

AGENDA
2:30 p.m. Thursday, February 16, 2012
Neatby-Timlin Theatre (Room 241) Arts Building

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

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of January 26, 2012
4. Business from the minutes
5. Report of the president
6. Report of the provost
7. Student societies
 - 7.1 Report from the USSU (verbal report)
 - 7.2 Report from the GSA (verbal report)
8. Planning and Priorities Committee
 - 8.1 Request for Input: Third Integrated Plan: 2012/13 – 2015/16
 - 8.2 Request for Decision: Unit Plans Review Committee (UPRC) Reports on the College, School and Administrative Unit Plans 2012/13 – 2015/16

That Council accept the Unit Plans Review Committee reports on the College, School and Administrative Unit Plans for the 2012/13 – 2015/16 planning cycle, as submitted February 16, 2012.
9. Bylaws Committee
 - 9.1 Notice of Motion: Change to Council Bylaws re Membership of the Engineering Faculty Council
 - 9.2 Notice of Motion: Change to Council Bylaws re Membership and Terms of Reference of the Teaching & Learning Committee

- 9.3 Notice of Motion: Change to Council Bylaws re Name change for the Bylaws Committee of Council
10. Research, Scholarly and Artistic Work Committee and International Activities Committee
 - 10.1 Report for information: Report on Principles and Strategies in Support of Internationalization (tentative)
11. Other business
12. Question period
13. Next meetings:
 - 2:30 p.m., Thursday, March 1 (to approve the Third Integrated Plan)
 - 2:30 p.m., Thursday, March 15 (regular meeting of Council)

If you are unable to attend this meeting please send regrets to: **Lesley.Leonhardt@usask.ca**



*Minutes of University Council
2:30 p.m., Thursday, January 26, 2012
Neatby-Timlin Theatre*

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

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

1. Adoption of the agenda

BRENNA/RENNY: That the agenda be adopted as circulated.

CARRIED

2. Opening remarks

The chair expressed a warm welcome to guests and summarized the business to be conducted at today's meeting, including presentation of an initial draft of the university's third integrated plan. He reminded Council members of the upcoming Council elections and urged members to encourage their colleagues to allow their names to stand for election to Council and its committees.

3. Minutes of the meeting of December 15,2011

PROCTOR/BRENNA: That the minutes of the meeting of December 15, 2011, be approved as circulated.

CARRIED

4. Business arising from the minutes

No business was identified as arising from the minutes.

5. Report of the president

The chair invited Provost Brett Fairbairn to present the president's report. Dr. Fairbairn conveyed regrets from President MacKinnon, who is away on university business. He commended members to the written report, highlighting the announcement of Dr. Keith Carlson as Special Advisor, Outreach and Engagement as well as the establishment of the new Community Outreach Office, along with the First Nations and Aboriginal Engagement Office led by Candace Wasacase-Lafferty.

6. Report of the provost

The provost then moved to his own report, highlighting the updates on planning activities, the accessibility and affordability report, the strategic enrolment management project, and the transparent activity-based budget system (TABBS) project.

Dr. Fairbairn then invited questions from members of Council. There were no questions, but Vice-president Richard Florizone pointed out that on p. 12 of the report, the statement

that E Wing of the Academic Health Sciences Project Update will be on schedule for spring 2012 occupancy should read “for spring 2013 occupancy.”

7. Student societies reports

7.1 Report from the USSU

The chair called the attention of members to the written report of the USSU which was circulated at the door.

7.2 Report from the Graduate Students' Association

The report was presented by Ehimai Ohiozebau, Vice-president Operations of the GSA, who asked Council members to pay particular attention to the request sent out to colleges, schools and departments for funding of the graduate students' interdisciplinary conference which will take place in March.

The chair thanked Mr. Ohiozebau for his report and expressed appreciation to the GSA executive for having submitted a written report for inclusion in the agenda materials.

8. Planning and Priorities committee

Dr. Bob Tyler presented this report as committee chair.

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

Dr. Tyler referred members to the chronology laid out in the agenda materials and commented on the process of consultation that has taken place in the development of this draft of the plan, which is presented for discussion and input. Responses from unit leaders to the report on their plans were invited by February 4 in order to be included in the agenda package. He reminded Council members of the special meeting of Council for approval of the plan that will take place on March 1, and invited the provost to come forward and speak about the draft.

