA – International	0%	0%
MA – Leadership	2.9%	0%
MA – Leadership – International	3.0%	0%

### 4.1.3.3 Other Institutional Revenues and Recoveries:

Provincial grants and tuition together comprise 80% of the University's revenues. The remaining 20% is composed of a large number of different sources of revenue including student service fees, non-credit course fees and cost recoveries from research and ancillary services. For budget assumption purposes, these revenues/recoveries are divided between:

- Institutional:** These are revenues and recoveries available to fund University-wide expenses e.g., investment income (earned from operating fund cash flows) research indirect cost recoveries and ancillary cost recoveries in support of institutional and physical plant support services provided from the MTCU Operating budget.

<sup>14</sup> Professional: business, commerce, veterinary medicine, computing science, engineering and landscape architecture.

<sup>15</sup> Professional: business, commerce, veterinary medicine, computing science, engineering and landscape architecture.

<sup>16</sup> For the Cost Recovery Programs, the fee being approved is for the 2012/2013 entering class.

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- **Departmental:** Revenues earned from the delivery of specific unit goods/services or designated for specific purposes (and in some cases contractually restricted). These do not directly constitute an immediate source of funding for institutional planning purposes and operationally are credited to the unit providing the goods or services. These units are accountable for achieving any revenue targets and for controlling all costs for delivering the services. In practice these revenues form an integral part of unit budgets including sources of funds to meet their Multi-Year budget targets. Major examples of these revenues include veterinary hospital revenues and student service and athletic fees.

For 2011/2012 the following summarizes the major incremental changes to institutional revenues and recoveries:

## 4.1.3.3.1 Cost Recoveries from Ancillaries

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A 2.0% increase in the general cost recovery charges to Ancillaries will be made in 2011/2012 to help offset increases in centrally provided services. These increases were factored into approved 2011/2012 budgets of each ancillary unit. The combined increase in cost-recoveries from Ancillaries is \$0.147 million.

## 4.1.3.3.2 Other Institutional Revenue

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This category (total base budget of \$1.250 million) includes revenues earned in a number of small accounts such as revenues earned from investment of operating cash balances and miscellaneous fees. Investment income in the Operating budget is derived from interest income earned on cash flows from all non-endowment operations. In 2011/2012, with the recovery in interest rates, it is forecast that the University will realize an additional \$0.500 million in this category.

## 4.1.3.3.3 University of Guelph Humber

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Under the joint venture called the University of Guelph-Humber<sup>17</sup> (GH), the University of Guelph realizes 50% of the joint venture's annual net income. The GH has now reached its initial enrolment targets (3,000 FTE's) and with provincial funding being received on a full-funded basis, the GH is generating approximately \$7.1 million annually in total net income. A total of \$3.300 million (\$2.500 million base and \$0.800 million one-time) will be recognized as additional revenue in the University's Budget. (This net income is in addition to a \$6.3 million received annually by the University, mainly for Academic Delivery cost-recoveries in the colleges which deliver teaching in GH programs.)

## 4.1.3.3.4 Research Indirect Cost Recoveries

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For 2011/2012 it is assumed most major categories of indirect cost recovery will continue at their current levels with two exceptions. At this time there is a risk that, given the provincial budget challenges, the OMAFRA agreement funding will be reduced. While not confirmed, a provision for a \$0.400 million reduction in the indirect costs<sup>18</sup> received from OMAFRA is included in the 2011/2012 assumptions. (Note: In fiscal 2010/2011 a \$1 million one-time reduction in OMAFRA funding occurred.)

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<sup>17</sup> Refer to section 7.1 for a further description of the University of Guelph Humber

<sup>18</sup> The major impact of any reduction in OMAFRA funding will be absorbed within the OMAFRA segment of the University's operating budget. That budget is presented separately for approval. The impact in the MTCU component of the operating budget is limited to OMAFRA funded indirect costs, which are reduced in proportion to any total decrease in funding received in the overall OMAFRA Agreement funding.

# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

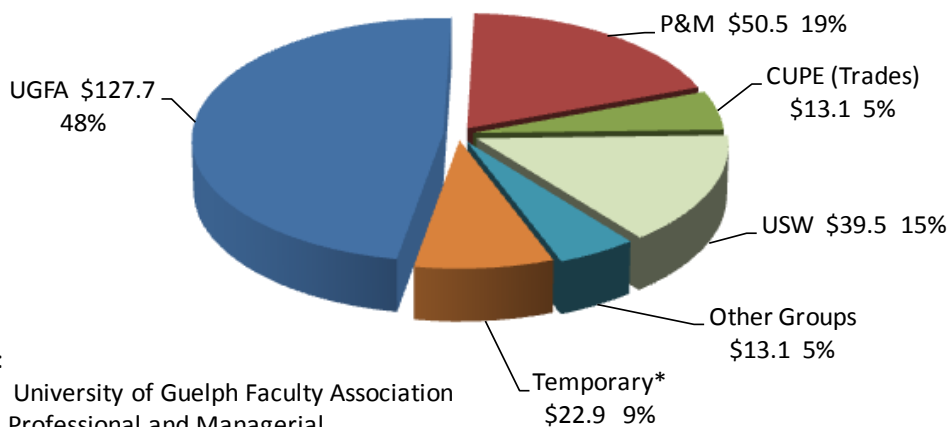
In addition the University's share of FICP<sup>19</sup> (Federal Indirect Costs Program) funding is declining resulting in a \$0.200 million reduction in expected income from that source in 2011/2012.

## 4.1.4 Expenditure Assumptions

### 4.1.4.1 Provision for Compensation (Salaries and Benefits) Increases

In comparison to MTCU Operating revenues, 80% of which are earned from provincial grants and tuition, compensation costs comprise 70% of total MTCU operating budget expenses. Of the total budgeted compensation budget of approximately \$276.7 million (refer to Chart C), 20% is allocated for employer benefit costs.

**2011/2012 MTCU Operating Budget for Compensation**  
**By Major Employee Category: Total \$267.7M**  
**(Benefits have been allocated to each employee category)** **Chart C**



Notes:

UGFA: University of Guelph Faculty Association

P&M: Professional and Managerial

USW: United Steel Workers

CUPE: Canadian Union of Public Employees

\* Temporary includes GTA's and Sessionals

In the 2011/2012 budget a provision of \$9.935 million has been made to cover the estimated costs of salary and benefit increases. While 6 out of the 11 major employee groups in the MTCU Operating Budget have agreements in place for 2011/2012, their costs together equal only 10% of the total salary cost. The remaining 5 groups contain almost 90% of compensation costs and all will be entering into negotiations for contracts covering the fiscal year. Estimates include a provision for the increased salary costs of all groups and categories as well as adjustments to cover projected changes to employer benefit costs. Employer benefit costs include statutory benefits such as CPP (Canada Pension Plan) and EI (Employment Insurance), and other benefits such as post-employment (including pension), extended health and dental coverage for current and retired employees. Detailed allocations in the budget to

<sup>19</sup> The FICP is a federal government program that transfers funding to support the indirect costs of tri-council based research costs, to institutions across Canada. Funding is based on the relative size and share of each eligible institutions tri-council funding award, averaged over a three year period.



# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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cover the costs of salaries and benefits will be made to unit budgets upon the implementation of salary increases over the course of the fiscal year.

## 4.1.4.2 Post-Employment Benefits

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A major component of compensation consists of benefits for post-employment benefits. Post-employment benefits are commitments to University retirees for both pension and non-pension (health and dental) benefits. Rapidly increasing liabilities due to a number of factors such as increasing medical costs, especially for prescription drugs and financial market conditions not seen in decades are escalating the cost of these benefits to the University.

**Non-pension post-employment:** These benefits have grown to an unfunded liability of \$221.5 million<sup>20</sup>. While there is no legal requirement to fund this liability immediately, cash requirements (currently at \$4 million per year) are projected to increase by over 10% per year over the next decade. The budget assumption provides for this cash increase in 2011/2012.

**Pension Plans:** As noted in section 3.1.1.4, the University is facing major solvency contribution requirements for which it has filed for temporary relief under special provincial legislation. More specifically, the special legislative regulations (released February 10, 2011) indicate:

1. A “Stage 1” temporary period of relief from making the current levels of solvency payments. To be eligible, university sponsors must file a plan with the province (Ministry of Finance) that would contain changes that “...sufficiently enhance the long-term sustainability...” of pension plans. This objective has been specified as a “Savings Target” quantitatively prescribed requiring a combination of increased contributions (employer/employee), and/or reduced benefits (and therefore lower liabilities). The University’s plan was filed March 23, 2011 (as prescribed in the February 10 legislation.) If our plan is approved the University would have access to a temporary three year period to implement its plan, at the end of which time, we would be eligible for Stage 2 relief. During this “window”, minimum contributions would be held to going concern obligations plus an interest-base payment on the solvency deficit.
2. Stage 2 relief would consist of a 10-year amortization period for solvency contribution funding (currently it is 5 years). Access to the 10-year amortization period would be contingent on “success” in meeting the objectives of the plan filed under Stage 1.

In the 2011/2012 MTCU Operating Budget a key assumption is that the University will receive “Stage 1” funding relief. For several years, a priority for the University has been the continuous effort to identify both base and one-time funding for the purpose of meeting our pension funding requirements without seriously undermining our program capacity and quality and the financial stability of the University. At the end of fiscal 2009/2010 a total of \$40 million in one-time funding had been reserved to “cushion” the impact of solvency payments. These funds will now be used to assist in making our minimum payment requirements under Stage 1 relief under the special provincial legislation. These payments are estimated to be \$36 million per year consisting of both normal cost and special Stage 1 minimum payments. With a budget provision of \$23 million (in the base budget) they should be sufficient temporary funding for the four year period of Stage 1. The 2011/2012 MTCU Operating Budget will continue to contain assumptions that will add funding to both on-going and contingency planning for pension funding.

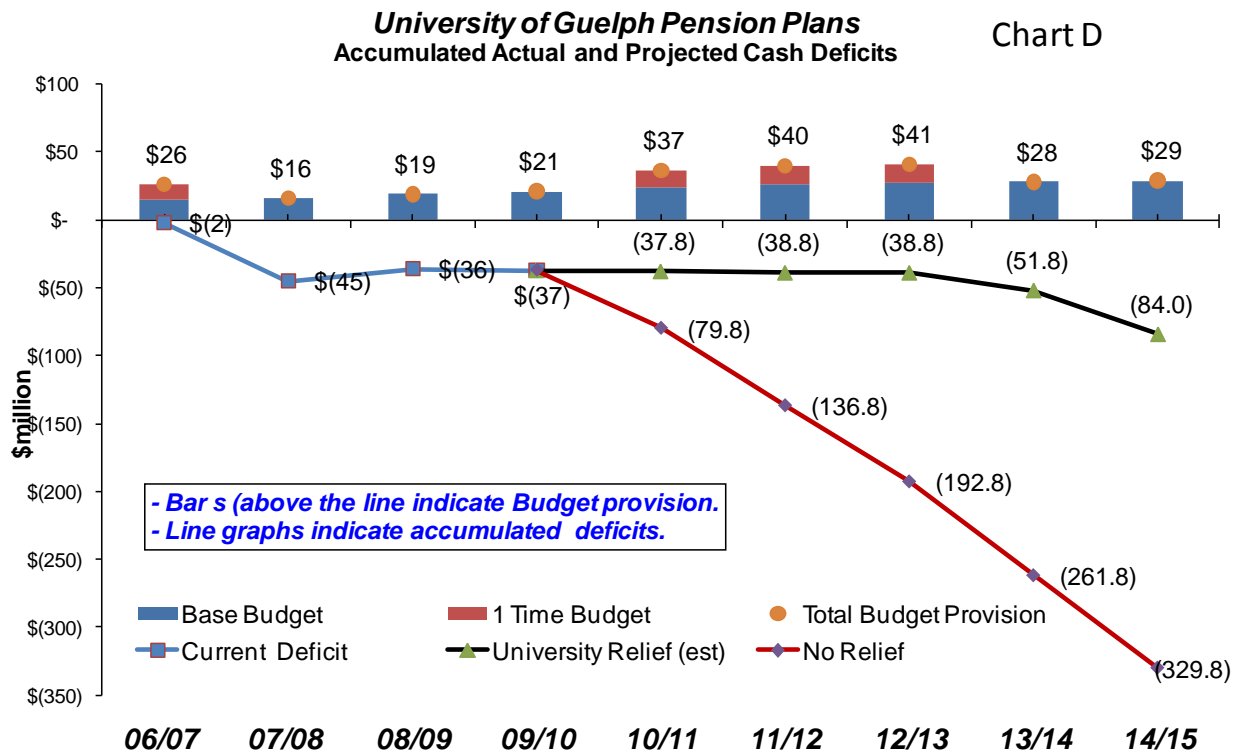
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<sup>20</sup> Source: University of Guelph Annual Financial Report and Audited Financial Statements for the fiscal year ended April 30, 2010.

# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

The Chart D shows the projected impact of these contribution options and funding over a five year fiscal (May 1 to April 30) period starting in 2010/2011. Key assumptions/results in this presentation are:

- The “No Relief” line shows the impact of contributions under current (no relief) legislation. Total annual contributions of \$97 million.
- Under the “University Relief” line, it is assumed the University will receive a temporary window during which contributions of \$36 million would be required. In addition, at the end of the Stage 1 period, a Stage 2, 10 year solvency amortization period would be granted.
- The \$40 million in reserves would be consumed (until exhausted) over the four year period necessary to hold the current deficit constant
- It is assumed (for the purposes of this chart), that there is no change over the period, in the current level of solvency deficit. During this period University will not be required to prepare formal valuations however given potential market changes over time, there could be significant solvency deficit changes (increase or decrease).



## 4.1.4.3 Other Institutional Expenses:

**Estimated Utilities and Other Institutional Operating Costs** This category includes adjustments for major central University operating accounts such as utilities, insurance, legal expenses and funding for new space. All categories of institutional expenses, other than those noted below, are expected to be within existing base allocations.

### 4.1.4.3.1 Information Technology Fund

This centrally supported account (total base funding of \$4.1 million) will receive an increased allocation of \$0.514 million reflecting costs of centrally provided computing and communications infrastructure

# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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(e.g., the networking services, campus services including network security, university-wide licenses for administrative and academic support systems.). This cost increase consists mainly of central data storage and enhancements including back-up capacity improvements. This investment will help ensure that there is sufficient capacity and stability in these providing these necessary services.

## 4.1.4.3.2 Central Utilities

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*Central Utilities (Budget of \$22.1 million) is comprised of costs to support all centrally provided main campus energy (electricity), heating, cooling, sewage, water, other utilities and central hazardous waste management services. Actual utility costs are sensitive to climate/temperature variations (the budget assumes “normal” range over the course of the fiscal year) and the rates charged by utility providers of the energy/commodities used.*

- Central Utilities (New Space<sup>21</sup>): The expected completion of several new facilities will add to the University’s space inventory. This will result in an estimated increased in utilities costs of \$0.500 million. The major addition made during 2010 was the new pathobiology/animal health lab building on Gordon Street at McGilvray Lane with 130,000 square feet of mainly research intensive space (annualizing costs in 2011/2012) . Other new facilities will include an addition to the School of Engineering to accommodate planned new enrolments as set out in the Integrated Plan and expansion of facilities for the Bio-Diversity Institute.
- Central Utilities (Current Base); Over the past several years the University has been investing in a number of on-going energy conservation programs funded from external borrowing, provincial grants and a special contribution from students. It is expected, that as investments continue to improve the efficiency of utility supply and consumption including new steam lines, energy distribution controls and retrofitting of building components future cost containment/savings will be realized. These initiatives resulted in usage saving for existing space of an estimated \$1.215 million, greatly mitigating the impact of rate increases. In fact, rate increases in 2011/2012 are estimated at \$0.950 million are more than offset by these savings (on rates/consumption) yielding a net budget allocation of \$0.265 million.

The total Utilities NET increase due to new space costs plus, price and consumption increase, net of savings is estimated at \$0.235 million for 2011/2012.

In addition to basic infrastructure requirements three additional areas will receive allocations to address institutional priorities in 2011/2012.

## 4.1.4.3.3 New Space –Operating Costs

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With the addition of new space (noted under the section on Central Utilities), additional funding has been allocated to support the increased physical resource costs such as housekeeping and maintenance. \$0.275 million has been provided for new positions and supplies in both of these key support areas.

## 4.1.4.3.4 Fund Raising and the Campaign

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The University is undertaking a fund raising campaign to coincide with the University’s 50<sup>th</sup> anniversary in 2014. Detailed planning is underway in order to effectively resource efforts to achieve the significant targets of this campaign. The campaign is a major initiative with the objective of both diversifying funding sources and raising new resources to support areas that are of strategic importance in the University. It is planned to invest \$0.600 million in base funding and \$0.675 million in one-time funding

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<sup>21</sup> This allocation is net of certain building/facilities that were either removed or vacated in the inventory including, the Textiles Building, several portables and some vacated space in VMI and the Richards Building.

# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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in Alumni Affairs and Development for the required personnel and operating costs. These funds will be primarily invested in marketing and professional resources to build campaign momentum as well as supporting the enhancement of annual giving.

## 4.1.4.3.5 Central Administrative Support Services

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This category captures a number of investments required in central service areas. They include: \$0.160 million for Campus Community Police (\$0.060 million base and 0.100 million one-time) for the support of building security systems, \$0.175 million (\$0.100 million base and 0.075 million one-time), for Financial Services for additional support for the implementation of new provincial compliance requirements related to procurement and expenses and \$0.450 million one-time for restructuring costs in Human Resources consisting mainly of a major redesign of space to enable a more efficient and client-centred configuration and organization of services.

## 4.1.4.4 Capital Infrastructure Debt Servicing

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In January 2011, a plan<sup>22</sup> was presented to the Board of Governors in which the University sought approval to borrow external funds over a five-year period (2011 to 2016) for the purpose of financing specific capital (building and utilities infrastructures) maintenance expenditures. These expenditures are required to address the repair/replacement of critical capital infrastructure that can no longer be deferred and to assist with improvements to energy efficiencies. In addition, a financing provision (net of identified funding sources) was made for both phases of the engineering expansion plan. As part of the five-year plan, the University makes provision in each annual budget for debt servicing necessary in any new debt incurred that year.

