University of Saskatchewan

Academic Program Transformation Task Force
Guide for Completing Template
July 4, 2013

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Introduction

The Academic Program Transformation Task Force has prepared a template for gathering information about academic programs for the review process. This guide is intended to assist department heads, deans and directors, and their staff, in completing the template. Information sessions on the online template, including the data, will be held over the course of the summer. In the event that you wish any further assistance, please feel free to contact the co-chairs, Lisa Kalynchuk and Beth Bilson at transformus.apt@usask.ca. The co-chairs regularly post information and advice on the TransformUS website, which you may access at www.transformus.usask.ca.

Key Guidelines

Tools

A quick reference guide to assist in navigation from the academic template to the excel data worksheet has been provided in Appendix A (page 14). Data definitions for quantitative questions are provided in Appendix B (beginning after page 15).

SharePoint

The online template has been built on SharePoint by ICT and will be available at this address: https://share.usask.ca/transformus_survey/Academic/SitePages/Home.aspx. Access to the online template is locked based on NSID information that was provided to the Academic Task Force. If more people in your unit need access to the site, please contact transformus_data@usask.ca.

The excel worksheets provided by the TransformUS Data Support Team are posted on the SharePoint site, and have the same access restrictions as the programs and/or any additional permissions requested by the colleges and units.

Users should note that you will be prompted to enter your NSID and password at least once when using computers that are on the university's local network. If you are using a computer that is not part of the university network to access the online template, you may be asked to provide your NSID and password more than once, due to the security functionality of the site.

If SharePoint is not functioning properly, or you are experiencing technical difficulties, please contact your local IT support.

When in doubt, ask for assistance

We have created a common template to gather information about all of the programs that will be reviewed. This means that not all of the questions on the template will be relevant to all programs, and you may wish to indicate this in completing the template. Some information will be relevant to more than one program, and can be expected to appear on different templates. The research, scholarly and artistic work generated by a unit, for example, may be relevant both as an input to instructional programs and as an indicator of the scope of the unit's research program. If you have any doubts about whether to provide information in relation to a particular question, please feel free to ask for assistance from the co-chairs at transformus.apt@usask.ca.

What is a program?

In the common terminology used at the University of Saskatchewan, a "program" is a set of courses leading to a degree or other credential, and many of the programs we will be reviewing fit within this definition. For the purposes of the TransformUS project, however, "program" is defined in broader terms to mean "any distinct activity or collection of activities of the institution that consumes resources." In order to focus appropriately on the range of activities falling within this description, we will be asking units to complete a template for each instructional program, and separate templates for research activity associated with a discipline. There will also be separate templates to reflect the activities of research centres. Since our task is to assign priority to each program, it is possible that different instructional programs and the research program for a unit may appear at different levels of priority.

Estimating the cost of programs

One of the questions on the template asks you to estimate the proportion of the total resources of your unit that is allotted to each program, including the research program. We recognize that this may be difficult, and that the result can only be an estimate. We ask you, however, to give as accurate a picture as possible of the resource allocation to programs within your unit. Though it is probably not necessary to point this out, the proportions you arrive at should add up to 100% of the resources you have.

We would encourage a collaborative approach to this exercise so that a consistent methodology is utilized within each college, school, and unit. Apart from that, it is the judgment and discretion of those most familiar with the programs that will add the most value to the data in order to assist the task forces in completing its review. Finance officers in all the colleges and schools are prepared to assist those designated to complete templates with the allocation of resources from the department to the program level.

It is possible that once all the resources have been attributed to the programs they may not add up to exactly 100 per cent of the total department or unit resources. There are several possible reasons for this: funds may be transferred between programs, for instance; or resources in one unit may support programs in another unit, i.e. for interdisciplinary programs. Where possible, please identify within the qualitative section of the template where this type of inter-unit or inter-program interaction takes place.

Centrally provided data

Some of the information in the template will be provided from central University sources, and this will be included in the document before it is sent to you. If your information differs from that provided by the University, it is expected that you will contact transformus_data@usask.ca. This guide contains considerable information about the data, and we have tried to answer the questions we could anticipate.

Calculations worksheet

Accompanying the guide and the templates for your unit is a worksheet to assist you. This worksheet will allow you to review your calculations and to ensure that the proportions you attribute to your programs add up to 100%.

Unique versions of the excel worksheet are being provided to for each unit identified by the academic task force. Data is provided at the UniFi (org code) 1000 and 5000 level, based on information provided by academic units to the TransformUS data support team. Fund information and activity codes are provided in the raw data behind the distribution worksheet. If there appear to be errors in the data due

to the use of the wrong org code to populate the worksheet, please contact transformus_data@usask.ca.