The provost noted that this meeting is part of a cross-campus consultation and discussion period which began with a town hall earlier in the week and will take place throughout the next month. A video of the town hall is available on the web site at www.usask.ca/plan. Dr. Fairbairn emphasized the reliance of the plan on the university's founding mission as articulated by its first president and on the 2002 Strategic Directions outlined by President MacKinnon. He defined what the university means by integrated planning, and spoke of the context in which planning is taking place in 2012. A copy of the presentation is attached as an appendix to these minutes.

There were questions and comments from Council members about the following:

- the role of development and advancement with respect to meeting the operating needs of the university;

DRAFT until approved at the next meeting

- the vital importance to the goal of research intensiveness of supporting graduate students, given that our support for graduate students is among the lowest for Canadian universities, and the need to emphasize this to the province;
- the possibilities for improving our scores on surveys of student satisfaction such as NSSE;
- the need to re-balance the plan to bring the fine arts back into the plan as a strategic focal area, including some mention of the Clarion project as one that links to all of the strategic goals;
- the importance of acknowledging that the platinum standard for evaluation of research impact and significance is peer review rather than relatively subjective measures;
- the need to acknowledge the signature areas as a means to an end and a tool rather than a goal in themselves;
- the need for specific initiatives to promote PhD enrolment;
- aligning all of our resources to directly support our goals, including ensuring all activities are respectful and supportive of researchers' time and contribute to their core job of teaching and research; this means avoiding administrative download and continuing process enhancement;
- a perceived gap in the plan with respect to internationalization and the importance of broadening our community into the global world;
- the need to keep Council informed through the draft plan and other means about the status and thinking behind the various institutes (e.g. Water, Nuclear institutes). In this regard, the provost suggested that Council may wish to request periodic updates from the Vice-president Research.
- the appropriateness of engaging with the K-12 system with respect to enhancing Aboriginal education, and a hope that this partnership could be broadened to include other initiatives related to the goals of the plan;
- the need to increase the number of Aboriginal faculty and graduate students;
- whether there is a strategy in place to make our applicants for research grants more competitive in the light of budget cuts for the tri-council agencies, e.g. through mentoring and advising, and encouraging more collaborative grant applications;

With respect to Aboriginal engagement, a member noted that next year the Native American Indigenous Studies Association will meet in our campus; this will be the association's first meeting outside the U.S. and will bring over 900 Aboriginal scholars to our campus next summer.

Several Council members expressed thanks to both the planning and priorities committee and the Integrated Planning Office for the tremendous amount of work they have done to draw this plan together. The chair thanked the provost for his presentation and Dr. Tyler and members of Council for their engagement.

9. Bylaws committee

Dr. Gordon Zello presented this report as committee chair.

9.1 Request for decision: Policy on Student Discipline and Policy on Student Appeals of Evaluation, Grading and Academic Standing

Professor Tyler introduced this policy revision by reminding Council members that these changes had been brought to Council in November for input. He described the reasons for the change and the consultations that have taken place.

ZELLO/TYLER: That Council approve the replacement of the current *Policy on Student Discipline and Appeals* with two separate policies: a *Policy on Student Discipline* and a *Policy on Appeals of Evaluation, Grading and Academic Standing* effective May 9, 2012

CARRIED

9.2 Request for decision: Revisions to Student Appeals in Academic Matters

Professor Zello noted that these procedures are linked to the just-approved appeal policy and reminded Council members that these changes replace the old procedures and the Forms A, B and C associated with those procedures.

ZELLO/TYLER: That Council approve the revisions to *Student Appeals in Academic Matters*, to take effect for appeals of all decisions rendered on or after May 9, 2012.

CARRIED

There was a question about how a department head would get information about the informal consultation that had taken place with the instructor and it was pointed out that the Request for and Report of Re-assessment includes a section for the student to provide information about the informal consultation; with that information a department head could then consult further with the instructor.

10. Academic Programs Committee

Dr. Len Proctor presented this report as committee chair.

10.1 Request for decision: CGSR: Revised admission qualifications for Master of Business Administration

PROCTOR/TYLER: That Council approve a revision to the College of Graduate Studies and Research admission requirements for the Master of Business Administration program, effective September 2012.

CARRIED

10.2 Request for decision: Engineering: Revisions to Engineering programs in Electrical Engineering, Computer Engineering, and Engineering Physics

PROCTOR/TYLER: That Council approve the replacement programs for Bachelor of Science in Engineering in Electrical Engineering, Bachelor of Science in Engineering in Computer Engineering and Bachelor of Science in Engineering in Engineering Physics, effective September 2012.