\$1.5 million (base) has been added to the existing \$12.8 million base allocation for capital funding and debt servicing. These new funds will be used to provide for any debt servicing required in 2011/2012 (subject to federal-provincial funding announcements). Should new funding become available that would be eligible to support the projects currently scheduled under the Plan, borrowing (and related debt servicing costs) will be reduced.

## 4.1.4.5 Academic Investment and Integrated Planning

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The 2011/2012 Budget contains a number of investments targeted for academic programs including the continuation of the Integrated Planning process. These investments are new funds allocated for both the Integrated Planning initiatives and continuing academic commitments from earlier enrolment-related allocations.

### 4.1.4.5.1 Student assistance

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Student assistance (scholarships, bursaries) at the University of Guelph (approximately \$26 million in total) is funded from several different sources. Typically 50% is funded from the MTCU Operating budget with the balance coming from a variety of annual restricted contributions and donation (33%) and finally endowment funds (17%).

The 2011/2012 budget contains a \$1.055 million (base) increase for student awards. \$0.400 million of this will be used to increase undergraduate entrance awards (which now total \$ 4.0 million annually). In

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<sup>22</sup> The plan was summarized in a document entitled "The Capital Renewal Financing – Five year plan 2011/2012 to 2015/2016" (the Plan). Under the terms of the approval for spending, the University may borrow to finance the costs of the Plan with the provision that debt servicing is to be allocated from the MTCU Operating Budget annually..

## University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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addition, \$0.600 million will be used to increase the University requirements for tuition set aside<sup>23</sup>. Finally \$0.055 million will be allocated to support the University's share of the Trillium Scholarship Program<sup>24</sup>.

Note: the above allocation excludes additional graduate support funding that will be allocated under the Integrated Planning resource allocations Refer to section 4.1.4.5.4.

### 4.1.4.5.2 Library "acquisitions"

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The definition of library acquisitions has evolved over recent years to shift from the acquisition of paper-based collections and periodicals to on-line based information and "e-learning" delivery of critical research and teaching information. With minimal incremental support over the past several years, the Library has managed to maintain service levels as inflation has eroded purchasing power and demands for more accessible information increase. In this budget a total allocation of \$0.785 million in base and \$0.100 million in one-time funding will be allocated to help restore some real funding levels and to provide structural support for new services. Of this total base allocation, \$0.400 million will be for maintaining and adding to information resources (electronic resources and increased access rights). A further \$0.385 million in base funding will be used to regularize funding for approximately 6 FTE's of staff in support of library information resources and \$0.100 million in one-time funding will be used for space planning for archives and special collections.

### 4.1.4.5.3 Office of Research

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The growth in both the numbers and complexity of research funding over the past several years has increased the workload in the Office of Research significantly. This has led to challenges in the Office of Research in terms of the timely processing of funding applications and meeting ever increasing sponsor and regulatory compliance requirements. A total of \$0.480 million in base funding has been allocated to fund the addition of approximately 5.25 FTE's in the Research Services unit. These additional staff will increase the service capacity of that unit particularly in the pre-ward administration of grants and contracts.

### 4.1.4.5.4 Integrated Planning

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A key component of the Integrated Planning process is to develop resource allocation guidelines for major activities that direct funding for specific outcomes. The recent priority for allocations has been enrolment changes, especially in targeted areas. These include programs such as engineering and international undergraduate professional programs. In addition for fiscal 2011/2012, funds have been allocated for teaching and curriculum innovation and to support programs that have experienced major increases in enrolment due to unexpected demand, exceeding the structural capacity of the teaching services in the units.

The following budget allocations are conditional on units reaching prescribed enrolment targets or other similar performance-related metrics.

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<sup>23</sup> Under provincial funding the current MTCU tuition framework, universities are required to contribute 10% of additional revenue from tuition fee increases to bursaries and other student financial assistance programs that provide financial aid to student most in need. This requirement is cumulative and now equals about \$6 million of the total allocation for student assistance in the MTCU operating budget. The University is required to report on these funds annually to MTCU and is subject to audit.

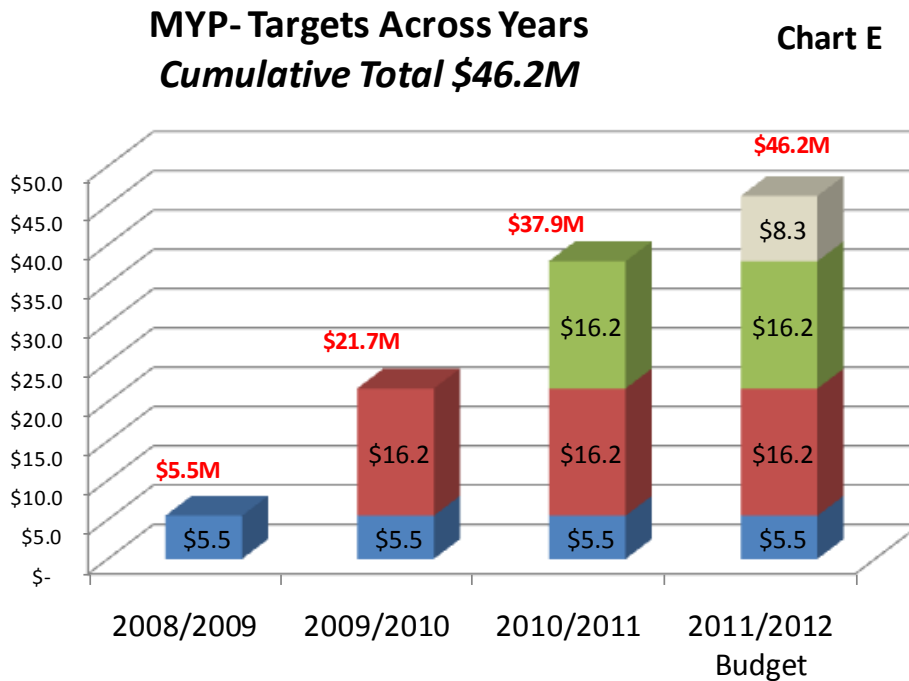
<sup>24</sup> The Trillium Program is a provincial student scholarship program for international PhD students that require 1/3 in "matching" funds from the each university. In fiscal 2011/2012, the University of Guelph will have an allocation of 4 scholarships at a total annual cost of \$40,000 each.

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<p><b>Graduate Growth/ Support Funds ( \$0.750 million Base):</b> A key priority in the University’s multi-year planning has been to grow graduate enrolments. Under Integrated Planning resource allocation guidelines, funds will be transferred to colleges annually, based on actual confirmed eligible enrolments. (i.e., if there is no growth, no funds will be transferred to colleges from this allocation).</p>	\$0.750M
<p><b>Undergraduate Enrolment funds (\$2.208 base and \$0.650 one-time):</b> Incremental funds have been provided to allocate to units where there is a demonstrated increase in undergraduate enrolment in targeted areas (such as engineering and international undergraduate professional programs) and high demand programs such as those in CSAHS. Funds will be transferred based only achievement of established, sustained enrolments levels. Additional funds have been set aside for teaching and curriculum enhancements.</p>	\$2.858M
<ul style="list-style-type: none"> <li>• <b>Sub-Total Integrated Planning:</b></li> </ul>	\$3.608M
<ul style="list-style-type: none"> <li>• <b>TOTAL Academic Investments and Integrated Planning</b></li> </ul>	\$6.028M

## 4.1.5 Multi-Year Planning (MYP) Targets 2011/2012

**Multi-Year Plan** four-year budget targets have been assigned to all major units comprising the MTCU Operating Budget including colleges, academic and administrative support units. In fiscal 2011/2012, the final year of the MYP, an \$8.300 million total savings target has been assigned among all units. The following chart indicates the cumulative institutional total of these targets that must be achieved through either cost reductions or net revenue increases.



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Key elements of the Integrated Plan (IP) were used as guide posts in setting multi-year financial unit targets. For academic units these included basic undergraduate and graduate (eligible) teaching performance measures and resource allocation processes that have been developed for IP purposes. While these measures have not been applied with mathematical precision, they were a critical component in the assignment of unit targets. The most important measures were MTCU-funded teaching outcome measures such as undergraduate course enrolment levels, resource levels and eligible graduate student numbers.

The following table is the distribution of the targeted reductions including the \$8.300 million 2011/2012 target. These targets which were initially set in 2008 have not been adjusted since that time and all units remain committed to achieving their targets.

Multi-Year Plan : Table of College/Division Target Allocations

<i>\$thousands</i>	←-----ALLOCATIONS-----→					% Target to Personnel Base Budgets
	08/09	09/10	10/11	11/12	4 year TOTAL	
COLLEGE OF ARTS	(515)	(2,358)	(2,338)	(789)	(6,000)	-28.6%
COLLEGE OF BIOLOGICAL SCIENCE	(481)	(1,571)	(1,550)	(798)	(4,400)	-22.6%
COLL. OF SOC. & APP. HUMAN SCIENCE	(473)	(699)	(690)	(338)	(2,200)	-10.1%
COLLEGE OF MANAGEMENT & ECONOMICS	(245)	(288)	(284)	(134)	(950)	-7.1%
ONTARIO AGRICULTURAL COLLEGE	(830)	(3,493)	(3,434)	(2,292)	(10,050)	-41.3%
ONTARIO VETERINARY COLLEGE	(627)	(1,395)	(1,383)	(495)	(3,900)	-12.6%
COLLEGE OF PHYSICAL & ENGINEERING	(590)	(2,488)	(2,461)	(1,060)	(6,600)	-28.8%
<b>TEACHING UNITS</b>	<b>(3,761)</b>	<b>(12,292)</b>	<b>(12,140)</b>	<b>(5,907)</b>	<b>(34,100)</b>	<b>-22.2%</b>
<b>CIO (LIB/CCS including Infrastructure)</b>	<b>(338)</b>	<b>(649)</b>	<b>(641)</b>	<b>(334)</b>	<b>(1,962)</b>	<b>-11.6%</b>
<b>ASSOCIATE V/P ACADEMIC</b>	<b>(113)</b>	<b>(297)</b>	<b>(293)</b>	<b>(155)</b>	<b>(858)</b>	<b>-16.4%</b>
<b>REGISTRAR</b>	<b>(129)</b>	<b>(170)</b>	<b>(168)</b>	<b>(85)</b>	<b>(552)</b>	<b>-9.4%</b>
<b>STUDENT SERVICES</b>	<b>(225)</b>	<b>(643)</b>	<b>(634)</b>	<b>(337)</b>	<b>(1,839)</b>	<b>-16.4%</b>
<b>OFFICE OF RESEARCH</b>	<b>(113)</b>	<b>(249)</b>	<b>(245)</b>	<b>(129)</b>	<b>(736)</b>	<b>-13.1%</b>
<b>ALUMNI AFFAIRS AND DEVELOPMENT</b>	<b>-</b>	<b>(145)</b>	<b>(143)</b>	<b>(79)</b>	<b>(368)</b>	<b>-9.3%</b>
<b>PHYSICAL RESOURCES OPERATIONS</b>	<b>(427)</b>	<b>(931)</b>	<b>(919)</b>	<b>(482)</b>	<b>(2,758)</b>	<b>-12.9%</b>
<b>CENTRAL ADMINISTRATIVE OFFICES</b>	<b>(345)</b>	<b>(574)</b>	<b>(567)</b>	<b>(292)</b>	<b>(1,778)</b>	<b>-11.7%</b>
<b>NON TEACHING UNITS</b>	<b>(1,690)</b>	<b>(3,658)</b>	<b>(3,609)</b>	<b>(1,893)</b>	<b>(10,850)</b>	<b>-12.7%</b>
<b>TOTAL UNITS</b>	<b>(5,451)</b>	<b>(15,950)</b>	<b>(15,750)</b>	<b>(7,800)</b>	<b>(44,950)</b>	<b>-18.8%</b>
<b>CAMPUS UTILITIES #</b>	<b>-</b>	<b>(250)</b>	<b>(450)</b>	<b>(500)</b>	<b>(1,200)</b>	
<b>TOTAL UNITS PLUS UTILITIES</b>	<b>(5,451)</b>	<b>(16,200)</b>	<b>(16,200)</b>	<b>(8,300)</b>	<b>(46,150)</b>	<b>-19.3%</b>

## 4.1.5.1 Progress Toward the Targets

**Multi-Year Plan** four-year budget targets (totalling \$46.2 million) have been assigned to all major units comprising the MTCU Operating Budget including colleges, academic and administrative support units.

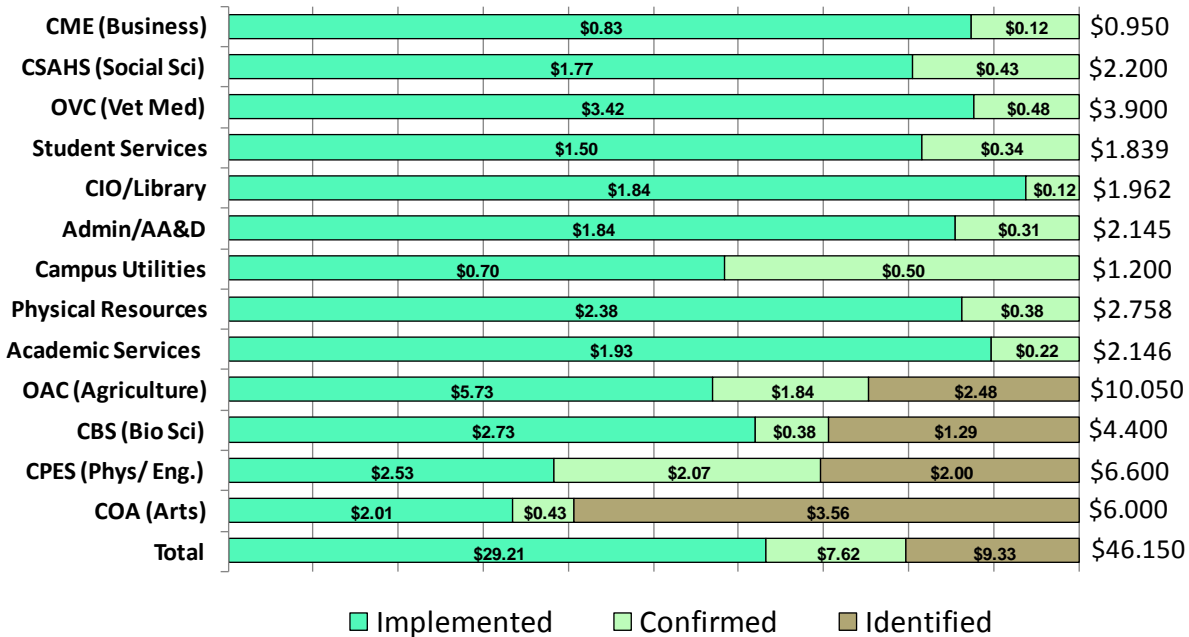
The Chart F indicates the cumulative institutional total of these targets that must be achieved through either cost reductions or net revenue increases. In summary, to the end of March 2011, a total of \$ 36.9 million or 80% of the total plan has been implemented or “confirmed” (savings/revenues will be realized over the course of the plan from actions already taken).

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The remaining component “identified” \$9.3 million are savings/revenues that have targeted solutions that have not been enabled. Many of these savings are associated with faculty positions that will be eliminated when they are vacated.

**MYP: Progress to Date by Unit (March 25/11)  
for the 4 Year Period (2008/2009 to 2011/2012)**

**Chart F**



Further analysis of the major components of the savings/revenues is presented in the table below. It indicates that consistent with the focus of the plan, major savings were to be realized from academic units and faculty positions (note, the 153 positions is about 17% of the pre-reduction complement). It also indicates that 85% of the “identified” category consists of faculty positions. Efforts have been made and will continue to encourage voluntary departures to meet these targets.

Plan Solutions	Faculty		Staff		Operating	Revenue	Total	%
	#	\$M	#	\$M				
Implemented & Confirmed	97	\$15.0	127	\$8.9	\$9.9	\$3.1	\$36.9	80%
Identified	56	\$8.1	7	\$0.4	\$0.8		\$9.3	20%
<b>Total</b>	<b>153</b>	<b>\$23.1</b>	<b>134</b>	<b>\$9.3</b>	<b>\$10.7</b>	<b>\$3.1</b>	<b>\$46.2</b>	
% of Target		50%		20%	23%	7%		100%



# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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## 4.1.5.2 Completing the MYP Plan

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The 20% or \$9.33 million in saving required to complete the MYP is essentially in four colleges:

1. OAC (Ontario Agricultural College); OAC (\$2.48 million in the “identify” category) has developed detailed plans to meet a very significant four-year \$10.05 million target. However much of this is dependent on the reduction of faculty positions funded from MTCU sources. This will take continued efforts and to a large extent will depend on the timing of departures and new non-MTCU funding sources.
2. CPES (College of Physical and Engineering Science); CPES (\$2.00 million in the “identify” category) has a number of strategies planned to meet the target including new revenues from both graduate and undergraduate enrolment growth in the college and restructured academic programming and consolidations. A key component will be the transfer of new net revenue based on confirmed enrolment increases in the new engineering programs. Additional savings are planned from a number of faculty positions that will become vacant over the next several year.
3. CBS (College of Biological Science); In CBS (\$1.29 million in the “identify”) the College plan, similar to CPES, is to use a combination of both revenue increases and savings (mainly through the elimination of faculty positions). The college has a number of high-demand program areas, including access to a successful Guelph-Humber program in kinesiology. In addition this college has a significant number of faculty positions that will be eliminated when they become available.
4. COA (College of Arts); The COA, remaining savings target (\$3.56 million in the “identify only”) consists of faculty positions. Given demographics and the concentration of the College’s expense almost entirely in personnel costs, the options for meeting targets within the four year period of the MYP were limited. Implementation of savings require academic program restructuring especially in the college’s undergraduate course/programs which are underway.

