

# OPERATIONS FORECAST

2015-2016

Approved by the board of directors

September 26, 2014



Tomorrow  
in the making.

# **SASKATCHEWAN POLYTECHNIC**

## **OPERATIONS FORECAST 2015-16**

**Approved by:  
Saskatchewan Polytechnic Board of Directors  
September 26, 2014**

# Table of Contents

---

<b>Table of Contents</b> .....	<b>2</b>
Institutional Context .....	1
Introduction .....	1
Mandate.....	1
Vision.....	2
Mission.....	2
Values.....	2
Our Strategic Differentiators .....	2
Strategic Themes.....	3
Strategy Map and Strategic Goals.....	3
<b>Financial Requirements AY 2015-16</b> .....	<b>5</b>
Status Quo Budget Requirement Scenario .....	5
Assumptions.....	6
Tuition Fee Increase .....	6
Expected Impact – 0% and 2% Growth Target Budget Scenarios.....	7
Other Funding Requirements for AY 2015-16 .....	7
Capital Construction Funding Needs.....	8
Major Capital Projects.....	9
New Operating and Capital Initiatives .....	9
<b>Alignment of Saskatchewan Polytechnic Initiatives with Strategic Priorities of the Government</b> .....	<b>10</b>
<b>Sustainability Measures</b> .....	<b>14</b>
2013-14 .....	14
2014-15 .....	15
2015-16 .....	16
<b>Appendix A</b> .....	<b>18</b>
Status Quo Expenditures - 0% Grant Increase .....	18
Expected Impact - 2% Grant Increase .....	19
Supplementary Salary Detail.....	20
<b>Appendix B</b> .....	<b>21</b>
Saskatchewan Polytechnic Degree Granting Rolling Plan.....	21

## Institutional Context

### Introduction

In 2014, the Saskatchewan Institute of Applied Science and Technology (SIASST) became Saskatchewan Polytechnic. We are the Province's only polytechnic<sup>1</sup> and its primary institution for post-secondary applied education and research. Our programs touch every sector of the economy and include apprenticeship training, certificates, diplomas and degrees. As well, our delivery of Adult Basic Education (ABE) acts as a core foundation and stepping-stone to advancing career opportunities. We fuel growth in Saskatchewan by providing qualified work-ready graduates to meet labour market demand. However, with the surge in growth our capacity has become filled. We need increased capacity to respond to the escalating skills shortage.

Through program and course registrations, Saskatchewan Polytechnic serves almost 26,500 distinct students and, with one of our key priorities being the recruitment of international students and newcomers, we expect that number to rise substantially. Over 12,800 full load equivalent (FLE) students were enrolled in Saskatchewan Polytechnic programming during 2012-13 and our key performance indicators show impressive results: 94% employment rate for AY 2012-13 graduates, with 96% staying in the province one year after graduation. Saskatchewan Polytechnic operates campuses in Moose Jaw, Prince Albert, Regina and Saskatoon, and extends its reach province-wide by partnering with regional colleges and First Nations and Métis education institutions. Saskatchewan Polytechnic provides numerous courses and programs through continuing education and distance education.

We have a long history of responsiveness to technical and community education needs. Through partnerships with business and industry, Saskatchewan Polytechnic ensures programs match opportunities in the real world. For AY 2012-13, the employer satisfaction rate with the overall preparation of our graduates was an impressive 94%. A consultative approach and commitment to practical learning enables Saskatchewan Polytechnic graduates to hit the ground running in their respective fields. Contributing at a high level to Saskatchewan's economic and social development, Saskatchewan Polytechnic provides the post-secondary technical and skills education that the province needs to continue growing and prospering.

### Mandate

Under *The Saskatchewan Polytechnic Act, S.S. 2014, c. S-32.21*, Saskatchewan Polytechnic may provide:

- (a) courses and programs of study, instruction or training, and related services, in academic, scientific, trade, technical, technological and vocational fields of education;
- (b) subject to *The Degree Authorization Act*, university programs, by agreement and on the basis agreed to with any university within or outside Saskatchewan;
- (c) courses or programs of instruction or training that have been determined to be required with respect to a trade pursuant to *The Apprenticeship and Trade Certification Act, 1999*;
- (d) courses, programs and seminars of a continuing education nature;
- (e) credit programs through a regional college as defined in *The Regional Colleges Act*;

---

<sup>1</sup> The polytechnic model of education enables students to choose among degree-level programming, certificate, diploma, apprenticeship and post-graduate credentials. These career-ready graduates bring a high level of practical experience to the workforce. Polytechnics support industry innovation and are committed to student involvement in applied research.

- (f) student services, career counselling, adult basic education, language training, literacy programming, and newcomer integration services;
- (g) training and services, including applied research, to governments, corporations, persons or other bodies with respect to courses, programs and related services that the polytechnic provides or expertise or facilities it possesses, on any terms that the polytechnic considers appropriate;
- (h) services to encourage and support scholarly activity related to programs of study provided by the polytechnic;
- (i) any other post-secondary education and training-related functions or activities that may be prescribed in the regulations.

## Vision

By 2020, our expertise in responsive applied education and research that meet student and market needs will make us globally recognized as the first-choice polytechnic in Canada.

## Mission

To educate students and provide skilled and successful graduates.

## Values

**RESPECT** – We care about one another and about our workplace. We foster an open and inclusive environment that embraces diverse cultures, heritages and opinions; we learn, work and support each other as one team.

**INTEGRITY** – We are committed to being accountable and transparent. We are honest with one another. We hold ourselves to high standards of ethical behavior and take responsibility for our actions.

**EXCELLENCE** – We go above and beyond what is normally expected to achieve excellence in our teaching, in our programming, in our learning and in our services. We accomplish this by maintaining high standards, strong competencies, committed partnerships and by being responsive and accessible.

**SUSTAINABILITY** – We work, live and learn in a socially and environmentally responsible manner. We support the health, safety and overall wellbeing of our students, employees and partners. We are conscientious stewards of our resources and continuously look for entrepreneurial and creative ways to strengthen and improve our organization. These considerations underlie all our actions, behaviors and decisions.

## Our Strategic Differentiators

**Polytechnic status** – We are the only Polytechnic in Saskatchewan and one of 11 in Canada.

**Employer-driven and student focused** – We provide practical career-oriented education and training. Our business and industry partnerships allow us to design programs, curriculum and learning experiences that meet workforce needs.

**Applied education / job readiness** – We are known for our ability to provide highly skilled and job ready graduates. Saskatchewan’s booming economy and growth plans underscore the need for more graduates who can hit the ground running.

**Globally recognized programs** – Many of our programs are nationally and globally recognized. Students from around the world take programs from Saskatchewan Polytechnic and the number of international students who come to us to pursue their education is growing.

**Accessibility** – We bring education to our students. With four campuses across the province, expanded online learning options, and other outreach programs, students can pursue their educational path close to home.

**Enhanced student supports for Aboriginal, international and newcomer students and other diverse learners** - We focus on supporting the needs of our diverse student base. We continually improve and adapt our student supports to respond to student requirements.