CARRIED

10.3 Request for decision: Arts & Science: Increased language requirement for Humanities majors

PROCTOR/TYLER: That Council approve the increased language requirement for Humanities majors in Bachelor of Arts Three-year, Four-year and Honours programs effective July 1, 2012.

CARRIED

There was a question about what languages are available for students to study at the University of Saskatchewan. Another member sought clarification about the necessity for students to have taken prerequisite courses in high school or elsewhere. Vice-dean David Parkinson responded by describing the language options available through the Department of Language and Linguistics, the Department of Language and Culture, the Department of History, the Department of Native Studies, the College of Education's SUNTEP program, and St. Thomas More College.

10.4 Request for decision: Arts & Science: Program termination of BA Four-year and Honours Sociology (Indigenous Peoples and Justice Program) major and minor in Indigenous Peoples and Justice

Professor Proctor clarified that students who have begun the program will be permitted to complete it, and explained that the Indigenous Knowledge area of study inherent in this program will be transferred to the Native Studies Department.

PROCTOR/TYLER: That Council approve the termination of the Bachelor of Arts Four-year and Honours Sociology (Indigenous Peoples and Justice Program) major and the minor in Indigenous Peoples and Justice effective July 1, 2012.

CARRIED

10.5 Request for decision: University of Saskatchewan Admissions Policy

PROCTOR/TYLER: That Council approve the University of Saskatchewan Admissions Policy effective May 1, 2012.

CARRIED

10.6 Request for decision: Revisions to Academic Calendar Procedures

Professor Proctor invited discussion of this item, which includes two separate motions relating to the academic schedule. With reference to the motion on the examination period, a student asked whether the shortened period before examinations would be invoked every year; the Registrar indicated that the default preference would be to keep 48 hours, but given the trend to more and more examinations during the Christmas exam period, it has become challenging to fit all of the examinations into the existing schedule. Mr. Isinger referred to the practices at other institutions and the challenges associated with finding appropriate space for examinations. A member asked if there was enough flexibility in programming to prevent students not writing on several consecutive days; the Registrar responded that the system both ensures Council's regulations about 3-in-a-row are honoured and that there are no conflicts and an optimization to prevent too many consecutive examinations.

Liz Harrison pointed out that in some programs, such as those offered by the School of Physical Therapy, an exemption has been granted from the standard exam period because of the structure of the program.

PROCTOR/TYLER: That Council approve a change to the Academic Calendar procedures to permit Fall and Winter examinations to begin between 24 and 48 hours after the last day of lectures.

CARRIED

In speaking to the next motion, a member wondered whether the day might be named something other than "Reading Day" and suggested the possibility of a name relating to a Cree moon month. It was pointed out that in the course calendar the break is referred to as "Term 1 break day" and that wording should be consistent. There was a question about what consultation has been done, since one day in a short program has significant consequences. The Registrar responded that the question of why there is a break in Term 2 but not in Term 1 is perennial; the question was brought to the Associate and Assistant Deans and they encouraged his office to do some research into the practice of other institutions. The schedule based on the proposed change went out to all colleges and administrative units. The USSU was consulted at its January meeting and offered positive feedback on the reading day (though somewhat less enthusiasm about the shortened period before exams).

The chair thanked the students who commented for their participation and engagement with Council.

DRAFT until approved at the next meeting

PROCTOR/TYLER: That Council approve implementation of a “Reading Day” in the fall term.

CARRIED

10.7 Item for Information: 2012-13 Academic Calendar and List of Teaching Days

This item was received for information.

Professor Proctor thanked the offices involved in putting together these items.

11. Other business

No other business was raised by Council members.

12. Question period

There was a question about the policy on accommodation of disabilities and whether there had been any discussion of resourcing it at the board level. The provost responded that at every stage, including at the Board of Governors, there had been discussion about resource implications, so there is certainly a level of awareness that compliance with the policy and the law will involve expenditures. These costs are not predictable, however, so rather than designating a special fund or allocation, the expectation is that at each level there will need to be a discussion of what resources are required to accommodate a particular disability, and if it exceeds the resources available at that level, then it will be elevated to the next level.

13. Next meeting

The meeting was adjourned at 4:17 p.m.