Due to the fact that university data is at the department or unit level, we are asking those closest to the programs, who are the most knowledgeable about the allocation of resources for their programs, to assist the task force by completing the worksheets. The worksheet is designed to assist in the distribution of college and department level information to the program level and to identify program inputs and outputs. Once the information has been calculated and collected into this worksheet, it is ready to be entered into the online template for the specific program to which it applies.

Using the worksheet

The "Distribution" tab is the main tab for the distribution of resources from the department level down to the program level. It is coloured yellow to assist with navigation. Other data relevant to the program are included on the tabs within the workbook, including FTE, research, operating allocation, and student enrolment. Tabs in the worksheet that are coloured grey contain data which does not require any further manipulation, but that needs to be directly transposed into the online template by the program respondents.

Data from all of the tabs is collected into the distribution worksheet for a comprehensive view of the program distributions. In this worksheet the department level data has been populated by bringing in pertinent information from all other tabs in the workbook.

Locked cells

Since all of the worksheets are linked, it is important that integrity of the existing worksheets be maintained, actions such as adding rows or columns should be limited, and formulas should not be overwritten. Additional worksheets can be added if you wish to use the workspace for analysis of the data. The original excel file will be posted on the SharePoint site should you need to refer to the un-edited version.

Highlighted tabs

The tabs in the data worksheets are colour-coded to assist with navigation.

- The yellow "Distribution 2012" tab contains the department/unit level data by UniFi org code that needs to be distributed to the program level.
- The blue "FTE, Financial, Research, and Operating Allocation" are the raw data that inform the distribution worksheet.
- The grey "Service teaching, Complement Size, Student Degrees, etc." tabs provide central data that does not require interpretation, but needs to be transcribed into the online template.

Highlighted cells

Within the distribution tab, there are also highlighted cells.

- Some cells are highlighted in yellow; this is an indication that values specific to your program are to be entered to these cells. There are other calculations in the worksheet dependent on these cells so it is important to enter and use the values.
- The dark grey highlight is an indication that no entry is required to the cells.

- The light grey highlight is an indication that the cell is linked to a calculation from another cell location, the formula cannot be changed. In the case of salary dollar value, the calculation is based on the FTE values.
- A red outline on the cell indicates that the sum of the entered values are not in agreement with previously stated totals.

Allocation of faculty and staff resources

For staff FTE and salaries, it is recommended that an analysis of FTE be performed to determine as accurately as possible where staff time is consumed. The distribution of the FTE by employee category to each program will result in the auto-calculation of the salary attributed to the program on the worksheet. It is not necessary to calculate salary in addition to FTE, and the formulas in the grey highlighted cells on the Distribution tab (explained below) should not be overwritten. There will be a small discrepancy in the alignment of salary vs. FTE allocation, however this is considered immaterial when the discrepancy is under $5,000.

Administrative and public service work

It should be noted that we are not asking you to fill out a separate template to reflect the administrative and public service work contributed by those within your unit – within the unit, within the University or beyond the University. We recognize that for many units, it is difficult to provide accurate information about the activities in these areas, particularly in relation to public service. A number of the qualitative questions in the template permit units to note any particularly strong achievements in the area of public service or community engagement. We are also asking you in question 8.4 to describe the extent of administrative responsibilities carried out by members of your unit.

Calculation of revenues and expenses

Depending upon what is appropriate for your department and for the programs in question, a percentage distribution, or analysis of the activity may be required to determine the distribution to the various revenue and expense categories. The finance officers in each of the colleges, schools and units are prepared to assist with the exercise. A collaborative approach is recommended to ensure that the total programs revenues and expenses do not exceed 100 per cent of the total at the department level. Discrepancies are considered immaterial if under $5,000.

Administrative offices

(deans, associate deans, vice-deans, department heads, directors, program heads)

In the templates for academic programs, we are asking you to provide information about the resources and costs associated with instructional and research programs. Department heads will generally provide direct administrative or instructional support to the programs in their unit, and this should be reflected in the information provided. Deans, directors and associate deans may also provide direct support to a program in their unit – this may be particularly true in non-departmentalized colleges – and this should also be reflected.

The office of the dean generally provides services for a range of programs, however. These may include financial services, human resources, communications, development or IT support capacity. The Support Services Transformation Task Force will be asking each dean and director to complete a template to assess the dean's or director's office as a separate program. It is therefore not necessary to include information about these overarching functions in this template.

Qualitative and quantitative questions

Some of the questions in the template require the entry of quantitative information and others are more open-ended in nature. When the question requires a qualitative response, it would be helpful to the task force if the answer included specific evidence or examples to support general statements.

To assist the campus community in understanding how the programs will be evaluated, we have made public the scoring rubric we have developed to guide us in making our assessments.

Type A, B or C centres

We are regarding each Type A, B or C centres as separate programs, and asking each of them to complete a template as well. This template should provide information about any scholarly work or outreach and engagement, as well as about any contribution to instructional programs.