## Strategic Themes

In 2014, the Saskatchewan Polytechnic’s board of directors approved a renewed Strategic Plan 2014-2020. As Saskatchewan’s only polytechnic and its primary institution for post-secondary applied education and research, the Saskatchewan Polytechnic contributes to economic development and social well-being within the province by focusing initiatives on four well-defined strategic themes:

- *Making successful careers possible*
- *Advancing economic and social prosperity*
- *Pursuing excellence in program quality and innovation*
- *Leading organizational effectiveness*

## Strategy Map and Strategic Goals

To ensure Saskatchewan Polytechnic demonstrates accountability to its diverse stakeholders, a balanced scorecard management framework has been adopted. Saskatchewan Polytechnic’s strategy map identifies 18 strategic goals in support of Saskatchewan Polytechnic’s vision, mission and strategic destination. This framework aligns strategy deployment with organizational goals, initiatives, metrics and enterprise risk. A performance measurement scorecard with corresponding annual targets and comparable benchmarks is used to ensure Saskatchewan Polytechnic makes substantial progress towards achieving its goals. These annual performance targets and available results are clearly identified in the 2014-15 Operating and Capital Plan (OCP), thereby creating a direct link between each strategic initiative and the measure it is intended to impact.

With a refreshed and renewed Strategic Plan 2014-2020, Saskatchewan Polytechnic will concentrate its efforts over the next six years on meeting its new vision of being globally recognized as the first-choice polytechnic in Canada by 2020.

# SASKATCHEWAN POLYTECHNIC STRATEGY MAP

## VISION

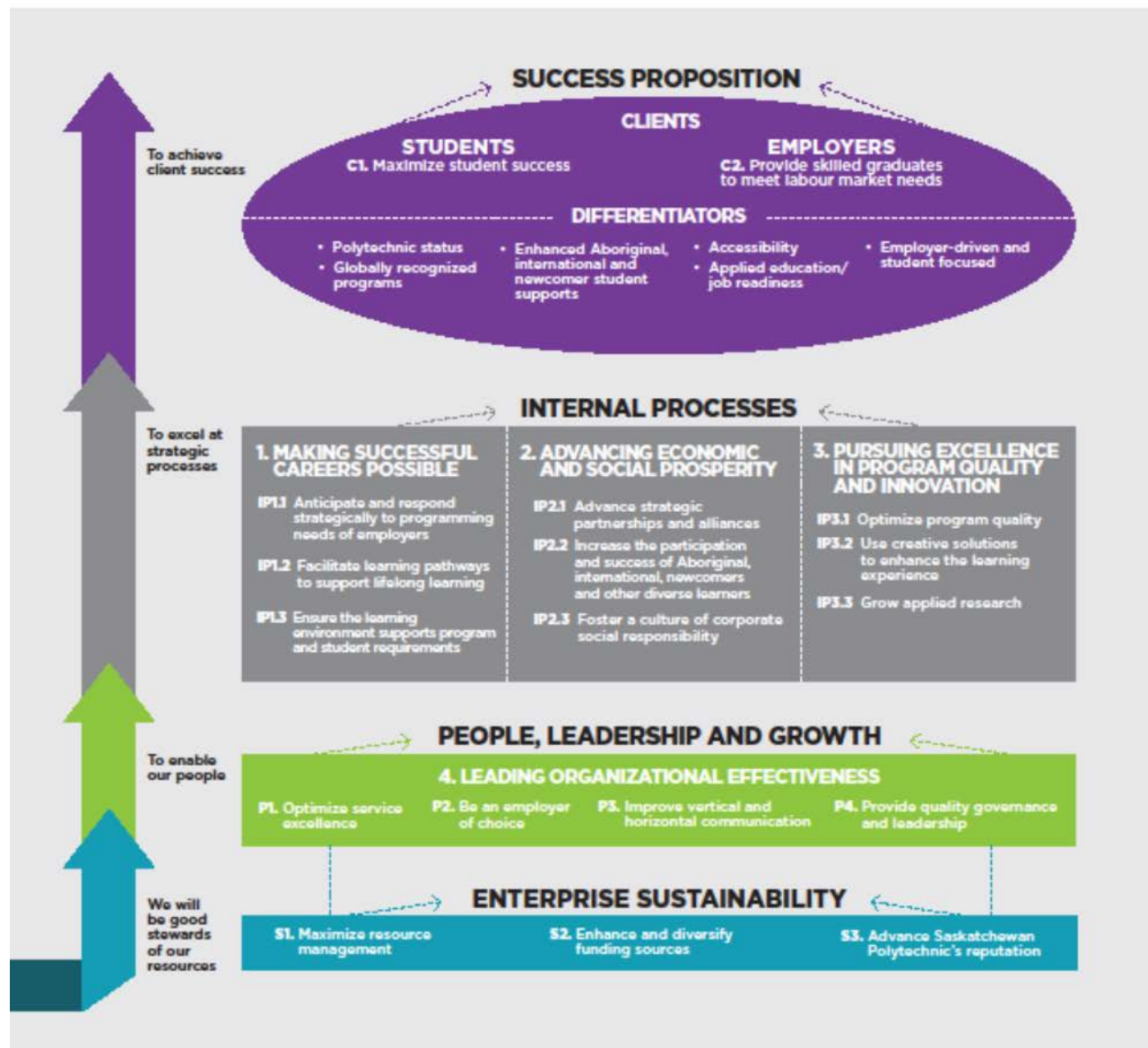
By 2020, our expertise in responsive applied education and research that meet student and market needs will make us globally recognized as the first-choice polytechnic in Canada.

## MISSION

To educate students and provide skilled and successful graduates.

## VALUES

Respect  
Integrity  
Sustainability  
Excellence



# Financial Requirements AY 2015-16

Saskatchewan Polytechnic's Operations Forecast provides an opportunity to present the Ministry of Advanced Education (AE) with financial information to assist the Ministry in developing its budget for the Saskatchewan post-secondary system. Guidelines issued by the Deputy Minister for development of the Operations Forecast emphasize the 2015-16 budget is expected to continue to focus on sustainable funding and fiscal restraint while meeting the challenges of growth. The *Saskatchewan Plan for Growth* outlines the government's roadmap to the year 2020 and emphasizes that improved quality of life in Saskatchewan is the purpose of growth. Saskatchewan Polytechnic factors predominantly in this plan. Saskatchewan Polytechnic was asked to provide information, as follows:

1. Status quo requirements – cost to maintain operations at 2014-15 levels
2. Expected impact – 0% growth target and 2% growth target
3. Capital construction funding needs – preventive maintenance and renewal, and major capital
4. New initiatives
5. Sustainability measures – changes made in 2013-14, as well as changes planned for 2014-15 and 2015-16

Saskatchewan Polytechnic's strategies align with government priorities, as do its primary outcomes of maximizing student success and providing skilled workers to meet the increasing labour market needs of the province. The institution continues to meet government expectations by demonstrating responsible fiscal management and by delivering effective, efficient and innovative programs and services to the public.

