



# University of Guelph

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## [2010/2011 Integrated Plan and Preliminary MTCU Operating Budget]

**For the Fiscal Year May 1, 2010 to April 30, 2011**

[March 22, 2010 ]

# University of Guelph 2010/2011 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
- ensuring a match between resource allocations and objectives
- supporting the innovation and creative agenda of the institution

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- 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 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.

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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 fifth 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 most important is that the University budget—essentially a detailed specification for resource allocation—has now been formally integrated with the Plan and no longer appears as a separate document. This budget integration includes the multi-year plan to address the structural deficit (which itself has become an important constraint on the Plan).

This version of the Plan also marks the full inclusion of Guelph-Humber as an integrated unit, recognizes the role of the fundraising campaign as a key facilitator of our goals and aspirations, and introduces formal risk management provisions into the planning process.

The document has been somewhat reorganized and refocused, to address the iterated growth in coverage of the Plan and the inclusion of the full budget. Content has been moved and in many cases trimmed to better adhere to the core IP process: prospective goals in Planning; specific directives in Resource Allocation; and retrospective analysis in Assessment. This reorganization anticipates a more significant redesign of the Plan in the next full planning cycle, when we will apply what we have learned

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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. Previous report cards have focused primarily on the academic initiatives under the five planning themes. This year's report card will begin to cover initiatives in other supporting units.

## 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 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.

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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 gearing up to extend this vision yet again in a new fundraising campaign, and to solidify its unique 'brand' as an institution dedicated to "Changing Lives and Improving Life."

## 2.2 Operationalizing the Directions

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By 2004, with urgent expansion pressure abating, the President signaled 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 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



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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 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

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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. 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

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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 insufficient incremental resources to meet basic or structural cost increases (utilities, salaries and retirement benefits and building maintenance). These competing demands for limited funding have created a serious shortfall 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 containing what now seem like minor adjustments—have become so significant that major structural changes are required if the University is to achieve basic financial stability.

### 3.1.1.1 Provincial Funding

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Provincial grants, our traditional 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 which further restrict flexibility. 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 multi-year agreement with the government, specifying benchmarks, metrics, and targets for the measurement of quality improvements.

This increasingly targeted provincial funding is also becoming 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

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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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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 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 third 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 principles would provide a framework for making critical decisions in the context of the long term goals set for the University.
- 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).

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.

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It is important to note that even the best assumptions never match actual events. At this time we believe the initial targets of \$46.2 million will meet the objectives of the MYP. However much depends on the provincial funding levels over the next several years and the decision regarding permissible tuition fee increases in 2010/2011 and beyond. We need to continue to monitor and test assumptions as part of the budget process. Adjustments necessary to meet the overall target will be made in order to achieve the objectives of the MYP.

In order to achieve these levels of savings it will be necessary to focus and prioritize limited resources while preserving the overall capacity of graduate and undergraduate programs. This is where the Integrated Planning framework will assist 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 have been made.

To date 89% of the total target of \$46.2 million has been realized or identified by deans or division heads. While this represents a major effort, perhaps the most difficult portion of the challenge remains. 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. Many of the key MYP budget allocation decisions have been made in the context of the Integrated Plan. 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 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

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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. Rapidly increasing medical costs, especially for prescription drugs, and the difficult financial market conditions are drastically escalating the cost of these benefits with the result that the University is facing perhaps the greatest risk to its long-term financial viability.

At the end of fiscal 2009/2010 the University will be carrying a \$37 million accumulated cash deficit in the operating budget for its three sponsored pension plans. In addition, non-pension post-employment benefits have grown to an unfunded liability of over \$200 million, with cash requirements projected to increase at over 10% per year over the next decade. This alone is a significant challenge.

The immediate risk to the University's ability to manage its financial affairs, however, will be determined on August 1st 2010 when under provincially-legislated requirements the University will be required to prepare "valuations" for each of the three pension plans. Under current provincial requirements those valuations determine cash funding requirements as if the pension plans were to be closed ("wound up") and all past and future obligations settled using market conditions at the time of the measurement. While the exact amount of money required cannot be determined until that time, the actuaries for the plans are projecting that there is a 50% probability that cash requirements will range from \$65 million to over \$115 million per year. This is due to a combination of factors including the volatility of asset market values held to fund pension liabilities, declining interest rates (used to determine "wind up" obligations to be paid for) and the design of the plans themselves (employee contribution levels and costly benefits such as early retirement). With our annual base budget provision of only \$20 million, the deficit will



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grow rapidly. In a short time this deficit will threaten the University's ability to meet our daily cash requirements, maintain our credit rating and raise working capital.

While many universities and other institutions in the province are facing similar conditions, the province has not yet acted on university lobbying efforts to request relief in the form of significant revised valuation requirements (as has been the response in most other provinces and jurisdictions). It seems almost inconceivable that the government would allow the kind of system-wide devastation of post-secondary educational capacity that would result under the current plan.

We realize that it is not possible to erase these liabilities, however efforts continue to press the province for some feasible relief from these rules to allow time to restructure both the funding and the costs of these benefits. In the meantime planning is underway to determine what options remain for responding to the possibility of cash requirements at projected or altered levels.

## 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 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.

We are continuing to move forward with this results-oriented, assessment-driven approach, which has already yielded significant improvements. The high-level strategy, developed by VPAC (Vice-President Advisory Council) in consultation with other stakeholders, has 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

The basic rationale for this strategy is detailed in last year's Plan, and progress has been made on each of these initiatives. 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, it was decided to review secondary areas of study, including minors. The discussion at Senate made it clear that both students and faculty perceive benefits in these opportunities. A working group chaired by the AVPA (Associate Vice-President Academic) has been devising a strategy to rationalize their organization, provisioning, and delivery, to provide more consistent administration and student experience across all degree programs, and to reduce the overhead incurred by participating faculty and students. An interim report will be presented in late March, with a final report scheduled for the end of May.

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The primary curriculum focus this year will be on program intensification, which will continue to be focused on the first year—where a more immersive first-year transition into the university environment and mindset has clear advantages—and the final year—where similarly concentrated ‘capstone experiences’ will enrich the learning of students preparing for another kind of transition. Program changes instituted at these ‘bookends’ will eventually work their way through and should pervade the entire undergraduate curriculum. Intensification will also complement the many initiatives associated with the planning theme of Innovation in Teaching and Learning (§Innovation in Teaching and Learning. Some examples of intensification efforts now underway include a new foundational 1<sup>st</sup>-year biology curriculum in CBS, reformulation of BA distribution requirements in COA and CSAHS, and an integrated 1<sup>st</sup>-year Math/Chemistry/Physics program in CPES.

This year we will also complete the two specific restructurings announced in last year’s plan: the merger of the OAC’s Department of Environmental Biology (EVB) and Land Resource Science (LRS) into a new School of Environmental Sciences, to be housed in the renovated Axelrod Building and the creation of a new Faculty of Engineering and Computer Science. In addition we will investigate the possible reorganization of COA to enhance flexibility and further encourage interdisciplinary collaboration, and the creation of a new CPES Faculty of Physical and Mathematical Sciences.

## 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 in number but changing significantly in demographics 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.

### 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.



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Ontario's Ministry of Finance (MOF) projections anticipate that the post-secondary age population (18-20) in the province will decline by 9% between 2010 and 2021 before resuming growth and rising higher than current levels by 2031. This is already reflected in the school consolidations and closures implemented by many Boards of Education across the province. Women have outnumbered men among university graduates since the 1980s and the gap has increased in recent years. At the University of Guelph women already constitute approximately two-thirds of the undergraduate student body.

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 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 and GO Train service is slated to begin in the spring of 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 trend demands that we review our supportive learning environment to ensure that we are providing all students the services and programming they need.

In addition to these demographic and geographic changes there are signs that the traditional distinctions between Ontario's publicly funded universities and colleges may be in flux. This year the number of secondary school applicants for Fall '10 admission increased at Ontario's 24 publicly-funded colleges at a substantially higher rate (6.1%) than applications to universities (3.7%). Colleges Ontario is pressing their case with the Province to enable colleges to create and fund career-oriented four-year baccalaureate programs to help meet the demand for new degree spaces in the GTA over the next decade. This would further crowd the post-secondary market and result in even higher competitive pressures.

Thus far, while continuing to invest in the College system, the Province is promoting an alternative, partnership-based option to address demand: development of a comprehensive credit transfer system—not merely institution-by-institution articulation agreements—to promote student mobility via clearly-defined "pathways" between post-secondary institutions in Ontario. The government's commitment to improved mobility between colleges and universities presents Guelph with significant opportunities for expanded college transfer enrolment and funding. Active discussions have continued with a number of community colleges during the past year exploring strategies to increase access and mobility by establishing systematic and transparent credit transfer policies and processes.

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During the coming year it is anticipated that new partnerships, beyond the traditional sort of articulation agreement, will be developed with four or five colleges to facilitate student transfer, in the first instance, into professional programs. In support of these efforts, the College of Physical and Engineering Science has been developing a pathways program encompassing a number of core science and mathematics courses designed to support students who may not have taken required core courses during high school but who are otherwise strong applicants. New partnerships, in concert with the introduction of the new pathways program in 2010/11, will provide us with a sound foundation for college transfers into our degree programs in future. 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 special areas like Engineering where the province has indicated interest in funding expanded system capacity.

Degree program intake on the main campus will remain flat at last year's targeted levels except in Engineering, and future intake growth will be focused only on programs where new growth is planned or where unused capacity exists. Therefore for 2010/11, the University of Guelph will maintain its new semester one intake target at 4,250 students, with an additional targeted intake of 130 in Engineering, to hold full-time undergraduate enrolment steady at approximately 16,420 FTE's on the main campus. We will need to manage applications and retention very carefully to ensure that overall enrolment does not fall with this static intake, because with funding now so closely tied to undergraduate numbers, a drop can trigger penalties and reductions.

Meanwhile, significant growth in the Associate Diploma programs at the regional campuses (Kemptville, Alfred and Ridgetown) occurred during 2009/10 with the Ridgetown campus witnessing an enrolment increase of more than 25%. 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.

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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 2011/2012 targets by 152 students at the magisteriate level and by 42 at the doctoral level; based on 2010/2011 budget assumptions this shortfall drops to 11 master's students and rises to 48 doctoral students (see §4.1.3.1).

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.

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 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.

Toward this goal, beginning next year with the new 2011/12 Integrated Planning cycle, deans, directors and senior administrators will be required to ensure that their plans and operational initiatives include the identification of key risk areas and that mitigation strategies are put in place as part of the development of their unit plans. This is intended to ensure that key risks are factored into our institutional assumptions and planning efforts.

Risks identified as part of the Integrated Planning cycle will be reviewed to assist in identifying new key 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.

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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.

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. It is therefore important that the Risk Management Steering Committee (RMSC) continue to focus in the coming year on raising awareness of Enterprise Risk Management (ERM) principles and strategies with deans and directors. The RMSC will also continue to review the 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.

## 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.

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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 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:

- Expansion of program at University of Guelph-Humber in Kinesiology (CBS)
- Re-establish the University of Guelph's Agricultural Policy Institute(OAC)
- Design and build Phase I of the OVC Animal Cancer Centre to create the first comprehensive animal cancer centre in Canada; includes fund-raising for linear accelerator and oncology personnel (OVC)
- New collaborative, international initiatives in Integrated Food Systems Management Research including a proposed Centre, undergraduate and graduate programming (CME)

## 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

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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:

- 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,CME)
- New B.Sc. major in Environmental Geoscience and Geomatics(CSAHS)
- 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:

- An expansion of our international programs including academic credit for international activities and an increased international focus in many courses (AVPA)



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- Shanghai Semester Abroad at East China Normal University (COA, CSAHS)
- Initiatives intended to increase the importance of women and science and science education (CPES)
- 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)

## 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 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)
- With OMAFRA and other agricultural organizations, offer community extension support and industry-wide educational programs (e.g. South-West Agriculture Conference, Diagnostic Days,

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the Outdoor Farm Show, FarmSmart, etc.) which enhance the practical dissemination of research outcomes (OAC)

- Expansion of Leadership research, including a proposed Centre in Leadership and Organizational Excellence, undergraduate and graduate programming (CME)
- ASTRA series of lectures on Arts/Science themes (COA, CBS)

## 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 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:

- In collaboration with the Royal Botanical Gardens will offer new certificates in Sustainable Urban Agriculture and Sustainable Urban Horticulture (OAC)



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- Create “Pathways” opportunities for students moving from College to programs in Computing and Engineering (CPES)
- 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)
- Development of a database of companies seeking students for community-based research and Service Learning (Student Affairs)

## 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 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 ten-year plan to identify our most critical deferred maintenance and utilities capacity issues. This plan was developed as the result of a Physical Resources audit of all buildings and infrastructure on campus. 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.

#### 3.3.1.2 Space Allocation

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The University’s Space Planning Committee has been very active throughout the 2009/10 academic year. An institutional Space Management Policy was finalized early in the year following consultation with deans/directors and senior administrators. The policy enunciates the University’s commitment to making the most effective use of its space and outline key principles on the allocation and effective utilization of space. (The Provincial Auditor has identified the need for universities to demonstrate accountability for the space resource allocation across the institution.) Beginning in the summer of 2009 a Space Allocation Committee (SAC) became responsible for all decisions on the allocation of space. The work of the SAC will be guided by the University’s Campus Master Plan and this Integrated Plan.

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In the 2010/11 academic year, the University will continue a program of space allocation and utilization audits to ensure that space utilization is maximized. A new space management software system is now in place and will support the allocation of space. Space management reports will be available to provide senior administrators with the data required to make decisions regarding this resource. These developments will enable the University to establish efficient and effective space utilization objectives for the future.

- Complete a comprehensive audit of currently assigned space for all colleges, administrative, academic support, student support and ancillary units
- Develop and implement process for effective space reallocation over time
- Perform classroom and teaching labs use and utilization audit 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
- Implement a program to assess building condition at least once every 5 years (at least 20% of building inventory/yr)

Student Housing Services has developed a long-term plan for development, upgrade, renovation and retrofit of residences. 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:

- The Axelrod Renovation (\$39M): A combination of federal and provincial capital grants are being used to renovate and retrofit the vacated Axelrod building to accommodate of the School of Environmental Science and Occupational and Environmental Health and Safety. This 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. These relocations will subsequently free up space for additional CSAHS and CME graduate student offices.
- The OVC infrastructure master plan has two major ongoing projects: the Pathobiology and Animal Health Laboratory Building (funded by restricted federal and provincial grants) and the Primary Healthcare Centre (funded from donations and a provincial grant).
- Phase 1 of engineering expansion project (\$22 million) is being funded from MTCU and the multi-year graduate expansion grant.

Other capital projects are in planning stages. These include the Athletic Fields project (estimated at \$10 million) which will be funded from a special student fee approved for that purpose, Phase 2 of the engineering expansion project (estimated at \$20 million) to be funded from external donations and designated revenues and the Centre for Biodiversity and Genomics, an addition to the Biodiversity

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Institute of Ontario building (estimated at \$14.5 million) which will be funded from external grants, mainly from CFI and matching funds.

## 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 2010-11 with an increased focus on long term sustainability and planned, incremental investments.

In 2010 the University Information Technology Steering Committee (ITSC) formed a task group to gain an understanding of the various campus identity repositories and the policies governing their use. This effort will guide the University in defining and governing access to our identity data. It will also be instrumental in providing us the necessary business rules in order to implement our next generation Identity Management (IdM) software suite, including self service access to an individual's identity, streamlined account creation, automated updates across multiple identity repositories and more.

The Accessibility for Ontarians with Disabilities Act (AODA) and its emerging standards will be the focus of significant activity of the Library, CCS, HREO, and the Office of the CIO. Responding to the standards and placing the University in a leadership position with respect to persons with disabilities will require coordinated campus based, collaborative action. Accomplishment in this area will reinforce the position of the University of Guelph as a caring institution focused on the support and success of all its faculty, students and staff.