It is possible that research conducted by one faculty member contributes to the research productivity of both an academic unit and a research centre. In this case, it would be legitimate to "double count" that data in both program templates. However, part of the exercise is to get a better understanding of how much time faculty members dedicate to work for research centres as opposed to contributing to their academic unit's research productivity. It is thus important for those completing templates for research centres to indicate clearly what value is added by the work of the centre and how it makes a distinctive contribution.

Completing the template

When the distribution exercise has been completed on the worksheet, ensure that all values are consistent with central data. To submit the information to the task force enter the corresponding values into the online template for the program. Please note that formatting in the excel worksheet should be plain (without commas or periods) in order to cut and paste numerical data without creating errors. The excel worksheet does not need to be submitted to the Task Force.

Dean sign-off required

It is expected that department heads and department staff will make their own arrangements with deans and college staff to review and sign off on the completed templates. Time should be allowed for the dean to review the templates, keeping in mind the deadline for the submission of all templates to the task force.

At both the department and college level, the person identified to authorize the submission of the completed template may submit it by pressing the "Submit" button. After the template has been submitted, it may not be altered further without the intervention of the person authorized to do so, generally the department head acting in consultation with the dean. Until the "Submit" command has been given, modifications may be made to the template. Automatic emails will be generated to the final approvers once the "Submit" button is clicked, requesting their review of the template. Upon approval, or if further work is required, emails will be generated by SharePoint to the submitters to inform them of the status of their template.

Understanding the Criteria

Criterion 1: History, development and expectations of the program
This criterion will focus on both historical factors and expectations regarding future prospects for the program.

This criterion will allow the task force to consider information about the origins and evolution of the program, including whether there has been significant recent reconfiguration or restatement of the objectives of the program.

The information we are seeking in connection with the criterion has to do with the origins and significant phases of the program. For example, if the program has had different names, has arisen from the merger of previous programs, or has been managed by a different unit, this would be the place to provide that information. We have also included a question asking for a brief description of any major changes made recently or planned for the near future.

Criterion 2: External demand for the program
This criterion will focus on factors related to the level of external interest and opportunities available to the program.

Under this criterion, the task force will focus on such factors as the links between the program and professional and accrediting bodies; the present and future level of interest in the program as indicated by student applications or inquiries or societal demand; or the connections with potential funders or employers of graduates.

This criterion focuses on different aspects of demand for the program from outside the university. In connection with this criterion, we ask you to provide information about the level of student demand for the program as indicated by admissions and application data. You may also provide information about other indicators, such as (but not limited to) employment prospects for graduates, commissioned research, support for the program from professional or accrediting bodies, or relationships with donors.

Criterion 3: Internal demand for the program
This criterion will focus on the interest within the university in the program's offerings.

The task force will consider, for example, the degree to which the program includes service teaching for other programs, or the importance of the program to other units within the University.

This criterion is intended to explore the relationships between programs. Under this criterion, you have an opportunity to describe the service your program provides to other programs in terms of "service courses" containing a proportion of students who are not majors or enrolled in your program,* or in terms of research support that is provided by your program. Some units may describe the students who have the most direct attachment to their programs as "majors;" other units may not use this term. In this context, we are asking you to identify the proportion of students you would regard as "enrolled" in the program, or likely to graduate from it.

In some colleges, students are not required to choose their area of specialization at an early point, and this creates challenges in terms of identifying the "service" segment of the courses taught by the unit. We recognize that it may be difficult to arrive at exact figures for the service component, but it is

important that we have a picture of the extent of service teaching provided. For cases where students are not enrolled in particular programs from the outset, it may be necessary to work backward from the numbers of students who graduate. It should be possible, for example, to take the number of students who graduate with a 3-year BA or a 4-year BA and estimate how many 3cus were offered to those students in years one, two or three. Central data will be provided for the total number of 3crus taught in a department, and what remains after the graduates of individual programs are accounted for will give us the best estimate of what service teaching is done by the unit.

You also have an opportunity under this criterion to indicate the extent to which those in your program are sought out for research collaboration or as partners in interdisciplinary initiatives.

* Data to assist with these questions is available in the "Service Teaching" tab of the excel file (please refer to quick reference guide in Appendix A, page 12).

Criterion 4: Size, scope and productivity of the program

This criterion will address the size of the program in terms of its service to students, production of research, scholarly and artistic work, and breadth of curriculum.

In connection with this criterion, the task force will ask for information concerning such indicators as the credit units taught, students served by the program, number of faculty and staff, output of creative scholarship and artistic work, and the scope of the program's objectives.

Under this criterion, you are being asked to provide primarily numerical data, much of which will be available from central university sources. It concerns the human resources available to support the program; student metrics to show the numbers of students enrolled, the composition of the student body and the number of credentials obtained; and research metrics to indicate research productivity in terms of grant revenue and publication output.* It should be noted that later criteria focus on more subjective assessments of quality.