Council next meets on Thursday, February 16, 2012, at 2:30 p.m. The Chair reminded members of the special meeting to approve the third integrated plan on March 1 at 2:30 p.m.

Appendix A

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

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

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

Appendix A

G. Zello	P	P	P	P	P
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Non-voting participants

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

PRESIDENT'S REPORT TO COUNCIL

FEBRUARY 2012

GOVERNMENT RELATIONS

Federal

Brett Fairbairn, Provost and Vice-President Academic, and Peggy Schmeiser, Director of Government Relations, participated in “Advocacy Day on the Hill” in Ottawa, coordinated by the Association of Universities and Colleges of Canada (AUCC), on January 30th and 31st.

The event included a dinner briefing, as well as a presentation by Ian Brodie, former Chief of Staff to Prime Minister Harper. The next day began with a “Big Thinking Breakfast”, jointly hosted with the Canadian Federation for the Humanities and Social Sciences, featuring a discussion on measuring innovation. These breakfasts have proven popular with parliamentarians, and the networking opportunities are significant.

Meetings were organized with ministers, parliamentarians, granting agencies and ministry officials and key stakeholders with discussions referencing many issues including those relating to stable, long-term funding of core federal programs such as those of the granting councils and the Canada Foundation for Innovation. A private briefing was arranged with senior officials of the Bank of Canada on the state of the Canadian economy. Advocacy Day concluded with an evening reception with industry leaders, government and agency representatives, and AUCC members. University participants were encouraged to bring a private sector or entrepreneurial champion to join them for some of the Ottawa events, including the evening reception that was an important addition to previous AUCC advocacy campaigns. Its main objective was to show how universities are driving private sector innovation through the talents of our students, researchers and the collaborative partnerships that can only be found through universities.

Provincial

On January 20th I met with Saskatoon NDP MLA Cam Broten who is the Opposition critic for post-secondary education. We had a very open discussion around several issues including the recent differences between the University of Regina and the University of Saskatchewan with respect to the funding issues.

GREYSTONE SCHOLARS SPEND A DAY

On February 2nd Student and Enrolment Services hosted over 200 Greystone Scholars and close to 100 parents. The majority of the students are from outside of Saskatoon, with 204 from within Saskatchewan. Over 80 current U of S students (Greystone Scholars) volunteered their time to spend an entire day with these high school students, taking them to class, labs, enjoying lunch together, etc.

Greystone Scholars are grade 12 students who, in grade 11, achieved an average of 95% or higher. Students must be enrolled in a Canadian high school or be a Canadian citizen enrolled

at an international high school. They receive a \$3000 Guaranteed Entrance Scholarship, \$90 Application for Admission fee waiver and a Club Greystone membership—a student-run club that organizes academic, social, athletic and professional development events.

According to *Maclean's* magazine, the University of Saskatchewan has the highest percentage of students with an entrance average of 95%+ in Canada.

HUSKIE ATHLETICS CENTENNIAL CELEBRATIONS

In conjunction with the provincial tour to Prince Albert, we held the Provincial Fitness Initiative Launch – 100 Communities Celebrating 100 Years of Huskie Pride.

The objective of this initiative is to connect with youth and communities across Saskatchewan to showcase the University of Saskatchewan and build a sense of Huskie Pride across the province. We hope to inspire youth to think of themselves as Huskies and encourage them to consider the University of Saskatchewan and Huskie Athletics as part of their future plan. We wish to raise awareness around the successful Huskie Athletics program as a way to enhance the student experience and as a recruitment tool for the University of Saskatchewan to increase the general student population.

The Huskie Centennial Walk will run from February 1st to March 31st in communities all across Saskatchewan. The goal—100 communities celebrating 100 years of Huskies. Communities (schools, towns, etc.) can register to host a walk and those communities that host a walk will receive a Huskie Centennial bracelet, certificate and banner. The final walk will take place March 31st on campus to culminate the initiative and celebrate with all of the Huskie alumni gathered that weekend. The Huskie Salute and the Huskie Centennial Gala event take place the evening of March 31st at TCU Place.

The Chancellor is the Chairperson for the Huskie Athletics Centennial Planning Committee.

PROVINCIAL TOUR

On February 7th we travelled to Prince Albert where we met with Northern Inter-Tribal Health Authority representatives to discuss access, distributed learning and northern health strategy.