Other key IT initiatives over the coming year include:

- Identify and implement a CV system to manage and make accessible the academic, administrative and service activities of faculty and instructors
- Review strategies for the expansion of Archival and Special Collections to accommodate the growth of these national and world class collections, and to provide the user consultation space necessary to engage with these primary research materials. These primary resource materials are increasingly key to the research enterprise and to resource-based learning approaches
- With the Office of Research, investigate a Research Information Management System to facilitate and support the extensive research enterprise at the University. This complex initiative will provide some benefits this year but full system implementation is expected to take at least three years
- Enhance the comprehensive IT Security Framework, approved and initiated last year, with additional policies to support security, including a renewal of the Acceptable Use Policy (AUP).

## 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) will continue to refocus 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. Key HR initiatives over the coming year include:

- Lead the development and consistent effective use of a University performance assessment and development program for all staff
- 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.
- Provide total compensation statements, with regular and ongoing updates on pension performances as well as an annual Pension Report
- Working collaboratively with Student Affairs, develop and implement a mental health strategy to raise awareness and understanding of increasing complexities in dealing with workplace issues

## 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 five-year energy conservation plan—including the purchase of energy efficient vehicles, appliances, and equipment—will provide both ecologic and economic benefits. This investment will be supported by the generosity of our students who are contributing approximately \$400,000 per year 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 (<http://www.pr.uoguelph.ca/sustain/energy/ecwg.htm>).<sup>3</sup>

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

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<sup>3</sup> 2009/10 funds from students supported a major lighting retrofit of the University Centre and lighting retrofits in Macdonald Hall, JT Powell, Zavitz Hall and Graham Hall which will take place over the summer of 2010. In 2010/11 student donations will support three projects recommended by the ECWG : the most extensive will be McLaughlin Library Lighting Phase 2 which will complete all lighting opportunities in the Library, adding control by photo sensors and expanding the existing lighting control system to include overhead lighting; Landscape Architecture Lighting will be upgraded to retrofit existing lighting to T-8 Technology and \$100,000 has been earmarked to support costs of a proposed 10 kw solar project and other energy efficient features identified as part of Engineering Phase 1 renovations and additions to Thornbrough. Should this project not come to fruition, an alternative project will be investigated in the Bovey Building.

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environmental footprint through water conservation and promoting and facilitating the use of public transit and other transportation alternatives. This year, a presidential task force on sustainability was created to foster and coordinate both research and concrete efforts to enhance sustainability in university operations and in the communities we influence through our environmental leadership.

Key Environmental initiatives over the coming year include:

- Explore the feasibility of entering into a guaranteed savings energy performance contract; use the savings to fund the installation of sub-meters in all buildings and to upgrade the building automation system to achieve further savings
- Evaluate alternative energy supply technologies and their fiscal and environmental costs and benefits
- Consider energy related initiatives with Guelph Hydro including the feasibility of a co-generation facility (combined heat and power)
- Develop green building standards to be used for design of all new buildings and major renovations across campus
- Support the work of the presidential task force on sustainability, and report its initial findings this summer.

## 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 also flexible and adaptable 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.

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
- Continue to develop and 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 establish multi-year budgets across a myriad of arrangements and funding agencies
- Digitize accounts-payable invoicing
- Reduce paper transactions through establishment of e-pay service and move to direct deposit for all pay cheques
- Update procurement and purchasing policies and procedures to meet external compliance requirements

## 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 means that AA&D will need to be more responsive to the detailed needs and skills of units across campus, so that the partnerships between giving and doing, and between doing and showing can be more effective and productive.

As with units throughout the University, AA&D will need to adapt 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. 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 +)
- 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 Campaign for the University of Guelph

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Planning for the campaign started in 2005 and much of AA&D’s efforts continue to be focused on the quiet phase of the capital campaign. The end of the campaign is timed to coincide with the 50<sup>th</sup>

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anniversary of the University of Guelph in 2014. The campaign is focused around 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. The focus of the campaign will be to attract support for people and the campaign will be centered on the theme of “50 chairs for 50 years”. 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.

The 50-Chair 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.

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

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

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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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(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.

The Business Development Office is undergoing a strategic planning process and is developing new models with an emphasis on collaborative partnerships and commercialization opportunities. 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.
- 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.



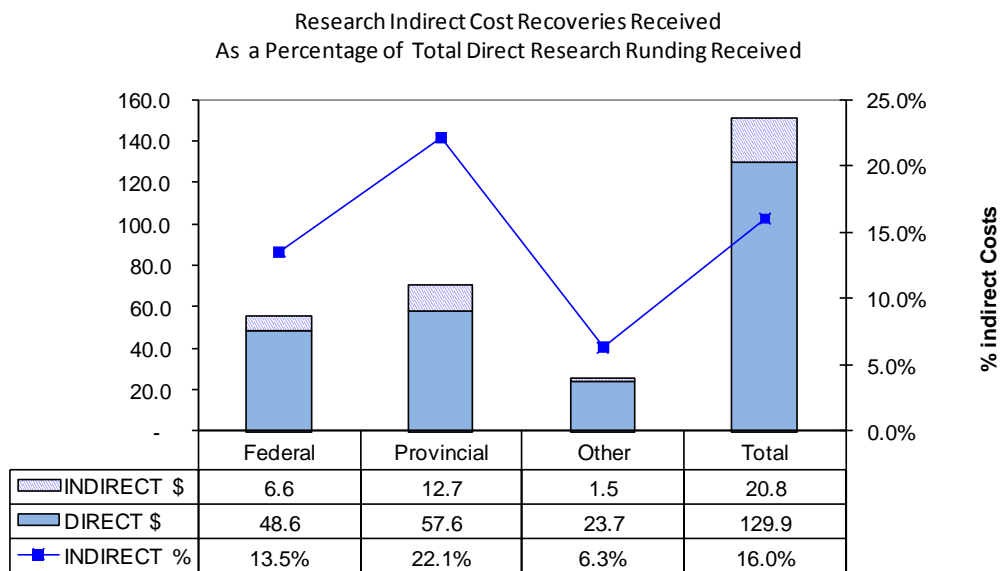
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## 3.3.7.1 Indirect Costs of Research

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. The chart below shows the distribution of research funding including indirect support funding by major source for fiscal 2008/2009.



<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 makes its first appearance in the Integrated Plan this year, having grown to a total enrolment of over 3,000 students in eight distinct programs. 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.

The focus in this first plan iteration will be on 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

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- 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

In 2010, G-H will 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. We are in the process of finalizing participating institutions with probably about 6-8 institutions taking part. 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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A major goal of the Integrated Planning process was to move the University beyond a short-term-oriented model of resource allocation and toward one that is more proactive, responsive, and focused on truly strategic initiatives. In some ways it is unfortunate that we took this step shortly before the funding environment for postsecondary education in Ontario was thrown into uncertainty, first by intentional changes from above and then further by a global economic downturn. But in other ways it is this commitment to long-term, strategic priorities which has helped us react and adapt to these shocks. These are difficult times, but precisely because we are an institution so intimately focused on building the future, we cannot afford to stop investing for the future or cease attempts to make progress. 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—opposed to aggregation—of academic and administrative planning remains a key goal, and in future cycles, we will ask 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.

## 4.1 The MTCU 2010/2011 Preliminary Operating Budget

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This section presents the 2010/2011 MTCU<sup>6</sup> Preliminary Operating Budget. 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. We thus need to develop a budget each year that includes strategies to address all sources of inflation, including salaries, benefits, utilities, and other services; we need to fund long-term debt; and we need to address the burdens of deferred maintenance, renovation, and capital replacement, and we need to address the post-employment benefit debt burden on the institution.

### 4.1.1 2010/2011 Budget Objectives

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Preparation of the University annual budget starts with a review of strategic budget objectives. In setting these objectives it is recognized that there is a continuing challenge to manage the competing demands of investing in the improvement of facilities, programs and services and maintaining a balanced budget. In addition, with the greater level of risk arising from both the external uncertainties of provincial funding and the internal challenges of eliminating the structural deficit it is imperative that sufficient contingency planning be a part of the budget objectives. While significant uncertainty remains, the 2010/2011 assumptions reflect both the continuation of goals the University set for itself in 2009/2010 and the commitment to completing the strategic restructuring needed to meet our objectives and return to a sustainable fiscal position.

This context has resulted in the development of the following three general budgetary objectives used in preparing the 2010/2011 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. The framework enabling the fiscal plan will be the Integrated Plan which will help determine key University objectives and priorities including to:
  - set and meet University undergraduate enrolment objectives and graduate enrolment growth targets in the context of increasing competitive pressures and limited resources
  - incorporate IP metrics and priorities in annual resource allocation processes and decisions
- 2) It is recognized that any new spending must be balanced with the requirement to eliminate deficits. It is also important however in order to generate the revenues and efficiencies to retire those deficits, the University must maintain core capacities and when possible, develop opportunities to enhance program net revenues by investing in areas of strategic importance. 2010/2011 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. Last year the University took the opportunity to begin to build a level of contingency funding to assist in managing a number of

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<sup>6</sup> The total University economy is over \$620 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 2010/2011 Integrated Plan and MTCU Budget

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identified risks including pension contribution requirements, meeting MYP targets and uncertain provincial funding. In 2010/2011 an objective is to continue to add to contingency and stabilization funds when opportunities arise.

## 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 2010/2011 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 \$42 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, there remain a number of critical assumptions made in the Preliminary MTCU Operating Budget that will not be confirmed until later in the fiscal year. These assumptions include provincial funding<sup>7</sup> and enrolments. Enrolments, which also yield tuition revenues, are used to calculate a significant portion of University provincial funding. They are not confirmed (under provincial reporting guidelines) until November for fall enrolments and February (2011) 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 2010/2011 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 roughly 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. In discussions with universities prior to the so-called Double Cohort, the Ministry agreed to fund enrolment growth beyond 2004/2005

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<sup>7</sup> At this time the results of the 2010 provincial budget (expected in late March 2010) on the University's budget remain uncertain. No changes to the University's current budget assumptions have been made at this time. Normally it takes several weeks/months to determine the impact of provincial budgets on both the post-secondary system and the University of Guelph. Consistent with the University's practice, should any changes that impact the University's budget be confirmed, they will be factored in as budget revisions during the course of the fiscal year.

## University of Guelph 2010/2011 Integrated Plan and MTCU Budget

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on the basis of full system-average-grant funding per student<sup>8</sup>. No grant increases have been provided in recent years for general cost increases.

Recent incremental provincial operating funding typically has flowed under the two enrolment-based “Accessibility” envelopes.

**Enrolment Based Grants (Accessibility):** Normally Accessibility funding is distributed among universities in Ontario based upon actual in-year increases in eligible<sup>9</sup> enrolment (in undergraduate and graduate programs) over specific base levels at each university. The current base years used by the Ministry for measuring growth are 2004/2005 (undergraduate enrolment) and 2007/2008 (graduate enrolment). The critical working assumption made by the University in estimating the Accessibility grants is that “full grant” funding will be provided for growth. 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). Complicating the estimation process is the practice of “discounting” Accessibility funding. This can occur when total actual demand for undergraduate programs for the university system has exceeded Ministry estimates which are normally fixed/limited for any year. Discounting refers to a less than full-grant provided for student increases because the fixed dollars provided in annual Ministry budgets for growth in any year are spread over more students than anticipated. 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:** The total undergraduate component of Accessibility funding is adjusted each year to reflect changes (up or down) in eligible undergraduate enrolment relative to 2004/2005. This means that in order to maintain funding levels the University must maintain its enrolment levels. In 2009/2010 the University continued to experience demand for most of its programs and undergraduate enrolments and exceeded budget expectations. Full-time domestic enrolment was approximately 600 FTE’s higher than 2009/2010 budget assumptions accounting for most of this increase. While difficult to precisely determine the cause, it is believed that most of this increase is due to higher retention rates in upper semester levels due in part to the difficult economic climate (students staying in or returning to programs longer than when the job market is more favourable). As a result additional 2009/2010 tuition and grant revenues are forecast (refer to section 7.2.3– 2009/2010 Forecast) to be greater than budget. While full tuition is realized from this growth, based on initial signals from MTCU, it is believed that the university system-wide accessibility entitlement for any undergraduate growth will be discounted by almost 50%.

For 2010/2011 budget purposes it is assumed that the province will continue to fund undergraduate growth annually at a 50% discounted rate. For enrolment planning, the assumptions will be to maintain enrolments at current levels for most programs, accommodate the “flow-through” effect of 2009/2010

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<sup>8</sup> “ Full grant” funding refers to the commitment by the Province to fund new student enrolments at a level reflecting the total 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.



## University of Guelph 2010/2011 Integrated Plan and MTCU Budget

growth, and increase enrolment only in targeted areas such as engineering. The 2010/2011 undergraduate Accessibility grant is estimated at a total of \$5.9 million. Given the uncertainties of both provincial funding and the sustainability of enrolment levels, \$3.3 million of this will be recognized as one-time in 2010/2011. The residual of \$2.6 million will be considered structural (base) to recognize that portion of enrolment growth that is considered sustainable at these funding levels (i.e., 50% discount).

**Graduate Accessibility:** Since its 2005 “Reaching Higher” budget, the province shifted “accessibility” grant funding priority from undergraduate to graduate student growth. This grant, in effect, became the single major source of incremental base funding available to the university system. Early in 2006/07, the Ministry advised institutional executive heads of preliminary graduate growth target allocations for 2007/08. 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.

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 2010/2011 budget assumptions with both actual levels and the revised funding limit (“cap”) to which the province has agreed to provide “full-funding” for enrolment growth. The current assumption is to grow by 181.4 FTE’s (all at the masters level) in 2010/2011. 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. The longer term objective is to achieve the “cap”.

Fall FTES	2009/2010 Actual Enrolments	Budget Increase	2010/2011 Budget Assumptions	Revised Funded “Cap”	Remaining Beyond Assumptions
<b>Masters</b>	1,202.1	141.1	1,343.2	1,354	10.8
<b>Doctoral</b>	477.5	-6.1	471.4	520	48.0
<b>Total</b>	1,679.6	135.0	1,814.6	1,874	58.8

If the budget assumption growth is achieved, new funding would be an estimated \$0.6 million. (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). Enrolment growth funding beyond these levels, if achieved, will be incorporated into future budget updates only after confirmation. The University has two years in which to attain the full allotment of funded graduate growth. Unlike the undergraduate accessibility funding envelope, graduate accessibility grants are rolled into the University’s base budget once targets are met. To date approximately \$4.8 million in new funding over the course of two fiscal years (2007/2008 and 2008/2009) has been formally rolled into the University’s base budget. A significant portion of this has been designated for new allocations for both department teaching expenses and direct student support.

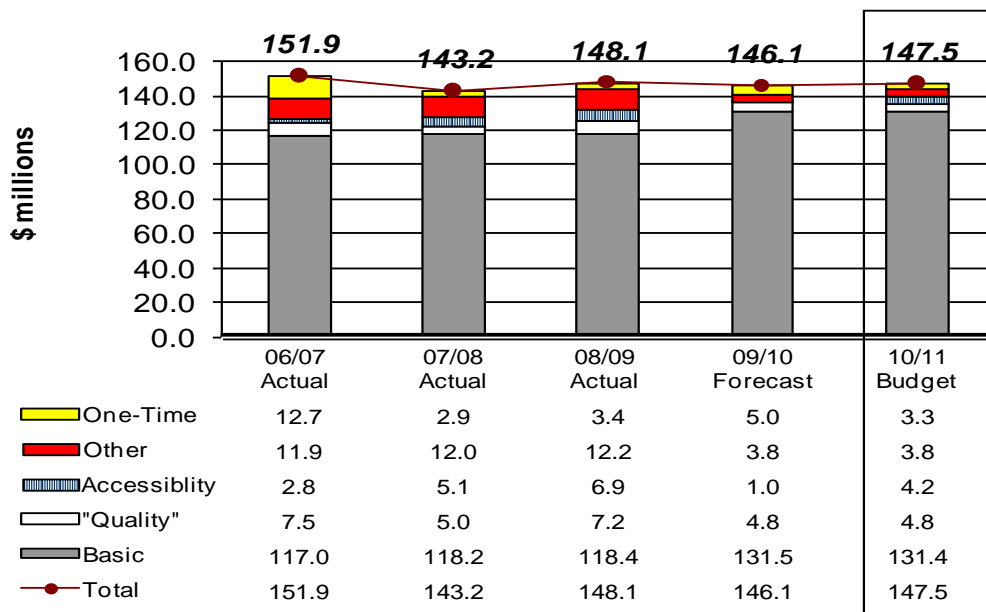


# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

The University is assuming there will be no increase to funding for inflation on existing costs and any additional provincial funding we receive will be dependent on enrolment growth. There is a small increase of \$0.100 million reflected in the 2010/2011 budget assumptions reflecting an adjustment to the basic grant. As noted, recent provincial practice has been to flow funds late in their fiscal year (March 31) and with the added complexity of what the 2010 provincial budget may bring, confirmation of the 2010/2011 grants remains incomplete. 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 2009/2010 levels. The following chart plots the progression of the changes in MTCU funding over the course of four fiscal years as well as budget assumptions for 2010/2011.