In the case of the human resources associated with your unit, you are being asked to consider how those resources are divided among the programs offered by your unit. You will be provided with central data concerning the complement of faculty and staff for the year 2011-2012 for this purpose. For student and research metrics, much of the information that you should enter in the tables will be provided centrally, and this will cover the three year period from 2009-2010 to 2011-2012. This will enable us to identify trends in student numbers and research metrics.

Some of the information about research, scholarly and artistic work will have to be provided by your unit. The format in which the information is being asked for limits our ability to specify all of the types of research, scholarly and artistic work being carried out at the university. We have made a distinction in the table between peer-reviewed or juried work, and other kinds of scholarship or artistic work. We intend that you should understand these categories broadly, and feel free to include under these headings the complete range of creative scholarship being carried out within your program. Though the information in other parts of these tables will be based on fiscal years (May 1 to April 30), it is appropriate that the information about publications and other research, scholarly and artistic output be based on the academic year (July 1 to June 30).

Though the information under this criterion may be more obviously relevant to an instructional program or a research program, we think it important for both kinds of programs to have data about student

numbers and research output to get a sense of the overall demands on those involved in the program. It should be noted that the table for complement size includes a category for "Students (Non-research)" which refers to students who are employed in non-research activity (such as TA's or office assistants).

It is important that you bring to our attention any significant points that may help us to understand the figures in the tables.

* Complement size data is available in the "Distribution 2012" tab of the excel document. Student metrics are in the "Student Degrees" and the "Student Headcount" tabs. Research metrics are in the "Research Agency", "Grants & Contracts", "Faculty w External Research" and the "External Research" tabs.

Criterion 5: Quality of program inputs and processes
This criterion will focus on the various inputs and processes employed by the program in meeting its objectives.

The task force will look for evidence concerning the quality of such inputs as students, faculty, equipment and facilities, and indicators of quality of processes such as pedagogy.

Under this criterion we ask you to provide information about the quality of the "raw materials" used in your program. This would include the quality of faculty as indicated by awards for teaching or scholarly work, Canada Research Chairs or other chairs connected with the program, and other signs of recognition of faculty excellence. It would also include the quality of students as indicated by their averages entering the program, and their success in obtaining competitive scholarships or graduate funding. If you have indicated under criterion 2 that your program has limited admissions, you may indicate here what the entering GPA is for students in the program. Facilities, equipment or technology distinctive to the program should also be mentioned.

We are also interested in any steps that have been taken to enhance the quality of the program. This might include review of the curriculum resulting in program changes, introduction of experiential learning, exchange or co-op components to instructional programs, or redefinition of the program's goals or target audience.

Criterion 6: Quality of program outcomes
This criterion will focus on the success of the program's accomplishments.

The task force will ask those offering the program to comment on the appropriate measures of success and to demonstrate how the achievements of the program can be assessed according to these measures.

We understand that the success of programs may be measured in many different ways. In connection with this criterion, we are asking units to explain to us what outcomes they would be looking for to indicate that the program is successful. In the case of instructional programs, such success might be indicated by graduation rates, the rate of students going on to advanced degrees or the placing of students in employment. For research programs or centres, success might have to do with the output of research, scholarly and artistic work, success in obtaining major grants or the development of partnerships with research collaborators or clients. It would be helpful if objective or external measures of success are included, though we know that these will not always be available.

Please indicate whether any existing process of accreditation or certification is optional or required for the program, whether or not the program participates in the process and, if so, what the outcomes have been.

The final question under this criterion asks you to discuss the success of the program relative to similar programs at other universities. The TransformUS project of program prioritization focuses our attention on comparisons within the university, and these comparisons will have the greatest impact on our final recommendations. We know, however, that at least for some programs, success is measured in relation to comparable programs at other universities, perhaps because the program here has distinctive features or because its quality is acknowledged to be superior. This question invites you to comment on this issue.

It will be noted that this criterion has been assigned the highest weight by the task force. This is consistent with the university's commitment to encouraging excellence in both instructional programs and research.

Criterion 7: Revenue and other resources generated by the program
This criterion will focus on the revenues that are attributable to the program's efforts.

The revenues considered under this criterion includes grant revenue tied to student enrollment, Tri-Council and other research funding, fees and cost recovery charges, sponsorships, endowment income and private donations. Consideration will also be given to the generation of other resources for the program, such as in-kind contributions.

In connection with this criterion, we are asking you to think broadly about the resources that are available to support the program. We are, of course, asking for information about grants, research revenues and other items for which central university data are available.*

In addition, we invite you to provide information about other resources that may be used in connection with the program, such as in-kind contributions, effort by volunteers or retirees, or infrastructure outside the university system.