## Status Quo Budget Requirement Scenario

Saskatchewan Polytechnic requires the following additional funding to notionally maintain programs and resources at the same levels as 2014-15. (See Appendix A for further details on status quo expenditures.)

Requested Increases to Base Funding AY 2014-15	Amount
<b>2014-15 deficit, less one-time items</b>	<b>\$1,331,000</b>
2015-16 academic collective bargaining agreement approved mandate increase to address market competitive issues in certain pay bands	\$1,507,000
2015-16 academic collective bargaining agreement settlement	\$1,320,000
2015-16 professional services collective bargaining agreement settlement	\$595,000
2015-16 out of scope cost of living compensation increases	\$219,000
Movement through salary bands	\$1,000,000
Tuition Increase at 4%	(\$625,000)
Inflationary increase	\$817,000
<b>Total</b>	<b>\$6,164,000</b>



Saskatchewan Polytechnic continues to face significant budgetary pressures for 2014-15. The 2014-15 budgeted deficit of \$2,949,000 is driven by new strategic initiatives that will be funded through Saskatchewan Polytechnic's unrestricted operating surplus. Although a portion of the strategic initiatives are one-time, a significant portion will require ongoing resources.

The 2014-15 budgeted deficit does not include \$1,507,000 related to an approved mandate increase to address market competitiveness issues in certain pay bands within the SIAST Faculty Association (SFA). Mid-year funding has been requested for this amount in 2014-15; however, these costs are ongoing and will require resources in 2015-16 and beyond. Additionally, 2015-16 will see further increments related to the SFA Collective Bargaining Agreement (CBA) as well as the recently ratified Saskatchewan Government Employee's Union (SGEU) CBA for Professional Services employees and equivalent cost of living increments of out of scope employees.

## Assumptions

- The \$1,507,000 is an estimate of the costs related to the approved mandate to address market competitiveness issues in certain pay bands within the SFA. This is an on-going annual amount that was not included in the 2014-15 deficit; however, mid-year funding has been requested.
- The \$1,320,000 is an estimate of the incremental cost of the academic CBA for 2015-16, in addition to the above mentioned \$1,507,000.
- The \$595,000 is an estimate of the incremental cost of the professional services CBA for 2015-16.
- The \$219,000 is an estimate of the incremental cost of living compensation adjustment for out of scope employees for 2015-16, this estimate assumes an increment equivalent to the professional services CBA.
- Movement through the salary bands represents the additional salary costs incurred as a result of employees' regular annual increments due to seniority as per the collective agreements. \$1,000,000 is a reasonable estimate based on the experience of recent years.
- The \$817,000 is based on an inflationary increase of 2% using the following calculation:

Inflationary Increase	Amount
2014-15 total budgeted non-salary expense	\$76,290,000
Cost of goods sold	(5,667,000)
Accommodations grant	(29,750,000)
<b>Total</b>	<b>\$40,873,000</b>
<b>Inflation @ 2%</b>	<b>\$817,000</b>

## Tuition Fee Increase

Saskatchewan Polytechnic anticipates a tuition fee increase of 4%. Although this is higher than growth in the consumer price index, proposed Saskatchewan Polytechnic tuition fees are competitive with other college tuition fees in neighbouring provinces and considerably more affordable than university tuition fees within the province. Saskatchewan students pay just 12% of the real cost of their Saskatchewan Polytechnic program of study.

***A 4% increase in tuition fees would net \$625,000 in additional revenue.***

## Expected Impact – 0% and 2% Growth Target Budget Scenarios

For each of the past three years, either due to funding Collective Bargaining Agreements (CBAs) or investing in new strategic initiatives to respond to student and employer needs, Saskatchewan Polytechnic has asked all academic and administrative divisions to achieve targeted levels of savings when preparing their budgets. Sustainability measures identified have included a mix of revenue increases, program rationalization, position eliminations and reductions in various non-salary expenses such as travel. The significant sustainability measures already implemented in recent years, combined with the unrestricted operating surplus anticipated to be close to depletion entering 2015-16 as well as a number of new strategic initiatives that require on-going resources, leaves Saskatchewan Polytechnic with minimal capacity to absorb further shortfalls.

The 2% growth scenario indicates Saskatchewan Polytechnic would be left with a \$3,789,000 funding shortfall. The 0% growth scenario would leave Saskatchewan Polytechnic with a \$6,164,000 shortfall. Either of these scenarios would require Saskatchewan Polytechnic to prioritize its operations resulting in suspensions of academic programs and reductions in educational services. On average, a \$3,789,000 shortfall would have the potential to impact approximately 55 staff and 730 students, while a \$6,164,000 shortfall could impact 95 employees and 1,200 students. Saskatchewan Polytechnic would continue to make every effort to minimize the impact of any necessary budget reductions on students and employees; however, given the budgetary reductions Saskatchewan Polytechnic has been required to make in recent years combined with the ongoing strategic initiatives, options are becoming very limited.

## Other Funding Requirements for AY 2015-16

Recent reduced levels of capital funding, combined with shortfalls in operating funding, have not allowed Saskatchewan Polytechnic to replenish capital at the rate required to maintain the current capital asset base. Given the hands-on, capital intensive nature of much of Saskatchewan Polytechnic's programming, the current capital funding level represents a significant impediment to its ability to provide high quality training to its students and to meet labour market expectations and growth forecasts. Saskatchewan Polytechnic requires at a minimum that the \$1,091,000 provided for Preventative Maintenance and Renewal (PMR) be maintained in 2015-16. Saskatchewan Polytechnic will also be submitting proposals to access a portion of the \$2,000,000 allocated to support a new strategic stream of PMR funding. Saskatchewan Polytechnic's capital pressures are addressed further on page 8.

The 2014-15 budgeted deficit does not include \$1,507,000 of costs related to an approved mandate increase to address market competitiveness issues in certain pay bands within the SIAST Faculty Association (SFA). Mid-year funding has been requested for this amount in 2014-15; however, these costs are ongoing and will require resources in 2015-16 and beyond, as reflected in the status quo requirement on page 5.

A claim is outstanding against Saskatchewan Polytechnic due to the alleged misinterpretation of PEPP pension contribution eligibility information provided in the past to part-time employees. The one-time liability has been estimated at close to \$7,500,000, although final amounts could vary significantly. Should settlement payouts be required during 2014-15 or 2015-16, SIAST has no ability to payout this money without significantly impacting operations.

## Capital Construction Funding Needs

### Top Project Priority: Saskatchewan Polytechnic Saskatoon Campus Renewal (formerly titled SIAST Kelsey Campus Renewal)

Addressing facility issues at its Saskatoon Campus is Saskatchewan Polytechnic's most pressing capital need. The main Saskatoon Campus, located at Idylwyld and 33rd Street, includes more than 53,000 square metres of instructional floor space. Despite concerted efforts to increase distance-learning opportunities and improve space utilization, this campus faces serious space constraints. In a series of stopgap measures, Saskatchewan Polytechnic Saskatoon Campus has been expanded to nine buildings and centres, in addition to the main campus. Currently the space inventory is:

1. Avenue W
2. 4<sup>th</sup> Avenue South
3. Heavy Equipment and Truck and Transport (HETT)
4. Alberta Avenue
5. Ontario Avenue
6. Mining Engineering Technology (MET) Building
7. 20<sup>th</sup> Street Centre (FNUniv Building)
8. SIIT Pilot Training Facility
9. North Industrial Pilot Simulator Facility

This stopgap list will grow over the next few years while the renewal project is planned and constructed. This crisis management approach to space planning and building acquisition is not sustainable.