**MTCU Operating Grants- History and 2010/2011 Budget**



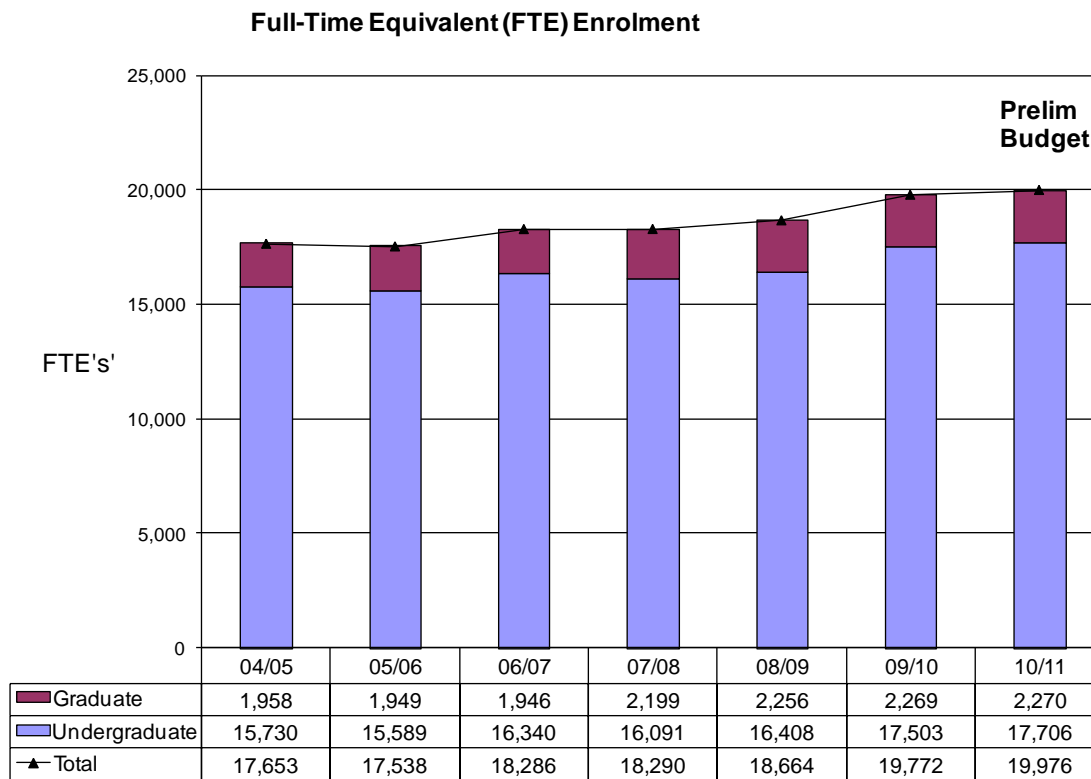
## 4.1.3.2 Tuition Revenues (Enrolment and Fees):

Overall, tuition increases and the net impact of enrolment (graduate and undergraduate) combined are expected to generate \$7.395 million in additional revenues (\$4.270 million due to tuition fee increases and \$3.125 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., five 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 2010/2011 budget assumptions.

# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

**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 following chart shows total (domestic and international, eligible and ineligible) FTE student enrolments at the University. Fall 2009 reflects the recent increases in graduate growth consistent with University and provincial targets and the impact of the small increase in undergraduates (relative to 2007) reflecting targeted growth and the flow through effect of the fall 2008 increases. (Numbers exclude Guelph-Humber enrolments.)



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 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

# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

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academic programs and institutions from year to year and (4) shifting provincial priorities which redirect funding towards varying levels and types of education programs.

For 2010/2011, the University has set budget undergraduate intake levels<sup>10</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. Provincial funding for undergraduate growth currently is on a continuous one-time only basis (renewed each year and reflected in base funding only to the extent that it represents long-term strategic enrolment targets).

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>11</sup> to tuition rate changes for provincially regulated programs. The permitted increases have been between 4% and 8% with an overall institutional-level increase in revenue from tuition increases, not to exceed 5%. This policy expired at the end of 2009/2010 and to date no guidelines have been provided from the Ministry for moving forward. However, at this time, the University is proposing fee schedules for 2010/2011 consistent with this current 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>12</sup>). In addition deregulated programs have been adjusted to reflect both our competitive positions and student affordability.

Detailed tuition and non-tuition compulsory fee schedules have been prepared for 2010/2011 and provided as part of this budget (refer to Section 7). The following tables summarize tuition fee increases for major tuition classifications in 2010/2011.

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<sup>10</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. For example in 2006/2007, the University set its undergraduate intake target at 3,400 students and just over 4,200 actually enrolled, much of the increase due to an increase in the yield rate.

<sup>11</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>12</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>13</sup>	8.0%	4.0%
Graduate – all programs	3.0%	3.0%

International Programs		
<i>Full-time per semester fees</i>	Entering	Continuing
Undergraduate – regular	4.5%	0%
Undergraduate – professional <sup>14</sup>	0% to 8.0%	0%
Graduate – all programs	4.0%	0%

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

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

<sup>13</sup> Professional programs include: business, commerce, veterinary medicine, computing science, engineering and landscape architecture.

<sup>14</sup> Professional programs include: business, commerce, veterinary medicine, computing science, engineering and landscape architecture. In 2010/2011, landscape architecture, computing science and veterinary medicine fees will not be increased to remain competitively positioned in these programs.

# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

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## 4.1.3.3 Other Institutional Revenues and Recoveries:

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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.
- **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 service. These units are accountable for achieving any revenue targets set 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 2010/2011 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 3.0% increase in the general cost recovery charges to Ancillaries will be made in 2010/2011 to help offset increases in centrally provided services. These increases were factored into approved 2010/2011 budgets of each ancillary unit. The combined increase in cost-recoveries from Ancillaries is \$0.226 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. One such fee is received from the Ontario University's Application Centre for students applying to the University of Guelph. These fees have been rising over the past several years and constitute the main portion of an expected \$0.700 million increase in this category in fiscal 2010/2011.

### 4.1.3.3.3 University of Guelph Humber

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It is expected that the University of Guelph-Humber<sup>15</sup> will generate \$3.570 million in net revenues at the end of fiscal 2010/2011. The University's share (50% of Guelph-Humber's annual net income) amounts to \$1.785 million. Given the variable nature of year-end results, these funds will be recognized as one-time. This income is in addition to a \$1 million annual transfer received by the University (and Humber College) which now is part of the MTCU Operating base.

### 4.1.3.3.4 Research Indirect Cost Recoveries

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For 2010/2011 it is assumed all major categories of indirect cost recovery will continue at their current levels with one exception. At this time there are indications that, given the provincial budget challenges,

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<sup>15</sup> Refer to section 7.1 for a further description of the University of Guelph Humber

# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

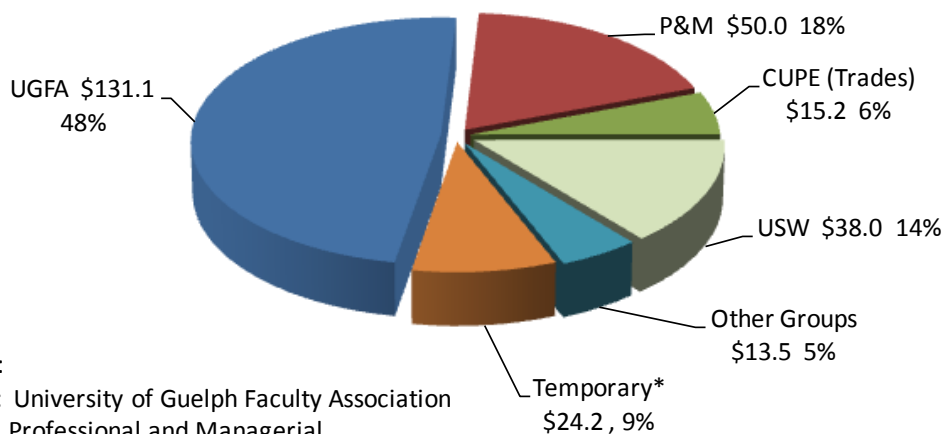
the OMAFRA agreement funding will be reduced. While not confirmed, a provision for a \$0.400 million reduction in the indirect costs<sup>16</sup> received from OMAFRA is included in the 2010/2011 assumptions.

## 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 \$272 million, 20% is allocated for employer benefit costs.

**2010/2011 MTCU Operating Budget for Compensation**  
**By Major Employee Category: Total \$272.0M**  
**(Benefits have been allocated to each employee category)**



Notes:

UGFA: University of Guelph Faculty Association

P&M: Professional and Managerial

USW: United Steel Workers

CUPE: Canadian Union of Public Employees

In the 2010/2011 budget a provision of \$13.089 million has been made to cover the estimated costs of salary and benefit increases. For 2010/2011, agreements have been confirmed with 7 of the 10 major employee groups comprising almost 90% of all salary costs. This category of expense also includes estimates for temporary and contractual labour and all associated employer benefit costs. Estimates include a provision for the increased salary costs of all negotiated agreements and adjustments to cover projected changes to employer benefits costs. Employer benefit costs include both 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 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.

<sup>16</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.



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## 4.1.4.2 Post-Employment Benefits

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A major component of compensation consists of benefits for a number of 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 over \$200 million<sup>17</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 2010/2011.

**Pension Plans:** The University is the sponsor of three defined benefit pension plans. Due to provincially-legislated funding requirements for all defined benefit plans in Ontario, the University of Guelph is required to make cash contributions to its pension plans based on “valuations” of the financial status of the plans that are taken a minimum of every three years. The valuation determines whether the plans have surplus or deficits at the point in time of the valuation. Solvency<sup>18</sup> deficits are normally required to be funded over a period not to exceed five years. Because these assumptions are based upon financial market conditions at the time of the valuation, results are very volatile, exposing the University to major changes in cash requirements particularly in times of difficult market conditions.

On August 1st 2010 the University will be required to prepare valuations for its pension plans. Contribution requirements will be calculated based on market conditions at that time. The level of required contribution is particularly sensitive to long-term bond rates which are used to determine the current value of future pension liabilities. Recognizing that the current financial climate will seriously impair many organizations with defined pension plans, in 2009 the province introduced temporary legislation that would defer the payment of required contributions to some extent. Specifically the “amortization “ period or the time period over which a sponsor has to fund any deficits may be extend from five years to ten, assuming a majority of plan members do not object. In addition sponsors may defer making payments for up to one year after the date of the required valuation. At the end of fiscal 2009/2010 the University will be carrying a \$37 million deficit<sup>19</sup> in the operating budget for its three sponsored pension plans. While the exact amount of money required cannot be determined until the August 1 valuation is complete, University actuaries for the pension plans have projected that the median values of a range of possible outcomes (using financial planning models) are \$93 million per year

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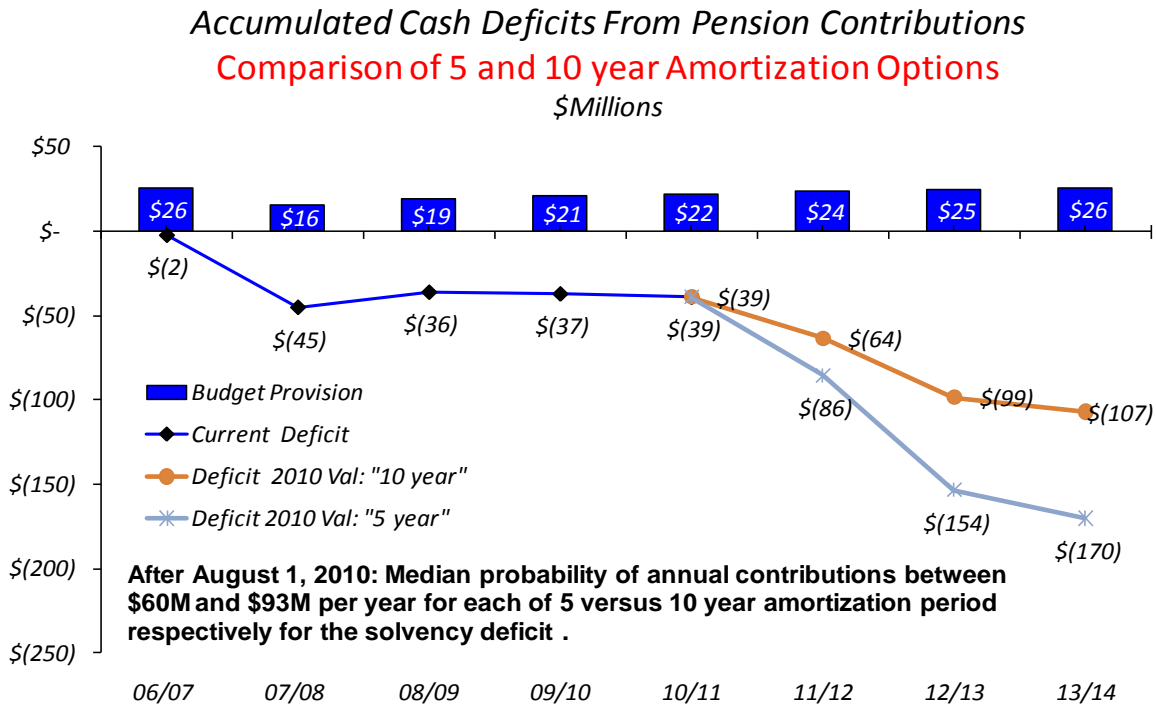
<sup>17</sup> Source: University of Guelph Annual Financial Report and Audited Financial Statements for the fiscal year ended April 30, 2009.

<sup>18</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.

<sup>19</sup> Rather than fund the 100% of actual contributions from the Operating Budget when they are paid, any cash requirement greater than the Operating Budget base provision (\$21 million in 2009/2010) is borrowed and repaid using the budget provision. The budget provision is based on the University’s Normal Actuarial Costs (NAC) of the pension plans. The assumption is that over the long term, NAC funding is sufficient to fund the cash requirements of plans. This practice “cushions” the Operating budget from often volatile contribution requirements due to provincial funding legislation and the global market conditions.

# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

and \$60 million per year for five and ten year amortization periods respectively. The most recent projections for pension plan contributions and the cash deficit is presented in the graph below.



This very serious condition is the result of a combination of factors including falling market values of assets held to fund pension liabilities, declining interest rates (used to determine "wind up" obligations to be paid for) and the design of the plan themselves (employee contribution levels and benefit levels such as early retirement). With our current annual base budget provision of only \$21 million, the deficit will grow rapidly. In a short time this deficit could erode the University's ability to meet daily cash requirements, threaten its credit rating and the capability to raise either capital or short term financing.