Since we will be making our assessment based on data for one year of operation of the program, we would also ask you to bring to our attention anything that might be anomalous about the resources that are recorded for this year. This might include such things as large one-time research or project grants, or revenue adjustments that occurred in that year.

* This data is available in the "Distribution 2012" tab of the excel document.

Criterion 8: Costs and other expenses associated with the program
This criterion will focus on the expenses incurred by the program in conducting its activities.

Units will be asked to give a comprehensive view of the costs of programs, including assigned overhead, travel and administrative costs, and salaries. Consideration will also be given to demonstrable efficiencies in the way programs are delivered.

It is by linking the costs of programs with their level of priority for the university that the university will be able to make choices about how to meet its targets for financial savings. Costs include resources such as time, people, money, facilities and technology. Under this heading, you are asked to provide information about the costs that must be borne to maintain the program. This includes the costs associated with salaries for faculty, staff and others, and the non-salary costs related to operations, equipment and physical infrastructure. Capital expenditure, which would include facilities and infrastructure, technology, buildings and lands, classroom and instructional space and research space, would also be covered in this section.*

The centrally-generated data that will be provided on the worksheet will use the categories used by the university to track financial data. The information about indirect costs will be the information generated in the TABBS process.

It is also under this heading that we ask you to provide an estimation of the proportion of the total resources available to your unit that is dedicated to the program, as well as an estimation of the proportion of those resources that is used for administrative and public service activities.

Since we will be making our assessment based on data for one year of operation of the program, we would also ask you to bring to our attention anything that might be anomalous about the costs that are recorded for that year. This might include large investments in new technology or equipment, for example, or costs associated with special events.

* This data is available in the "Distribution 2012" tab of the excel document.

Criterion 9: Impact, justification and overall essentiality of the program

This criterion will allow the program to describe its importance to the institution and the value it creates through its efforts.

Under this criterion, the task force will be asking academic units to indicate how their programs are aligned with University of Saskatchewan priorities and to indicate what risks would be created for the institution were the program to be eliminated.

Over a period of approximately 15 years, the university has engaged in a systematic process of integrated planning through which institutional priorities have been articulated and refined. It is essential to the program prioritization process that the task force obtain a clear picture of how the program is aligned with these stated institutional priorities. The template provides a link to planning documentation laying out the university's priorities, and an opportunity to explain how the program reflects those priorities.

In addition to the alignment with university priorities, we are asking you to explain why you think this program is valuable. Here, you may identify characteristics of the program that make the program essential to the university or beyond the university, and that would justify its maintenance or enhancement.

It is this criterion that gives you a chance to make your strongest case for a place among the highest priorities of the university.

Criterion 10: Opportunity analysis of the program

This criterion will allow the program to describe the additional contributions it could make with specified additional resourcing or reconfiguration.

Units will be asked to outline significant additional contributions that a program could make with enhanced resourcing of a particular kind, or if it was reconfigured in a particular way.

We are aware that much planning has already occurred within units, and that new options have already been identified. For some programs, the most promising way forward may lie in reconfiguration – merger with other programs, assignment to other units, or significant investment to take advantage of new opportunities. Where there is overlap with other programs, reduction in the scope of a program or combination of the programs may be a desirable option.

Under this criterion, we invite you to indicate what possibilities have been considered or may be considered in future to strengthen or reconfigure the program, and to suggest possible ways the efficiency of the program might be increased.

Appendix A - Navigating the Template and Data: Quick Reference

Academic Template Criteria	Data Worksheet Location
Criterion 3 – Internal Demand	
3.1 Department Service Teaching Activity	"Service Teaching" tab
Criterion 4 – Size, Scope and Productivity (Complement Size)	
4.1 2011-12 Complement Size	"Distribution 2012" tab, rows 30 to 41
Total Department	Cells D31 to D41
% Attributed to program	Columns H, J, L… (highlighted yellow) Rows 31-41
Criterion 4 – Size, Scope and Productivity (Student Metrics)	
4.3 Student Metrics	"Student degrees"; "Student Headcount" tabs
Degrees/credentials granted	"Student Degrees" tab, columns T to W
Student Headcount	"Student Headcount" tab, columns T to X
Criterion 4 – Size, Scope and Productivity (Research Metrics)	
4.4 Research Metrics	"Research Agency"; "Grants & Contracts"; "Faculty w External Research" tabs
Total non Tri-Agency research revenue ($)	"Research Agency" tab columns D to G
Total Tri-Agency research revenue (S)	"Research Agency" tab columns D to G
Number of grants and contracts	"Grants & Contracts" tab columns N to P
Percent of faculty holding external research funding	"Faculty w External Research" tab columns O to Q
Criterion 7 - Revenue and other Resources Generated by the Program	
7.1 2011-12 Revenue	"Distribution 2012" tab
Total department	Cells D4 to D9
% attributed to program	Columns G, I, K, etc. and rows 4 to 9
Criterion 8a – Costs and other Expenses Associated with the Program (Salary)	
8.1 2011-12 Salaries & Benefits	"Distribution 2012" tab
Total department	Cells D10 to D21
% attributed to program	Columns G, I, K, etc. and rows 10 to 21
Criterion 8b – Costs and other Expenses Associated with the Program (Non-Salary)	
8.2 2011-12 Non-Salary Direct Costs	"Distribution 2012" tab
Total department	Cells D22 to D26
% attributed to program	Columns G, I, K, etc. and rows 22 to 26