Approximately 15 new offices are needed to house academic staff and no space is available to construct or otherwise create these offices.

Over the past seven years, Saskatchewan Polytechnic has undertaken significant planning to substantiate the need for renewal of its Saskatoon Campus. In the Operations Forecast for AY 2013-14, SIAST submitted a vision document entitled *SIAST Kelsey Campus Renewal: A Contemporary Urban Campus - Vision for the Future*. That proposal summarized key findings of these planning documents and presented a vision for a contemporary urban campus featuring a modern Trade and Technology Centre.

The Saskatoon Campus renewal will revolve around an innovative and exciting **urban campus concept**. It will foster a sense of social and economic prosperity, environmental sustainability and community, and would make Saskatchewan Polytechnic a more attractive destination for much sought after national and international students. This design will create a learning environment that fosters collaborative and multi-disciplinary learning, student and industry dialog, and a supportive atmosphere for applied research. This campus renewal will help attract and retain top-quality students and faculty to this world-class facility. It will recruit more students to trades and technology careers through fun and innovative hands-on learning.

First and foremost, this campus renewal will expand the skilled work-force training capacity of the Saskatoon Campus. The Saskatchewan Plan for Growth calls for 60,000 more people working in Saskatchewan by 2020. Much of this skilled workforce will come directly from the Saskatoon Campus. Next, this renewal will position Saskatchewan Polytechnic as it transitions from a college into a Polytechnic. This investment will change the way that technical education is delivered in the Province of

Saskatchewan and will raise the level of technical training to that of an equal partner alongside the province's outstanding universities. This vision offers a long-term solution that will help Saskatchewan Polytechnic remain relevant in the market- place for the next fifty years or longer.

As part of the renewal project Advanced Education has requested a study to determine the most appropriate location for the Saskatoon Campus Renewal. In 2014 – 2015, studies will be undertaken to determine if a greenfield campus, strategically located in Saskatoon will best serve the needs of students and best support the Saskatchewan Plan for Growth.

This study will address construction costs, transportation, strategic partnering, sustainability and the potential for growth over the next several decades.

## Major Capital Projects

Major Capital Projects Template

Project	2015-16	2016-17	2017-18	2018-19	2020-On	Provincial Contribution	
						Total Funding Remaining	Total Project Cost
Saskatoon Campus Renewal	TBD	TBD	TBD	TBD	TBD	N/A	TBD

\* Pending completion of business case developed jointly with Advanced Education and Central Services Ministries.

## New Operating and Capital Initiatives

Funding for New Saskatchewan Polytechnic Initiatives	One-time Capital	One-time Operating	Ongoing Operating
Medical Laboratory Technology	357,600		\$145,000
Critical Care Nursing Program Advanced Certificate	54,650		469,510
Emergency Nursing Program			101,130
Green Energy Laboratory	150,000		50,000
Learning Platform Modernization	150,000	400,000	220,000
Management Information Systems Renewal			500,000
Network Infrastructure Evergreen Program	600,000		
<b>Total</b>	<b>\$1,312,250</b>	<b>\$400,000</b>	<b>\$1,485,640</b>

\* Included as ongoing operating as it will be a multi-year project.

# Alignment of Saskatchewan Polytechnic Initiatives with Strategic Priorities of the Government

---

Saskatchewan Polytechnic's strategies must link to the strategic and operational planning efforts of the province. This portion of the Operations Forecast considers the Ministry of Advanced Education's strategic directions for 2014-15: 1) First Nations and Métis success; 2) Workforce attachment; 3) Accountability; and, 4) Sustainability. Proposed initiatives are featured which, in Saskatchewan Polytechnic's view, advance government's priorities while ensuring the institution is fulfilling its mandate and vision. Evidence is provided to support alignment with the Saskatchewan Plan for Growth.

## **Medical Laboratory Technology**

The need for additional MLT graduates has been identified in the Saskatchewan Ministry of Health 10-year Health Human Resource Plan ("Vision 2021", released June 2011), and has been discussed with Saskatchewan Polytechnic by health care employers for several years. Options for achieving a greater supply of MLT's were identified by a working group brought together in 2012-13 by the Ministries of Health and Advanced Education. The working group recommended that Saskatchewan Polytechnic increase MLT student seats as soon as possible. A business plan and budget proposal was developed and submitted by Saskatchewan Polytechnic to the Ministries in early 2014: this plan did not receive support, and Saskatchewan Polytechnic was asked in May, 2014, to immediately revisit options for achieving an expansion in seats.

During 2014-15, Saskatchewan Polytechnic will work with clinical partners to confirm a plan for expanding the MLT program using a staged approach. Implementation of that plan would begin in 2015-16, and would continue into AY 2016-17. It is anticipated that an expansion of seats will require some renovations to existing Saskatoon Campus facilities, given the limited faculty, classroom and lab space currently available. It is also clear that additional equipment and faculty resources will be needed and will be critical to the success of any planned increase in student numbers. Saskatchewan Polytechnic will investigate suspension of a related program as part of identification of space and other requirements to expand the MLT program.

While it is early in the planning cycle, program estimates for 2015-16 suggest that at least \$502,600 in new funding would be needed to move forward with an initial increase of MLT seats. Funding for 2016-17 will also be required to cover salary, operating and other costs associated with splitting students into two cohorts and "double" teaching courses and labs. Additional faculty will also be needed to support the increased numbers of students in the clinical areas: these numbers cannot be calculated in isolation and will require further discussions with Regina-Qu'Appelle and Saskatoon Regional Health Authorities.

## **Critical Care Nursing Program Advanced Certificate**

The Critical Care Nursing advanced certificate program was revised in 2013 with the full engagement of the health regions and delivery of the program was expanded to include sites beyond Regina and Saskatoon to make it accessible to nurses across the province. Currently, Saskatchewan Polytechnic delivers the theory component of the program. Through partnerships, health regions assist in delivering the clinical practice education. This approach impacts the workload of many health region educators

who are involved in the delivery of clinical practice education. In addition, it increases the potential for program inconsistencies and inefficiencies due to the number of personnel from a number of health regions engaged in program delivery. Since 2009, health regions have requested that Saskatchewan Polytechnic assume responsibility for the delivery of all components of the program.

The request for ongoing operating funding of \$469,510 in AY 2015-16 provides for 5.2 FTEs to also deliver the clinical practice education component of the program. In addition, a one-time capital requirement of \$54,650 is required. With this funding, Saskatchewan Polytechnic would deliver the entire program independently.