#### 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 \$3.5 million) will receive an increased allocation of \$0.570 million reflecting costs of centrally provided computing and communications infrastructure (e.g., the networking services, campus services including network security, university-wide licenses for administrative and academic support systems.). This cost increase consists of both "price" increases on external contracted services in support of central support hardware and software and investments to ensure that there is sufficient capacity and stability in these providing these necessary services.

# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

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## 4.1.4.3.2 Insurance premiums

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The University's centrally managed insurance account (\$1.500 million total base budget) is subject to increasing rates as a result of the global financial markets impacting insurance providers and recent university-specific claims. This results in an additional allocation of \$0.150 million to maintain the University's current level of insurance coverage.

## 4.1.4.3.3 Central Utilities

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*Central Utilities (Budget of \$19.605 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): The expected completion of several new facilities will add a net 240,000 square feet of new building space in 2010/2011 to the University's space inventory. This will result in an estimated increase in utilities costs of \$0.675 million. The major addition in 2010 will be the new pathobiology/animal health lab building on Gordon Street at McGillvray Lane with 130,000 square feet of mainly research intensive space. 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. While these initiatives have managed to contain usage for existing space, recent rate increases especially for electricity consumption and water will result in a projected 2010/2011 increase of \$1.797 million in costs.

The total Utilities increase due to both price and consumption is therefore estimated at \$2.472 million for 2010/2011.

In addition to basic infrastructure requirements three additional areas will receive allocations to address institutional priorities in 2010/2011.

## 4.1.4.3.4 New Space –Operating Costs

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With the addition on 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. \$0.360 million has been provided for new positions and supplies in both of these key support areas.

## 4.1.4.3.5 Fund Raising and the Campaign

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The University is undertaking a new 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 \$0.500 million in base funding and \$0.635 million in one-time funding 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.

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## 4.1.4.3.6 Registrarial Services

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This unit is responsible for the recruitment, admission and registration and record keeping requirements for students in all of the major programs. These functions are provided for the University's main campus, regional campuses of the Ontario Agricultural College (OAC) and the University of Guelph-Humber. It is proposed to increase the allocation to this unit by a total of \$0.650 million (\$0.450 million in the base and \$0.200 million one-time). This investment is in response to a number of cost factors including the increasingly competitive nature of recruitment both domestically and internationally, a significant increase in costs for necessary recruitment materials and the expanding scope of targeted recruitment activities into non-traditional areas such as college and out-of province. The success in the recruitment activities has been shown with the increased number of applications to the University, now the fourth highest in the Ontario university sector. (This cost increase is to a significant extent offset by the increase in application fee revenue noted in section 4.1.3.3.)

## 4.1.4.4 Capital Infrastructure Debt Servicing

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In May 2006, a plan<sup>20</sup> was presented to the Board of Governors in which the University sought approval to borrow external funds over a five-year period (2007 to 2011) 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. As part of the five-year plan the University made provision in each annual budget for debt servicing necessary in any new debt incurred that year.

\$1.0 million (base) has been added to the existing \$9.8 million base allocation for capital funding and debt servicing. These new funds will be used to provide for any debt servicing required in 2010/2011 (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 2010/2011 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. 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%).*

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<sup>20</sup> The request was summarized in a document entitled "The Capital Renewal Financing – Five year plan 2006/2007 to 2010/2011" (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 2010/2011 Integrated Plan and MTCU Budget

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The 2010/2011 budget contains a \$0.300 million (base) increase for student awards to be allocated to primarily needs-based payments. It is expected that the majority of these funds will be required to meet the University's "tuition reinvestment"<sup>21</sup> requirement.

In addition, there is a provision of \$0.500 million (base) increase for graduate student assistance. The major portion of this allocation will be allocated to colleges subject to the achievement of their graduate enrolment growth targets. This practice is a continuation of the resource allocation procedures established under Integrated Planning priorities and in response to new provincial funding which is tied to graduate enrolment growth.

#### 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. Inflation and the demands for more accessible information constantly reduce the purchasing power for library information resources. It is proposed to partially address this with the addition of \$0.200 million in one-time funding. Future requirements will be reviewed as part of the normal annual Integrated Planning and Budget process.

#### 4.1.4.5.3 Integrated Planning

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A longer term objective of the Integrated Planning process is to continue to develop resource allocation guidelines for major revenue/resource activities. One of those activities is increased undergraduate enrolment in targeted areas such as engineering and international undergraduate professional programs. Most of the following budget allocations are conditional on units reaching prescribed enrolment targets or other similar performance-related metrics.

An allocation increase of \$1.230 million (base) and \$3.650 one-time is proposed to begin to address this overall objective. These funds will be used to support:

<b>Graduate Growth/ Support Funds ( \$0.600 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).	\$0.600M
<b>Undergraduate Enrolment funds (\$0.630 base and \$0.650 one-time):</b> A longer term objective of the Integrated Planning process is to continue to develop resource allocation guidelines for major revenue/resource activities. One of those activities is increased undergraduate enrolment in targeted areas (such as engineering, international undergraduate professional programs) <sup>22</sup> . Funds will be transferred based on predetermined milestones such as enrolments achieved and maintained.	\$1.280M
<b>Implementation Costs for the MYP: (\$3.000 million one-time):</b> With the significant challenge to reduce \$46.2 million in MYP savings, the majority of which is targeted in the colleges, it is recognized that certain colleges/units may require assistance in the	\$3.000M

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<sup>21</sup> Since 1998 the province has had a general requirement to provide a certain portion of tuition fee increases for needs-based student aid. 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>22</sup> Provincial funding for undergraduate growth is currently provided as a continuing "one-time" (subject to change) grant. There are risks associated with committing base expenses in this context, however engineering is an area the University has targeted for growth where both capacity and demand exist.

# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

form of one-time support to achieve the base target. These funds will be allocated only upon approval and subject to specific progress toward meeting the structural changes required to meet base targets.

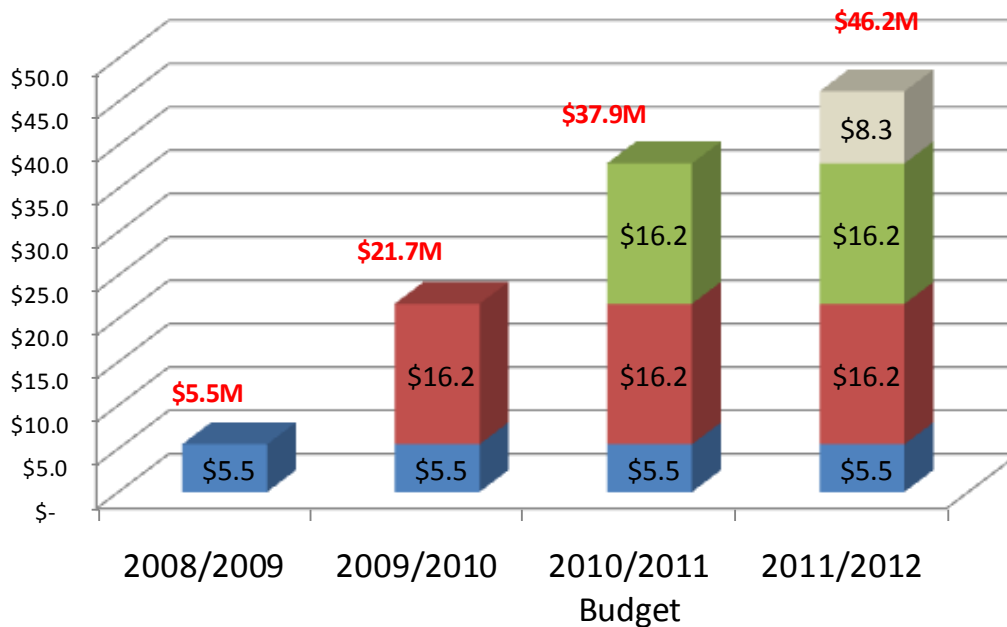
**Classroom Support (\$0.200 million base):** Increasing costs in critical classroom infrastructure need investment. It is planned to allocate \$0.200 million for use by the Associate Vice-president Academic to addressing high priority items such as classroom technology (e.g., projectors) repairs and replacement. \$0.200M

- **Sub-Total Integrated Planning:** \$5.080M
- **TOTAL Academic Investments and Integrated Planning** \$6.080M

## 4.1.5 Multi-Year Planning (MYP) Targets 2010/2011

**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. The following chart indicates the cumulative institutional total of these targets that must be achieved through either cost reductions or net revenue increases.

**MYP- Targets Across Years**  
**Cumulative Total \$46.2M**



The allocation of the overall \$46.2 million targets to college/divisions was considered in the context of the reality that the bulk of resources, including the more recent addition of new resources, exist within the seven major colleges. Accordingly a greater proportion of the necessary target reductions have been assigned to those colleges. The result was a clear differentiation (not “across the board”) to operational units of the institutional target.



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Key elements of the Integrated Plan (IP) were used as guide posts in setting multi-year financial unit targets. These include 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 “productivity measures” such as undergraduate course enrolment levels, resource levels and eligible graduate student numbers.

The following table is the current distribution of the targeted reductions. 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

College/Division	←-----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

After setting unit targets, operational decisions are required to achieve the necessary saving/revenues. All units are required to file detailed financial plans including the impact of the one-time 2008/2009 VERR (Voluntary Early Resignation and Retirement)<sup>23</sup> program and the on-going resignation/retirement incentive program for faculty (part of the current faculty collective agreement which expires in 2011).

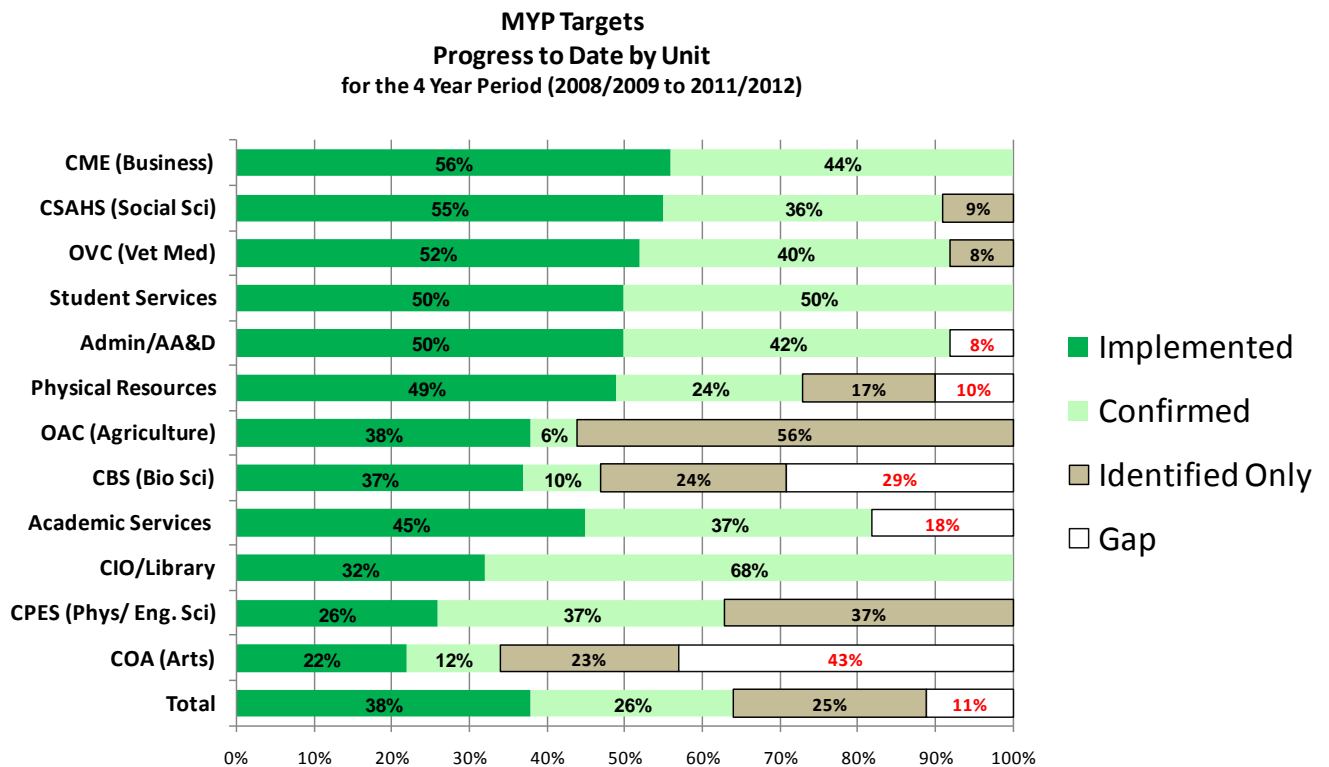
<sup>23</sup> VERR was a temporary (closed September 2008) incentive program offered for staff not covered by the UGFA collective agreement. As of October 21, 2008, 142 individuals had been approved under this program. Departures have been scheduled between September 2008 and May 1, 2010. Many positions vacated will require restructuring (savings will not be

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Summarizing progress to date toward achievement of the four-year target:

- 64% or \$29 million of \$46.15 million have been implemented or confirmed.
  - 185 positions have been identified for reduction: 67 faculty (8% of total complement) and 118 staff (8% of total regular full-time compliment)
- 24% or \$11.5 million of the total target has been identified (meaning specific actions and positions have been identified but no action plans have been confirmed)
  - 60% or \$6.6 million of these identified plans are associated with 41 faculty positions.
- A further 30% is identified as revenue increases
  - By the end of fiscal 2009/2010, total buy-outs costs, added to the deficit are forecast at \$16.0 million (80% of the total provision of \$20 million<sup>24</sup>).

The chart below summarizes the progress to date (in percentage terms) for each major unit, as plans are developed to meet their total four-year targets.



dollar for dollar) and in some cases partial replacement/transfer of functions. Net funding/savings will be factored into detailed unit plans over the course of the Multi-Year Plan.

<sup>24</sup> As part of the Multi Year Target plan initiated in 2008/2009, there is an approved allowance to incur a deficit<sup>24</sup> not to exceed \$20M for restructuring costs related to achieving the Multi-Year Plan targets. In 2008/2009, \$11M of this allowance was used mainly for resignation and early retirement payments for staff who were approved for a special Voluntary Early Retirement and Resignation (VERR) program and faculty who accepted retirement under the terms of their collective agreement. The remaining balance of \$9.0M was included in the 2009/2010 Preliminary MTCU Operating Budget to fund continuing efforts by units to meet their targets.

# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

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## 4.1.5.2 Closing the Remaining “Gap”

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The chart above indicates that while most units have either implemented or have confirmed plans in place to meet their targets, several colleges have significant portions of their targets that remain as either “identified only” or a “gap”. Of the total University target of \$46.2 million, \$16 million or 36% remains as either identified only or gap. 31% or \$14.3 million of this resides in four colleges:

1. OAC (Ontario Agricultural College); OAC (\$5.6 million in the “identify only” category) has made clear 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. The college has developed contingency plans to deal with potential delays in the realization of savings within the remaining years of the MYP.
2. CPES (College of Physical and Engineering Science); CPES (\$2.5 million in the “identify only” 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. These projections have not yet been fully recognized in the reported percentage completed. This recognition was begun in 2009/2010 with the transfer of new net revenue based on confirmed enrolment increases in the new engineering programs. It is expected that over the course of 2010/2011 this trend will continue meeting a significant portion the college’s target.
3. CBS (College of Biological Science); In CBS (\$2.3million in the “identify only” and Gap categories) 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. In anticipation of a potential delay in being able to reach its four-year target by 2011/2012, the college is accumulating significant one-time savings to bridge to more structural cost saving.
4. COA (College of Arts); In COA, (\$3.9 million in the “identify only” and Gap categories) challenges are more significant. The efforts to implement savings from academic program restructuring (elimination/concentration) especially in the college’s undergraduate course/programs, while clear in planning are more difficult to achieve. Efforts continue to develop detailed savings/revenue plans, however, the realization of the target, while still a planning commitment, will need to be rescheduled over a longer period. Any shortfalls in the annual target will be covered from one-time savings and will not impact the overall University budget positions or commitment. As these unit plans are developed further, they will be reviewed as part of annual budget process, in the context of both new information and overall University fiscal requirements.