In all of these colleges detailed savings/revenue plans are in place, however, it is now clear that given the nature of the costs (mainly in occupied faculty positions), realization of the target, will need to be rescheduled over a longer period. Much of the “identified only” savings are contingent on the continuation of academic restructuring initiatives which are focused on efficiency in curriculum delivery and raising net revenues from targeted growth where a clear and current opportunity exists. This direction is reinforced in major planning objectives of Integrated Plan where key directions for academic re-organization include efficiencies of program delivery (refer to section 3.1.2). This process will continue as an important component in meeting the necessary MYP targets.

The fiscal impact of this reality required action to ensure that the University meets its overall budget targets including meeting the overall MYP Deficit Plan (section 4.1.5.3). Recognizing this challenge, in December 2010, as part of a Board of Governors approved MTCU budget revision, the University established two major funding allocations to ensure that it would meet the MYP Deficit Plan. (These funds were created from increased grants and enrolment revenues achieved during the course of 2010/2011. Refer to the “Revised 2010/2011 MTCU Operating Budget” document approved by the Board of Governors on January 19, 2011). Funds to deal with the “timing” of when savings could be achieved and the “restructuring costs” required to achieve the savings, have been set aside in the following amounts;

**Timing Costs:** The nature (current contractual requirements) of faculty appointments means it is difficult for the University to determine the precise timing of departures (and therefore savings). The

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latest information indicates that certain colleges will not be in a position to meet their reduction targets within the prescribed period. This does not mean that the assigned targets will be changed; colleges and all units will be held to their targets. However the timing of when the savings will be made is uncertain. \$4.0 million in base funding has been set aside in the MTCU Operating Budget to cover the shortfall due to the timing of these savings. In effect, the funds will bridge target shortfalls on a one-time basis until structural or base savings (i.e., the elimination of positions) can be realized. During this period, any unit which cannot meet their scheduled target dates will have any hiring proposals severely limited until their current targets have been met.

**Restructuring Costs:** When the Multi-Year Plan initially was approved, the University asked for and received approval from the Board of Governors to incur a one-time deficit not to exceed \$20 million for the costs of restructuring units in order to meet their savings targets. It is not planned that this target will be exceeded, however, it is anticipated that additional one-time funds may be required to meet the overall targets. An additional provision of \$12.100 million (one-time) has been allocated to provide for this contingency. When actual departures and their costs are confirmed, the Board will be updated on the use of these funds.

## 4.1.5.3 Multi-Year Deficit Plan

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The initial Multi-Year Plan to eliminate the structural deficit required that the University incur a one-time deficit. This deficit is the result of two factors: timing--eliminating the structural deficit will take several years to achieve—and cost--there will be one-time costs associated with restructuring such as buyout costs for employees. This approach is not unprecedented and in the past has been used to deal with a number of University budget challenges. In each case the University achieved its objectives and repaid all deficits. One-time deficits are repaid using savings realized in the restructuring efforts, set aside in the base budget and designated for repayment of the deficit.

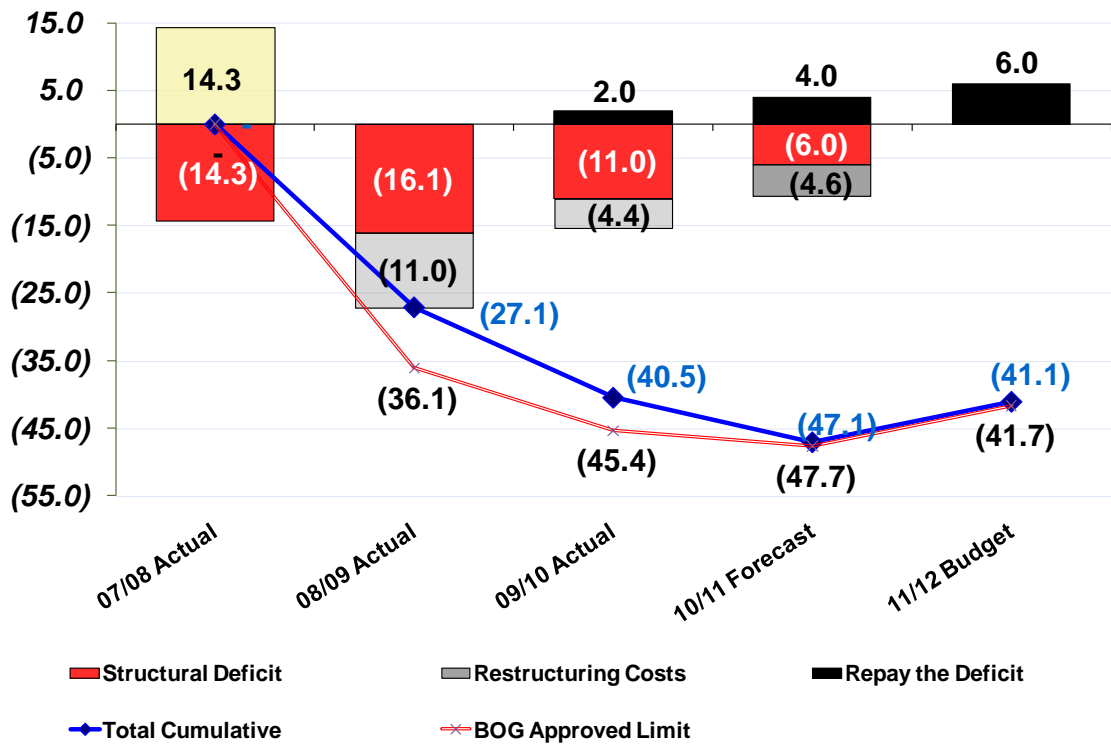
In 2008, the Board of Governors approved the 2008/2009 MTCU Budget and Multi-Year Plan (June 2008) with a four year deficit plan containing a permissible maximum deficit of \$47.7 million. Below is a graph illustrating the current revised Plan relative to the initial Board of Governors approved plan. Changes relative to the initial plan are mainly related to the timing of restructuring costs. In 2008/2009 \$11.0 million was incurred and a further \$4.4 million was incurred in 2009/2010, and the remaining \$4.6 million will be incurred in 2010/2011. Any actual restructuring costs that exceed this allocation will be funded from in-year contingency funds that have been created for that purpose.

It is important to note that the deficit is a one-time obligation, that once completed will be repaid through designating a portion of the structural savings as a repayment fund. In the 2011/2012 MTCU Operating Budget an additional \$2 million in base funding will be added to the repayment fund (standing at \$4.0 million at the end fiscal 2010/2011, to create \$6.0 million in base funding to eliminate the deficit over a seven year period. [Note; this repayment period is the maximum term proposed and the University may accelerate repayment should funds become available.]

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MYP Deficit Plan & the 2011/2012 Preliminary Budget  
\$ million

Chart G

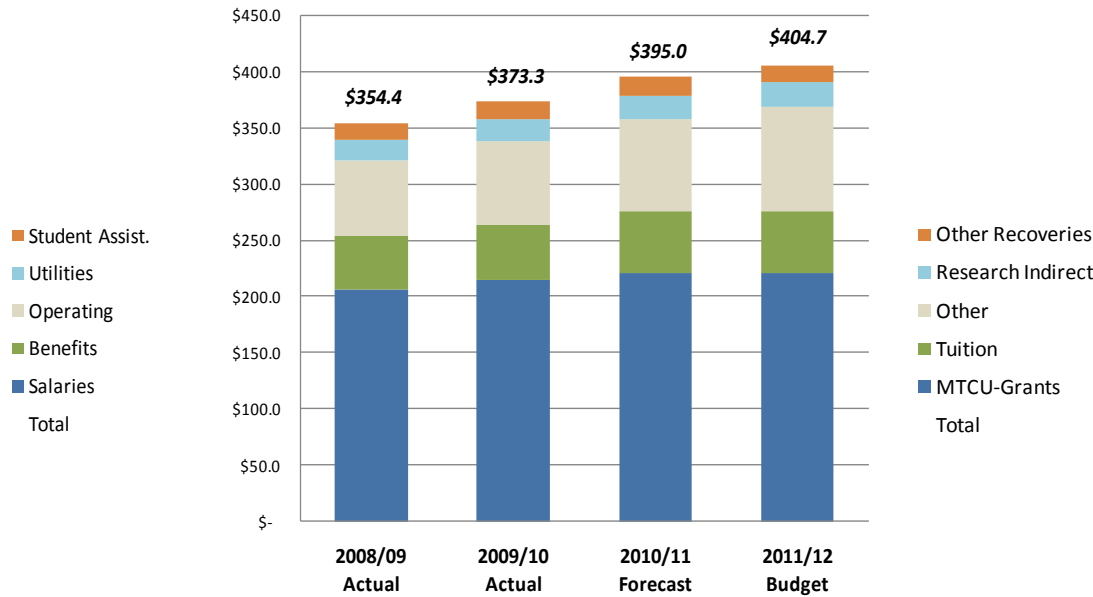


# University of Guelph 2011/2012 Integrated Plan and MTCU Budget

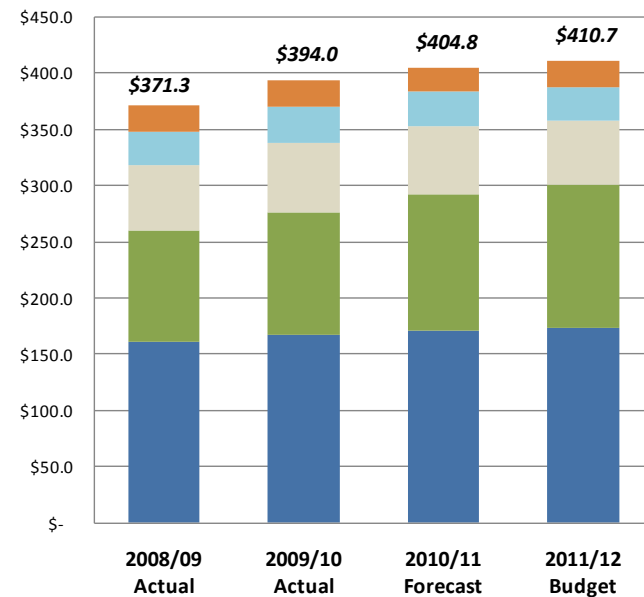
## 4.1.6 Summary of 2011/2012 MTCU Preliminary Budget Assumptions and Objectives

The following charts present the total revenues/recoveries and expense by major category for the MTCU 2011/2012 Operating Budget in comparison to the prior three years of actual/forecast results. [Note: on the "Expenses" chart, the 2011/2012 Budget column excludes carry forward funds.]

**MTCU Expenses**  
By Major Type (\$ millions) Chart H



**MTCU Revenue and Recoveries**  
By Major Type (\$ millions) Chart I



## University of Guelph 2011/2012 Integrated Plan and MTCU Budget

The Table on the following page summarizes all of the major incremental assumptions included in the 2011/2012 MTCU Preliminary Operating Budget (*Numbers in brackets indicate an increase in costs or deficit; no brackets indicate an increase in revenues or cost savings.*)

Institutional Budget Surplus/Deficit	Base	One-Time	Total
<b>Opening Position (Base and One-Time Deficit)</b>	<b>(6.000)</b>	<b>(47.100)</b>	<b>(53.100)</b>
<b>Revenues and Recoveries</b>			
Provincial Grants	5.700	1.700	7.400
Tuition Revenues (Enrolment – Flow through and Growth)	4.100		4.100
Tuition Revenues (Fee Increases)	5.400		5.400
Other Institutional Revenues/Recoveries	0.447	(0.400)	0.047
Guelph Humber Income – U of G Share	2.500	0.800	3.300
<b>Sub-total: Revenues and Recoveries</b>	<b>18.147</b>	<b>2.100</b>	<b>20.247</b>
<b>Expenses and Commitments</b>			
<i><b>Institutional Commitments:</b></i>			
Provision for Compensation (Salaries and Benefits)	(9.935)		(9.935)
IT Infrastructure	(0.464)	(0.050)	(0.514)
Utilities/ Physical Resources /Capital Debt Servicing	(2.010)		(2.010)
Alumni Affairs and Development	(0.600)	(0.675)	(1.275)
Central Support Services	(0.160)	(0.625)	(0.785)
<i><b>Academic Investment &amp; Integrated Planning:</b></i>			
Student Assistance	(1.055)		(1.055)
Library Operations & Acquisitions Support	(0.785)	(0.100)	(0.885)
Research Support Services	(0.480)		(0.480)
Integrated Planning	(2.958)	(0.650)	(3.608)
<i><b>Multi Year Planning Target 2011/2012:</b></i>			
Multi Year Target	8.300		8.300
Institutional Repayment Plan	(2.000)		(2.000)
<b>Sub-total: Expenses and Commitments</b>	<b>(12.147)</b>	<b>(2.100)</b>	<b>(14.247)</b>
<b>Total Changes to Net Expenses</b>	<b>6.000</b>	<b>0.000</b>	<b>6.000</b>
2011/2012 Repayment		6.000	6.000
<b>Net Budget (Deficit)</b>	<b>0.000</b>	<b>(41.100)</b>	<b>(41.100)</b>

## 5 Assessment & Accountability

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Assessment is the final stage of the Integrated Planning cycle—it “closes the loop.” In terms of feedback on performance and execution, the assessment phase of the cycle will provide valuable input into the next iteration of planning. It will also provide valuable output, in the form of demonstrable measures of performance, and return on investment, to external entities to which the University is accountable. In this Plan, assessment is the least developed phase of the cycle but work has begun with an emphasis on integrated assessment. Establishing clear, consistent, and reliable means of assessment integrated across the units is arguably where the Plan will provide the greatest benefit. It is therefore the area in which the most work will be required—by all participants—over the next cycle.

The eventual target is an integrated assessment model that makes measures of performance meaningful by applying them in a formal manner to evaluate achievements relative to plans. No unit—and thus no unit’s plan—stands alone, without dependencies on the success and failures of other units. Recognition of these interdependencies encourages all units to engage in informed and deliberative planning exercises and the conscientious execution of their plans, which in turn encourages the development of more accurate and more meaningful indicators. When plans fail to be realized, we want to be able to identify the reasons why, in order to learn from missteps and mistakes. Similarly, successful planning needs to be recognized and its characteristics propagated. Our continued integrated efforts will clarify performance measures and accountability standards to detect, and ideally correct, cascading problems before too many dominoes topple.

The University has also recognized and focused on the need for an appropriate assessment infrastructure: a framework for record-keeping in which metrics and indicators can be effectively tracked and compared. To that end, Resource Analysis and Planning has spent a significant amount of effort simply setting the stage, and establishing the databases and data collection standards and techniques that underlie reliable reporting. Eventually this infrastructure will be able to support the publication of annual reports. We have also revised the Integrated Planning Operational Guidelines and finalized the Planning Templates. Resource Allocation Guidelines (RAGs) have been developed for graduate growth and position management and for the allocation of research overhead.

With this in mind, valid assessment needs to adhere to two sometimes conflicting imperatives. The first is that the measurement of an indicator is often the clearest and the most reliable when it can be expressed numerically—dollars per FTE, students per instructor, year-over-year enrolment change. However, not everything that we do is necessarily quantifiable, and attempting to reduce complex judgments to a few summary numbers is inappropriate in many cases, and perhaps even dangerously misleading.

There is strong desire on behalf of the provincial government and other sources of university funding to obtain clearer and more accurate accounts of how their funds are used, and what results are being achieved. The Multi-Year Accountability Agreements (MYAAs) that universities have entered into with the provincial government are a perfect example of this. In the first iteration of the MYAAs, institutions reported back to the government on a set of negotiated performance indicators that articulated provincial priorities. The Report-Back held institutions accountable not only to itself but also to the government and to the public by providing important information on how institutions were actualizing provincial priorities. Discussions with the government have led to development of templates for the next round of MYAAs. As expected, there is an increased focus on accountability, including both undergraduate and graduate enrolment targets. System-wide metrics have been instituted, which will require us to be more rigorous and vigilant in benchmarking our performance, but the new MYAAs also

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respect individual institutional metrics, in recognition of exceptional or unique characteristics and missions.

## 5.1 Assessment Methodology

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Where it makes sense, we will need to support this demand for finer-grained accountability with more comprehensive reporting. But simple thresholds are no substitute for the kind of deliberative and collegial judgment that is essential to academic governance. A simple, objective count can measure a tenure candidate's research output. But until a more subjective evaluation of the work's overall quality is performed, we have not truly completed a reliable assessment of the case. The same balance will need to be struck as we construct measures of success at the level of programs, initiatives, and themes.

### 5.1.1 Benchmarking and the "Delaware Study"

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One way to strike this balance is to embrace assessment methods that incorporate the benchmarking of performance against appropriate comparator institutions. And progress has been made toward this end. Over the past decade, the National Study of Instructional Costs & Productivity (The Delaware Study) has become the generally acknowledged "tool of choice" for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity. Starting in 2008/09, the University of Guelph became a participant member of the Delaware Study. With almost 200 member institutions in 2008/09, the Delaware Study provides detailed information, at the level of the academic discipline, to each member institution which enables benchmarking with appropriate comparator institutions. It is important to note that the data provided by the Delaware Study for benchmarking is not intended for use as a tool to reward or penalize programs but rather will be used to identify strategies for efficient and effective use of institutional resources.

We continue to analyze this rich data set. Now that another Ontario institution has joined the consortium, we will be better able to apply the Delaware Study's US-centric data to a Canadian context. The ultimate goal is to encourage the Colleges and their units to identify appropriate peers or competitors or functional equivalents that will provide meaningful comparisons. Appraisal of performance based solely on planned intentions or targets can be abstract and hard to visualize. Benchmarking provides a relative and in some cases competitive perspective that can assist in making assessments more accurate and effective. Collaboration among units will be vital to developing institutionally commensurable methods of assessment. Resource Planning and Analysis will have an important role to play, not just as a data generator but also as a repository of expertise and a coordinating influence.

### 5.1.2 Impact of the New Quality Assurance Framework

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Benchmarking is not the only evaluation that units will need to undergo. External agencies, including certification and accreditation bodies such as the new Ontario Quality Council, comparison surveys such as Maclean's and NSSE, and other mandated accountability structures imposed by funding sources such as Ontario's MYAAs, will all be keenly interested in gauging our progress. Internal entities like the Senate Committee on Quality Assurance will also continue their normal processes for internal reviews.