The critical care nursing program is in high demand. Over the past two years, there have been 124 students enrolled in the full program (62 students per year) plus 15 students enrolled in the early exit option. The program capacity has been expanded year over year to meet the needs of the health regions.

Given the increasing population adding pressure to the system and anticipated retirements of nurses, core funding would be timely for Saskatchewan Polytechnic to deliver the entire program efficiently and to assist in optimizing value-added and consistent education across health regions in the province. No matter where a patient is cared for, registered nurses will have the opportunity for the same education standard.

Saskatchewan Polytechnic's delivery of the entire program would release health region personnel from having to commit valuable time for program delivery, encourage the recruitment and retention of nurses, and build partnerships within the province. This initiative aligns directly with the Provincial Government's key goals of reducing surgical wait times, eliminating emergency room wait times, and building the province's population and workforce.

### **Emergency Nursing Program**

Health regions have requested that Saskatchewan Polytechnic deliver an Emergency Nursing program for registered nurses working in emergency departments. Given the momentum of the Saskatchewan Emergency Department Waits and Patient Flow Initiative, stakeholders are requesting that a provincial emergency nursing program be developed to promote a standard level of emergency nursing education that is consistent across the province. This new program will address the Provincial Government's key goals of eliminating wait times in emergency rooms, as well as building the province's workforce.

There are commonalities between critical care nursing and emergency nursing. In a national cross-jurisdictional scan that was conducted by the program, there are educational institutions with both critical care and emergency nursing programs where some of the core theory components are shared. This approach to the sharing of core curriculum is desirable given that our critical care nursing program is already in place.

To develop the provincial emergency nursing program, a 0.90 full time equivalent (FTE) position would be required during AY 2015-16 for approximately 170 days of consultation and development at a cost of \$101,130.

## **Green Energy Laboratory**

The use of non-fossil fuels or "green energy" is growing in Western Canada. The generation and use of renewable green energy such as solar, wind and geothermal requires a fundamentally different approach to the design and construction of power-using buildings and products. Western Canadian employers are increasingly demanding employees with new and advanced skills in engineering areas such as electrical, electronics, CAD/CAM, instrumentation and mechanical, as well as number of trades such as electrician, carpentry and plumbing/pipefitting, to implement existing and emerging green technologies.

To meet this demand, a new standalone Green Energy Laboratory (GEL) will be built at Saskatchewan Polytechnic Saskatoon Campus, Ontario Avenue Centre in Saskatoon during AY 2014-15 and green energy equipment will be purchased and commissioned to support training and applied research related to solar (photovoltaic and thermal), geo-exchange, wind, efficiency in natural gas (combined heat and power) and green energy storage technologies. As a collaborative project among employers, Saskatchewan Polytechnic, the Province of Saskatchewan, and potentially Western Economic Diversification, this demonstration lab will provide green energy technology training to over 300 learners per year in nine of Saskatchewan Polytechnic's apprenticeship, certificate and diploma programs. As well, Saskatchewan Polytechnic will train over 100 learners annually in continuing education programming to support environmental design and construction certification requirements such as Leadership in Energy and Environmental Design (LEED). The GEL will also be Saskatchewan Polytechnic's focal point for applied research in green energy and will provide support to Saskatchewan innovation and industrial commercialization of new technology in the sector.

The Ministry of Central Services has committed to fund the construction of the new laboratory in AY 2014-15. Saskatchewan Polytechnic and potentially Western Economic Diversification and/or donor contributions will fund equipment, geothermal well development and fencing. Saskatchewan Polytechnic will provide necessary operational funding. To bring this project to full completion, an additional \$200,000 is required in 2015-16.

## **Learning Platform Modernization – Year 3 Implementation**

Implementation of the learning platform modernization initiative will continue into 2015-16. The intent is to complete the acquisition and implementation of larger key or more complex technology components in the teaching and learning environment. The initiative will put in place structures to be successful for adoption, model development and support to be sustained in ongoing operations. Funding requirements for 2015-16 are \$150,000 in capital funding for information technology infrastructure capacity increases, \$220,000 in ongoing operating funding for software licensing integrations, and one-time operating funding in the amount of \$400,000 for employee project management training, project piloting, and planning and design consulting.

## **Management Information Systems Renewal**

As Saskatchewan Polytechnic becomes increasingly reliant on the availability of data for decision-making and reporting requirements it is vital that management information systems and related processes be efficient and effective. However some systems, such as the Banner ERP first implemented in 1992, have not undergone a significant review of their use and functionality of major components of the systems since they were first implemented. Without a major review and revitalization of these vital systems, Saskatchewan Polytechnic is at risk of not having appropriate and required data and information to support critical operational, decision and reporting requirements of internal and external stakeholders.

To that end, utilizing LEAN principles and methodologies, Saskatchewan Polytechnic will use external consulting and dedicated internal resources to undertake a multi-year initiative to do a complete review of existing management information systems capabilities and identify critical processes and opportunities for enhanced effectiveness and efficiencies within these systems. Total funding requirements for 2015-16 would be \$500,000 (\$300,000 for external consulting, \$200,000 for dedicated internal resourcing).

### **Network Infrastructure Evergreen Program**

The information technology network infrastructure provides students and employees with access to critical academic and administrative resources and services every day. The network infrastructure provides access to online training, internet resources, email, video conferencing, VoIP, wireless access and a variety of other services. Simply, without the network infrastructure, it would be very difficult for Saskatchewan Polytechnic to deliver the training and services that students and employees expect.

The current network infrastructure is aging and in need of continuous investment and upgrade to meet current and future demands. Unfortunately, current capital budget allocations do not provide sufficient resources to fully maintain and upgrade this infrastructure on an annual basis. As a result, approximately 45% of the major network components across all campuses are at or nearing end-of-life status which increases the risk of network failure, and also limits the ability to provide new and improved network services for students and employees.

To address this issue, Saskatchewan Polytechnic requires \$600,000 in capital funding in 2015-16 to establish an annual Network Infrastructure Evergreen program. This program will provide planned and sustainable investment in this critical resource and ensure that technical obsolescence does not become a barrier to the delivery of training and services.



# Sustainability Measures

---

Saskatchewan Polytechnic must have a sustainable financial strategy to ensure it is adequately resourced. To simply maintain the status quo with respect to academic programs, delivery techniques and services would be short-sighted. In a competitive post-secondary global environment, Saskatchewan Polytechnic must constantly adopt and adapt to new information and educational technologies. Saskatchewan Polytechnic must exhibit contemporary space for its students to learn and interact, and be endowed with up-to-date equipment housed in facilities that support both teaching and applied research.

Saskatchewan Polytechnic has managed its financial resources avoiding deficits and often generating small operating surpluses. It has been innovative in accommodating increasing numbers of students, maximizing use of its physical assets, implementing new programs to match labour market needs of industry and employers, and demonstrating high program quality and customer service. Maintaining this level of excellence requires entrepreneurial approaches that involve the pursuit of public and private funding, conducting revenue-generating activities and engaging in new business opportunities to sustain and grow our post-secondary education undertakings.