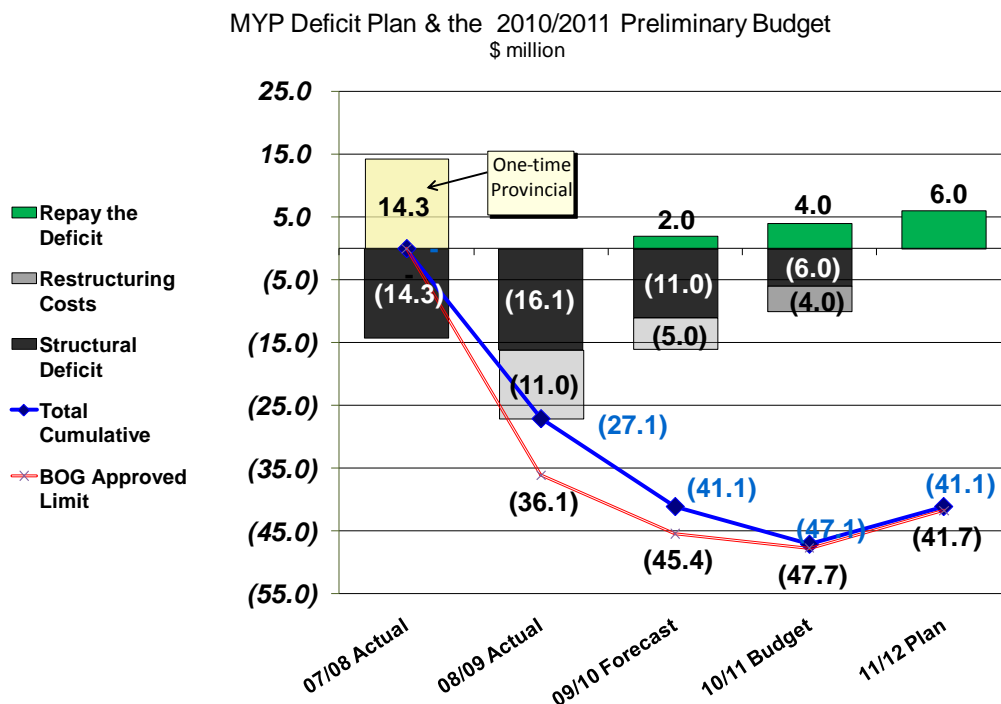
Much of the “identified only” savings are contingent on the continuation of academic re-restructuring initiatives which are focused on efficiency in curriculum delivery and raising net revenues from targeted growth where a clear and current opportunity exists. This direction is reinforced in major planning objectives of Integrated Plan where key high-level strategies 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.

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## 4.1.5.3 Multi-Year Deficit Plan

As part of the Multi-Year Plan to eliminate the structural deficit, the University will be incurring 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 \$5.0 million will be incurred in 2009/2010, versus \$20 million initially presented. At this time it is expected that the remaining \$4.0 million will be accessed 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.



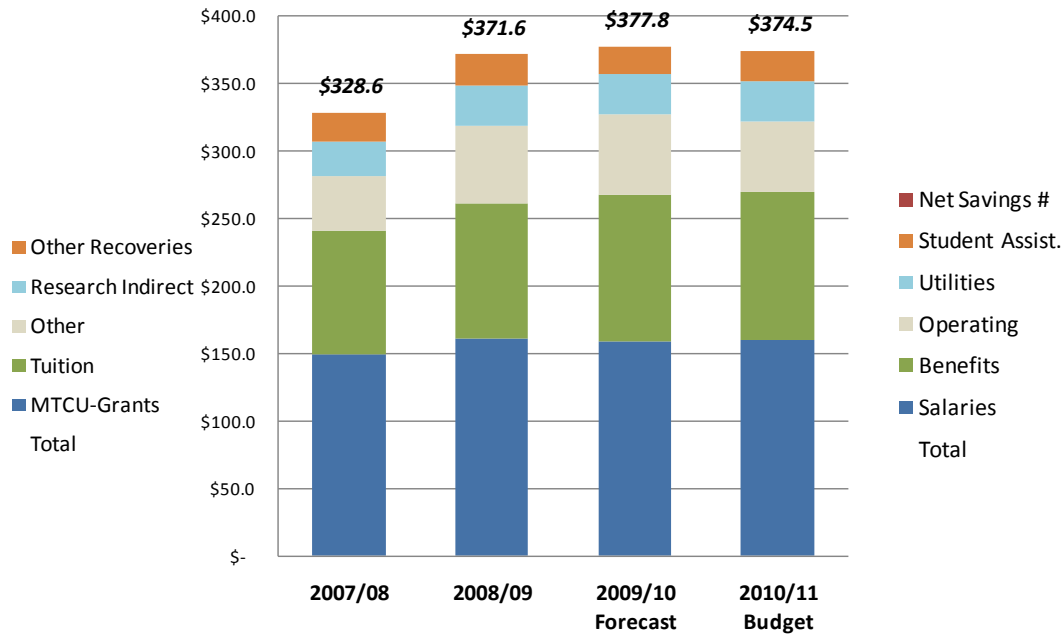
It is important to note that the deficit is a one-time obligation, that once completed will be repaid through designating a portion of the structural savings as a repayment fund. At this time, it is planned to allocate \$6.0 million for this purpose, in effect eliminating the deficit over a seven year period. [Note; this repayment period is the maximum term proposed and the University may accelerate repayment should funds become available.]

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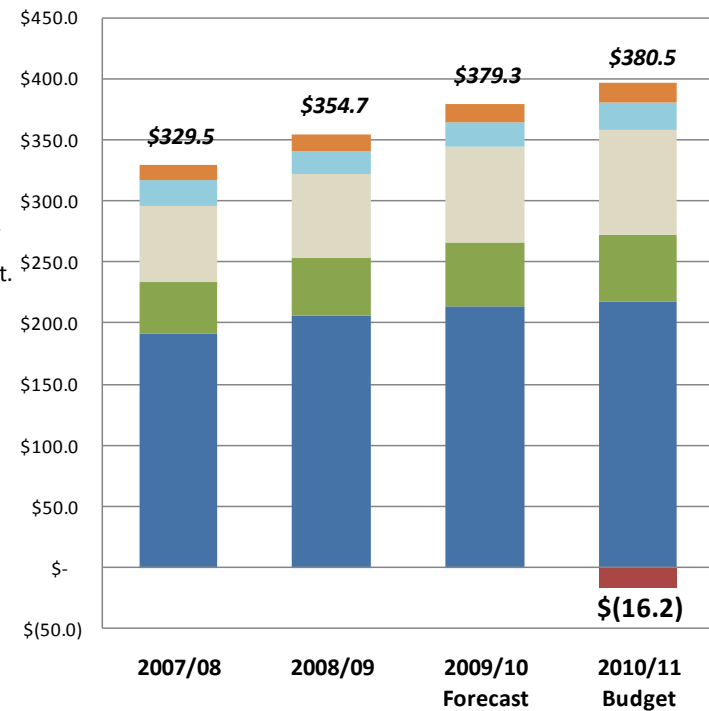
## 4.1.6 Summary of 2010/2011 MTCU Preliminary Budget Assumptions and Objectives

The following charts present the total revenues/recoveries and expense by major category for the MTCU 2010/2011 Operating Budget in comparison to the prior three years of actual/forecast results. [Note: on the "Expenses" chart, the 2010/2011 Budget column excludes carry forward funds and the "Net Savings" refers to 2010/2011 MYP savings target.]

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



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



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The Table on the following page summarizes all of the major incremental assumptions included in the 2010/2011 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>(11.000)</b>	<b>(41.125)</b>	<b>(52.125)</b>
<b>Revenues and Recoveries</b>			
Provincial Grants	3.300	3.300	6.600
Tuition Revenues (Enrolment & Fees)	7.395		7.395
Other Institutional Revenues/Recoveries	0.926	(0.400)	0.526
Guelph Humber Income – U of G Share		1.785	1.785
<b>Sub-total: Revenues and Recoveries</b>	<b>11.621</b>	<b>4.685</b>	<b>16.306</b>
<b>Expenses and Commitments</b>			
<i><b>Institutional Commitments:</b></i>			
Provision for Compensation (Salaries and Benefits)	(13.089)		(13.089)
IT Infrastructure /Insurance	(0.720)		(0.720)
Utilities/ Physical Resources /Capital Debt Servicing	(3.832)		(3.832)
Alumni Affairs and Development	(0.500)	(0.635)	(1.135)
Registrarial Services	(0.450)	(0.200)	(0.650)
<i><b>Academic Investment &amp; Integrated Planning:</b></i>			
Student Assistance	(0.800)		(0.800)
Library Acquisitions Support		(0.200)	(0.200)
Integrated Planning	(1.430)	(3.650)	(5.080)
<i><b>Multi Year Planning Target 2010/2011:</b></i>			
Multi Year Target	16.200		16.200
Restructuring Costs		(4.000)	(4.000)
Institutional Repayment Plan	(2.000)	4.000	2.000
<b>Sub-total: Expenses and Commitments</b>	<b>(6.621)</b>	<b>(4.685)</b>	<b>(11.306)</b>
<b>Total Changes to Net Expenses</b>	<b>5.000</b>	<b>0.000</b>	<b>5.000</b>
<b>Net Budget (Deficit)</b>	<b>(6.000)</b>	<b>(41.125)</b>	<b>(47.125)</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. Over the next year, institutions will enter into deliberations with the provincial government regarding the next iteration of the MYAAs. The content and scope of the next iteration of the MYAAs is unknown, however, they will undoubtedly have an increased focus on accountability.

## 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.

In Spring 2009, the 2008 data from the Delaware Study was made available. We have engaged in preliminary conversations regarding the data. The 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 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

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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 is poised to supersede and harmonize the discrete processes formerly embodied by OCGS and the UPRAC audits. With a consistent approach being used at both the graduate and undergraduate level, academic units can put fewer resources into the formalities and procedures, and compensatingly more into the actual introspection that sincere assessment requires. That consistency will also 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 will have ground-floor access to an important resource, and be able to play a leading role in adapting the program and its benefits to the Ontario and Canadian systems. We will begin this outcomes-based assessment approach with a pilot study using one degree

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program to establish appropriate learning outcomes and match this with the creation of e-learning portfolios for graduating students.

## 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.

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.

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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, we were able to build upon and extend the solid foundation laid in previous years—notably by integrating the university's MTCU budget as the primary vehicle of resource allocation—and were guided by our growing body of experience. 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 will be to make further 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

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to incorporate more formal risk management assessments as planning inputs, and the importance of learning outcomes as a key planning output.

This Fall's expanded University Report Card will be one manifestation of continued integration at the process level. Another will be reorganization of next year's plan update to harmonize 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.

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*.

In addition to building a framework of process and coordinating the efforts of the many loosely-coupled units that form our university, the plan also serves to identify a level of organization and intention midway between the broad institutional mission statement and the variety of individual research projects, courses, and programs that animate the University's campuses. The planning themes developed here are ultimately aggregations of especially concentrated and coherent activity. They are a small set of directions toward which the net motion of the institution is channelled, even as the individual members of the university community remain free to pursue their own interests, wherever they may lead. And at the same time, the themes represent directions in which extra effort will be made to support the discovery and exploitation of new opportunities.

Finally, this plan represents the integration of contributions of the many people who have participated in the process of 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. 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)
- Identify opportunities for accessing external support for the future delivery of a B.Sc (Env) Major in Aboriginal Resource Management (OAC)
- 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)

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- Development of governance and fiscal foundation for the Biodiversity Institute of Ontario (CBS)
- 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)

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## 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)
- Trans-Canada Institute of Critical Studies in Canadian Literature (COA)
- Centre for Scottish Studies (COA)
- In partnership with the Agriculture Development Branch of OMAFRA , implement 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)
- 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)
- Introduce a new Associate Diploma program in Agri-Food Leadership at the Kemptville campus (OAC)
- 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 offer new 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)

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- 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)
- The B.Sc (Agr) Program Committee will initiate a review of the current set of majors including developing a revised first-year 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)

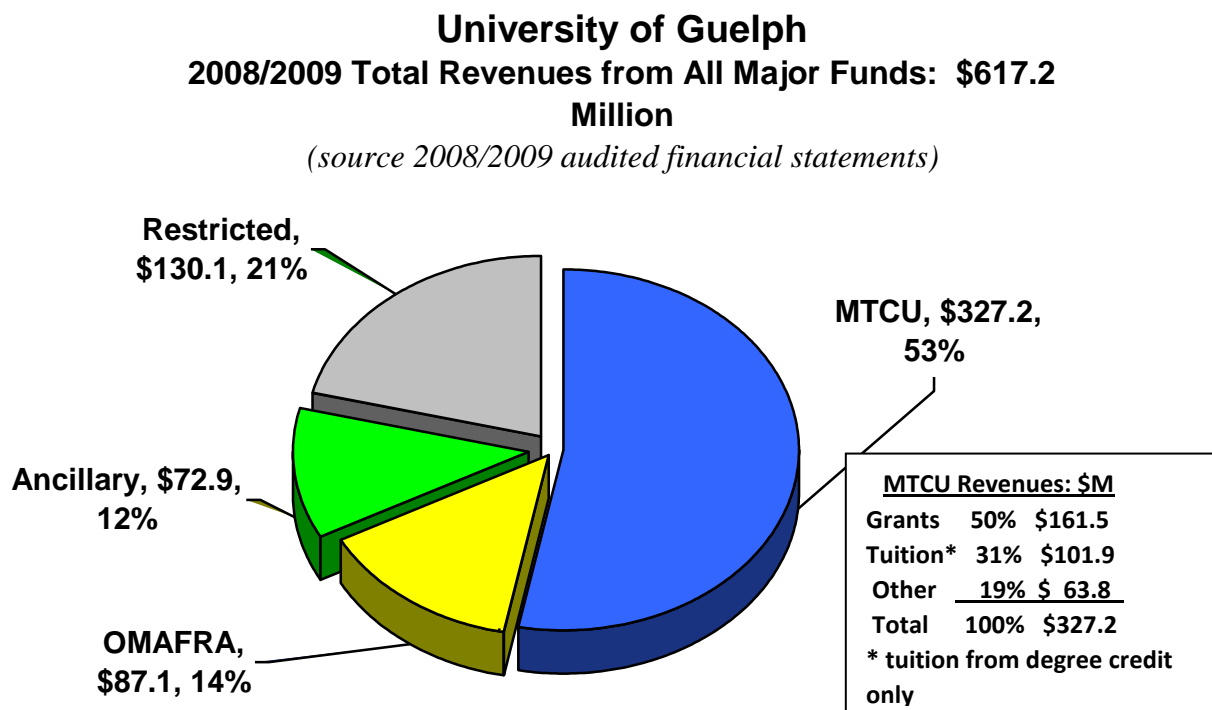
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- Enhance learning spaces for food animal medical skills development by renovation of Barn 37 and addition of large animal clinical skills facility (OVC)
- Work with federal agencies (e.g. AAFC) in joint planning initiatives that will focus on future 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)
- 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 2008/2009, revenues from all sources totaled \$617.2 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 2008/2009 University revenues by major fund:



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

### **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



# University of Guelph 2010/2011 Integrated Plan and MTCU Budget

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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 2008/2009 earned total revenues of \$87.1 million consisting of \$67.7 million in OMAFRA contract payments and \$19.4 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 2008/2009 revenues of \$72.9 million or 12% 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 2008/2009 the ancillary units were charged approximately \$9 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      *2010/2011 Preliminary MTCU Operating Budget by Unit and Major Revenue and Expense Category:*

This table contains the 2010/2011 Preliminary MTCU Operating Budget incorporating all preliminary budget assumptions, by major category of revenue, expense and organizational group.