Appendix B - Academic Template: Data Definitions

Employee Complement Metrics (Academic and Support Templates)

Applicable Template Sections	Allocation to Program Level Required?
Criteria 4 – Size, Scope, and Productivity (Full Time Equivalents)	Yes
Criteria 8 – Costs and Other Expenses Associated with the Program (Salaries and Benefits)	Yes

Complement Size (Full Time Equivalency - FTE):
  Data is based on all employee activity over the fiscal year period (May 1 to April 30) meaning that the data captures all employees that existed in some capacity over the fiscal year. This includes all employees that are active or on paid leaves at any point in the fiscal year but excludes individuals that are on unpaid leaves, retired, terminated, suspended, and deceased. In addition, it includes activity funded by Operating, Ancillary, Student Financial Aid, Research, Endowment, Capital Funds, and Central Funds administered by colleges/units.   It is important to note that FTE activity is attributed to the funding source (i.e. the campus unit that pays part or all of the salary) of the employee.

Categories of FTE complement:
  - **Faculty & Librarians** – Comprised of employees who are within scope of the University of Saskatchewan Faculty Association (USFA) as well as those who are exempt based on the USFA certification order. Includes clinical services earnings paid to clinical faculty.
  - **Research** - Includes research professionals, as well as administrative and support staff who are paid from all funding sources, as well as students that are paid from research funds.
  - **Senior University Administration** – Comprised of employees who are in senior administrative positions at the university level. Examples include: President, Vice-Presidents, Associate Vice-Presidents, Vice-Provosts, University Secretary, University Auditor and Director of InterVac.
  - **Senior College Administration** – Comprised of employees who are in senior administrative positions at the college level. Examples include: Deans/Executive Directors, Vice-Deans and Associate Deans.
  - **Administrative & Professional** - Comprised of administrative and professional staff in colleges and administrative units that are either exempt from any bargaining unit or within the scope of the Administrative and Supervisory Personnel Association (ASPA). Examples include: storekeepers, administrative and department assistants, department managers, nurses, pharmacists, information technology professionals, accountants, analysts, auditors, communications professionals, student counsellors, student central officers, lab and program coordinators, and demonstrators.
  - **Support** - Comprised of support staff in colleges and administrative units that are in positions within the scope of CUPE 1975. Examples include: custodial and grounds, maintenance trades, library assistants, laboratory/dental/animal/clinical technicians, campus safety officers, and clerical staff.
  - **Sessional Lecturers**- This includes employees responsible for teaching a credit course and remunerated on a per course basis. Includes employees in colleges that are in positions within the scope of CUPE 3287.

- **Residents and Internes** - Includes employees who are represented by the Professional Association of Internes and Residents of Saskatchewan (PAIRS).
- **Students (Non-Research)** - Includes students who are employed in non-research related positions at the University of Saskatchewan, ie: students paid from all funds except research funds. Students paid from research funds are included in the Research category above.
- **Other** - Includes clinical instructional staff, recreational and resident assistants, other instructional, post-doctorate and senior fellows, teaching and service fellowships, and honoraria.

Student Metrics:

Applicable Template Sections	Allocation to Program Level Required?
Criteria 3 – Internal Demand (Department Service Teaching Activity)	No
Criteria 4 – Size, Scope, and Productivity (Degrees Granted and Student Headcount)	No

Department Service Teaching Activity:

- **Service Teaching** - Reflects the percentage and activity of students in classes whose college/department of registration does not match the college/department that has jurisdictional/academic control over the subject area.
- **Three Cue** - The academic credit units assigned to a class section divided by 3. A class section of a course with 3 academic credit units is counted as one 3 CUE. A class section of a course with 6 academic credit units is counted as two 3 CUE.
- **Class College Desc** – the college of the class (i.e. the college that has jurisdictional/academic control over the subject area)
- **Class Department Desc** – the department of the class (i.e. the department that has jurisdictional/academic control over the subject area)

Students from:

- **Within Department** – students enrolled in classes from the department of their major.
- **Within College** - students enrolled in classes from the college of their major but outside of the department of their major.
- **Inter-College** – students taking classes from colleges other than the college of their major

Degrees/Credentials Granted:

- **Degrees/Credentials (Qualifications)** – Count of degrees, certificates and diplomas awarded to students in the convocation year.
- **Aboriginal** – students who have self-declared Aboriginal status and who are not international residence status at the time of convocation.
- **International** – students who are international residence status at the time of convocation, that is, they pay tuition differential as they are not Canadian citizens or permanent residents.
- **Out of Province** – students who originate from Canadian high schools outside of Saskatchewan.
- **Major College Desc** – the college of the major that the student received their qualification in.