Saskatchewan Polytechnic is committed to being good stewards of its resources. In our newly refreshed strategic plan, we have two goals that focus on enterprise sustainability: maximize resource management; and, enhance and diversify funding sources. As well, “sustainability” is one of our four core values.

## 2013-14

Saskatchewan Polytechnic supports the government’s efforts to ensure the sustainability of programs and services. To this end, Saskatchewan Polytechnic implemented a number of sustainability measures in **AY 2013-14**, as follows:

- Increased administrative fees revenue targets.
- One-time capital budget reductions, including a \$1.0 million reduction in the desktop computer evergreen refresh program
- Revenue generation.
- Implementation of parking fee increases for employees, students and visitors.
- Program reductions, suspension or deletions (e.g. Business certificate reduction [Woodland], Forest Ecosystems Technology suspension, Resource and Environment Law diploma reduction, Psychiatric Nursing Re-entry suspension).

## 2014-15

In addition, Saskatchewan Polytechnic is implementing a number of sustainability measures in **AY 2014-15**, as follows:

### General Efficiencies

- Expansion of the space utilization initiative to Saskatchewan Polytechnic's Moose Jaw and Prince Albert campus locations.
- Revenue generation opportunities, including the soft launch of a multi-year capital fundraising campaign aimed at all campuses but with an emphasis on Saskatchewan Polytechnic's Saskatoon Campus renewal project.
- Phase 2 of the implementation of parking fee increases for students.
- Program reductions, suspension or deletions (e.g. Auto Body Technician certificate reduction, Telecommunications/Radio Systems Technician advanced certificate suspension, Electronics Technician certificate deletion, Sustainable Tourism applied certificate deletion).

### Lean Management

Implementation of the Saskatchewan Polytechnic Lean Promotion and Project Management Office (LP/PMO) will continue through the refinement of a five-year implementation strategy. Saskatchewan Polytechnic will expand its project management capabilities in support of the adoption of Lean and project management across the organization.

### Business Analytics and Decision Support

Saskatchewan Polytechnic will undertake an initiative to improve and optimize the use of data and information in support of decisions and institutional performance. This multi-year initiative will focus on integration of skills, technologies, applications and processes required to support business analytics best practices. In 2014-15, Saskatchewan Polytechnic will focus on providing improved value-added statistical and decision support information.

### Spend Analysis

During 2013-14, Saskatchewan Polytechnic undertook a spend analysis review of its seven core academic divisions. The intent of the review was to ensure that divisional budgets were based on need rather than historical precedent, and that resources were allocated fairly and rationally between divisions. The review resulted in a number of priority action plans. During 2014-15, Saskatchewan Polytechnic will move forward on the recommendations that stemmed from the review, as well as expand the spend analysis review process to its remaining divisions.

### Revenue Generation

Given that traditional grant sources of financing cannot alone sustain Saskatchewan Polytechnic's operations, revenue generation capacities are being further developed and refined within corporate training and continuing education. The recommendations of the continuing education renovation committee on financial reporting, activity based budgeting, and value-based pricing will be finalized. Likewise, the earned revenue committee recommendations on the organization and market

opportunities will inform further changes in service design and delivery. Once completed, the reforms in corporate training and continuing education will ensure that all activity costs are covered by affiliated revenue streams in skills training allocation programming and appropriate tools, procedures and incentives are in place to encourage maximum net returns on investments in revenue generating programming.

### **Testing Services Development**

Saskatchewan Polytechnic's Testing Services will be re-developed into a viable, profitable business providing the four Saskatchewan Polytechnic campuses and external communities a wide-range of consulting and assessment services. The assessment centres will be evaluated and revised, as needed, to meet the needs of this refocused enterprise.

### **Space Utilization**

In order to justify requests for additional space, Saskatchewan Polytechnic will continue its efforts to demonstrate optimal use of its existing space allocations. Building on its 2013-14 pilot, Saskatchewan Polytechnic will implement its Centralized Scheduling initiative at its Moose Jaw and Prince Albert campus locations in 2014-15. The initiative improves overall space availability including the use of extended class days.

As well, Saskatchewan Polytechnic will repurpose two of its training spaces to increase flexibility and accommodate student learning activities. The multi-purpose shop at its Regina Campus will be renovated to accommodate the growing demand for more apprenticeship training. The cooking labs and dining areas in its Saskatoon Campus dining room will be renovated to accommodate multiple student learning activities. Sponsorship and fundraising will be pursued to fund this initiative.

### **Capital Fundraising Campaign**

Saskatchewan Polytechnic will commence a fundraising campaign starting in 2014-15. The campaign will be comprehensive and include facilities, equipment and student awards at all campuses but with an emphasis on the Saskatchewan Polytechnic Saskatoon Campus renewal project.

## **2015-16**

Saskatchewan Polytechnic is considering a number of sustainability measures in **AY 2015-16**, as follows:

### **General Efficiencies**

Program rationalization with savings directed to new program development.

### **Revenue Generation**

Continue to implement recommendations from revenue generation study completed in AY 2013-14. As well, the third and final phase of increases to parking fees for students will occur.

### **Space Utilization**

In order to justify requests for additional space, Saskatchewan Polytechnic must demonstrate optimal use of its existing space allocations. To improve its utilization of space, Saskatchewan Polytechnic

initiated a case study in 2012-13 involving the creation of a scheduling office at the Moose Jaw Campus. The pilot, using this centralized room booking authority, has improved overall space availability including the use of extended class days. The pilot will require changes to the way rooms are booked in Saskatchewan Polytechnic's enterprise resource planning system (ERP) so that meaningful room utilization reports can be generated. The pilot will be rolled out to two campuses in 2014-15 and will be implemented at all campuses by the end of 2015-16.

As part of the overall Saskatchewan Polytechnic space utilization strategy, a Space and Timetabling Advisory Committee will be established. The committee will lead the establishment of space utilization and timetabling standards and procedures. The Committee will be composed of deans and associate vice-presidents working in concert to improve overall space utilization.

### **Sponsorship and Fundraising**

Saskatchewan Polytechnic will increase its efforts in pursuing third party sponsorship and funding, particularly capital income.

### **Spend Analysis**

Saskatchewan Polytechnic will continue to implement recommendations derived from a spend analysis of each of its divisions.