I addressed a group of grade 11 and 12 students at Carlton Composite High School and immediately following that Chancellor Vera Pezer and I officially kicked off the Provincial Fitness Initiative Launch. Those participating in the launch included students, varsity sports teams and staff (approximately 700), Pacey High School students (200), John Diefenbaker Elementary students (400), Carlton alumni who are current Huskie Athletes, Huskie alumni living in Prince Albert, the Huskie Centennial Committee, members of the general public, and the media.

We had lunch with high school administrators, guidance counsellors, directors, and superintendants from Carleton and St. Mary High Schools and the Prince Albert Grand Council School.

We also met with the Prince Albert Grand Council directors of education, health, and economic development, along with our U of Senator, Johnny Walker, who is the CEO of the Prince Albert Grand Council.

Following a meeting with the Prince Albert Regional Advisory Council, we hosted an Alumni and Friends reception.

APPOINTMENTS, SEARCHES AND REVIEWS

Reviews

Provost and Vice-President Academic

The review committee has completed its deliberations and its recommendation will be forwarded to the March 6th Board of Governors meeting.

Associate Vice-President Research - Health

Beth Horsburgh was appointed Associate Vice-President Research-Health at the University of Saskatchewan and Vice-President Research & Innovation at the Saskatoon Health Region on July 1, 2007. Dr. Horsburgh plays an important role in ensuring the integration of health research initiatives between the university and the health region.

A review of the position and of Dr. Horsburgh's performance was recently undertaken and the review committee's recommendation will be forwarded to the March meeting of the Board of Governors for approval.

PROVOST'S REPORT TO COUNCIL

February 2012

PROVOST'S ACADEMIC ADDRESS

On February 9 I gave my academic address, titled What Difference Do Universities Make?.

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

Correction: Last month's report stated that the "spending policy for endowments was also amended by the board, decreasing the spending allocation to 4.25M in 2012/13 and 4.0M on an ongoing basis." This should instead read 4.25 per cent and 4 per cent.

In January, PCIP received an update on the Service Process Enhancement Project (SPEP), discussed the Multi-Year Budget and Capital Frameworks, and TABBS.

Over the course of the second planning cycle PCIP chose not to allocate permanent resources from the Academic Priorities Fund (APF) for a large number of new initiatives, primarily due to the economic uncertainty we experienced. These circumstances have brought us to a point where a substantial number of initiatives will need to be reviewed, revised, and resubmitted to PCIP in order to be considered for potential permanent funding – all within a very short timeframe. As such, PCIP decided to provide one year of bridge funding for initiatives that were term funded in IP2 and whose funding was due to expire in April 2012. The communication of this decision as it affected individual projects was sent out in early February.

Development of the Third Integrated Plan

Consultations on the draft *Third Integrated Plan* have been held with numerous committees and key stakeholders. The consultation period will wrap up on February 17. The document will be revised based on the feedback received during the consultation process. Council members will receive, by email, the draft for approval at least 48 hours prior to the March 1 special council meeting. Following that meeting (if the document is approved), the draft will be submitted to the Board of Governors for approval at their March 6 meeting.

STRATEGIC ENROLMENT MANAGEMENT (SEM) PROJECT

In my last report to council, I advised you that the University of Saskatchewan has undertaken a Strategic Enrolment Management project in consultation with SEMWorks, a consulting agency, and that the consultants conducted a SEM audit and enrolment intelligence review in December. Their recommendations and findings were presented via webinar in January. For a link to the webinars, please contact one of the co-project managers, Janelle Hutchinson (Janelle.hutchinson@usask.ca) or Kyla Shea (kyla.shea@usask.ca).

The next phase of this project is a three day visit with two of the consultants, Jim Black and Lynda Wallace-Hulecki. They will conduct a one-day leadership retreat with senior academic and administrative leaders to discuss strategic enrolment opportunities, and a half-day retreat with a working group who will be developing student profiles on various segments of our student population as well as meeting with the academic leadership of the various colleges and schools. This work is the second phase of developing a Strategic Enrolment Management Plan for the University.

TRANSPARENT, ACTIVITY-BASED BUDGET SYSTEM (TABBS)

Phase Two (Development) of the TABBS project is nearing completion. Since last September, we have completed four consultation sessions presenting seven design features. As the project team works to incorporate the feedback obtained during these sessions, we also work towards building a comprehensive model working together with its component features. The next consultation session, to be held March 29, will demonstrate an example of this model. Phase Three (Implementation and Refinement) is scheduled to begin in Spring 2012. More details are available online at www.usask.ca/tabbs.