Table B      *2009/2010 Forecast Results: MTCU Operating Budget Net Expenses by Unit:*

Table showing 2009/2010 Forecast results compared to 2009/2010 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 2006/2007 to 2010/2011 (preliminary).

# 2010/2011 Integrated Plan and MTCU Budget

## 7.3.1 Table A: 2010/2011 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>Budget Reductions</b> <small>(Note #4)</small>	(E) = <b>Total Expenses</b> <small>(A)+(B)+(C)+(D)</small>	(F) <b>External Recoveries</b>	(G) <b>Revenues</b>	(H) = (F)+(G) <b>Total Recoveries &amp; Revenues</b> <small>(Note #5)</small>	(I) = (E)+(H) <b>Net Budget</b> <small>(Note #6)</small>	Notes
<b><u>Institutional Revenues and Recoveries</u></b>										
Provincial Grants							147,530	147,530	147,530	
Tuition							109,795	109,795	109,795	
Other							1,952	1,952	1,952	
<b>Total Revenues</b>							<b>259,277</b>	<b>259,277</b>	<b>259,277</b>	
<b><u>Cost Recoveries</u></b>										
OMAFRA Service Costs - Research						9,955		9,955	9,955	#7
Fed/Prov Research Indirect Cost Programs						6,475		6,475	6,475	
Research Indirect on Grants and Contracts						3,398		3,398	3,398	#8
<b>Total Research Indirect Revenues and Recoveries</b>						<b>19,828</b>		<b>19,828</b>	<b>19,828</b>	
OMAFRA Service Costs - Other						645		645	645	#7
Guelph Humber Services						2,785		2,785	2,785	#9
Executive Programs						120		120	120	
OAC Diploma Recovery						185		185	185	
Ancillary Service Recoveries						7,756		7,756	7,756	#10
<b>Other Cost Recoveries</b>						<b>11,491</b>		<b>11,491</b>	<b>11,491</b>	
<b>Total Institutional Revenues and Recoveries</b>						<b>31,319</b>	<b>259,277</b>	<b>290,596</b>	<b>290,596</b>	#11
<b><u>Institutional Expenses</u></b>										
<b><u>Teaching Units</u></b>										
College of Arts	22,764	189	(2)	(2,338)	20,613	(707)	(46)	(753)	19,860	
College of Biological Science	21,543	382	(315)	(1,550)	20,060	(1,023)	(50)	(1,073)	18,987	
College of Social and Applied Human Science	24,000	2,878	(44)	(690)	26,144	(1,509)	(25)	(1,534)	24,610	
College of Management and Economics	14,971	3,824	(92)	(284)	18,419	(1,321)	(2,769)	(4,090)	14,329	
Ontario Agricultural College	36,184	8,778	(914)	(3,434)	40,614	(7,208)	(18,466)	(25,674)	14,940	
Ontario Veterinary College	34,429	8,636	(1,392)	(1,383)	40,290	(3,795)	(19,045)	(22,840)	17,450	
College of Physical and Engineering Science	26,263	504	(189)	(2,461)	24,117	(472)	(55)	(527)	23,590	
Office of Open Learning	3,352	6,375	(831)		8,896	(309)	(7,057)	(7,366)	1,530	
Other Teaching Units	931	5,648	(465)		6,114		(113)	(113)	6,001	#12
Integrated Planning		7,980			7,980				7,980	#13
Student Assistance	865	11,582			12,447				12,447	#14
<b>Total Teaching Units</b>	<b>185,302</b>	<b>56,776</b>	<b>(4,244)</b>	<b>(12,140)</b>	<b>225,694</b>	<b>(16,344)</b>	<b>(47,626)</b>	<b>(63,970)</b>	<b>161,724</b>	
<b><u>Library Operations and Information Resources</u></b>										
Library Operations	9,388	1,905	(293)	(340)	10,660	(302)	(594)	(896)	9,764	
Library Information Resources		6,418			6,418				6,418	
<b>Total Library Operations and Info. Resources</b>	<b>9,388</b>	<b>8,323</b>	<b>(293)</b>	<b>(340)</b>	<b>17,078</b>	<b>(302)</b>	<b>(594)</b>	<b>(896)</b>	<b>16,182</b>	

## 2010/2011 Integrated Plan and MTCU Budget

	(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>Budget Reductions</b> <small>(Note #4)</small>	(E) = <b>Total Expenses</b> <small>(A)+(B)+(C)+(D)</small>	(F) <b>External Recoveries</b>	(G) <b>Revenues</b>	(H) = (F)+(G) <b>Total Recoveries &amp; Revenues</b> <small>(Note #5)</small>	(I) = (E)+(H) <b>Net Budget</b> <small>(Note #6)</small>	Notes
<b>Academic Services</b>										
Office of Research	5,719	986	(579)	(245)	5,881		(121)	(121)	5,760	
Teaching Support Services	1,618	175	(95)		1,698		(20)	(20)	1,678	
Registrar	6,133	1,540	(289)	(168)	7,216		(735)	(735)	6,481	
Associate VP Academic	667	229	(1)	(293)	602		(32)	(32)	570	#15
Other Academic Services	146	159	(15)		290		(23)	(23)	267	#16
<b>Total Academic Services</b>	<b>14,283</b>	<b>3,089</b>	<b>(979)</b>	<b>(706)</b>	<b>15,687</b>		<b>(931)</b>	<b>(931)</b>	<b>14,756</b>	
<b>Student Services</b>										
Student Services	7,750	3,627	(107)	(634)	10,636		(7,843)	(7,843)	2,793	#17
Athletics	3,932	3,533	(327)		7,138		(6,057)	(6,057)	1,081	#18
<b>Total Student Services</b>	<b>11,682</b>	<b>7,160</b>	<b>(434)</b>	<b>(634)</b>	<b>17,774</b>		<b>(13,900)</b>	<b>(13,900)</b>	<b>3,874</b>	
<b>Total Teaching and Academic Services</b>	<b>220,655</b>	<b>75,348</b>	<b>(5,950)</b>	<b>(13,820)</b>	<b>276,233</b>	<b>(16,646)</b>	<b>(63,051)</b>	<b>(79,697)</b>	<b>196,536</b>	
<b>Physical Resources</b>										
Physical Resources Operations	22,163	2,876	(746)	(919)	23,374	(2,676)	(1)	(2,677)	20,697	#10
Utilities		23,017	(490)	(450)	22,077				22,077	
<b>Total Physical Resources</b>	<b>22,163</b>	<b>25,893</b>	<b>(1,236)</b>	<b>(1,369)</b>	<b>45,451</b>	<b>(2,676)</b>	<b>(1)</b>	<b>(2,677)</b>	<b>42,774</b>	
<b>Capital Infrastructure Planning</b>										
Renovations/Deferred Maintenance		2,000			2,000				2,000	
Capital Investment Support & Servicing		10,800			10,800				10,800	
<b>Total Capital Infrastructure Planning</b>		<b>12,800</b>			<b>12,800</b>				<b>12,800</b>	
<b>Institutional Services and General Expenses</b>										
Alumni Affairs & Development	4,242	1,655	(660)	(142)	5,095		(216)	(216)	4,879	
Computing & Communication Services	8,260	5,060	(4,420)	(301)	8,599	(458)	(145)	(603)	7,996	
Central Administration Offices	16,149	1,755	(179)	(568)	17,157		(453)	(453)	16,704	#19
University General Expenses and Contingency	481	11,932	(1,296)		11,117		(210)	(210)	10,907	#20
<b>Total Institutional Services and General Exp.</b>	<b>29,132</b>	<b>20,402</b>	<b>(6,555)</b>	<b>(1,011)</b>	<b>41,968</b>	<b>(458)</b>	<b>(1,024)</b>	<b>(1,482)</b>	<b>40,486</b>	
<b>Total Institutional Expenses</b>	<b>271,950</b>	<b>134,443</b>	<b>(13,741)</b>	<b>(16,200)</b>	<b>376,452</b>	<b>(19,780)</b>	<b>(64,076)</b>	<b>(83,856)</b>	<b>292,596</b>	
Restructuring Costs		4,000			4,000				4,000	#21
<b>Net Budget</b>	<b>271,950</b>	<b>138,443</b>	<b>(13,741)</b>	<b>(16,200)</b>	<b>380,452</b>	<b>(51,099)</b>	<b>(323,353)</b>	<b>(374,452)</b>	<b>(6,000)</b>	#22

## 2010/2011 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 "Budget Reductions" are budget contributions from units for the Multi Year Targets related to reducing the University's structural deficit.
5. Column H "Total Recoveries and Revenues" of \$374.5M includes Provincial Grants of \$147.5M, Credit Tuition of \$109.8M, Other revenue of \$2.0M, Cost Recoveries of \$51.1M and Departmental Revenues of \$64.1M.
6. 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.
7. 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 (\$9.955M) and other non-research activities (\$0.645M). In addition, OMAFRA will transfer \$11.815M (as a fixed dollar transfer) for 77 faculty full time equivalents (FTE's). Recoveries for the Research faculty, 65 FTE's, are allocated to the colleges according to faculty time awarded to OMAFRA research projects and recoveries for 12 FTE's for the Veterinary Clinical Education Program (VCEP) are credited to OVC.
8. Research Indirect – Other, are the indirect cost recoveries from externally (including industry-funded) funded research activities.
9. The 2010/2011 Guelph Humber Services of \$2.785M consists of \$1.0M for management fees and \$1.785M for the University of Guelph's share of year-end net revenue. In addition, the colleges and other academic support units receive an estimated \$6.2M for Guelph Humber course delivery, and program support services as External Recoveries.
10. Ancillary Service Recoveries for the 2010/2011 Preliminary MTCU budget excludes the recovery related to custodial and other services performed by Physical Resources for Student Housing Services. These recoveries of \$2.676M (2010/2011) are now reported as External Recoveries in Physical Resources.
11. 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.
12. Other Teaching includes: Advanced Analysis Centre and Academic Support funds which includes Research Support, Academic Contingency and Special Projects.
13. The Integrated Planning includes investments of \$2.798M for Graduate Support; \$1.072M for Graduate Growth; \$0.880M for Research support; \$3.000M Implementation Costs for the MYP; and Undergraduate Growth funds of \$2.175M of which \$1.945M has been allocated in the 2010/2011 Preliminary Budget and are reflected in the budgets for CPES (\$1.295M) and CSAHS (\$0.650M).
14. Student Assistance has increased by \$0.800M base for 2010/2011 for Undergraduate and Graduate student awards/bursaries.
15. Associate VP Academic includes the Associate Vice-President's offices and the Centre for International Programs.
16. Other Academic Services includes: Dean of Grad Studies, War Memorial/Rozanski Hall Operations, and miscellaneous academic support funds.
17. 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.
18. Athletics revenues include: Student Athletic Fee, Student Athletic Building Fee and user fees from athletic services and facility rentals.
19. 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, Office of Investment Management, and Environmental Health and Safety.
20. General Expenses include costs incurred for property taxes, memberships, legal, auditing and external services, insurance, convocation and banking charges.
21. For 2010/2011, a budget of \$4.0M remains as the unspent portion of the \$20.0M restructuring funds established in the 2008/2009 Preliminary Budget to fund the one-time costs (such as employee buyouts) of restructuring for the Multi Year Target plans.
22. The \$6.0M in net budget expenses for 2010/2011 is the structural deficit.

# 2010/2011 Integrated Plan and MTCU Budget

## 7.3.2 Table B: MTCU Forecast Results 2009/2010

	09/10 Budget	09/10 Forecast	Surplus/ (Deficit)	Notes
<b><u>Institutional Revenues and Recoveries</u></b>				
Provincial Grants	143,530	146,053	2,523	#1
Tuition Revenue	102,400	108,623	6,223	#2
Other Revenues	1,252	1,872	620	
<b>Total Institutional Revenues</b>	<b>247,182</b>	<b>256,548</b>	<b>9,366</b>	
Total Research Indirect Revenues and Recoveries	20,465	20,579	114	
Other Cost Recoveries	10,480	10,480	0	
<b>Total Institutional Revenues and Recoveries</b>	<b>278,127</b>	<b>287,607</b>	<b>9,480</b>	
<b><u>Teaching Units</u></b>				
College of Arts (COA)	23,620	23,633	(13)	
College of Biological Science (CBS):	24,257	19,827	4,430	
College of Social and Applied Human Science (CSAHS)	25,856	24,140	1,716	
College of Management and Economics (CME)	15,049	12,832	2,217	
Ontario Agricultural College (OAC)	21,466	19,755	1,711	
Ontario Veterinary College (OVC)	21,606	19,386	2,220	
College of Physical and Engineering Science (CPES)	26,600	26,627	(27)	
Office of Open Learning	4,279	2,329	1,950	
Other Teaching Units	8,456	3,124	5,332	#3
Student Assistance	14,510	12,169	2,341	#4
<b>Total Teaching Units</b>	<b>185,699</b>	<b>163,822</b>	<b>21,877</b>	
Library Operations and Information Resources	16,814	16,239	575	
Academic Services	15,396	15,179	217	
Student Services	6,086	4,485	1,601	
<b>Total Teaching and Academic Services</b>	<b>223,995</b>	<b>199,725</b>	<b>24,270</b>	
Physical Resources & Utilities	43,766	40,228	3,538	#5
Capital Infrastructure Planning	11,800	11,800	0	
Institutional Services and General Expenses	38,485	36,635	1,850	#6
University Contingency - General	4,817	800	4,017	#7
University Contingency - Restructuring	7,200		7,200	#7
University Contingency - Capital	5,500		5,500	#7
<b>Total Institutional Costs</b>	<b>335,563</b>	<b>289,188</b>	<b>46,375</b>	
<b>Annual Operating Income (Expense)</b>	<b>(57,436)</b>	<b>(1,581)</b>	<b>55,855</b>	
Transfer From Prior Year Appropriations				
From Departmental (Equip&Supplies)	48,436	48,436		
<b>Total MTCU Operating Funds Available</b>	<b>(9,000)</b>	<b>46,855</b>		
Less: Transfer to Appropriations for Departments		28,455		#8
Less: Transfer to Appropriations - Institutional		27,400		#9
Less: Total Transfer to Appropriations		55,855		
<b>Net Surplus(Deficit) before Restructuring Costs</b>	<b>(9,000)</b>	<b>(9,000)</b>		
Restructuring Costs - (Deficit)	(9,000)	(5,000)		#10
<b>Net Increase(Decrease) in Fund Balance</b>	<b>(18,000)</b>	<b>(14,000)</b>		#11
Opening University Surplus (Deficit):	(27,125)	(27,125)		#11
<b>Total University Surplus (Deficit)</b>	<b>(45,125)</b>	<b>(41,125)</b>		#11