# Appendix A

## Status Quo Expenditures - 0% Grant Increase

Status Quo Expenditures	2014-15	2015-16	% Change
Salaries and Benefits			
Out of Scope	\$11,087,000	\$11,426,000	
Academic	93,863,000	97,280,000	
Professional Services	30,126,000	31,011,000	
<sup>1</sup> Other	12,413,000	12,413,000	
<sup>2</sup> Benefits	20,427,000	20,427,000	
<b>Total Salaries and Benefits</b>	<b>\$167,916,000</b>	<b>\$172,557,000</b>	<b>2.8%</b>
<sup>3</sup> Other Expenditures	73,739,000	72,938,000	-1.1%
<b>Total Expenditures</b>	<b>\$241,655,000</b>	<b>\$245,495,000</b>	<b>1.6%</b>

Funding Impact	2014-15	2015-16	% Change
<b>Total Expenditures</b>	<b>\$241,655,000</b>	<b>\$245,495,000</b>	<b>1.6%</b>
Operating Funding			
<sup>3</sup> Base	158,637,000	158,637,000	0.0%
Tuition and Fees			
<sup>4</sup> Tuition Increases	29,344,000	29,969,000	2.1%
<sup>5</sup> Enrolment Increases			
Other Revenue	50,725,000	50,725,000	
<b>Total Revenue</b>	<b>\$238,706,000</b>	<b>\$239,331,000</b>	<b>0.3%</b>
<b>Funding Impact</b>	<b>\$2,949,000</b>	<b>\$6,164,000</b>	

<sup>1</sup> Largely made up of continuing education and contract employees. To the extent these salaries increase, it is assumed that contractual revenue will increase to offset.

<sup>2</sup> Benefit increases are included within the related employee group salary increases.

<sup>3</sup> Other expenditures and base funding both include capital spending, as outlined in the 2014-15 OCP. One-time items from 2014-15 have been removed for the 2015-16 forecast.

<sup>4</sup> Assumes 4% tuition increase on core tuition. Tuition on continuing education and cost recovery programming has not been included as it is based on factors such as cost of delivery and is not directly tied to the core tuition increase.

<sup>5</sup> Other than as part of new initiatives separately identified in the Operations Forecast, no changes to enrolment have currently been identified for 2015-16.

## Expected Impact - 2% Grant Increase

Status Quo Expenditures	2014-15	2015-16	% Change
Salaries and Benefits			
Out of Scope	\$11,087,000	\$11,426,000	
Academic	93,863,000	97,280,000	
Professional Services	30,126,000	31,011,000	
<sup>1</sup> Other	12,413,000	12,413,000	
<sup>2</sup> Benefits	20,427,000	20,427,000	
<b>Total Salaries and Benefits</b>	<b>\$167,916,000</b>	<b>\$172,557,000</b>	<b>2.8%</b>
<sup>3</sup> Other Expenditures	73,739,000	72,938,000	-1.1%
<b>Total Expenditures</b>	<b>\$241,655,000</b>	<b>\$245,495,000</b>	<b>1.6%</b>

Funding Impact	2014-15	2015-16	% Change
<b>Total Expenditures</b>	<b>\$241,655,000</b>	<b>\$245,495,000</b>	<b>1.6%</b>
Operating Funding			
<sup>3</sup> Base	158,637,000	161,012,000	1.5%
Tuition and Fees			
<sup>4</sup> Tuition Increases	29,344,000	29,969,000	2.1%
<sup>5</sup> Enrolment Increases			
Other Revenue	50,725,000	50,725,000	
<b>Total Revenue</b>	<b>\$238,706,000</b>	<b>\$241,706,000</b>	<b>1.3%</b>
<b>Funding Impact</b>	<b>\$2,949,000</b>	<b>\$3,789,000</b>	

<sup>1</sup> Largely made up of continuing education and contract employees. To the extent these salaries increase, it is assumed that contractual revenue will increase to offset.

<sup>2</sup> Benefit increases are included within the related employee group salary increases.

<sup>3</sup> Other expenditures and base funding both include capital spending, as outlined in the 2013-14 OCP.

One-time items from 2014-15 have been removed for the 2015-16 forecast.

2% funding increase is only applied to the \$118.7 million operating grant portion of the base grant.

<sup>4</sup> Assumes 4% tuition increase on core tuition. Tuition on continuing education and cost recovery programming has not been included as it is based on factors such as cost of delivery and is not directly tied to the core tuition increase.

<sup>5</sup> Other than as part of new initiatives separately identified in the Operations Forecast, no changes to enrolment have currently been identified for 2015-16.

## Supplementary Salary Detail

Out-of-Scope Employees	
Budgeted FTEs:	107
Period Covered by Collective Agreement:	N/A
Annual increase provisions:	1.75% for 2015-16
<b>Details:</b>	
Salary 2014-15	\$11,087,000
Merit increases	120,000
Ongoing economic increases	219,000
<sup>1</sup> New positions	0
Salary 2015-16	\$11,426,000

In-scope Academic Employees	
Budgeted FTEs:	1110.55
Period Covered by Collective Agreement:	July 1, 2012 - June 30, 2017
Annual increase provisions:	1.9% for 2015-16
<b>Details:</b>	
Salary 2014-15	\$93,863,000
Merit increases	590,000
Ongoing economic increases	3,064,000
<sup>1</sup> New positions	0
Salary 2015-16	\$97,517,000

In-scope Professional Services Employees	
Budgeted FTEs:	537
Period Covered by Collective Agreement:	July 1, 2012 - June 30, 2016
Annual increase provisions:	1.75% for 2015-16
<b>Details:</b>	
Salary 2014-15	\$30,126,000
Merit increases	290,000
Ongoing economic increases	595,000
<sup>1</sup> New positions	0
Salary 2015-16	\$31,011,000

<sup>1</sup> Other than as part of new initiatives separately identified in the Operations Forecast, no new positions have currently been identified for 2015-16, and no related funding has been requested.

# Appendix B

## Saskatchewan Polytechnic Degree Granting Rolling Plan

The following plan represents our degree-granting roll-out for the academic periods of 2013/14 to 2016/17. The plan represents an assumption that, at each stage of the process, the previous stage or process has been favourable and within anticipated timelines for continuation with the degree-granting process. In some cases, there may be two processes completed in one year as timing will allow. The following represents an iterative process. If an additional Organizational Review or partial Organizational Review is deemed necessary, it will be conducted in tandem with the Program Self-Evaluation. Degrees will only advance through to the next phase in keeping with standard endorsement and approval processes.

Bachelor Degree	Needs Assessment	Public Posting Proposal	Program Self-Evaluation*	Curriculum Development	Implementation
<b>2013-2014</b>					
Bachelor of Psychiatric Nursing					✓
B.Sc., Construction Management	✓	✓			
Bachelor of Bus. Admin. (Leadership and Management)	✓				
<b>2014-2015</b>					
B.Sc., Construction Management			✓		
Bachelor of Bus. Admin. (Leadership & Management)		✓			
B.Sc., Occupational Health & Safety	✓	✓			
Bachelor of Dental Health Science	✓				
B.Sc., Health Information Management	✓				
<b>2015-2016</b>					
B.Sc., Construction Management				✓	
Bachelor of Bus. Admin. (Leadership & Management)			✓	✓	
B.Sc., Occupational Health & Safety			✓		
B. of Dental Health Science		✓			
B.Sc., Health Information Management		✓			
B.Sc., Mental Health & Addictions	✓				
Bachelor of Architecture	✓				
<b>2016-2017</b>					
B.Sc., Construction Management				✓	✓
Bachelor of Bus. Admin. (Leadership & Management)				✓	✓
B.Sc., Occupational Health & Safety				✓	
Bachelor of Dental Health Science			✓		
B.Sc., Health Information Management			✓		