In the ideal, assessment criteria would be devised so as to integrate internal and external requirements to harmonize data gathering and interpretation. It is simpler to start from a full suite of comprehensive metrics and discard those not appropriate to a particular reporting model, than to add assessment capacity repeatedly and incrementally as each new requirement is presented. But progress toward

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integrated assessment has been slow. This goal will remain a critical priority for the next planning cycle. Members of the Vice President's Academic Council (VPAC) joined in a concerted effort to establish a common and repeatable set of indicators—course enrolments, budgeted faculty, graduate supervisions, etc. These indicators are reported annually by the president and provost in college budget meetings, and have been used to guide the establishment of budget-reduction targets for the colleges in the plan to eliminate the structural deficit.

The external assessment picture has at least become somewhat clearer now that the Ontario Quality Council has supersede and harmonized the discrete processes formerly embodied by OCGS and the UPRAC audits. The next planning cycle will be an opportunity to build this new Quality Assurance Framework into the Integrated Planning Process itself and its assessment templates, so that the very act of completing annual internal assessment for the University Report Card and other IP outputs itself contributes to the effort of more extensive and intensive Quality Council reviews.

At the same time, the outcomes of periodic Quality Council reviews will set natural targets that can inform our integrated planning efforts. Deans, chairs and directors will be asked to include their responses to the appraisers' recommendations in their IP submissions and report progress on action items. This will close the accountability loop and ensure that these reviews continue to be treated with appropriate importance and significance.

All Ontario universities conduct internal reviews of existing units and majors/specializations, but Guelph is currently unique in that we subject undergraduate degree programs to an additional layer of review. We will therefore have a head start on the new framework's system-wide mandate to perform this kind of review.

## 5.1.3 Learning Outcomes

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The Quality Council is in part a COU initiative intended to address the government's concerns over university effectiveness and efficiency. We believe that it is an important step forward, but it will not fully satisfy concerns over whether students are developing desired skills in university programs, and whether government investment in university education produces learning outcomes that serve the needs of students, employers, and society. This is a topic of current and rapidly growing interest to the Ontario Ministry of Training, Colleges, and Universities. The government would like to ensure that their funding in the post-secondary sector has a return on investment in terms of the contribution to the knowledge based economy strategy. This is vital if universities are to continue to improve in these tough economic times and important if we are to distinguish ourselves from our colleagues in the colleges.

The ideal university graduates possess knowledge, skills, and values consistent with their academic programs and the demands of employment in their fields. Professional programs such as engineering and veterinary medicine have quality assurance programs coordinated by professional bodies; we wish to have this degree of rigor in our liberal arts, social science, and other non-professional programs.

The LEAP initiative of the Association of American Colleges and Universities represents an ideal opportunity to build on our established expertise in learning outcomes assessment. LEAP's 250 member institutions share data, benchmarks, programs, guidance, and findings in the enhancement and assessment of four categories of learning outcomes: Knowledge of Human Cultures and the Physical and Natural World, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative Learning.

As the first Canadian institution to join LEAP, we have ground-floor access to an important resource, and can play a leading role in adapting the program and its benefits to the Ontario and Canadian systems. We have begun to tailor the LEAP rubrics to the Guelph learning environment through collaborative



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discussions with faculty. The goal will now be to marry the updated rubrics for learning outcomes assessment e-Learning portfolios. There are a number of both research and pilot projects underway in this area across campus, including a collaborative effort between TSS and the SOE Design Chair to develop and refine the CurrKit software tool for mapping program, major, and student learning outcomes.

## 5.1.4 The University Report Card

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Keeping the community informed about how well the University is conforming to its stated expectations is vital to the transparency of the Integrated Planning process. As is now customary, we will prepare a University Report Card this coming Fall to highlight progress on the priorities of the Integrated Plan, and provide a simple, easily-digested summary of accomplishments. Reflecting the growing scope of this Plan as more units are fully integrated, this year's Report Card will begin to cover not only performance on initiatives related to the academic strategic themes of, but also progress on the deficit-elimination plan and the supporting-unit objectives.

## 5.2 The Future of Assessment

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One of the key goals of integrated planning is greater transparency not only in the making of plans, but also in the assessment of performance. The first edition of this Plan began with little more than a set of promises and goals in the area of assessment. As has been annually acknowledged, it is easy to make plans; and while often contentious, allocation is ultimately a process of dividing up a finite resource and so is a process which is self-limiting; but assessment is hard to do well, because it is all too easy to do without sufficient rigour.

A great deal of progress has been made over the past five years in developing the infrastructure and approach that form the foundation of assessment in the integrated planning framework. We have developed specific metrics and found them invaluable when presented with challenges like the structural deficit—IP-based assessment guided the targeted cuts required by the deficit-reduction effort, and ensured that they would preserve and respect strategic priorities. We have also developed approaches to the development of additional types of metrics, and gained a better understanding of what sort of metrics we still need to develop. Individual units as well as central entities like Resource Analysis and Planning have contributed to this epistemology of assessment and helped us avoid common pitfalls, such as overlooking qualitative disciplinary differences, or underestimating the need for complementary and balancing forms of assessment.

What remains to be done is to start comprehensively applying this assessment strategy across all of the units that have now finally been integrated into the planning process, and to apply what we have learned about operationalizing the plan-allocate-assess cycle. Using templates and other shortcuts, we need to ensure that the effort invested in Integrated Planning is more about the actual results than about the plan documentation itself and its construction. To that end, as the next full planning cycle looms larger in the near future, we will continue to evolve the structure of the Plan toward a more balanced format, in which this Assessment section includes a more direct parallel to the previous iteration's Plan section, with concrete summaries of the performance against plan for different units, and some comparison of the aspects and characteristics of relatively successful or unsuccessful strategies and tactics. This same balance will be expected in the college and unit plans that contribute to the overall Plan.

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In a nutshell, the goal is that for any given planning cycle, and at whatever level of the process, it should be possible to discern the future goals (plan), current activity (resource allocation), and past performance (assessment) of the entity under consideration. Assessments in one cycle should correspond to the plans of the previous cycle, and vice versa: plans made now must eventually be matched with some assessment, good, bad, or inconclusive.

We will continue to publish the annual University Report Card to publicly document progress and achievement on planning priorities and other initiatives begun or continued under the University's strategic themes. There is also an Integrated Planning website which among other things houses copies of all of the individual unit and college plans, the operational guidelines, the University Report Card, and the plan itself. One final form of assessment that needs to be developed is the assessment and improvement of the Integrated Planning process itself. We began this first cycle with an initial approximation of planning templates, schedules, deliverables, and priorities. We will undoubtedly refine our expectations as we learn what works (and what did not), what facilitates the planning effort for each unit as well as what facilitates the successful integration of multiple unit plans. At the same time, continuous improvements are expected to occur naturally and informally, as participants in the process become more familiar with its requirements and discover and share strategies for more efficient execution.

## 6 Conclusion and Next Steps

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The University of Guelph has a proud and impressive history. This Integrated Plan is an attempt to ensure that it continues to have an exciting and successful future. A synthesis of institutional aspirations, intentions, constraints, and opportunities, it represents an expression not only of where we hope to find ourselves in five years, but also a guide toward that destination. This University Plan is a large-scale map; the college and unit plans from which it was integrated form successive more magnified layers of guidance. Together they provide a detailed atlas of institutional development, and all members of the university community are encouraged to become familiar with at least those plans that pertain directly to them and their contributions.

The Integrated Planning cycle is a true cycle, with each step in the process enabling and contributing to the efficiency and accuracy of subsequent steps, and each iteration of the cycle providing feedback that helps monitor, control and improve future ones. This year will mark the completion of our first full cycle, and it is thus appropriate to reflect on the whole process. The Plan has certainly evolved extensively since its first iteration, but that was both necessary and expected. The first published Plan document was more of a placeholder for an approach and planning methodology than a true, fully-developed blueprint for the whole university. We began the process knowing that it would take a full cycle of iterative, incremental growth in both coverage and experience for the Plan and the institution to synchronize. And we began the process knowing that unanticipated challenges would certainly arise and apply stress to the Plan and the institution.

Any plan can deal with anticipated challenges; the true value of a plan is whether it can accommodate the unexpected. Some key elements of the first iteration no longer feature in this version (for example, the Priority Investment Fund, which dissolved into the larger effort to address the financial crisis both at Guelph and in the general economy. At the same time, the full University Budget has now been integrated into the plan—a level of coherency that was not part of the original target. And the core methodology and core strategic themes of the plan have not only survived unscathed, but helped give

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birth to the themes of the BetterPlanet Project, which in turn will be an important part of supporting future growth and success under subsequent planning cycles.

Most important perhaps is that the structure and core principles of Integrated Planning have been vital in guiding our responses to the challenges of the past several years, and in preparing for what is to come. The integration of and linkage between planning levels—department, unit, college, university—and the insistence on active and accountable participation have given the campus community a more cohesive sense of direction and progress. The fundamental focus on closing loops—the integration between planning, resource allocation, and assessment—has given us the ability to base difficult decisions on reliable, quantifiable, and accountable metrics instead of just hopes and fears.

But the IP process is certainly not complete. It will take some careful adjustment, additional effort, and a substantial portion of willpower before all phases of the process—planning, resource allocation, and assessment—are working at nominal efficiency. Important process benefits such as enhanced predictability and more effective management will not manifest themselves in full until several revolutions of the cycle have been completed.

One of the most important tasks over the next year and into the next full cycle will be to continue to emphasize progress on developing and implementing reliable assessment methodologies, without which we cannot gain the most important benefits of the process. Assessment completes the cycle and ensures that the planning process is both forward-looking and retrospectively accountable. It has also become clear that there are improvements to be made in the actual process of preparing and updating the plan itself.

Through this cycle, the Plan has expanded as intended from an initial, primarily academic nucleus to integrate almost all aspects of the university, but that expansion has been challenged by inconsistent practices and reporting styles and standards. Full integration means that while individual unit plans will continue to reflect specialized needs and concerns, a more standardized format will be used for the information that flows up into the overall University Plan. This convergence will not only facilitate the kind of cross-functional cooperation and comparison that is an important goal of the IP process, but also help address specific procedural concerns that have arisen over the course of this cycle, such as the need to incorporate more formal risk management assessments as planning inputs, and the importance of learning outcomes as a key planning output.

Looking forward, we will need to align more coherently the theme-based plans of the academic units (§3.2) with the mandate-oriented plans of supporting units (§3.3). This is not to imply that we will seek or even hope to find one-size-fits-all procedures for an institution with such diverse responsibilities and interests. Rather, we simply must recognize—as has been done to some extent in the capital campaign—that properly identifying and pursuing broad planning themes requires a consistent, thematic approach to aligning effort with outcome and plan with resource allocation. Then as we assess overall institutional performance, we can do so with transparency and accountability, and the knowledge that we made our best mutually-supportive effort to achieve our common goals.

The cyclical nature of Integrated Planning is an important model to keep in mind: it anticipates and assumes change and evolution, and attempts to guide that evolution in a careful and effective matter. For a variety of reason, the status quo is not a viable option, and difficult choices will have to be made. In the current economic climate, many organizations of all types are struggling to adapt and redefine their roles. Some have already failed and more will undoubtedly fail, for reasons that range from inability or unwillingness to change, to ineffective or incautious management, to simple bad luck. But those organizations that can evolve, and that manage to update and execute their goals effectively, will emerge stronger and more capable from even a deep disruption.

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Throughout the world, governments are emphasizing that the way out of recession is innovation, and that the harsh conditions of a slowdown are the ideal incubator for significant advances. No societal institution better epitomizes that spirit than the university, and Guelph's global leadership provides us not only an opportunity but also an obligation to contribute what we can to the recovery effort. We must do our best—which means that we cannot simply do as we have done in the past.

This plan will help us make forward progress, but decisions guided by the plan will still reflect the core values and vision on which it is founded. The Integrated Plan itself, and indeed the very processes by which it has been developed and through which it will be implemented, have all been devised as a means of reaffirming those values and realizing that vision. It is a means of *Making Choices* that still results in *Making Change*.

Next year, we begin a new cycle of Integrated Planning, and while one major goal we hope to achieve is to build on the experience of the past cycle (and avoid reinventing any wheels), a new plan represents a new opportunity to question our goals and reaffirm our directions. The selection of strategic themes is meant to encourage consistent, long-term focus, not to bind the institution indefinitely to decisions made in a context which may no longer obtain. The hallmark of a well-chosen strategy is that it does not have to change with every shift in tactics; but every good strategy evolves in reaction to and anticipation of changing conditions, issues, strengths, weaknesses, challenges, threats, and opportunities. The coming year represents, at least from the planning perspective, an opportunity for every member of the campus community to contribute to our next Plan—our next vision of what sort of community we wish to be, and what sort of ideals we wish to uphold.

Because ultimately, this plan represents the integration of contributions from the many individuals who have participated in its development, we especially thank those who have participated more actively in the construction of the plan—the process has demanded a great deal of work, but has been energizing and helped to focus our efforts. We look forward to even broader and more varied participation in the future, and hope that the results of the past several years are in themselves an incentive to contribute to the University's planning efforts. It is only through the amazing dedication of its faculty, staff, students, and alumni that the University of Guelph has built its record of achievement, and it is through their continuing commitment that it will move forward into a bright and well-planned future.

## 7 Appendices

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### 7.1 Operational Initiatives by Planning Theme

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This section lists key proposals and efforts undertaken in the various college and unit plans under each of the five planning themes (§3.1.3). The various initiatives described are at different stages of development—some represent straightforward extensions of existing efforts, or even just the restoration of emphasis to neglected areas; others will require significant new investment, and may still need elaboration and refinement. More detailed information about the initiatives, including priorities, is available from the individual college and unit plans, which are now publicly available. The University Report Card provides an annual progress assessment for these initiative.

#### 7.1.1 Health, Food, and Well-being

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- BSc in Computational Biostatistics (CPES)
- Expansion of coursework MSc in Human Health and Nutrition (CBS)
- BSc in Nanoscience (CPES, CBS)
- Enhance training for food systems veterinarians (OVC)
- Efforts in support of the promotion of economic well-being and global prosperity, including a proposed Centre in Innovation, Commercialization and Entrepreneurship and research in Markets, Regulation and Well-being (CME)
- Establish a Centre for Consumer Protection and Public Policy (CME)
- Expand research capability of U of G Centre for Public Health and Zoonoses through CFI funding to renovate and equip space for new laboratories, including zoonotic pathogen isolate bank and laboratories for diagnostic sample analyses and investigation of infectious diseases (OVC)
- Continue delivery of the B.Sc (AGR) Organic Agriculture Major until at least 2014 (OAC)
- New collaborative, international initiatives in Integrated Food Systems Management Research including a proposed Centre, undergraduate and graduate programming (CME)
- Review the current B.Comm (Agriculture Business) Major with a focus on growing enrolment and supporting the evolving business training needs of the agriculture and food sectors (OAC, CME)
- The Food, Agriculture & Resource Economics and Plant Agriculture Departments will begin development of course-based graduate programs (OAC)
- Green Chemistry and Bioproducts (CPES, OAC)
- Increase enrolment in the BSc Food Science and MSc Food Safety Policy programs (OAC, OVC)
- Expansion of program at University of Guelph-Humber in Kinesiology (CBS)
- Re-establish the University of Guelph's Agricultural Policy Institute(OAC)
- Proposed Chair in Retirement Living Management (with connections to well-being and aging) (CME)
- Enhance food safety surveillance and risk management from farm to fork (OVC)

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- Implement a computerized hospital information management system for the OVC Health Sciences Centre (OVC)
- Renovate and expand companion animal intensive care and intermediate care units within the Companion Animal Medical Centre (OVC)
- Create a referral path for the OVC Health Science Centre that focuses on exceptional service delivery to referring veterinarians and clients and increases the caseload, revenue and personnel for the OVC-Health Science Centre (OVC)
- Expand interdisciplinary and comparative cancer research done by the U of G Institute of Comparative Cancer Investigation(OVC)
- Design and build Phase I of the OVC Animal Cancer Centre to create the 1<sup>st</sup> comprehensive animal cancer centre in Canada; includes fund-raising for linear accelerator and oncology personnel (OVC)
- Complete building and operationalize the new Pathobiology and U of G Animal Laboratory Building to provide improved research and diagnostic facilities (OVC)
- Creation of state-of-the-art ‘demonstration kitchen’ for use in student experiential and collaborative learning opportunities, teaching demonstrations, food science activities, nutritional demonstrations, and food safety and security in terms of mainstream teaching and research, as well as executive development programs, revenue generation activities and professional and community engagement (CME)
- Launch the Hill’s Pet Nutrition Primary Healthcare Centre providing 8 integrated programs for expanded healthcare for dogs, cats and small pets (OVC)
- Complete architectural design and continue fund-raising for the Equine Sports Medicine Reproduction Centre (OVC)
- Agri Food for Healthy Aging—collaborative initiative between UG and the Research Institute for Aging at the University of Waterloo (CSAHS, CBS, OAC)
- Develop program in companion animal welfare with the hiring of the Col. K. L. Campbell Chair in Companion Animal Welfare (OVC)

## 7.1.2 Environmental Impact and Risk

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- Research and graduate programming in market organization in the context of risk management and regulation (CME, OAC)
- Strengthening core in Bio-engineering, Environmental Engineering, and Water Resources (CBS, CPES, OVC)
- The B.Sc. (Env) Program Committee will initiate a comprehensive review of the current set of majors in the degree with a view to developing a revised program core. These changes will allow greater program flexibility (OAC, CBS, CSAHS, CPES)
- Complete major funding proposal for international program in ecosystems approaches to health, including a Chair in Ecosystem Health and a Chair in Infectious Diseases (OVC)
- Expand the ecosystem health offerings in the Master of Public Health program with assistance from OMAFRA new initiative funding (OVC)
- New B.Sc. major in Environmental Geoscience and Geomatics(CSAHS)
- Development of governance and fiscal foundation for the Biodiversity Institute of Ontario (CBS)