## 2010/2011 Integrated Plan and MTCU Budget

### Notes for Table B:

1. Provincial Grants: Undergraduate Accessibility grants are forecast to exceed budget due to higher enrolments than the 2009/2010 budget, which was set conservatively due to uncertainty of the Province funding and the variability of enrolments. It is expected that there will be \$2.5 million in additional undergraduate funding.
2. Tuition Revenue: are forecast to be higher than budget by 5.7% or \$6.2 million. Most of the gain occurred relative to fall and winter undergraduate credit enrolment (mainly retention) experience exceeding preliminary 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 equipment replacement. There is \$1.3M of this reported carry-forward designated for that purpose. In addition, there are some academic support accounts targeted to fund growth in Undergraduate and Graduate teaching linked to the Accessibility grants as well as support for growth in Research activity.
4. Student Assistance: Included in the carryforward for Student assistance are funds allocated for the work study programs planned for the summer of 2010 (approx. \$0.8 million annually). In addition, there was an additional budget allocation in 2009/2010 of \$1.5 million to help meet the University's Student Access Guarantee requirements. This is prescribed by an MTCU formula setting certain institutional minimum funding levels. Not all of this contingency was required in 2009/2010 in order for the University to meet all of our student assistance requirements.
5. Physical Resources and Utilities: The Utilities budget was reduced in 2009/2010 in anticipation of savings from conservation efforts on a number of fronts. This was offset slightly by a 5% electricity cost increase that occurred earlier than planned resulting in forecast small 1.5% over-expenditure for the year. 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 plan position losses resulted in a forecast overall savings of approximately \$3.8 million.
6. Institutional Services and General Expenses: This group of units includes 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. In addition, there are some funds held centrally for a few small employee groups for salary and benefit increases where settlements for the 2009/2010 year have not been finalized.
7. University Contingency: In recognition of the significant challenges in meeting the Multi Year Plan targets, the pension contribution requirements and the uncertainties around provincial funding, the University has increased its contingency accounts when possible. Initial funds were allocated from the 2008/2009 year end sources including incremental enrolment-based revenues from MTCU grants and tuition revenues. The objective these funds are to conserve as much liquidity as possible while meeting our overall targets. The current forecast indicates that approximately \$16.7 million will remain at the end of 2009/2010 to be added to our stabilization funds for 2010/2011 and forward (see note #9 below).
8. Transfer to Appropriations for Departments: The total unspent budget for departments is forecast at \$28.5 million (\$32.7 million in 2008/2009) representing 7.4% 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 Plan.
9. Transfer to Appropriations - Institutional: Net savings from institutional accounts (e.g., grants, tuition, contingency accounts) will be used to maintain/increase the University's overall contingency funds in 2010/2011. These funds will be used to assist funding potential future one-time obligations of the University such as pension contributions or restructuring costs necessary to meet the targets of the Multi-Year Plan.
10. Restructuring Costs: The original allowance in the 2008/2009 Preliminary MTCU budget for the restructuring costs of the Multi Year Targets was \$20.0 million. In 2008/2009, one-time restructuring costs totaled \$11.0 million. It consisted mainly of ex-gratia payments for the retirement and resignation of faculty and staff under mainly voluntary programs. The \$9.0 million remaining allowance was brought forward to be used in future years to complete the necessary Multi-Year Plan targets. In 2009/2010, an estimated \$5.0 million will be incurred on similar expenditures leaving a remaining balance of \$4.0 million for the 2010/2011 budget.
11. Restructuring Costs: The original allowance in the 2008/2009 Preliminary MTCU budget for the restructuring costs of the Multi Year Plan was \$20.0 million. In 2008/2009, one-time restructuring costs totaled \$11.0 million. It consisted mainly of ex-gratia payments for the retirement and resignation of faculty and staff under mainly voluntary programs. The \$9.0 million remaining allowance was brought forward to be used in future years to complete the necessary Multi-Year Plan targets. In 2009/2010, an estimated \$5.0 million will be incurred on similar expenditures leaving a remaining balance of \$4.0 million for the 2010/2011 budget.
12. Net Increase (Decrease) in Fund Balance: This is the net deficit position for the MTCU budget. It reflects the Board approved deficit for 2009/2010 (\$18.0 million) and the forecast deficit (\$14.0 million). The difference of \$4.0 million is the timing difference on restructuring costs (see note 10). The Opening University Surplus (Deficit) of (\$27.125 million) is the accumulated costs of restructuring to date plus the impact of the structural deficit at the end of the 2008/2009 fiscal year. The Total University Surplus (Deficit) is the Opening University Surplus (Deficit) plus the forecast 2009/2010 deficit of \$14.0 million consisting of the \$9.0 million (net of \$2.0 million repayment) structural deficit and the \$5.0 million in restructuring costs (see note #10).



## 2010/2011 Integrated Plan and MTCU Budget

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

College/Division	Position Type	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011 Preliminary	Notes
<b><u>TEACHING UNITS</u></b>							
COLLEGE OF ARTS	Faculty	128.4	134.1	132.2	127.3	123.1	#1
	Staff	31.5	33.3	35.5	42.2	39.0	#2
		159.9	167.4	167.7	169.5	162.1	
COLLEGE OF BIOLOGICAL SCIENCE	Faculty	99.4	95.9	97.3	99.4	95.4	#3
	Staff	55.6	59.2	61.3	61.6	59.6	
		155.0	155.1	158.6	161.0	155.0	
COLL.OF SOC.& APP. HUMAN SCIENCE	Faculty	116.0	122.0	123.0	120.5	116.6	#4
	Staff	40.6	41.3	43.3	44.4	43.7	
		156.7	163.3	166.3	164.9	160.3	
COLLEGE OF MANAGEMENT & ECONOMICS	Faculty	62.5	67.9	73.3	73.6	77.4	#5
	Staff	24.5	26.1	27.5	26.5	25.5	
		87.0	94.0	100.8	100.0	102.9	
ONTARIO AGRICULTURAL COLLEGE	Faculty	151.2	152.4	154.5	144.7	138.7	#6
	Staff	63.6	61.9	131.7	131.6	131.2	#7
		214.8	214.3	286.2	276.3	269.9	
ONTARIO VETERINARY COLLEGE	Faculty	115.7	119.7	122.6	121.8	120.8	#8
	Staff	157.7	162.0	163.5	162.2	161.7	
		273.4	281.7	286.1	284.0	282.5	
COLL OF PHYSICAL & ENGINEERING	Faculty	115.8	120.2	122.0	114.9	119.9	#9
	Staff	58.3	63.3	64.3	62.7	63.3	
		174.0	183.5	186.3	177.6	183.2	
OFFICE OF OPEN LEARNING	Staff	34.0	34.5	37.9	39.5	38.5	
OTHER TEACHING UNITS	Faculty	1.0	1.0	1.0	1.0	1.0	
	Staff	12.0	12.0	12.0	6.0	6.0	#2
		13.0	13.0	13.0	7.0	7.0	
<b>Total Faculty Teaching Units</b>		790.1	813.2	825.8	803.2	792.9	
<b>Total Staff Teaching Units</b>		477.7	493.6	577.0	576.7	568.6	
<b>Total Teaching Units</b>		1267.8	1306.8	1402.8	1379.9	1361.5	
<b><u>LIBRARY</u></b>							
LIBRARY OPERATING	Librarians	27.6	28.0	28.0	28.0	28.0	
	Staff	81.6	81.3	80.1	78.2	68.8	#10
		109.2	109.3	108.1	106.1	96.8	

## 2010/2011 Integrated Plan and MTCU Budget

College/Division	Position Type	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011 Preliminary	Notes
<b><u>ACADEMIC SERVICES</u></b>							
OFFICE OF RESEARCH	Faculty	3.8	4.0	4.9	4.2	3.9	
	Staff	54.8	49.6	51.4	50.4	48.7	#11
		58.6	53.6	56.2	54.6	52.6	
TEACHING SUPPORT SERVICES	Staff	17.8	19.8	20.5	19.4	16.8	#12
ASSOCIATE V/P ACADEMIC	Staff	7.0	6.7	6.8	6.8	6.0	
REGISTRAR	Staff	66.9	76.0	77.8	75.3	71.2	#13
OTHER ACADEMIC SUPPORT	Faculty	1.1	1.3	0.8	0.4	0.4	
	Staff	3.0	2.1	1.1	1.1	1.1	
		4.1	3.4	1.9	1.5	1.5	
<b><u>COMPUTING COMMUNICATION SERVICE</u></b>	Staff	72.1	71.7	72.7	75.5	70.7	#14
<b><u>STUDENT SERVICES</u></b>							
STUDENT AFFAIRS	Staff	49.6	52.6	55.8	55.8	53.8	
STUDENT HEALTH SERVICES	Staff	17.1	18.2	17.5	17.2	17.2	
ATHLETICS	Staff	29.7	31.9	31.8	29.7	28.8	
CHILD CARE OPERATIONS	Staff	18.0	18.0	17.7	16.0	16.0	
		114.4	120.7	122.7	118.6	115.7	#15
<b><u>ALUMNI AFFAIRS &amp; DEVELOPMENT</u></b>	Staff	41.7	46.0	47.0	46.0	45.0	
<b><u>PHYSICAL RESOURCES OPERATIONS</u></b>	Staff	316.0	313.1	315.8	310.2	298.0	#16
<b><u>ADMINISTRATION</u></b>							
HUMAN RESOURCES	Staff	35.0	34.0	34.0	34.0	34.0	
CENTRAL ADMINISTRATIVE OFFICES	Faculty	3.0	4.0	4.0	4.0	4.0	
	Staff	56.8	50.2	51.2	48.3	46.8	
		59.8	54.2	55.2	52.3	50.8	
FINANCE/PURCHASING/MAIL SERVICES	Staff	48.4	54.5	54.3	52.7	51.5	#17
CAMPUS COMMUNITY POLICE & FIRE PREVENTI	Staff	23.6	23.6	23.6	23.6	23.6	
UNIVERSITY GENERAL EXPENSE	Faculty			0.6	0.8		
	Staff	3.9	3.8	4.4	4.4	4.4	
		3.9	3.8	5.0	5.2	4.4	
	<b>Total Faculty</b>	825.6	850.5	864.1	840.6	829.2	
	<b>Total Staff</b>	1420.5	1446.7	1540.2	1521.0	1470.8	
	<b>Total Faculty and Staff</b>	2246.0	2297.2	2404.3	2361.6	2300.0	

## 2010/2011 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 (2010/2011) 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 (29.7 FTE's) and Research Grants (22.7 FTE's).
- **Staff:** the Staff category includes all non-faculty positions budgeted for in the MTCU operating budget.

### Notes for Table C:

1. The increase of faculty FTE in the College of Arts in 2007/2008 included 3 new tenure track positions in response to undergraduate enrolment growth as well as a number of CL conversions to full time tenure track and secured appointments. The increase of staff FTE in College of Arts in 2009/2010 was due to transfer of 6 staff FTE in BA Counseling and McKinnon Building Mgmt from other Teaching Units to College of Arts. In addition, there are a number of VERR staff retirements in 2010/2011.
2. The College of Biological Science (CBS) in 2009/2010 and 2010/2011 has 7 faculty positions scheduled for deletion as part of the Multi Year Plan, offset by some targeted growth positions coming into the college.
3. The planned increase in the College of Social and Applied Human Science (CSAHS) between 2006/2007 and 2008/2009 included 7 faculty FTE for increased undergraduate enrolment. The Multi Year Plan for CSAHS includes 12 faculty position retirements between 2008/2009 and 2011/2012.
4. The increase in the College of Management and Economics (CME) between 2006/2007 and 2008/2009 included 10 new faculty FTE and 3 staff positions for growth of the College including the new Business department. The college has two Faculty retirements in 2010/2011 offset by additional 6 targeted growth positions being created.

5. The decrease of 10 Faculty FTE in Ontario Agricultural College (OAC) in 2009/2010 was due to Faculty retirements plus 4 Faculty FTEs are expected to retirement in 2010/2011, all part of OAC's Multi Year Plan.
6. The net increase of 70 staff FTE in the Ontario Agricultural College (OAC) for 2007/2008 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.
7. Faculty position growth between 2006/2007 and 2008/2009 include 6 Veterinarians included in the UGFA agreement and positions in the new centres in OVC.
8. The College of Physical and Engineering Science (CPES) had 8 faculty retirements in 2009/2010 as part of their Multi Year Plan and has a number of targeted new positions in 2010/2011 in the School of Engineering for their growth plan.
9. The decrease of staff FTE in Library Operations reflects 12 positions as part of the Multi Year Plan in 2009/2010 and 2010/2011.
10. In 2007/2008, 6 positions in Research Financial Services were transferred from the Office of Research to Financial Services.
11. The Multi Year Plan for Teaching Support Services includes 4 position retirements between 2008/2009 and 2010/2011.
12. The increase in staff FTE for the Registrar in 2007/2008 resulted from the transfer of 7 staff positions in the department of Resource, Planning and Analysis from the Central Administration Offices. The decrease in staff FTE for the Registrar between 2008/2009 and 2010/2011 reflects the 6 VERR retirements in their Multi Year Plan.
13. Computing and Communication Services has 14 staff retirements between 2008/2009 and 2010/2011 in their Multi Year Plan. There have also been a number of new positions created in high priority service areas.
14. The Multi Year Plan for Student Services includes 13 position retirements between 2008/2009 and 2010/2011.
15. The decrease in total FTE in Physical Resources since 2008/2009 reflects the restructuring undertaken to meet Multi Year Plan where approximately 30 retirements are included.
16. The increase in 6 staff FTE in Finance Services for 2007/2008 reflects the transfer of Research, Financial Services positions from the Office of Research. The Multi Year Plan for Financial Services includes 4 position retirements between 2008/2009 and 2010/2011.

# 2010/2011 Integrated Plan and MTCU Budget

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

### 7.4.1 2010/2011 Schedule of Proposed Tuition Fees

MTCU PROVINCIALLY FUNDED PROGRAMS	2010/11 Entering Students		2009/10 Continuing Students		2008/09 Continuing Students		2007/08 Continuing Students		2006/07 Continuing Students	
	Recommended Fee	Change 2009/10 to 2010/11	Recommended Fee	Change 2009/10 to 2010/11	Recommended Fee	Change 2009/10 to 2010/11	Recommended Fee	Change 2009/10 to 2010/11	Recommended Fee	Change 2009/10 to 2010/11
<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	\$2,606.00	\$112.00	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
Bachelor of Arts	\$2,606.00	\$112.00	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
Bachelor of Arts & Science	\$2,606.00	\$112.00	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
Bachelor of Applied Arts (Guelph Humber)	\$2,606.00	\$112.00	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
Bachelor of Bio-Resource Management	\$2,606.00	\$112.00	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
Bachelor of Science	\$2,606.00	\$112.00	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
Bachelor of Science in Agriculture	\$2,606.00	\$112.00	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
Bachelor of Science in Environmental Services	\$2,606.00	\$112.00	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
Bachelor of Science in Technology (closed 2010)	-	-	\$2,594.00	\$100.00	\$2,581.00	\$99.00	\$2,569.00	\$99.00	\$2,557.00	\$98.00
<b>Full-Time - Professional Programs</b>		8% increase		4% increase		4% increase		4% increase		4% increase
Bachelor of Arts - Computing Major (closed 2009)	-	-	-	-	\$2,850.00	\$110.00	\$2,746.00	\$106.00	\$2,643.00	\$102.00
Bachelor of Commerce	\$3,074.00	\$228.00	\$2,960.00	\$114.00	\$2,850.00	\$110.00	\$2,746.00	\$106.00	\$2,643.00	\$102.00
Bachelor of Business Administration (Guelph Humber)	\$3,074.00	\$228.00	\$2,960.00	\$114.00	\$2,850.00	\$110.00	\$2,746.00	\$106.00	\$2,643.00	\$102.00
Bachelor of Computing	\$3,074.00	\$228.00	\$2,960.00	\$114.00	\$2,850.00	\$110.00	\$2,746.00	\$106.00	\$2,643.00	\$102.00
Bachelor of Applied Computing (Guelph Humber) (closed 2009)	-	-	-	-	\$3,095.00	\$119.00	\$2,981.00	\$115.00	\$2,870.00	\$110.00
Bachelor of Landscape Architecture	\$3,338.00	\$247.00	\$3,215.00	\$124.00	\$3,095.00	\$119.00	\$2,981.00	\$115.00	\$2,870.00	\$110.00
Bachelor of Science - Computing Major (closed 2009)	-	-	-	-	\$2,850.00	\$110.00	\$2,746.00	\$106.00	\$2,643.00	\$102.00
Bachelor of Engineering	\$3,338.00	\$247.00	\$3,215.00	\$124.00	\$3,095.00	\$119.00	\$2,981.00	\$115.00	\$2,870.00	\$110.00
Bachelor of Engineering (Mech / Comp / BioMed)*	\$4,236.00	\$314.00	\$4,079.00	\$157.00	-	-	-	-	-	-
Doctor of Veterinary Medicine	\$3,338.00	\$247.00	\$3,215.00	\$124.00	\$3,095.00	\$119.00	\$2,981.00	\$115.00	\$2,870.00	\$110.00
<b>Part-Time (per 0.5 Credit)</b>	\$521.00	\$22.00	\$519.00	\$20.00	\$516.00	\$20.00	\$514.00	\$20.00	\$511.00	\$19.00
<b>Auditing of Courses (per 0.5 Credit)</b>	\$295.00	\$13.00	\$295.00	\$13.00	\$295.00	\$13.00	\$295.00	\$13.00	\$295.00	\$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	\$2,256.00	\$66.00	\$2,256.00	\$66.00	\$2,245.00	\$65.00	\$2,163.00	\$63.00	\$2,083.00	\$61.00
Part-Time	\$1,504.00	\$44.00	\$1,504.00	\$44.00	\$1,497.00	\$44.00	\$1,442.00	\$42.00	\$1,388.00	\$40.00
Special Non-Degree (per Course)	\$1,128.00	\$33.00	\$1,128.00	\$33.00	\$1,123.00	\$33.00	\$1,082.00	\$32.00	\$1,041.00	\$30.00

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.