- **Major Department Desc** – the department of the major that the student received their qualification in
- **Major Desc** – the first major of listed in in the Student Information System that the student received their qualification in.
- **Degree Desc** – the degree that was awarded to the student

Student Headcount:

- **Headcount** – count of distinct students who are registered in at least one class at the end of any term during the academic year. The count excludes exchange or maintenance of status students.
- **Aboriginal** – students who have self-declared Aboriginal status and who are not international residence status.
- **International** – students who are international residence status, that is, they pay tuition differential as they are not Canadian citizens or permanent residents.
- **Out of Province** – students who originate from Canadian high schools outside of Saskatchewan.
- **Major College Desc** – the college of the student's first major.
- **Major Department Desc** – the department of the student's first major.
- **Major Desc** – the first major of the student listed in in the Student Information System.
- **Program Desc**– the program that the student is enrolled in.

Research Metrics (Department Level):

Applicable Template Sections	Allocation to Program Level Required?
Criteria 4 – Size, Scope, and Productivity (Grants & Contracts and Faculty Research)	No

Research financial data

The research revenue activity in all **4xxxxx funds**, grouped by specific 1xxx level organization. Revenue has been summarized as non Tri-Agency revenue and Tri-Agency revenue. Data has been provided for three fiscal years: 2009/10, 2010/11, 2011/12. Please note that the research financial data is a component of the **total** financial data numbers.

- **Total non Tri-Agency revenue** - is all funding sources not included in Tri-Agency.
- **Tri**-**Agency revenue** – is all funding provided by the Canadian Institutes of Health Research (CIHR), the Natural Sciences Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC).
- **Number of Grants and Contracts:** Represents the total number of research grants and/or contracts awarded to researchers in a department, within a given fiscal year. This excludes continuous research funds but is inclusive of grants or contracts where there was no exchange of funds or transfers out of funds.
- **Percent of Faculty Holding External Research Funding** - represents the percent of faculty researchers within a department (as defined by Nov 1 HR-based headcount of a given year) that hold an active research grant or contract (as principal investigator, as recorded in the Research Services database) that was awarded at some point in the 5 fiscal years preceding the Nov 1

Appendix B

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headcount date. This excludes continuous research funds and grants or contracts where there was no exchange of funds or transfers out of funds.

- **Researchers** - are defined as anyone who is awarded a research grant or contract as recorded in the Research Services database.
- **Faculty researchers** - are defined as tenure and tenure track faculty members including those on sabbatical, paid education, or administrative leaves, and excluding those on long term disability as well as adjuncts and other similar positions (e.g. emeritus).   A faculty researcher has only one department which is defined as the primary department for the faculty as recorded in the Human Resources database.

Financial Metrics:

Applicable Template Sections	Allocation to Program Level Required?
Criteria 4 – Size, Scope, and Productivity (Dept. Tri-Agency and Non-Tri Agency Revenue)	No
Criteria 7 – Revenue and Other Resources Generated by the Program	Yes
Criteria 8 – Costs and Other Expenses Associated with the Program (Non-Salary Costs)	Yes

Financial data

Centrally provided financial data for the 2011/12 fiscal year is the revenue, expense and inter-fund transfer activity in Chart 1 in **ALL** funds (Operating, Ancillary, Student Financial Aid, Research, Endowment, Capital Funds, and Central Funds administered by colleges/units), grouped by specific 1xxx level organization code. The classification of the revenues and salary and non-salary expenses is the same format as when the data is viewed in FAST, sorted by "Acct" (see illustration, below).

UNIVERSITY OF SASKATCHEWAN

FAST screenshot – sorted by account (Acct)

FAST - Windows Internet Explorer

https://fast.usask.ca/FASTFINANCE/baseline/FAST.asp?RF=1&FY1FP1=201114&FY2FP2=-&SB=4&BF=AA&NF=2&FR=frmMe&A=-&AC=-&AT=-&ATL=-&AHC=Y&AL=0&C=T&CS=-&GL=1&F=-&FD=SUMS&FHC=Y&FT=

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Expenses - Diploma option... | FAST

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UNIVERSITY OF SASKATCHEWAN

Version: 3.6.1.276
Environment: UNIFI FAST

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Current Year ▾ | Period: Apr-2011 (Year End) ▾ | By Acct ▾ | Form: SUMS (LOS235) Display 0.00 ▾