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- Develop a non-thesis MSc in environmental sciences through the School of Environmental Sciences (OAC)
- Field Course in Philosophy on Environmental Risks and Ethics (COA)
- Construction of new Centre for Biodiversity Genomics, International Centre for Biodiversity (CBS)
- Garner class gift to support the 4<sup>th</sup> year ecosystem health course (OVC)
- Proposed Centre for Environment and Sustainability Management (CME)
- The School of Environmental Science will assume the outreach and academic responsibilities previously under the direction of the Faculty of Environmental Sciences (OAC)

## 7.1.3 Global Engagement and Internationalism

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- Shanghai Semester Abroad at East China Normal University (COA, CSAHS)
- An expansion of our international programs including academic credit for international activities and an increased international focus in many courses (AVPA)
- Initiatives intended to increase the importance of women and science and science education (CPES)
- Semester Abroad in Sao Paulo, Brazil in conjunction with Kinross Canada-Brazil Education Network (COA)
- Establish an operational structure for creating service institutes which will enhance the University's leadership in education and training in agriculture and the environment (OAC)
- The introduction of a comprehensive university international strategy for research and curriculum to increase and enhance our international reach and profile (AVPA)
- Proposed Chair in Global Finance and Prosperity (CME)
- Stabilize staff complement in CIP (AVPA)
- Enhanced internationalization of the M.Sc in Food Safety and Quality Assurance (OAC)
- Encourage identification of preferred partners and encourage collaboration via use of e-learning
- Student Housing Services and Student Life will match Canadian and International new students interested in sharing residence accommodations and engaging in intentional programming (Student Affairs)
- Relationship building with international partners on several continents to promote opportunities in teaching, research and student exchange (CME)
- Leading Global initiative to bar-code life (CBS, IBOL)
- Expand opportunities for MPH students to undertake their practicum experience working in international public health settings (OVC)
- Increase international students in the DVM program from 5 to 15 students (OVC)
- Develop multimedia/web-based capability in the Primary Healthcare Centre to support international training, with the first link to the University of the West Indies School of Veterinary Medicine (OVC)

## 7.1.4 Cultural Change and Continuity

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- Digital Discovery Centre and Research Commons (Library, All Colleges)
- Academic Conference and Archival Exhibition for Shaw Festival Anniversary (Library)

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- Trans-Canada Institute of Critical Studies in Canadian Literature (COA)
- Centre for Scottish Studies (COA)
- In partnership with the Agriculture Development Branch of OMAFRA , deliver a student experiential learning program (OAC)
- Ethical issues in Biotechnology—a GE3LS project (COA)
- Expand training for rural community veterinarians to include sociological and cultural issues of rural working and living (OVC)
- Expansion of Leadership research, including a proposed Centre in Leadership and Organizational Excellence, undergraduate and graduate programming (CME)
- Funding for 2009-10 to 2011-12 was secured through the new Aboriginal Post-Secondary Education and Training (APSET) program which will enable enhanced recruitment of Aboriginal students as well as enriched support programs for Aboriginal students on campus (Student Affairs)
- Complete planning for OVC's 150<sup>th</sup> anniversary including a symposium on Veterinary Medicine and Literature, a book for the general public on infectious diseases transmitted between people and animals, and an invited collection of literary works about veterinarians, animals, and their owners (OVC)
- With OMAFRA and other agricultural organizations, offer community extension support and industry-wide educational programs (e.g. South-West Agriculture Conference, Diagnostic Days, the Outdoor Farm Show, FarmSmart, etc.) which enhance the practical dissemination of research outcomes (OAC)
- Café Philosophique @ the Bookshelf in Guelph (COA)
- In collaboration with the department of Integrative Biology, the Aboriginal Resource Centre will establish a viable partnership with a university in New Zealand and implement a Project Serve International trip to that country in 2011 with a focus on Indigenous communities (Student Affairs, CBS)
- Develop program to address veterinary and societal issues related to pet abandonment/surrender, pet overpopulation, pet behaviour, and the human animal bond (OVC)
- Improvisation, Community and Social Practice MCRI (COA)
- Launch of the Centre for Business and Social Entrepreneurship (CBASE) (CME)
- New PhD in Management with specializations in organizational leadership, service management and marketing and consumer behaviour (CME)
- ASTRA series of lectures on Arts/Science themes (COA, CBS)
- Trans Canada Colloquia and Speaker Series (COA)
- Development of a campus-community initiative on community engaged scholarship (CSAHS)
- Efforts to enhance stakeholder relationships with the community and professional associations and organization, students, and alumni (CME)
- Support for three African MA students to attend UF for one semester in SOLAL (COA)

## 7.1.5 Innovation in Teaching and Learning

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- Create “Pathways” opportunities for students moving from College to programs in Computing and Engineering (CPES)
- Develop outcome assessments for the Masters of Public Health program (OVC)



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- Creation of additional hybrid courses (Colleges, OOL)
- Summer Student Research Experiential and Professional Program (BAS program)
- Creation of Knowledge Exchange Chairs to facilitate involvement of undergraduate and graduate students in knowledge mobilization project (CSAHS)
- Capstone experiences (all Colleges)
- Digital Humanities Summer Institute, U of Vic, sponsor and support for students and faculty (COA)
- Growth Plan for School of Engineering (CPES)
- Development of interdisciplinary business education opportunities (CME)
- A renewed focus on the First-year experience (all colleges)
- Library and information resources initiatives including, Academic Town Square, and iCampus (Library and CCS)
- *Transitions: Student Reality Check* (100 page book) was distributed to new students in introductory classes for CME, FRHD, and BAS. The support guide will be extended to other classes as well as distributed at all Momentum events (Student Affairs)
- Implementation of the Learning and Curriculum Support Team (Library)
- In collaboration with the Royal Botanical Gardens will deliver certificates in Sustainable Urban Agriculture and Sustainable Urban Horticulture (OAC)
- Creation of a College-wide graduate course focusing on community-based research (CSAHS)
- Development of large-class teaching strategies—“briefcase demos” (CPES)
- Expansion of curricular and co-curricular opportunities in management, leadership, entrepreneurship, sustainability and business development, including the growth of experiential and service learning initiatives (CME)
- The “Academic Drop-in Centre” was introduced into South Residence. The area is staffed by an Academic programmer who develops and facilitates programs related to a student’s immediate academic needs. This year an additional Centre will be added to North Residence and students registered in CME1100 will be required to participate (Student Affairs)
- Establish an improved articulation process for students moving from certificate to diploma and from diploma to degree programs (OAC)
- Integration of leading edge Bioimaging, DNA technologies and Proteomics facilities available in the Advanced Analysis Centre into teaching laboratories at both undergraduate and graduate level (CBS)
- Integrated First Year Science Course (CPES)
- Last year on a pilot basis, Math Packages designed by a faculty member in the department of Mathematics and Statistics were mailed to all incoming students enrolled in programs requiring math skills. This project was very successful and this year will be embedded as a core component of the transition program for new students (Student Affairs)
- Develop academic interface between Biodiversity Research Institute, graduate and undergraduate experience (CBS)
- Development of a common biological core and small group experiences at undergraduate level-3 new courses introduced into modular first-year (CBS)
- Collaboration in expansion of undergraduate course and a companion website focusing on community-based research (CSAHS, Student Affairs)

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- The B.Sc (Agr) Program Committee will be developing a revised program core and enhanced opportunities for experiential learning and research (OAC)
- Pedagogical symposia and practica (COA)
- Launch a research-teaching link pedagogy project to encourage new faculty-led ventures in bridging research and teaching (AVPA, AVPR)
- Enhanced student engagement and laboratory renewal (CPES)
- Integrated and collaborative actions for enhanced student learning support (AVPA, Student Affairs, Library)
- Integrate all four years of veterinary students into the Primary Healthcare Centre with over 26,000 hours of experiential learning for students each year (OVC)
- Redevelopment of MacKinnon Performance Wing (COA)
- Examine approaches to incorporate enhanced leadership training in B.Sc (Ag) program (OAC)
- Implement plan for on-going maintenance, repair and renovation of OVC infrastructure to maintain full accreditation from American and Canadian Veterinary Medical Associations (OVC)
- New Mathematics/Business Major (CPES, CME)
- Curriculum redesign of senior capstone course in BASc Applied Nutrition (CSAHS)
- Creation of a College-wide curriculum working group with a focus on the transformation of the 1<sup>st</sup> year BA experience, credit re-weighting, and reconsideration of 4<sup>th</sup> year capstone experience (CSAHS, COA)
- Create “Pathways” opportunities for students transitioning from community colleges to undergraduate programs. Development of opportunities will initially focus on the B.Sc. (Agr), B.Sc. (Env) and BBRM programs (OAC)
- Create a ‘Bovine Veterinary Medicine Education Trust’ endowment fund to support learning activities of students interested in bovine veterinary medicine (OVC)
- Increased student engagement in research/design (CBS, CPES)
- iSEER (Institute for Science and Engineering Education Research) (CPES)
- Develop a consistent set of institutional criteria for establishing articulation agreements with School Boards and establish an institutional standard for granting academic credit to High Skills applicants (AVPA, Registrar, OAC)
- Introduce new M.Sc. in Science Education (CPES)
- Phase II of the Community Engaged Learning Website project will see the development of the gateway for students wishing to participate in experiential learning opportunities (Student Affairs)
- Review of First Year BSc learning experience (CPES, CBS, OVC, OAC)
- Development of strategies to assist students with their writing and communication skills (AVPA and all Colleges)
- Enhance learning spaces for food animal medical skills development by renovation of Barn 37 and addition of large animal clinical skills facility (OVC)
- Work with federal agencies (e.g. AAFC) in joint planning initiatives that will focus on future resource sharing and collaborations in research, training, outreach and leadership (OAC)
- Complete curriculum redesign of the Bachelor of Commerce, including reduction in required courses (CME)

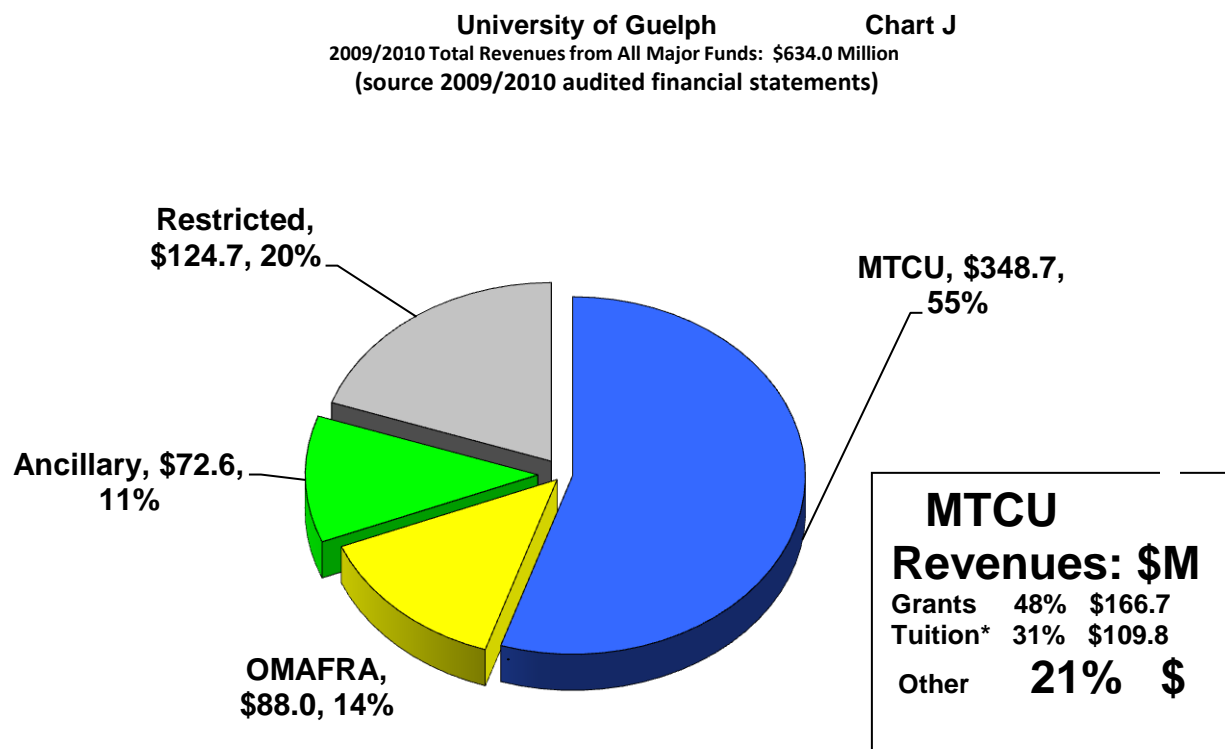
## University of Guelph 2011/2012 Integrated Plan and MTCU Budget

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- Further development of Gryph Mail and Calendaring as a collaboration platform (CCS)
- Partner with the Ontario Turfgrass industry and OMAFRA in developing a long-term research infrastructure transition plan for the Guelph Turfgrass Institute (OAC)
- Develop college wide digital library using medical imagining software (OVC)
- Relocation of human anatomy to Vet College (CBS, OVC)
- CECS is working with Co-op Faculty Advisors to embed intentional learning objectives into the Co-op Work Term Report. All program Committees are required to adopt this approach by Fall 2010 (Student Affairs)
- Carry out comprehensive assessment of the outcomes of the 'new' curriculum implemented in 2000 (OVC)
- Development of senior capstone experience for all Bachelor of Commerce students (CME)
- Creation of the Learning Opportunities Trust to support expansion of experiential learning (CSAHS)
- Development of a database of companies seeking students for community-based research and Service Learning (Student Affairs)
- Introduction of the Accounting Plus Major (CME)
- Establishment of a research shop to match community organizations with faculty and student resources as part of the Initiative for Community Engaged Scholarship (CSAHS)

## 7.2 Financial Definitions

Total University of Guelph revenue is derived from a variety of sources including government grants, tuition and other fees, research contracts, donations and endowment income. In fiscal 2009/2010, revenues from all sources totaled \$634.0 million. Many of these funds are restricted for specific purposes and cannot be used to support ongoing teaching, research, and infrastructure operations. All major graduate and undergraduate teaching costs are managed and funded within the “**MTCU Operating Budget**”. The following chart presents all 2009/2010 University revenues by major fund:



\* Note: **Restricted** funds are derived from a large variety of sources including capital, sponsored research, donations and endowments.

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### **MTCU:**

The Ministry of Training, Colleges and Universities (MTCU) is the provincial ministry responsible for the administration of grants and regulating university-credit program tuition fees for all post-secondary institutions in the province. In addition, for compulsory non-tuition student fees (such as athletics and student health fees), MTCU requires that University and student groups agree on a protocol for fee increases<sup>25</sup>. MTCU is also the ministry that allocates the operating grant programs for universities many of which are for designated programs or are contingent on institutions achieving negotiated targets (e.g., enrolment growth). In addition these operating grants may not be used for certain purposes such as capital construction or ancillary services. Together tuition fees and MTCU operating grants comprise 80% of the total revenue in the MTCU Operating Budget.

<sup>25</sup> The University of Guelph has such a protocol with student groups under which fees may be increased annually within certain limits (e.g., CPI based). Fee changes outside of these limits may only be implemented through a student referendum. All tuition fees and compulsory non-tuition student fees are presented to the Board for approval.

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## ***OMAFRA Agreement (Ontario Ministry of Agriculture, Food and Rural Affairs):***

The University of Guelph has, since its inception, had an agreement for the delivery of specific research, services and education with OMAFRA. This contract, which is unique in the Ontario university system, in fiscal 2009/2010 earned total revenues of \$88.0 million consisting of \$68.9 million in OMAFRA contract payments and \$19.1 million in fees and revenues from the sale of goods and services. Funding received under the OMAFRA contract is restricted for OMAFRA designated activities and programs. However, it is considered part of the University's total Operating Budget as it historically has funded 87 University faculty positions, 20 veterinarians and 400 full-time University other staff and operating and infrastructure costs.

On April 1, 2008 a new ten year agreement (with funding set for the first five years) was signed between OMAFRA and the University which included a significant increase in funding and the transfer of the diploma education portfolio of the contract to MTCU. Provincial funding for the first five years of the contract increased significantly by \$21.3 million to \$76.1 million. This new funding is allocated to both maintain the structural capacity of existing facilities and to fund new initiatives in innovative research and education in agri-food, environmental sustainability, and animal and human health. Included in the total contract are funds allocated for the costs incurred in the MTCU Operating budget for research faculty full-time equivalents (\$11.8 million) and infrastructure costs such as physical plant, academic and administrative services (\$11.0 million) which are recovered by the MTCU Operating budget annually from contract revenues. A detailed presentation on the entire OMAFRA budget is presented separately to the Board each year for approval.

## ***Ancillary Operations:***

Ancillary operations are self-funded operations managed by the University to provide services (mainly to students) that are not permitted to be funded from university credit program tuition fees or MTCU operating grants. Total 2009/2010 revenues of \$72.6 million or 11% of total University revenues, for the five University Ancillary Operations, are derived mainly from the sales of goods and services. Separate budgets are prepared and approved by the Board for each Ancillary Operation. As these units are self-funded, they are charged for all support services including utilities, rent and administration provided by the MTCU portion of the Operating fund. In 2009/2010 the ancillary units were charged approximately \$9.7 million for such services. Two Ancillary Services, Hospitality Services and Parking Services, also contribute a portion of their annual net income to fund special academic capital projects, \$0.200 million and \$0.442 million respectively. In addition, these units may (subject to availability) assist the MTCU Operating budget in meeting its overall budget target (Parking Services contributes \$0.400 million annually for this purpose). Student Housing Services is contributing \$150,000 to support Student Affairs programming for first year students. Individual budgets for each designated ancillary operations are approved by the Board of Governors annually.

## ***The University of Guelph-Humber (Guelph-Humber):***

In 1999 the University of Guelph entered into a joint venture with the Humber College Institute of Technology and Advanced Learning with the objective of delivering joint programs (and degrees) in focused undergraduate programs. With MTCU approval, the funding for these enrolments is based on university funding and tuition rates/regulations. The programs were to be delivered jointly at the Humber College campus at a dedicated facility funded by MTCU for this purpose. Students would graduate with both college and university degrees. The first cohort graduated in 2006. Revenues and related expenses for Guelph-Humber are accounted for and audited separately. The annual net income/expense is divided equally between the University and Humber College.