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VISA (INTERNATIONAL) STUDENTS		2010/11		2009/10		2008/09		2007/08		2006/07	
		Entering Students		Continuing Students		Continuing Students		Continuing Students		Continuing Students	
		Recommended	Change 2009/10	Recommended	Change 2009/10	Recommended	Change 2009/10	Recommended	Change 2009/10	Recommended	Change 2009/10
		Fee	to 2010/11	Fee	to 2010/11	Fee	to 2010/11	Fee	to 2010/11	Fee	to 2010/11
<b>A. Undergraduate Tuition Fees</b>	(Note 1)		4.5% increase		no increase		no increase		no increase		no increase
<b>Full-Time - Regular Programs</b>	(Note 2)	\$8,461.00	\$364.00	\$8,097.00	\$0.00	\$7,748.00	\$0.00	\$7,414.00	\$0.00	\$6,865.00	\$0.00
<b>Full-Time - Professional Programs</b>	(Note 4)		(Note 4)		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	\$7,365.00	\$0.00
Bachelor of Commerce		\$9,648.00	\$371.00	\$9,277.00	\$0.00	\$8,590.00	\$0.00	\$7,954.00	\$0.00	\$7,365.00	\$0.00
Bachelor of Business Administration (Guelph Humber)	(Note 2)	\$9,336.00	\$359.00	\$8,977.00	\$0.00	\$8,312.00	\$0.00	\$7,954.00	\$0.00	\$7,365.00	\$0.00
Bachelor of Computing		\$8,977.00	\$0.00	\$8,977.00	\$0.00	\$8,312.00	\$0.00	\$7,954.00	\$0.00	\$7,365.00	\$0.00
Bachelor of Applied Computing (Guelph Humber) (closed 2009)		-	-	-	-	\$8,312.00	\$0.00	\$7,954.00	\$0.00	\$7,365.00	\$0.00
Bachelor of Landscape Architecture		\$10,715.00	\$0.00	\$10,715.00	\$0.00	\$10,715.00	\$0.00	\$10,254.00	\$0.00	\$9,494.00	\$0.00
Bachelor of Science - Computing Major (closed 2009)		-	-	-	-	\$8,312.00	\$0.00	\$7,954.00	\$0.00	\$7,365.00	\$0.00
Bachelor of Engineering		\$11,074.00	\$820.00	\$10,254.00	\$0.00	\$10,254.00	\$0.00	\$10,254.00	\$0.00	\$9,494.00	\$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	\$23,702.00	\$0.00
<b>Part-Time - Regular Programs (per Course)</b>		\$1,692.00	\$73.00	\$1,619.00	\$0.00	\$1,550.00	\$0.00	\$1,483.00	\$0.00	\$1,373.00	\$0.00
<b>Part-Time - Professional Programs (per Course)</b>			(Note 4)		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	\$1,473.00	\$0.00
Bachelor of Commerce		\$1,930.00	\$75.00	\$1,855.00	\$0.00	\$1,718.00	\$0.00	\$1,591.00	\$0.00	\$1,473.00	\$0.00
Bachelor of Business Administration (Guelph Humber)	(Note 2)	\$1,867.00	\$72.00	\$1,795.00	\$0.00	\$1,662.00	\$0.00	\$1,591.00	\$0.00	\$1,473.00	\$0.00
Bachelor of Computing		\$1,795.00	\$0.00	\$1,795.00	\$0.00	\$1,662.00	\$0.00	\$1,591.00	\$0.00	\$1,473.00	\$0.00
Bachelor of Applied Computing (Guelph Humber) (closed 2009)		-	-	-	-	\$1,662.00	\$0.00	\$1,591.00	\$0.00	\$1,473.00	\$0.00
Bachelor of Landscape Architecture		\$2,143.00	\$0.00	\$2,143.00	\$0.00	\$2,143.00	\$0.00	\$2,051.00	\$0.00	\$1,899.00	\$0.00
Bachelor of Science - Computing Major (closed 2009)		-	-	-	-	\$1,662.00	\$0.00	\$1,591.00	\$0.00	\$1,473.00	\$0.00
Bachelor of Science (Engineering)		\$2,215.00	\$0.00	\$2,051.00	\$0.00	\$2,051.00	\$0.00	\$2,051.00	\$0.00	\$1,899.00	\$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	\$4,740.00	\$0.00
<b>B. Graduate Tuition Fees</b>	(Note 3)		4% increase		no increase		no increase		no increase		no increase
Full-Time		\$5,447.00	\$209.00	\$5,238.00	\$0.00	\$4,850.00	\$0.00	\$4,491.00	\$0.00	\$4,158.00	\$0.00
Part-Time		\$3,631.00	\$139.00	\$3,492.00	\$0.00	\$3,233.00	\$0.00	\$2,994.00	\$0.00	\$2,772.00	\$0.00
Special Non-Degree (per Course)		\$2,724.00	\$105.00	\$2,619.00	\$0.00	\$2,425.00	\$0.00	\$2,245.00	\$0.00	\$2,079.00	\$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: International Undergraduate Professional fee percentage increases for 2010/11 are: 4% for B. Comm., and B.B.A. GH ; no increase for B. Computing, BLA, and DVM, 8% B. of Engineering.

## 2010/2011 Integrated Plan and MTCU Budget

<b>CO-OPERATIVE EDUCATION</b>
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Academic or Work Term (per Semester)

2010/11 All Co-op Students	
Recommended	Change 2009/10 to 2010/11
<b>Fee</b>	
\$260.00	\$30.00

<b>FULL COST RECOVERY PROGRAMS (Note 5)</b>
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**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)

2010/11 Continuing Students		2011/12 Entering Students	
Approved	Change 2009/10 to 2010/11	Recommended	Change 2010/11 to 2011/12
<b>Fee</b>		<b>Fee</b>	
\$36,600.00	\$100.00	\$36,600.00	\$0.00
\$25,900.00	\$1,900.00	\$25,900.00	\$0.00
\$40,650.00	\$100.00	\$40,650.00	\$0.00
\$28,600.00	\$1,900.00	\$28,600.00	\$0.00

Note 5: Full Cost Recovery program fees for 2011/2012 has not increased from those approved for 2010/2011. 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 2011/2012 entering students. The fee is for the entire program and is fixed at the year of entrance. These fees are for tuition only.

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<b>ASSOCIATE DIPLOMA PROGRAMS</b> (Note #1)	2010/11		2009/10		2008/09		2007/08		2006/07	
	Entering Students		Continuing Students		Continuing Students		Continuing Students		Continuing Students	
	Recommended Fee	Change 2009/10 to 2010/11	Recommended Fee	Change 2009/10 to 2010/11	Approved Fee	Change 2009/10 to 2010/11	Recommended Fee	Change 2009/10 to 2010/11	Recommended Fee	Change 2009/10 to 2010/11
<b>ASSOCIATE DIPLOMA IN TURFGRASS MANAGEMENT</b> Guelph Campus										
<b>PROvincially Funded Programs</b>										
Full-Time - Regular Diploma Program	\$2,606.00	4.5% increase \$112.00	\$2,594.00	4% increase \$100.00	\$2,581.00	4% increase \$99.00	\$2,569.00	4% increase \$99.00	\$2,557.00	4% increase \$98.00
Part-Time - Regular Diploma Program (per Course)	\$521.00	\$22.00	\$519.00	\$20.00	\$516.00	\$20.00	\$514.00	\$20.00	\$511.00	\$19.00
<b>VISA (INTERNATIONAL) STUDENTS</b>										
Full-Time - Regular Diploma Program	\$9,037.00	4.5% increase \$389.00	\$8,648.00	no increase \$0.00	\$8,007.00	no increase \$0.00	\$7,748.00	no increase \$0.00	\$7,174.00	no increase \$0.00
Part-Time - Regular Diploma Program (per Course)	\$1,807.00	\$77.00	\$1,730.00	\$0.00	\$1,601.00	\$0.00	\$1,550.00	\$0.00	\$1,435.00	\$0.00
<b>ASSOCIATE DIPLOMA PROGRAMS</b> Alfred, Kemptville, Ridgetown Campuses										
<b>PROvincially Funded Programs</b>										
Full-Time - Regular Diploma Programs	\$1,369.00	4.5% increase \$59.00	\$1,362.00	4% increase \$52.00	\$1,356.00	4% increase \$52.00	\$1,350.00	4% increase \$52.00	\$1,318.00	4% increase \$51.00
Full-Time - Veterinary Technology	\$1,415.00	\$61.00	\$1,408.00	\$54.00	\$1,402.00	\$54.00	\$1,396.00	\$54.00	\$1,361.00	\$52.00
Full-Time - Veterinary Technology (Alternative Delivery) <span style="float: right;">Note 2</span>	\$1,885.00	\$81.00	\$1,876.00	\$72.00	\$1,867.00	\$72.00	\$1,859.00	\$72.00	\$1,815.00	\$70.00
Part-Time - Regular Diploma Programs (per Course)	\$274.00	\$12.00	\$272.00	\$10.00	\$271.00	\$10.00	\$270.00	\$10.00	\$264.00	\$11.00
Part-Time - Veterinary Technology Regular Program (per Course)	\$283.00	\$12.00	\$282.00	\$11.00	\$280.00	\$11.00	\$279.00	\$11.00	\$272.00	\$10.00
<b>VISA (INTERNATIONAL) STUDENTS</b>										
Full-Time - Regular Diploma Programs	\$4,123.00	4.5% increase \$177.00	\$3,946.00	no increase \$0.00	\$3,654.00	no increase \$0.00	\$3,535.00	no increase \$0.00	\$3,273.00	no increase \$0.00
Full-Time - Veterinary Technology	\$4,419.00	\$190.00	\$4,229.00	\$0.00	\$3,916.00	\$0.00	\$3,789.00	\$0.00	\$3,508.00	\$0.00
Full-Time - Veterinary Technology (Alternative Delivery) <span style="float: right;">Note 2</span>	\$5,893.00	\$254.00	\$5,639.00	\$0.00	\$5,221.00	\$0.00	\$5,052.00	\$0.00	\$4,677.00	\$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.



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### 7.4.2 2010/2011 Schedule of Non-Tuition Compulsory Student Fees

Guelph Campus	Fee Basis		Year of Last Increase	2009/10 Approved Fees	2010/11 Recommended Fees	% Increase
<b><u>Athletic Fee</u></b>						
Full-Time (Undergraduate & Graduate)	Per semester	Note 1	2009	\$87.19	\$90.68	4.0%
Part-Time (Undergraduate only)	Per semester		2009	\$40.02	\$41.62	4.0%
<b><u>Capital Account: Athletic Building Fee</u></b>						
Full-Time (Undergraduate & Graduate)	Per semester	Note 2	2009	\$38.00	\$39.14	3.0%
Part-Time (Undergraduate)	Per semester	Note 3	2009	\$19.00	\$19.57	3.0%
Part-Time (Graduate)	Per semester	Note 4		-	-	
<b><u>Student Health Services Fee</u></b>						
Full-Time (Undergraduate & Graduate)	Per semester		2009	\$23.90	\$24.00	0.4%
Part-Time (Undergraduate only)	Per semester		2009	\$10.48	\$10.52	0.4%
<b><u>Student Support Fee</u></b>						
Full-Time (Undergraduate)	Per semester	Note 5	2009	\$49.58	\$51.15	3.2%
Part-Time (Undergraduate)	Per 0.5 credit per semester		2009	\$9.92	\$10.24	3.2%
Full-Time (Graduate)	Per semester		2009	\$48.28	\$49.84	3.2%
Part-Time (Graduate)	30% of Full-Time fee per semester		2009	\$14.48	\$14.95	3.2%
<b><u>University Centre Fee</u></b>						
Full-Time (Undergraduate & Graduate)	Per Semester (to a maximum of twice a year)	Note 6	2009	\$12.72	\$12.96	1.9%
Part-Time (Undergraduate & Graduate)	Per 0.5 credit per semester		2009	\$2.54	\$2.59	1.9%
<b><u>Graduation Fee (Convocation)</u></b>						
	Upon application for graduation		2009	\$33.33	\$33.46	0.4%

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 2009 is 0.4%.

**Note 1:** As per Athletic Advisory Committee approval on March 1, 2010 to increase the fee by 4%.

**Note 2:** This is a 30 year fee initiated in Fall 2009 approved through a referendum process.

**Note 3:** According to the 2009 Referendum approved by the student body, this fee will increase by 3% annually.

**Note 4:** Correction to 2009-10 Fee Schedule. Part-time Graduate students do not pay the Capital Account fee.

**Note 5:** As per Student Services Fee Committee approval on February 23, 2010 to increase an additional \$1.37 above the 0.4% increase.

**Note 6:** The University Centre Board approved an increase of 1.9% on March 2, 2010.

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<u>Associate Diploma Programs</u>	Year of Last Increase	2009/10 Approved Fees	2010/11 Recommended Fees	% Increase
<b><u>Alfred, Kemptville and Ridgetown Campuses:</u></b>				
<b><u>Athletic Fee (Note 1)</u></b>				
Full Time - Alfred	2009	\$68.00	\$70.75	4.0%
Full Time - Kemptville	2009	\$63.00	\$65.50	4.0%
Full Time - Ridgetown	2009	\$63.00	\$65.50	4.0%
<b><u>Student Activity Fee</u></b>				
Full Time - Alfred	2009	\$68.00	\$70.75	4.0%
Full Time - Kemptville	2009	\$73.00	\$76.00	4.1%
Full Time - Ridgetown	2009	\$42.00	\$43.75	4.2%
<b><u>Student Communication Fee</u></b>				
Full Time - Alfred (Note 2)	2009	\$42.00	\$43.50	3.6%
Full Time - Kemptville	2009	\$42.00	\$43.50	3.6%
Full Time - Ridgetown	2009	\$42.00	\$43.50	3.6%
<b><u>Graduation Fee (Convocation)</u></b>				
Alfred, Kemptville, Ridgetown	2009	\$42.00	\$43.50	3.6%
<b><u>Building Fee- Ridgetown</u></b>				
	2009	\$33.60	\$34.95	4.0%
<b><u>Academic Activity Fees (Field Trips/Labs/IT) (Note 3)</u></b>				
Full Time - Alfred	2009	\$343.50	\$357.25	4.0%
Full Time - Kemptville	2009	\$304.00 - \$426.00	\$316.25 - \$443.25	4.0%
Full Time - Ridgetown	2009	\$304.00 - \$907.00	\$316.25 - \$943.25	4.0%
<b><u>Bachelor of Bio Resource Management (BBRM)</u></b>				
<b><u>Ridgetown and Kemptville Campuses (in addition to those fees charged for Diploma):</u></b>				
<b>Student Services Fee (per year)</b>	2009	\$48.00	\$49.75	3.6%
All fees are per semester except as noted				
Associate Diploma in Turfgrass Management at the Guelph Campus - Fees are the same as Guelph campus degree programs				
Note 1: CPI - 2009 4.6% increase for Cultural & Recreational Services				
Note 2: Subject to approval of referendum				
Note 3: CPI increase in Education and Reading (2009) is 4.1%.				