B.Sc., Mental Health & Addictions		✓			
Bachelor of Architecture		✓			

\*includes Bachelor Degree Level Standard

### Degree Descriptions

Bachelor of Science in Construction Management	This program will address evolving labour market needs of the rapidly growing building and construction industry. This degree program will focus on advancing leadership and managerial expertise. Students who have completed a diploma in architectural, building, civil, mechanical and other construction related programs from Saskatchewan Polytechnic or equivalent programs in other institutions will gain strong technical and higher order leadership, managerial and critical thinking skills needed in the building and construction sector through bridging and entering a degree completion program.
Bachelor of Business Administration (Leadership and Management)	This degree will provide students with practical education and experiences related to leadership and management. In addition to providing sequential degree completion opportunities for current Saskatchewan Polytechnic graduates (certificate and diploma), the degree also offers a unique mid-career professional development program for people who lead, supervise and manage in their chosen fields and professions. This program will be developed to build on the knowledge and experience gained from a previous credential (certificate, diploma or degree), as well as professional skills, experience and knowledge acquired in the workplace. The program will consist of 120 credits, which may be achieved through a combination of coursework, recognition of prior learning, and transfer credit. While designed for full time study, the program will provide the flexibility for the many students who may be working full-time while studying part-time, taking one or two courses per semester. The program will offer students the opportunity to link practical and theoretical course work to the challenges they meet in their work setting in many potential disciplines. They will develop and enhance their knowledge, skills, and appreciation of the field of leadership and management and develop a well-rounded management education with a focus on leading in their chosen profession. Students will develop an in-depth understanding in the theory and practice of leadership and management. Study areas will include a broad range of managerial capabilities such as problem solving, communication, financial literacy, business operations, dispute resolution, project management, risk management, change leadership and strategic management.
Bachelor of Science in Occupational Health and Safety	This degree program will focus on preparing graduates with evidence-informed knowledge, competencies, attitudes and critical thinking skills to develop, implement, evaluate and lead occupational health and safety programs and systems in a diverse range of occupational settings. The program will address the impact of all aspects of health and safety in the workplace, ranging from physical injury, to biological, chemical and ergonomic hazards, to on-the-job-stress. Students will also learn how to create effective teams, communicate effectively and coach employees to work safely and improve the quality of the workplace environment.  The effective planning, implementation and management of occupational and environmental health and safety issues has become an increasingly critical dimension of successful and responsible business practice. The need to accurately interpret and communicate current and changing occupational health and safety legislation has also contributed to a growing need for health and safety professional expertise. Graduates of this program will provide the leadership and knowledge necessary to meet the legislated requirements, establish programs and systems to promote health and safety in the workplace, and contribute to the advancement of relevant research in the field.
Bachelor of Dental Health Science	This degree will provide a strong foundation for research and advancing knowledge of health promotion and oral health as it contributes to overall health and wellbeing. The degree will focus on expanding the knowledge, skills, attitudes, and values necessary for positions of responsibility in dental hygiene in a variety of healthcare, educational, research

	and/or community settings. The degree will examine alternative practice settings, dental health teaching methodologies and practicum, as well as managing diverse practice settings and inter-professional practice arrangements. In addition, dental health for an aging population, comprehensive oral health care for children, administration and clinic management and role of the dental health professional in community, school programs and other primary health arrangements will be investigated. Options for dental hygienist diploma graduates to bridge into a degree completion will be determined. The degree completion will offer an opportunity for dental hygienists to further their education by advancing critical thinking and evidence-based decision making and enhance administration, education and research skills.
Bachelor of Science in Health Information Management	This direct entry degree program will provide an opportunity for students to develop their knowledge in the area of health information analysis and business intelligence. Saskatchewan Polytechnic will respond to a need for a degree focussed on combining traditional health information management with computer and informatics education needed for working in the e-health environment. Students will develop knowledge in the areas of information systems and technologies, especially as these relate to and are impacted by the move to an electronic health record and an overall e-health approach to health records management. They will gain a greater understanding of data terminologies, standards, data mapping, privacy and legal issues, registries, research applications, and the organization and management of information systems. A degree completion program and/or bridging options for practicing health information management professionals will also be examined. The degree completion program will provide an opportunity for diploma graduates to strengthen their research designs and methodologies, as well as decision support and data analytics. Graduates will be able to explain statistical meaning and defend their results. The program will examine more advanced topics related to current trends in e-health and strengthen research and management skills.
Bachelor of Science in Mental and Addictions	The degree program will focus on preparing students to meet the challenges of the changing mental health and addictions community/health care system by advancing knowledge and leadership skills for those working in mental health and addictions. The program will be developed for direct entry as a stand-alone program. Saskatchewan Polytechnic will then determine any appropriate diploma exit possibilities. In addition, graduates from the Saskatchewan Polytechnic addictions counselling diploma program or an equivalent program from another institution will be targeted for bridging and degree completion. The degree program will be developed with a strong northern focus to reflect an increasing demand in the north for qualified graduates with advanced skills. The degree will provide graduates with important concepts related to management, leadership, critical thinking, clinical reasoning, research practices and education, and increased breadth and depth related to the mental health and addictions. This program will provide further opportunities for inter-professional practice in consort with the proposed Saskatchewan Polytechnic Bachelor of Psychiatric Nursing degree program.
Bachelor of Architecture	This degree program is designed to provide students with comprehensive liberal education while delivering rigorous pre-professional study in architecture. The Bachelor of Architecture degree will give students the knowledge needed to gain career opportunities in architecture, the building industry, and related fields. The program will provide an integrated curriculum of studies to promote an understanding of design and strong preparation for graduate professional study in architecture with a broader mandate to cultivate leadership in a range of potential career paths. Students who have completed a diploma in technology, engineering technology, or an applied science diploma from Saskatchewan Polytechnic or an equivalent program from other institutions will be targeted for degree completion.

# SASKATCHEWAN POLYTECHNIC



**saskpolytech.ca**  
**1-866-467-4278**

**SASKATCHEWAN POLYTECHNIC**  
**Administrative Offices**  
400-119 4th Ave S  
Saskatoon SK S7K 5X2  
Canada

**SASKATCHEWAN POLYTECHNIC**  
**Saskatoon Campus, Idylwyld Dr.**

1130 Idylwyld Dr N  
PO Box 1520  
Saskatoon SK S7K 3R5  
Canada

**SASKATCHEWAN POLYTECHNIC**  
**Moose Jaw Campus**

Saskatchewan St and 6th Ave NW  
PO Box 1420  
Moose Jaw SK S6H 4R4  
Canada

**SASKATCHEWAN POLYTECHNIC**  
**Regina Campus**

4500 Wascana Pky  
PO Box 556  
Regina SK S4P 3A3  
Canada

**SASKATCHEWAN POLYTECHNIC**  
**Prince Albert Campus,**  
**Technical Building**

1100 15th St E  
PO Box 3003  
Prince Albert SK S6V 6G1  
Canada