## 7.3 Budget Tables

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Table A      *2011/2012 Preliminary MTCU Operating Budget by Unit and Major Revenue and Expense Category:*

This table contains the 2011/2012 Preliminary MTCU Operating Budget incorporating all preliminary budget assumptions, by major category of revenue, expense and organizational group.

Table B      *2010/2011 Forecast Results: MTCU Operating Budget Net Expenses by Unit:*

Table showing 2010/2011 Forecast results compared to 2010/2011 Budget by major organizational group, net of departmental revenues.

Table C      *Full-time Equivalents (FTE's) for MTCU funded Budgeted Positions by Unit and Major Category*

Full-time Equivalents (FTE's) for MTCU funded Budgeted Positions by Unit and Major Category for the years 2007/2008 to 2011/2012 (preliminary).

# 2011/2012 Integrated Plan and MTCU Budget

## 7.3.1 Table A: 2011/2012 Preliminary Budget by Unit and Expense Category

	(A) <b>Total Personnel</b> <small>(Note #1)</small>	(B) <b>Operating</b> <small>(Note #2)</small>	(C) <b>Internal Recoveries</b> <small>(Note #3)</small>	(D) <b>Remaining MYP Targets</b> (Identified Solutions) <small>(Note #4)</small>	(E) = <b>Total Expenses</b> <small>(A)+(B)+(C)+(D)</small>	(F) <b>External Recoveries</b> <small>(Note #5)</small>	(G) <b>Revenues</b>	(H) = (F)+(G) <b>Total Recoveries &amp; Revenues</b> <small>(Note #6)</small>	(I) = (E)+(H) <b>Net Budget</b> <small>(Note #7)</small>	<b>Notes</b>
<b><u>Institutional Revenues and Recoveries</u></b>										
Provincial Grants							160,380	160,380	160,380	
Tuition (for credit programs only)							127,195	127,195	127,195	
Other							2,466	2,466	2,466	
<b>Total Revenues</b>							<b>290,041</b>	<b>290,041</b>	<b>290,041</b>	
<b><u>Cost Recoveries</u></b>										
OMAFRA Service Costs - Research						9,930		9,930	9,930	(Note #8)
Fed/Prov Research Indirect Cost Programs						6,070		6,070	6,070	
Research Indirect on Grants and Contracts						3,735		3,735	3,735	(Note #9)
<b>Total Research Indirect Revenues and Recoveries</b>						<b>19,735</b>		<b>19,735</b>	<b>19,735</b>	
OMAFRA Service Costs - Other						670		670	670	(Note #8)
Guelph Humber Services						4,300		4,300	4,300	(Note #10)
Executive Programs						120		120	120	
OAC Diploma Recovery						185		185	185	
Ancillary Service Recoveries						7,891		7,891	7,891	(Note #11)
<b>Other Cost Recoveries</b>						<b>13,166</b>		<b>13,166</b>	<b>13,166</b>	
<b>Total Institutional Revenues and Recoveries</b>						<b>32,901</b>	<b>290,041</b>	<b>322,942</b>	<b>322,942</b>	(Note #12)
<b><u>Institutional Expenses</u></b>										
<b><u>Teaching Units</u></b>										
College of Arts	23,801	868	(2)	(3,562)	21,105	(707)	(46)	(753)	20,352	
College of Biological Science	21,570	405	(348)	(1,291)	20,336	(1,023)	(50)	(1,073)	19,263	
College of Social and Applied Human Science	24,581	2,269	(44)		26,806	(1,509)	(25)	(1,534)	25,272	
College of Management and Economics	15,541	3,726	(92)		19,175	(1,321)	(2,769)	(4,090)	15,085	
Ontario Agricultural College	35,342	8,451	(1,361)	(2,480)	39,952	(7,208)	(18,879)	(26,087)	13,865	
Ontario Veterinary College	38,824	6,912	(1,273)		44,463	(6,144)	(19,579)	(25,723)	18,740	
College of Physical and Engineering Science	24,733	3,152	(251)	(1,998)	25,636	(472)	(55)	(527)	25,109	
Office of Open Learning	3,437	6,296	(831)		8,902	(309)	(7,130)	(7,439)	1,463	
Other Teaching Units	969	6,144	(479)		6,634		(128)	(128)	6,506	(Note #13)
Integrated Planning		9,778			9,778				9,778	(Note #14)
Student Assistance	865	13,037			13,902				13,902	(Note #15)
<b>Total Teaching Units</b>	<b>189,663</b>	<b>61,038</b>	<b>(4,681)</b>	<b>(9,331)</b>	<b>236,689</b>	<b>(18,693)</b>	<b>(48,661)</b>	<b>(67,354)</b>	<b>169,335</b>	
<b><u>Library Operations and Information Resources</u></b>										
Library Operations	9,363	2,110	(293)		11,180	(302)	(594)	(896)	10,284	
Library Information Resources		6,618			6,618				6,618	
<b>Total Library Operations and Info. Resources</b>	<b>9,363</b>	<b>8,728</b>	<b>(293)</b>		<b>17,798</b>	<b>(302)</b>	<b>(594)</b>	<b>(896)</b>	<b>16,902</b>	

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	(A) Total Personnel (Note #1)	(B) Operating (Note #2)	(C) Internal Recoveries (Note #3)	(D) Remaining MYP Targets (Identified Solutions) (Note #4)	(E) = (A)+(B)+(C)+(D) Total Expenses	(F) External Recoveries (Note #5)	(G) Revenues	(H) = (F)+(G) Total Recoveries & Revenues (Note #6)	(I) = (E)+(H) Net Budget (Note #7)	Notes
<b>Academic Services</b>										
Office of Research	6,006	1,161	(612)		6,555		(121)	(121)	6,434	
Teaching Support Services	1,494	176	(95)		1,575		(20)	(20)	1,555	
Registrar	5,312	1,433	(289)		6,456		(758)	(758)	5,698	
Associate VP Academic	691	59	(1)		749		(32)	(32)	717	(Note #16)
Other Academic Services	748	200	(15)		933		(57)	(57)	876	(Note #17)
<b>Total Academic Services</b>	<b>14,251</b>	<b>3,029</b>	<b>(1,012)</b>		<b>16,268</b>		<b>(988)</b>	<b>(988)</b>	<b>15,280</b>	
<b>Student Services</b>										
Student Services	7,657	3,118	(110)		10,665		(7,903)	(7,903)	2,762	(Note #18)
Athletics	4,015	3,647	(299)		7,363		(6,426)	(6,426)	937	(Note #19)
<b>Total Student Services</b>	<b>11,672</b>	<b>6,765</b>	<b>(409)</b>		<b>18,028</b>		<b>(14,329)</b>	<b>(14,329)</b>	<b>3,699</b>	
<b>Total Teaching and Academic Services</b>	<b>224,949</b>	<b>79,560</b>	<b>(6,395)</b>	<b>(9,331)</b>	<b>288,783</b>	<b>(18,995)</b>	<b>(64,572)</b>	<b>(83,567)</b>	<b>205,216</b>	
<b>Physical Resources</b>										
Physical Resources Operations	20,913	5,532	(3,183)		23,262	(2,735)	(1)	(2,736)	20,526	(Note #11)
Utilities		22,341	(529)		21,812				21,812	
<b>Total Physical Resources</b>	<b>20,913</b>	<b>27,873</b>	<b>(3,712)</b>		<b>45,074</b>	<b>(2,735)</b>	<b>(1)</b>	<b>(2,736)</b>	<b>42,338</b>	
<b>Capital Infrastructure Planning</b>										
Renovations/Deferred Maintenance		2,000			2,000				2,000	
Capital Investment Support & Servicing		12,300			12,300				12,300	
<b>Total Capital Infrastructure Planning</b>		<b>14,300</b>			<b>14,300</b>				<b>14,300</b>	
<b>Institutional Services and General Expenses</b>										
Alumni Affairs & Development	5,255	1,099	(660)		5,694		(216)	(216)	5,478	
Computing & Communication Services	8,149	5,694	(4,710)		9,133	(472)	(136)	(608)	8,525	
Central Administration Offices	16,200	2,333	(179)		18,354		(400)	(400)	17,954	(Note #20)
University General Expenses and Contingency	306	21,327	(1,292)		20,341		(210)	(210)	20,131	(Note #21)
Pension - Going Concern Special Payment		3,000			3,000				3,000	(Note #22)
<b>Total Institutional Services and General Exp.</b>	<b>29,910</b>	<b>33,453</b>	<b>(6,841)</b>		<b>56,522</b>	<b>(472)</b>	<b>(962)</b>	<b>(1,434)</b>	<b>55,088</b>	
<b>Total Institutional Expenses</b>	<b>275,772</b>	<b>155,186</b>	<b>(16,948)</b>	<b>(9,331)</b>	<b>404,679</b>	<b>(22,202)</b>	<b>(65,535)</b>	<b>(87,737)</b>	<b>316,942</b>	
Repayment of Accumulated Restructuring Costs		6,000			6,000				6,000	(Note #23)
<b>Net Budget</b>	<b>275,772</b>	<b>161,186</b>	<b>(16,948)</b>	<b>(9,331)</b>	<b>410,679</b>	<b>(55,103)</b>	<b>(355,576)</b>	<b>(410,679)</b>	<b>0</b>	



## 2011/2012 Integrated Plan and MTCU Budget

### Notes for Table A:

1. Column A "Total Personnel" includes budgeted salary and benefit costs for all regular full-time, contract and part-time employees.
2. Column B "Operating Costs" include the budgeted amount departments have allocated for a great variety of costs such as equipment purchases, maintaining day-to-day operations, travel and renovations.
3. Column C "Internal Recoveries" are non-cash transfers based on inter-departmental services provided such as telephone, mail, laboratory, physical resources work orders, vehicle rentals and printing.
4. Column D "Remaining MYP Targets (Identified Solutions)" are the outstanding Multi Year Plan targets for units where solutions for the remaining balance of their original total target have been identified but are not yet confirmed as to availability and timing of the savings.
5. Column F "External Recoveries" reimburse the MTCU budget for services provided to other funds and activities. This category includes cost recoveries for services provided to Ancillary operations, OMAFRA Agreement cost transfers, Guelph Humber service recoveries. See Notes 8, 9, 10 and 11 for more details.
6. Column H "Total Recoveries and Revenues" of \$410.7M includes provincial grants of \$160.4M, credit tuition of \$127.2M, other institutional revenue of \$2.5M, cost recoveries of \$55.1M and departmental revenues of \$65.5M.
7. Column I "Net Budget" is the total of departmental expenses less departmental cost recoveries and revenues for each major unit. Net budget is the total allocation amount that unit managers are accountable for. Any surplus or deficit at year-end is determined using the Net Budget versus Net actual results and all deficits and surpluses within policy limits are charged or credited to the unit's budget as a Carryforward into the following year's budget.
8. OMAFRA Cost Recoveries of \$10.6M are for services provided by the MTCU budget (e.g., utilities and space costs). This recovery is for research related initiatives (\$9.930M) and other non-research activities (\$0.670M). In addition, OMAFRA will transfer \$11.815M (as a fixed dollar transfer) for 65 research faculty full time equivalents (FTE's) according to faculty time awarded to OMAFRA research projects and 12 FTE's for the Veterinary Clinical Education Program (VCEP), credited to OVC.
9. Research Indirect – Other, are the cost recoveries for support of research capacity in the MTCU budget from externally (including industry) funded research activities.
10. The 2011/2012 Guelph Humber Services of \$4.3M consists of \$1.0M for management fees and budgeted target of \$3.3M for the University of Guelph's share of year-end net revenue. In addition, the colleges and other academic support units receive an estimated \$5.3M for Guelph Humber course delivery, and program support services as External Recoveries.
11. Ancillary Service Recoveries of \$7.891 for services provided. In addition, custodial and other services performed by Physical Resources for Student Housing Services of \$2.735M (2011/2012) are credited as External Recoveries in Physical Resources.
12. Total Institutional Revenues and Recoveries include provincial operating grants, tuition, general revenues and external recoveries received for central funding purposes and exclude external departmental revenues and recoveries or funds received for restricted purposes.
13. Other Teaching includes: Advanced Analysis Centre and Academic Support funds which includes Research Support, Academic Contingency and Special Projects.
14. The Integrated Planning \$9.778M is for investments in Graduate Support (\$3.198M); Graduate Growth (\$0.978M); Implementation Costs for the MYP (\$4.0M) and centrally held Undergraduate Growth funds (\$1.602M). In addition, the college totals include Undergraduate Growth funds already allocated; CPES (\$1.358M for Undergraduate growth in Engineering) and CSAHS (\$0.650M for recent enrolment growth).
15. Student Assistance has increased by \$1.055M base for 2011/2012 for Undergraduate Entrance and Graduate Scholarships.
16. Associate VP Academic includes the Associate Vice-President's offices and the Centre for International Programs.
17. Other Academic Services includes: Dean of Grad Studies, War Memorial/Rozanski Hall Operations, and miscellaneous academic support funds.
18. Student Services Revenues includes: Accessibility Grant for Students with Disabilities, Student Health Services Fee, Student Support Fee, Health and Performance Centre revenues, Child Care revenues.
19. Athletics revenues include: Student Athletic Fee, Student Athletic Building Fee and user fees from athletic services and facility rentals.
20. Central Administration Offices includes: Human Resources, Executive Offices, Financial Services, Campus Community Police and Fire Prevention Services, Communications and Public Affairs, Human Rights and Equity Office and Environmental Health and Safety.
21. General Expenses include costs incurred for property taxes, memberships, legal, auditing and external services, insurance, convocation and banking charges.
22. As a result of the August 1, 2010 pension plan valuation report, the University is required to fund a \$36M 2011/2012 payment. Payments on this deficit will require an additional \$3.0M over what is already funded through the University's normal benefit allocation.
23. For 2011/2012, a budget of \$6.0M reflects the repayment of one-time restructuring costs for the Multi Year Plan. This is consistent with the Board of Governors approved repayment schedule.

# 2011/2012 Integrated Plan and MTCU Budget

## 7.3.2 Table B: MTCU Forecast Results 2010/2011

	10/11 Budget	10/11 Forecast	Surplus/ (Deficit)	Notes
<b><u>Institutional Revenues and Recoveries</u></b>				
Provincial Grants	155,980	157,594	1,614	#1
Tuition Revenue	117,695	121,233	3,538	#2
Other Revenues	1,966	2,084	118	
<b>Total Institutional Revenues</b>	<b>275,641</b>	<b>280,911</b>	<b>5,270</b>	
<b>Total Research Indirect Revenues and Recoveries</b>	<b>20,335</b>	<b>20,907</b>	<b>572</b>	
<b>Other Cost Recoveries</b>	<b>12,479</b>	<b>12,479</b>	<b>0</b>	
<b>Total Institutional Revenues and Recoveries</b>	<b>308,455</b>	<b>314,297</b>	<b>5,842</b>	
<b><u>Teaching Units</u></b>				
College of Arts (COA)	23,718	23,864	(146)	
College of Biological Science (CBS):	23,893	22,043	1,850	
College of Social and Applied Human Science (CSAHS)	27,010	25,178	1,832	
College of Management and Economics (CME)	17,431	14,878	2,553	
Ontario Agricultural College (OAC)	18,422	19,723	(1,301)	
Ontario Veterinary College (OVC)	21,611	20,762	849	
College of Physical and Engineering Science (CPES)	24,582	27,090	(2,508)	
Office of Open Learning	5,293	3,121	2,172	
Other Teaching Units	9,622	3,510	6,112	#3
Student Assistance	15,492	12,914	2,578	#4
<b>Total Teaching Units</b>	<b>187,073</b>	<b>173,082</b>	<b>13,991</b>	
<b>Library Operations and Information Resources</b>	<b>16,796</b>	<b>16,237</b>	<b>559</b>	
<b>Academic Services</b>	<b>16,673</b>	<b>15,823</b>	<b>850</b>	
<b>Student Services</b>	<b>5,495</b>	<b>2,726</b>	<b>2,769</b>	#5
<b>Total Teaching and Academic Services</b>	<b>226,037</b>	<b>207,868</b>	<b>18,169</b>	
<b>Physical Resources Operations</b>	<b>25,102</b>	<b>20,090</b>	<b>5,012</b>	#6
<b>Utilities</b>	<b>22,077</b>	<b>20,915</b>	<b>1,162</b>	#7
<b>Capital Infrastructure Planning</b>	<b>12,800</b>	<b>12,800</b>	<b>0</b>	
<b>Total Physical Plant</b>	<b>59,979</b>	<b>53,805</b>	<b>6,174</b>	
<b>Institutional Services and General Expenses</b>	<b>42,221</b>	<b>39,273</b>	<b>2,949</b>	#8
<b>University Contingency - General</b>	<b>14,242</b>	<b>3,626</b>	<b>10,616</b>	#9
<b>University Contingency - Restructuring Costs</b>	<b>12,100</b>		<b>12,100</b>	#10
<b>University Contingency - Multi Year Plan (Timing)</b>	<b>4,200</b>		<b>4,200</b>	#10
<b>Total Institutional Costs</b>	<b>358,780</b>	<b>304,572</b>	<b>54,208</b>	
<b>Annual Operating Income (Expense)</b>	<b>(50,325)</b>	<b>9,725</b>	<b>60,050</b>	
<b>Transfer From Prior Year Appropriations</b>				
<b>From Departmental (Equip&amp;Supplies)</b>	<b>48,325</b>	<b>48,325</b>		
<b>Total MTCU Operating Funds Available</b>	<b>(2,000)</b>	<b>58,050</b>		
<b>Less: Transfer to Appropriations - Institutional</b>		<b>20,436</b>		#11
<b>Less: Transfer to Appropriations - Multi Year Plan</b>		<b>16,300</b>		#10
<b>Less: Transfer to Appropriations for Departments</b>		<b>23,314</b>		#12
<b>Less: Total Transfer to Appropriations</b>		<b>60,050</b>		
<b>Net Surplus(Deficit) before Restructuring Costs</b>	<b>(2,000)</b>	<b>(2,000)</b>		
<b>Restructuring Costs - (Deficit)</b>	<b>(4,000)</b>	<b>(4,617)</b>		#13
<b>Net Increase(Decrease) in Fund Balance</b>	<b>(6,000)</b>	<b>(6,617)</b>		#14
<b>Opening Unappropriated Deficit:</b>	<b>(41,125)</b>	<b>(40,482)</b>		
<b>Total University Surplus (Deficit)</b>	<b>(47,125)</b>	<b>(47,099)</b>		

# 2011/2012 Integrated Plan and MTCU Budget

## **Notes for Table B:**

1. Provincial Grants: Graduate Accessibility grants are forecast to exceed budget by \$1.8M. The target for Graduate Accessibility was not changed in the Revised MTCU budget in December 2010 and was conservative with respect to achieving growth targets and funding level. The final confirmation of full Provincial funding for enrolment growth comes very late in the fiscal year.