Chart 1 **Orgn** 4015 Pharmacy and Nutrition **Period:** Apr-2011 | **As At:** 2013/06/28 03:52:AM

AcctLevel ▼ 1	Title	Apr-2011 Month Actual	Apr-2011 YTD Actual	O/S Commitments	YTD Total Activity	Annual Budget	$ Ann.Bud Variance	Budget Fav/Unfav
Revenue								
5A	Grants & Contracts - Govt of Canada	0.00	474,523.61	0.00	474,523.61	0.00	474,523.61	F
5B	Grants & Contracts - Govt of Sask	-270,070.86	1,239,956.40	0.00	1,239,956.40	691,314.00	548,642.40	79.4% F
5C	Grants & Contracts - Other Govts	0.00	5,000.00	0.00	5,000.00	0.00	5,000.00	F
5D	Grants & Contracts - Non-government	-38,968.04	594,508.80	0.00	594,508.80	267,600.00	326,908.80	122.2% F
5E	Student Fees	0.00	148,455.54	0.00	148,455.54	90,500.00	57,955.54	64.0% F
5F	Donations	0.00	780,592.44	0.00	780,592.44	122,860.00	657,732.44	535.4% F
5G	External Sale - Services & Products	0.00	29,647.28	0.00	29,647.28	9,000.00	20,647.28	229.4% F
5H	Interest & Income from Investments	0.00	663,007.73	0.00	663,007.73	81,270.00	581,737.73	715.8% F
5J	Miscellaneous Income	0.00	4,897,628.52	0.00	4,897,628.52	4,865,165.45	32,463.07	0.7% F
	Subtotal	-309,038.90	8,833,320.32	0.00	8,833,320.32	6,127,709.45	2,705,610.87	
	Total Revenue	-309,038.90	8,833,320.32	0.00	8,833,320.32	6,127,709.45	2,705,610.87	
Salary Expenditures								
6A	Salaries	0.00	5,570,281.83	0.00	5,570,281.83	5,179,813.52	-390,468.31	7.5% U
6B	Employee Benefits	0.00	698,934.01	0.00	698,934.01	672,708.50	-26,225.51	3.9% U
	Subtotal	0.00	6,269,215.84	0.00	6,269,215.84	5,852,522.02	-416,693.82	
	Total Labour	0.00	6,269,215.84	0.00	6,269,215.84	5,852,522.02	-416,693.82	
Non-Salary Expenditures								
7A	Operational Supplies and Expenses	0.00	1,302,379.59	14,337.65	1,316,717.24	979,643.00	-337,074.24	34.4% U
7B	Travel	0.00	185,672.16	0.00	185,672.16	67,450.00	-118,222.16	175.3% U
7D	Maintenance, Rental and Renovations	0.00	4,380.45	0.00	4,380.45	3,088.00	-1,292.45	41.9% U
7G	Scholarships, Bursaries and Prizes	0.00	531,140.84	0.00	531,140.84	32,580.00	-498,560.84	1,530.3% U
7J	Capital Assets	0.00	750,278.97	1,610.15	751,889.12	43,700.00	-708,189.12	1,620.6% U
7K	Internal Cost Recoveries	0.00	-36,584.33	0.00	-36,584.33	-23,000.00	13,584.33	59.1% F
	Subtotal	0.00	2,737,267.68	15,947.80	2,753,215.48	1,103,461.00	-1,649,754.48	
	Total Expenditures	0.00	2,737,267.68	15,947.80	2,753,215.48	1,103,461.00	-1,649,754.48	
Transfers								
8A	Transfers	-2,651.70	-403,632.18	0.00	-403,632.18	-14,279.00	389,353.18	2,726.8% F

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The financial information has been reorganized as follows:

Template Categories	FAST Account Categories
Revenue	
Operating Allocation	Account 59008
Grants & Contracts	5A – Grants & Contracts – Government of Canada
	5B – Grants & Contracts – Gov't of Saskatchewan
	5C – Grants & Contracts – Other Governments
	5D – Grants & Contracts – Non-Governments
Student Fees	5E –Student Fees
Donations	5F – Donations
Other Revenue	5G – External Sales – Services & Products
	5H – Interest & Income from Investments
	5I – Real Estate Income
	5J – Miscellaneous Income (excluding Account 59008)
Expenses	
Salaries	6A – Salaries
Employee Benefits	6B – Employee Benefits
Operational Supplies & Expenses	7A – Operational Supplies & Expenses
Travel	7B – Travel
Scholarships, Bursaries & Prizes	7G – Scholarships, Bursaries & Prizes
Other Expenses	7C – Cost of Goods Sold
	7D – Maintenance, Rental, & Renovations
	7E – Utilities
	7F – Amortization
	7H – Interest on Debt
	7I – Bad Debt Expense
	7J – Capital Assets
	7K – Internal Cost Recoveries
	8A – Interfund Transfers