2. Tuition Revenue: are forecast to be higher than budget by 3.0% or \$3.5 million. Most of the gain over the revised budget occurred relative to winter undergraduate credit enrolment (mainly retention) experience exceeding budget assumptions.

3. Other Teaching Units: Included in this group is a unit comprised of equipment-intensive research analytical services for which fees are charged. This unit (Advanced Analysis Centre) is accumulating funds for continuing equipment maintenance. There is \$1.5M of this reported carry-forward designated for that purpose. In addition, there are Integrated Planning accounts targeted to fund growth in Undergraduate and Graduate teaching linked to the Accessibility grants (\$1.5M). The Priority Investment Fund is also held here (\$0.5M) as well as support for growth in Research activity (\$0.3M) and other academic support funds.

4. Student Assistance: Due to the timing of certain payments such as those allocated for the summer-based work study programs, it is normal to have carry-forwards funds each year in this category. All funds carried forward in this category will be expended in the following year.

5. Student Services: A number of areas in Student Services are conserving one-time savings in order to plan for future investment in equipment replacement (Athletics arena refrigeration) and for service improvements and space reconfiguration (Co-op Education and Career Services).

6. Physical Resources: In Physical Resource operations, a recent program to recover Project Management costs as part of renovations budgets and an effort to accumulate some one time savings for restructuring of activities to meet the multi-year target position losses results in a forecast overall savings.

7. Utilities: The Utilities budget has savings in the natural gas account primarily as a result of usage being less than expected.

8. Institutional Services and General Expenses: This group of units include the University's central administrative offices and support services (e.g. finance, human resources, computing and communication services, fund raising, communications and public affairs, and senior administrative offices). Most units are reporting small carry-forwards balances for next year targeted mainly to help deal with budget reductions.

9. University Contingency - General: In recognition of the significant challenges in meeting the Multi Year Plan targets, the pension contribution requirements and future budget planning uncertainties, the University allocated significant one-time funds to increase its contingency accounts from institutional carryforwards and revised budget revenue targets.

10. University Contingency – Restructuring and Multi Year Plan (Timing): In the revised 2010/2011 MTCU Budget, funds were set aside for the additional expected costs for meeting Multi Year Plan targets (\$12.1M) which will likely be uncommitted at the end of fiscal 2010/2011. An estimated \$4.2M remains of the allowance for the timing costs from extending the period it will take to achieve Multi Year Plan targets. In total, the \$16.3M will be carried forward to 2011/2012 to support the Multi Year Plan.

11. Transfer to Appropriations - Institutional: Net savings from institutional accounts (e.g., grants, tuition, contingency accounts) will be added to the University's stabilization fund. This fund will be used to assist funding potential future one-time obligations of the University such as pension contributions.

12. Transfer to Appropriations for Departments: The total unspent budget for departments is forecast at \$23.3M (\$32.7M in 2009/2010) representing 5.9% of total operating expenses. Most University units have been conserving where possible, one-time funds in order to manage the budget reductions assigned in the Multi Year Targets and planning for investments in efficiency and service delivery.

13. Restructuring Costs: The original allowance in the 2008/2009 Preliminary MTCU budget for the restructuring costs of the Multi Year Targets was \$20.0M. This was targeted at ex-gratia payments for the retirement and resignation of faculty and staff under voluntary programs. The \$20.0M will be fully expended by the end of 2010/2011. A total of \$15.4M in costs was accumulated up to 2009/2010 with a forecast \$4.6M expected for 2010/2011.

14. Net Increase (Decrease) in Fund Balance: This is the net deficit position for the MTCU budget. It reflects the Board approved structural deficit for 2010/2011 of \$6.0M less a \$4M repayment for a net deficit increase of \$2M. In addition there is the approved \$4.6M for restructuring costs (see note #13) for a total deficit increase of \$6.6M. The opening University Unappropriated Deficit of \$40.1M is the accumulated costs of restructuring to date plus the impact of the structural deficit at the end of the 2009/2010 fiscal year. The Total University Surplus (Deficit) is the Opening University Surplus (Deficit) plus the forecast 2010/2011 deficit of \$6.6 million for a total of \$47.1M. This is within the Board approved maximum of \$47.7M (see chart G on page #57).

## 2011/2012 Integrated Plan and MTCU Budget

### 7.3.3 Table C Full-time Equivalents (FTE's) for MTCU Budgeted Positions

College/Division	Position Type	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012 Preliminary	Notes
<b>TEACHING UNITS</b>							
COLLEGE OF ARTS	Faculty	134.1	132.2	127.3	123.9	122.2	#1
	Staff	33.3	35.5	42.2	40.8	38.8	
		167.4	167.7	169.5	164.7	161.0	
COLLEGE OF BIOLOGICAL SCIENCE	Faculty	95.9	97.3	99.4	97.9	97.3	
	Staff	59.2	61.3	61.6	60.0	61.3	
		155.1	158.6	161.0	157.9	158.5	
COLL. OF SOC. & APP. HUMAN SCIENCE	Faculty	122.0	123.0	120.5	120.6	118.0	#2
	Staff	41.3	43.3	43.4	42.7	44.1	
		163.3	166.3	163.9	163.4	162.1	
COLLEGE OF MANAGEMENT & ECONOMICS	Faculty	67.9	73.3	73.6	74.8	78.4	#3
	Staff	26.1	27.5	26.5	26.5	26.5	
		94.0	100.8	100.0	101.3	104.9	
ONTARIO AGRICULTURAL COLLEGE	Faculty	152.4	154.5	144.7	138.9	129.4	#4
	Staff	61.9	131.7	129.8	127.7	128.0	
		214.3	286.2	274.6	266.5	257.4	
ONTARIO VETERINARY COLLEGE	Faculty	119.7	122.6	121.9	125.8	127.6	#6
	Staff	162.0	163.5	162.0	190.3	190.3	
		281.7	286.1	283.8	316.1	317.9	
COLL OF PHYSICAL & ENGINEERING	Faculty	120.2	122.0	114.9	116.2	114.7	#7
	Staff	63.3	64.3	62.7	62.5	64.3	
		183.5	186.3	177.6	178.7	179.0	
OFFICE OF OPEN LEARNING	Staff	34.5	37.9	39.5	39.4	39.8	
OTHER TEACHING UNITS	Faculty	1.0	1.0	1.0	1.0	1.0	#1
	Staff	12.0	12.0	6.0	6.0	6.0	
		13.0	13.0	7.0	7.0	7.0	
<b>Total Faculty Teaching Units</b>		813.2	825.8	803.3	799.1	788.5	
<b>Total Staff Teaching Units</b>		493.6	577.0	573.7	595.9	599.0	
<b>Total Teaching Units</b>		1306.8	1402.8	1377.0	1395.0	1387.5	

## 2011/2012 Integrated Plan and MTCU Budget

College/Division	Position Type	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012 Preliminary	Notes
<b><u>LIBRARY</u></b>							
LIBRARY OPERATING	Librarians	28.0	28.0	28.0	29.6	30.0	
	Staff	81.3	80.1	77.6	65.8	70.8	#8
		109.3	108.1	105.6	95.4	100.8	
<b><u>ACADEMIC SERVICES</u></b>							
OFFICE OF RESEARCH	Faculty	4.0	4.9	4.2	3.8	3.8	
	Staff	49.6	51.4	50.4	49.3	54.9	
		53.6	56.2	54.5	53.1	58.7	
TEACHING SUPPORT SERVICES	Staff	19.8	20.5	19.4	18.0	18.0	#9
ASSOCIATE V/P ACADEMIC	Staff	6.7	6.8	6.8	7.3	7.8	
REGISTRAR	Staff	76.0	77.8	74.3	64.1	65.2	#10
OTHER ACADEMIC SUPPORT	Faculty	1.3	0.8	0.4	0.4	0.4	
	Staff	2.1	1.1	1.1	9.1	9.1	#11
		3.4	1.9	1.5	9.5	9.5	
<b><u>COMPUTING COMMUNICATION SERVICE</u></b>	Staff	71.7	72.7	75.6	77.4	78.7	#12
<b><u>STUDENT SERVICES</u></b>							
STUDENT AFFAIRS	Staff	52.6	55.8	55.8	56.0	56.0	
STUDENT HEALTH SERVICES	Staff	18.2	17.5	17.2	16.2	16.2	
ATHLETICS	Staff	31.9	31.8	29.7	30.4	30.8	
CHILD CARE OPERATIONS	Staff	18.0	17.7	16.0	16.0	16.0	
		120.7	122.7	118.6	118.5	118.9	#13
<b><u>ALUMNI AFFAIRS &amp; DEVELOPMENT</u></b>	Staff	46.0	47.0	46.0	47.2	58.0	#14
<b><u>PHYSICAL RESOURCES OPERATIONS</u></b>	Staff	313.1	315.8	310.2	289.0	288.0	#15
<b><u>ADMINISTRATION</u></b>							
HUMAN RESOURCES	Staff	34.0	34.0	33.5	34.0	34.0	
CENTRAL ADMINISTRATIVE OFFICES	Faculty	4.0	4.0	4.0	4.0	4.0	
	Staff	50.2	51.2	47.5	46.0	46.0	
		54.2	55.2	51.5	50.0	50.0	
FINANCE/PURCHASING/MAIL SERVICES	Staff	54.5	54.3	52.7	53.5	54.5	
CAMPUS COMMUNITY POLICE & FIRE PREVENTI	Staff	23.6	23.6	23.6	23.6	23.6	
	Faculty		0.6	0.8	0.0		
UNIVERSITY GENERAL EXPENSE	Staff	3.8	4.4	4.4	4.4	4.4	
		3.8	5.0	5.2	4.4	4.4	
	<b>Total Faculty</b>	850.5	864.1	840.7	836.9	826.7	
	<b>Total Staff</b>	1446.7	1540.2	1515.2	1503.1	1530.9	
	<b>Total Faculty and Staff</b>	2297.2	2404.3	2356.0	2340.0	2357.6	

## 2011/2012 Integrated Plan and MTCU Budget

### **Definitions for Table C:**

- **FTE:** Full time Equivalents are workforce measures of budgeted positions (normally for full time appointments).
- **MTCU-funded** positions include OVC Special Grant, OAC Diploma programs and positions in Guelph units funded by Guelph Humber programs. Also included are an estimated 77 FTE's (2011/2012) of faculty positions supported by the OMAFRA Agreement.
- **Budgeted Positions:** a Budgeted Position is a specific budget account that has been established to record the budget and expenses of individual employment appointments that are in two major categories; regular full time positions and longer term (over 1 year) contractually limited positions.
- **Faculty:** the Faculty category includes all funded positions (filled or vacant) for tenure track faculty, secured appointments, contractually limited faculty, veterinarians and librarians. This category in MTCU includes the 77 FTE's supported by cost transfer from the OMAFRA Agreement but excludes other externally supported faculty direct charged to OMAFRA (26.0 FTE's) and Research Grants (24.6 FTE's).
- **Staff:** the Staff category includes all non-faculty positions budgeted for in the MTCU operating budget.

### **Notes for Table C:**

1. The College of Arts has a net reduction of 12 Faculty FTE since 2007/2008 mostly related to the Multi Year Target retirements of faculty. The increase of staff FTE in College of Arts in 2009/2010 was due to transfer of 6 staff FTE in BA Counselling and McKinnon Building Mgmt from Other Teaching Units to College of Arts. In addition, there were 4 VERR staff retirements from 2008/2009 to 2011/2012.
2. The Multi Year Target plan for CSAHS includes 12 faculty position retirements between 2008/2009 and 2011/2012 offset by some targeted growth positions in the college for recent increased undergraduate enrolment.
3. In the College of Management and Economics (CME) between 2007/2008 and 2011/2012 there is a net increase of 10 new faculty FTE for growth of the College primarily in the new Business department.
4. The net decrease of 25 Faculty FTE in Ontario Agricultural College (OAC) between 2007/2008 and 2011/2012 was due to OAC efforts to meet their Multi Year Plan targets.
5. The net increase of 70 staff FTE in the Ontario Agricultural College (OAC) for 2008/2009 includes 77 FTE's CARG and support staff in the Diploma Teaching program transferred from the OMAFRA agreement to MTCU. This transfer was funded with a \$4.5 million special grant flowed through MTCU to OAC expressly for this purpose.

6. The increase in OVC staff FTE in 2010/2011 resulted from the conversion of 28 OMAFRA Veterinary Clinical Education Program (VCEP) funded staff salaries to MTCU Operating recovery based salaries as part of the consolidation of OVC Health Sciences Centre operations.
7. The College of Physical and Engineering Science (CPES) had 8 faculty retirements in 2009/2010 and 4 faculty retirements in 2010/2011 as part of their Multi Year Target plan offset by a number of targeted new positions in 2010/2011 and 2011/2012 in the School of Engineering for their enrolment growth plan.
8. The decrease of staff FTE in Library Operations reflects 12 positions as part of the Multi Year Target plan in 2009/2010 and 2010/2011.
9. The Multi Year Target plans for Teaching Support Services includes 4 position retirements between 2008/2009 and 2010/2011.
10. The decrease of 10 staff FTE in Registrarial Services for 2010/2011 includes transfer of positions in the Graduate Studies group to Other Academic Support. Also, the decrease in staff FTE for the Registrar between 2008/2009 and 2009/2010 reflects the 6 VERR retirements in their Multi Year Target plans.
11. The increase of 8 staff FTE in Other Academic Support for 2010/2011 reflects the transfer of staff in the Graduate Studies group from Registrarial Services.
12. Computing and Communication Services has 14 staff retirements between 2008/2009 and 2010/2011 in their Multi Year Target plans. There have also been a number of new positions created in high priority service areas.
13. The Multi Year Target plans for Student Services includes 11 position retirements between 2008/2009 and 2010/2011.
14. The increase of staff FTE in Alumni Affairs and Development between 2008/2009 and 2011/2012 relates to new campaign positions funded by increases approved in the Preliminary MTCU budgets of those years.
15. The decrease in total FTE in Physical Resources since 2008/2009 reflects the restructuring undertaken to meet Multi Year Plan targets where approximately net 30 position retirements/reorganizations occurred.

# 2011/2012 Integrated Plan and MTCU Budget

## 7.4 Proposed Tuition Fees and Non-Tuition Compulsory Student Fees

### 7.4.1 2011/2012 Schedule of Proposed Tuition Fees

MTCU PROVINCIALLY FUNDED PROGRAMS	2011/12		2010/11		2009/10		2008/09		2007/08	
	Entering Students		Continuing Students		Continuing Students		Continuing Students		Continuing Students	
	Recommended Fee	Change 2010/11 to 2011/12	Recommended Fee	Change 2010/11 to 2011/12	Recommended Fee	Change 2010/11 to 2011/12	Recommended Fee	Change 2010/11 to 2011/12	Recommended Fee	Change 2010/11 to 2011/12
<b>A. Undergraduate Tuition Fees</b>										
<b>Full-Time - Regular Programs</b>		4.5% increase		4% increase		4% increase		4% increase		4% increase
Bachelor of Applied Science	\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Bachelor of Arts	\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Bachelor of Arts & Science	\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Bachelor of Applied Arts (Guelph Humber)	\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Bachelor of Bio-Resource Management	\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Bachelor of Science	\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Bachelor of Science in Agriculture	\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Bachelor of Science in Environmental Services	\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Bachelor of Science in Technology (closed 2010)	-	-	-	-	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
<b>Full-Time - Professional Programs</b>		8% increase		4% increase		4% increase		4% increase		4% increase
Bachelor of Arts - Computing Major (closed 2009)	-	-	-	-	-	-	\$2,963.00	\$113.00	\$2,855.00	\$109.00
Bachelor of Commerce	\$3,319.00	\$245.00	\$3,196.00	\$122.00	\$3,078.00	\$ 118.00	\$2,963.00	\$113.00	\$2,855.00	\$109.00
Bachelor of Business Administration (Guelph Humber)	\$3,319.00	\$245.00	\$3,196.00	\$122.00	\$3,078.00	\$ 118.00	\$2,963.00	\$113.00	\$2,855.00	\$109.00
Bachelor of Computing	\$3,319.00	\$245.00	\$3,196.00	\$122.00	\$3,078.00	\$ 118.00	\$2,963.00	\$113.00	\$2,855.00	\$109.00
Bachelor of Applied Computing (Guelph Humber) (closed 2009)	-	-	-	-	-	-	\$3,218.00	\$123.00	\$3,099.00	\$118.00
Bachelor of Landscape Architecture	\$3,605.00	\$267.00	\$3,471.00	\$133.00	\$3,343.00	\$ 128.00	\$3,218.00	\$123.00	\$3,099.00	\$118.00
Bachelor of Science - Computing Major (closed 2009)	-	-	-	-	-	-	\$2,963.00	\$113.00	\$2,855.00	\$109.00
Bachelor of Engineering	\$3,605.00	\$267.00	\$3,471.00	\$133.00	\$3,343.00	\$ 128.00	\$3,218.00	\$123.00	\$3,099.00	\$118.00
Bachelor of Engineering (Mech / Comp / BioMed)*	\$4,574.00	\$338.00	\$4,405.00	\$169.00	\$4,242.00	\$ 163.00	-	-	-	-
Doctor of Veterinary Medicine	\$3,605.00	\$267.00	\$3,471.00	\$133.00	\$3,343.00	\$ 128.00	\$3,218.00	\$123.00	\$3,099.00	\$118.00
<b>Part-Time (per 0.5 Credit)</b>	\$544.00	\$23.00	\$542.00	\$21.00	\$539.00	\$ 20.00	\$536.00	\$20.00	\$534.00	\$20.00
<b>Auditing of Courses (per 0.5 Credit)</b>	\$308.00	\$13.00	\$308.00	\$13.00	\$308.00	\$ 13.00	\$308.00	\$13.00	\$308.00	\$13.00
<b>B. Graduate Tuition Fees</b>		3.0% increase		3.0% increase		3.0% increase		3.0% increase		3.0% increase
Full-Time	\$2,323.00	\$67.00	\$2,323.00	\$67.00	\$2,323.00	\$ 67.00	\$2,312.00	\$67.00	\$2,227.00	\$64.00
Part-Time	\$1,549.00	\$45.00	\$1,549.00	\$45.00	\$1,549.00	\$ 45.00	\$1,541.00	\$44.00	\$1,485.00	\$43.00
Special Non-Degree (per Course)	\$1,161.00	\$33.00	\$1,161.00	\$33.00	\$1,161.00	\$ 33.00	\$1,156.00	\$33.00	\$1,113.00	\$31.00

All fees are per semester except as noted

The undergraduate tuition fees (Canadian and International) as listed apply to University of Guelph and University of Guelph Humber.

\*Bachelor of Engineering (Mech / Comp / BioMed): For the Mechanical, Computer, and Biomedical Engineering Majors.

## 2011/2012 Integrated Plan and MTCU Budget

VISA (INTERNATIONAL) STUDENTS		2011/12 Entering Students		2010/11 Continuing Students		2009/10 Continuing Students		2008/09 Continuing Students		2007/08 Continuing Students	
		Recommended	Change 2010/11 to 2011/12	Recommended	Change 2010/11 to 2011/12	Recommended	Change 2010/11 to 2011/12	Recommended	Change 2010/11 to 2011/12	Recommended	Change 2010/11 to 2011/12
		<u>Fee</u>		<u>Fee</u>		<u>Fee</u>		<u>Fee</u>		<u>Fee</u>	
<b>A. Undergraduate Tuition Fees</b>	(Note 1)		no increase		no increase		no increase		no increase		no increase
<b>Full-Time - Regular Programs</b>	(Note 2)	\$8,461.00	\$0.00	\$8,461.00	\$0.00	\$8,097.00	\$0.00	\$7,748.00	\$0.00	\$7,414.00	\$0.00
<b>Full-Time - Professional Programs</b>	(Note 4)		no increase		no increase		no increase		no increase		no increase
Bachelor of Arts - Computing Major (closed 2009)		-	-	-	-	-	-	\$8,312.00	\$0.00	\$7,954.00	\$0.00
Bachelor of Commerce		\$9,648.00	\$0.00	\$9,648.00	\$0.00	\$9,277.00	\$0.00	\$8,590.00	\$0.00	\$7,954.00	\$0.00
Bachelor of Business Administration (Guelph Humber)	(Note 2)	\$9,336.00	\$0.00	\$9,336.00	\$0.00	\$8,977.00	\$0.00	\$8,312.00	\$0.00	\$7,954.00	\$0.00
Bachelor of Computing		\$8,977.00	\$0.00	\$8,977.00	\$0.00	\$8,977.00	\$0.00	\$8,312.00	\$0.00	\$7,954.00	\$0.00
Bachelor of Applied Computing (Guelph Humber) (closed 2009)		-	-	-	-	-	-	\$8,312.00	\$0.00	\$7,954.00	\$0.00
Bachelor of Landscape Architecture		\$10,715.00	\$0.00	\$10,715.00	\$0.00	\$10,715.00	\$0.00	\$10,715.00	\$0.00	\$10,254.00	\$0.00
Bachelor of Science - Computing Major (closed 2009)		-	-	-	-	-	-	\$8,312.00	\$0.00	\$7,954.00	\$0.00
Bachelor of Engineering		\$11,074.00	\$0.00	\$11,074.00	\$0.00	\$10,254.00	\$0.00	\$10,254.00	\$0.00	\$10,254.00	\$0.00
Doctor of Veterinary Medicine		\$25,598.00	\$0.00	\$25,598.00	\$0.00	\$25,598.00	\$0.00	\$25,598.00	\$0.00	\$25,598.00	\$0.00
<b>Part-Time - Regular Programs (per Course)</b>		\$1,692.00	\$0.00	\$1,692.00	\$0.00	\$1,619.00	\$0.00	\$1,550.00	\$0.00	\$1,483.00	\$0.00
<b>Part-Time - Professional Programs (per Course)</b>			no increase		no increase		no increase		no increase		no increase
Bachelor of Arts - Computing Major (closed 2009)		-	-	-	-	-	-	\$1,662.00	\$0.00	\$1,591.00	\$0.00
Bachelor of Commerce		\$1,930.00	\$0.00	\$1,930.00	\$0.00	\$1,855.00	\$0.00	\$1,718.00	\$0.00	\$1,591.00	\$0.00
Bachelor of Business Administration (Guelph Humber)	(Note 2)	\$1,867.00	\$0.00	\$1,867.00	\$0.00	\$1,795.00	\$0.00	\$1,662.00	\$0.00	\$1,591.00	\$0.00
Bachelor of Computing		\$1,795.00	\$0.00	\$1,795.00	\$0.00	\$1,795.00	\$0.00	\$1,662.00	\$0.00	\$1,591.00	\$0.00
Bachelor of Applied Computing (Guelph Humber) (closed 2009)		-	-	-	-	-	-	\$1,662.00	\$0.00	\$1,591.00	\$0.00
Bachelor of Landscape Architecture		\$2,143.00	\$0.00	\$2,143.00	\$0.00	\$2,143.00	\$0.00	\$2,143.00	\$0.00	\$2,051.00	\$0.00
Bachelor of Science - Computing Major (closed 2009)		-	-	-	-	-	-	\$1,662.00	\$0.00	\$1,591.00	\$0.00
Bachelor of Science (Engineering)		\$2,215.00	\$0.00	\$2,215.00	\$0.00	\$2,051.00	\$0.00	\$2,051.00	\$0.00	\$2,051.00	\$0.00
Doctor of Veterinary Medicine		\$5,120.00	\$0.00	\$5,120.00	\$0.00	\$5,120.00	\$0.00	\$5,120.00	\$0.00	\$5,120.00	\$0.00
<b>B. Graduate Tuition Fees</b>	(Note 3)		no increase		no increase		no increase		no increase		no increase
Full-Time		\$5,447.00	\$0.00	\$5,447.00	\$0.00	\$5,238.00	\$0.00	\$4,850.00	\$0.00	\$4,491.00	\$0.00
Part-Time		\$3,631.00	\$0.00	\$3,631.00	\$0.00	\$3,492.00	\$0.00	\$3,233.00	\$0.00	\$2,994.00	\$0.00
Special Non-Degree (per Course)		\$2,724.00	\$0.00	\$2,724.00	\$0.00	\$2,619.00	\$0.00	\$2,425.00	\$0.00	\$2,245.00	\$0.00

All fees are per semester except as noted

Note 1: Fee guaranteed for 'length of program' as defined for Undergraduate students: Regular - 9 semesters.

Note 2: Beginning in 2006/2007 entering International students at University of Guelph Humber started to pay the same fees as University of Guelph students.

Note 3: Fee guaranteed for 'length of program' as defined for Graduate students: Magisteriate - 7 semesters; Doctoral - 10 semesters.

Note 4: For 2011/12 there are no increases for the International Undergraduate Professional tuition fee.



# 2011/2012 Integrated Plan and MTCU Budget

**CO-OPERATIVE EDUCATION**

Academic or Work Term (per Semester)

2011/12 All Co-op Students	
Recommended Fee	Change 2010/11 to 2011/12
\$270.00	\$10.00

**FULL COST RECOVERY PROGRAMS** (Note 5)

**A. CANADIAN AND PERMANENT RESIDENT STATUS STUDENTS**

MBA - Distance (per Program)  
MA - Leadership (per program)

**B. VISA (INTERNATIONAL) STUDENTS**

MBA - Distance (per Program)  
MA - Leadership (per program)

2011/12 Continuing Students		2012/13 Entering Students	
Approved Fee	Change 2010/11 to 2011/12	Recommended Fee	Change 2011/12 to 2012/13
\$36,600.00	\$0.00	\$36,600.00	\$0.00
\$25,900.00	\$0.00	\$26,650.00	\$750.00
\$40,650.00	\$0.00	\$40,650.00	\$0.00
\$28,600.00	\$0.00	\$29,450.00	\$850.00

Note 5: Full Cost Recovery program fees for 2012/2013 has increased from those approved for 2011/2012. Because recruitment for the programs start one year prior to the actual intake, fees must be approved one year in advance. This schedule proposes fees for 2012/2013 entering students. The fee is for the entire program and is fixed at the year of entrance. These fees are for tuition only.

# 2011/2012 Integrated Plan and MTCU Budget

ASSOCIATE DIPLOMA PROGRAMS (Note #1)		2011/12		2010/11		2009/10		2008/09		2007/08	
		Entering Students		Continuing Students		Continuing Students		Continuing Students		Continuing Students	
		Recommended	Change 2010/11	Recommended	Change 2010/11	Recommended	Change 2010/11	Approved	Change 2010/11	Recommended	Change 2010/11
		Fee	to 2011/12	Fee	to 2011/12	Fee	to 2011/12	Fee	to 2011/12	Fee	to 2011/12
1.	<b>ASSOCIATE DIPLOMA IN TURFGRASS MANAGEMENT</b> Guelph Campus										
<b>A. PROVINCIAALLY FUNDED PROGRAMS</b>											
		4.5% increase		4% increase		4% increase		4% increase		4% increase	
Full-Time - Regular Diploma Program		\$2,723.00	\$117.00	\$2,710.00	\$104.00	\$2,697.00	\$103.00	\$2,684.00	\$103.00	\$2,671.00	\$102.00
Part-Time - Regular Diploma Program (per Course)		\$544.00	\$23.00	\$542.00	\$21.00	\$539.00	\$20.00	\$536.00	\$20.00	\$534.00	\$20.00
<b>B. VISA (INTERNATIONAL) STUDENTS</b>											
		no increase		no increase		no increase		no increase		no increase	
Full-Time - Regular Diploma Program		\$9,037.00	\$0.00	\$9,037.00	\$0.00	\$8,648.00	\$0.00	\$8,007.00	\$0.00	\$7,748.00	\$0.00
Part-Time - Regular Diploma Program (per Course)		\$1,807.00	\$0.00	\$1,807.00	\$0.00	\$1,730.00	\$0.00	\$1,601.00	\$0.00	\$1,550.00	\$0.00
2.	<b>ASSOCIATE DIPLOMA PROGRAMS</b> Alfred, Kemptville, Ridgetown Campuses										
<b>A. PROVINCIAALLY FUNDED PROGRAMS</b>											
		4.5% increase		4% increase		4% increase		4% increase		4% increase	
Full-Time - Regular Diploma Programs		\$1,430.00	\$61.00	\$1,423.00	\$54.00	\$1,416.00	\$54.00	\$1,410.00	\$54.00	\$1,404.00	\$54.00
Full-Time - Veterinary Technology		\$1,478.00	\$63.00	\$1,471.00	\$56.00	\$1,464.00	\$56.00	\$1,458.00	\$56.00	\$1,451.00	\$55.00
Full-Time - Veterinary Technology (Alternative Delivery) <span style="float: right;">Note 2</span>		\$1,969.00	\$84.00	\$1,960.00	\$75.00	\$1,951.00	\$75.00	\$1,941.00	\$74.00	\$1,933.00	\$74.00
Part-Time - Regular Diploma Programs (per Course)		\$286.00	\$12.00	\$284.00	\$10.00	\$282.00	\$10.00	\$281.00	\$10.00	\$280.00	\$10.00
Part-Time - Veterinary Technology Regular Program (per Course)		\$295.00	\$12.00	\$294.00	\$11.00	\$293.00	\$11.00	\$291.00	\$11.00	\$290.00	\$11.00
<b>B. VISA (INTERNATIONAL) STUDENTS</b>											
		no increase		no increase		no increase		no increase		no increase	
Full-Time - Regular Diploma Programs		\$4,123.00	\$0.00	\$4,123.00	\$0.00	\$3,946.00	\$0.00	\$3,654.00	\$0.00	\$3,535.00	\$0.00
Full-Time - Veterinary Technology		\$4,419.00	\$0.00	\$4,419.00	\$0.00	\$4,229.00	\$0.00	\$3,916.00	\$0.00	\$3,789.00	\$0.00
Full-Time - Veterinary Technology (Alternative Delivery) <span style="float: right;">Note 2</span>		\$5,893.00	\$0.00	\$5,893.00	\$0.00	\$5,639.00	\$0.00	\$5,221.00	\$0.00	\$5,052.00	\$0.00

All fees are per semester except as noted

Note 1: The Associate Diploma Programs are not currently subject to regulation by the Ministry of Training, Colleges and Universities (MTCU).

Note 2: The Veterinary Technology diploma program is classified as a special program for tuition rate purposes. In the Alternative Delivery option, Distance Education modules are completed during the fall and winter months. Students attend the college campus from the beginning of May until the first week of August to complete their hands-on laboratory requirements. The tuition fee shown is per year.

## 2011/2012 Integrated Plan and MTCU Budget

### 7.4.2 2011/2012 Schedule of Non-Tuition Compulsory Student Fees

Guelph Campus	Fee Basis		Year of Last Increase	2010/11 Approved Fees	2011/12 Recommended Fees	% Increase
<b><u>Athletic Fee</u></b>						
Full-Time (Undergraduate & Graduate)	Per semester	Note 1	2010	\$90.68	\$94.31	4.0%
Part-Time (Undergraduate only)	Per semester		2010	\$41.62	\$43.28	4.0%
<b><u>Capital Account: Athletic Building Fee</u></b>						
Full-Time (Undergraduate & Graduate)	Per semester	Note 2	2010	\$39.14	\$40.31	3.0%
Part-Time (Undergraduate)	Per semester		2010	\$19.57	\$20.16	3.0%
Part-Time (Graduate)	Per semester			-	-	
<b><u>Student Health Services Fee</u></b>						
Full-Time (Undergraduate & Graduate)	Per semester		2010	\$24.00	\$24.60	2.5%
Part-Time (Undergraduate only)	Per semester		2010	\$10.52	\$10.78	2.5%
<b><u>Student Support Fee</u></b>						
Full-Time (Undergraduate)	Per semester		2010	\$51.15	\$52.42	2.5%
Part-Time (Undergraduate)	Per 0.5 credit per semester	Note 3	2010	\$10.24	\$10.48	2.3%
Full-Time (Graduate)	Per semester		2010	\$49.84	\$51.08	2.5%
Part-Time (Graduate)	30% of Full-Time fee per semester		2010	\$14.95	\$15.32	2.5%
<b><u>University Centre Fee</u></b>						
Full-Time (Undergraduate & Graduate)	Per Semester (to a maximum of twice a year)		2010	\$12.96	\$13.28	2.5%
Part-Time (Undergraduate & Graduate)	Per 0.5 credit per semester	Note 3	2010	\$2.59	\$2.65	2.2%
<b><u>Graduation Fee (Convocation)</u></b>						
	Upon application for graduation		2010	\$33.46	\$34.29	2.5%

In accordance with MTCU regulations, non-tuition related compulsory student fees can only be introduced/changed under a protocol established and agreed to with student representatives. The University and student representatives have signed such an agreement which covers the fees shown above. The published Statistics Canada consumer price index annual average for Ontario (All Items) for 2010 is 2.5%. Please Note: Committees may approve fee increases 5% above cost of living.

**Note 1:** As per Athletic Advisory Committee approval on March 1, 2011 to increase the fee by 4%.

**Note 2:** This is a 30 year fee initiated in Fall 2009 approved through a referendum process to increase annually by 3%.

**Note 3:** Rounding results in an increase of less than the 2.5% CPI rate.

## 2011/2012 Integrated Plan and MTCU Budget

<u>Associate Diploma Programs</u>	Year of Last Increase	2010/11 Approved Fees	2011/12 Recommended Fees	% Increase
<b><u>Alfred, Kemptville and Ridgetown Campuses:</u></b>				
<b><u>Athletic Fee</u></b>				
Full Time - Alfred	2010	\$70.75	\$72.51	2.5%
Full Time - Kemptville	2010	\$65.50	\$67.13	2.5%
Full Time - Ridgetown	2010	\$65.50	\$67.13	2.5%
<b><u>Student Communication Fee (per year)</u></b>				
Full Time - Alfred	2010	\$43.50	\$44.58	2.5%
Full Time - Kemptville	2010	\$43.50	\$44.58	2.5%
Full Time - Ridgetown	2010	\$43.50	\$44.58	2.5%
<b><u>Graduation Fee (Convocation) (per year)</u></b>				
Full Time - Alfred	2010	\$43.50	\$44.58	2.5%
Full Time - Kemptville	2010	\$43.50	\$44.58	2.5%
Full Time - Ridgetown	2010	\$43.50	\$44.58	2.5%
<b><u>Building Fee- Ridgetown (per year)</u></b>				
	2010	\$34.95	\$35.82	2.5%
<b><u>Academic Activity Fees (Field Trips/Labs/IT)</u></b>				
Full Time - Alfred	2010	\$357.25	\$366.18	2.5%
Full Time - Kemptville	2010	\$316.25 - \$443.25	\$324.15 - \$454.33	2.5%
Full Time - Ridgetown	2010	\$316.25 - \$943.25	\$324.15 - \$966.83	2.5%

**Notes:**

- 1) All fees are per semester except as noted
- 2) Associate Diploma in Turfgrass Management at the Guelph Campus - Fees are the same as Guelph campus degree programs
- 3) The published Statistics Canada consumer price index annual average for Ontario (All Items) for 2010 is 2.5%.