COLLEGE AND UNIT UPDATES

College of Arts & Science

- Congratulations to **Peter Robinson** and **Brent Nelson** of the Department of English, and to **Frank Klaassen** of the Department of History. The three Humanities scholars have been awarded a sizable grant from the Canada Foundation for Innovation to support a digital database that will enable public access to many literary texts
- The Writing North, Writing the Extraordinary event was held in January and once again the depth and breadth of the province's writing community. It was organized by the Department of English, the Department of Drama, and the Saskatchewan Writers' Guild, and their partners the Saskatchewan Native Theatre Company and the Saskatoon Writers' Co-op
- **Patricio Desjardins**, a former PhD student in the Department of Geological Sciences, recently received the Canadian Society of Petroleum Geologist's (CSPG) Best PhD Thesis Award for 2011
- The college will host the 2012 Alumni of Influence Awards Ceremony on March 16. The honourees are: **Carol Greyeyes, Blair Neatby, Roman Shklanka, Mary Spencer, Kenneth Norrie, Frederick Mulder, Freda Miller, Robert Moody, Tillie Taylor, Cyril Richardon**
- The Department of Languages and Linguistics co-hosted with the University of Calgary and the Paris Sorbonne Nouvelle an interdisciplinary colloquium "Fascinations des images" on January 20-21
- **Carl Gutwin** (Computer Science) is now part of the CHI Academy, an honorary group of individuals who have made substantial contributions to the field of human-computer interaction. These are the principal leaders of the field, whose efforts have shaped the

disciplines and/or industry, and led the research and/or innovation in human-computer interaction

SEARCHES AND REVIEWS

Search, Dean, College of Medicine

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

Search, Executive Director, School of Environment and Sustainability

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

Search, Vice-Provost, Teaching and Learning

The search committee for the Vice-Provost, Teaching and Learning has met three times. Short-listed candidates will be on-campus in February.

Review, Dean, College of Nursing

The review committee for the Dean, College of Nursing has begun meeting and a request for feedback will be sent out.

Review, Dean, College of Graduate Studies and Research

The review committee for the Dean, College of Graduate Studies and Research is constituted. Meetings will be scheduled shortly.

Review, Dean, College of Dentistry

The review committee for the Dean, College of Dentistry has being constituted. Meetings will be scheduled shortly.

AGENDA ITEM NO: 7.1

The month of February is an eventful one for the USSU. On the Eighth of February, we held a Special General Meeting to amend the USSU bylaw to allow for Indigenous and International students to each have two members of University Students' Council, as should be the case. At the time of print, the SGM was yet to take place so the results of the bylaw amendments were not yet known. However, if the process by which we came to the decision on which amendments should be put forward are an indication of the success of the amendments, then it is safe to say that the amendments will pass. In January, University Students' Council struck an ad-hoc committee comprised of the Indigenous Students' Council President, an elected representative of International Students, two members of USC and the USSU Executive, whose task was to create an amendment that all parties involved could enthusiastically endorse. At the time of print, all parties involved had enthusiastically endorsed the proposed amendments.

February will also see the USSU begin the call for nominations for all elected positions within the USSU, which for the first time includes all Members of Students' Council from each college, as well as the USSU Executive. Nominations open on February 13 and close on March 9.

The USSU is also putting on a number of events throughout the month. The USSU Help Centre held Mental Health Awareness week, which is aimed at educating students about stress management and other issues of mental health which students face on a regular basis. The USSU Women's Centre held its Pro-choice week, which provides people with information about the many various options they can choose when faced with an unexpected or unwanted pregnancy. Nominations for our very own Vice-President of Academic Affairs Kelsey Topola's crowning event – the teaching excellence awards – came to a close; and Vice-President of Student Affairs Alex Ferwerda will be putting on We are All Treaty People week in association with the Indigenous Students' Council at the end of the month.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Brett Fairbairn, Provost and Vice-President Academic
Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: February 16, 2012

SUBJECT: **Continuing Discussion of the Draft Third Integrated Plan: 2012/13 – 2015/16**

COUNCIL ACTION: For discussion only

BACKGROUND:

The University's Integrated Planning Initiative presents a University-level plan every four years for consideration by Council. The initial draft Third Integrated Plan (Plan) has been under development for 14 months, and began with a consultation on the areas of focus, which guided the development of college, school and administrative/support unit plans. Following submission of unit plans in October 2011, the task of developing the draft Plan began in earnest. Discussions at the Provost's Committee on Integrated Planning (PCIP), the Unit Plans Review Committee (UPRC) and a workshop to discuss the transformative strategies in each area of focus (in December 2011) have informed the development of the draft Plan. On January 9, the draft Plan was distributed to the campus community and the office of Institutional Planning and Assessment (IPA) initiated a comprehensive consultation process. The draft Plan was presented as a request for input at the January 26 meeting of Council **This meeting of University Council is part of the continuing consultation process. Attention is drawn to the fact that the draft Plan attached has not been modified from that presented to Council on January 26.** At the end of the consultation process, the draft Plan will be adjusted and prepared for consideration of approval by University Council at its special meeting on March 1.

DISCUSSION SUMMARY:

Integrated planning is an ongoing process, and is based upon the values of openness, cooperation and continuity. The Integrated Plan is informed by initiatives described in college, school and administrative/support unit plans, which link to the university-level areas of focus. Review of unit plans by UPRC is essential to its consideration of the draft Plan, which is now presented to Council for discussion and feedback.

Subsequent to its review of unit plans, UPRC has, over the course of several meetings, reviewed the outline for the Plan along with the initial draft of the Plan, providing its thoughts on areas to be added, encouraged, reconsidered or rewritten. At the same time,

the Planning and Priorities Committee of Council began its discussions on the Multi-Year Budget Framework and the Multi-Year Capital Framework for 2012/13 – 2015/16, which link resources to planning over the planning cycle. The Multi-Year Budget Framework and the Multi-Year Capital Framework, although presented as separate documents, are integral components of the Integrated Plan.

The Provost's Committee on Integrated Planning is responsible for developing planning parameters which describe its expectations for the colleges, schools and administrative/support units for the third planning cycle.

Comments from the University community and University Council will result in a final version of the Third Integrated Plan. This will be presented to Council on March 1st for approval as a framework for action for the next four years.

ATTACHMENTS:

The University of Saskatchewan Draft Third Integrated Plan: 2012/13 – 2015/16 (as submitted to Council for input on January 26, 2012).

Working Title: Moving Forward Together: Realizing Promise and Potential

The University of Saskatchewan is charting a course for its future. We are determined to make the changes that are required to place the University of Saskatchewan among the most distinguished universities in Canada and in the world. We have set high goals for ourselves and we will continue to work together to attain them.

Strategic Directions, 2002

VISION

In 1907, at the edge of a swift-flowing river and surrounded by a vast prairie landscape, our university's founders envisioned a world-class university. They were dedicated visionaries with a powerful dream. Their first bold move was to create a university with an unprecedented combination of colleges: Arts and Science, and, Agriculture. In so doing, they established a university with two purposes: to advance knowledge of the human condition through inquiry and imagination, and, to serve the many-sided needs of the community by supporting Saskatchewan's then foremost industry to thrive and grow. Their goal, eloquently articulated by our first President, Walter Murray, was for the University of Saskatchewan to hold 'an honourable place among the best'.

In 2012, the University of Saskatchewan is positioned within Canada's research-intensive universities. Our broad mandate for instruction and research has led us to build one of the most comprehensive arrays of academic programs in the country. Our research infrastructure, existing or under development, is among the best in Canada. For over four decades, starting with programs in Education and Law, we have increasingly committed ourselves to the education of Aboriginal peoples. We have a solid financial footing and significant opportunities for leveraging our resources. We have worked hard to achieve the vision established by the [Strategic Directions](#) (2002) and by the two integrated plans which followed ([2004](#), [2008](#)). It is a significant record of [accomplishment](#).

By 2020, we envision a university which is widely recognized as one of Canada's most distinguished universities with an impact on the world stage in strategic areas of pre-eminence. Our student body is increasingly diverse and experiences a world-class education in which learning and discovery intersect in innovative and distinctive ways. We are recognized for knowledge creation and innovation which are vital to the social and economic well-being of Saskatchewan, Canada, and the world. Acknowledging our sense of place, we are the pre-eminent medical-doctoral university in Canada in Aboriginal education and research. We are seen as Saskatchewan's key provider of highly skilled and talented personnel for professional roles and for civic, business, and public leadership. We have collaborative research and teaching relationships with a wide variety of provincial, national, and international partners. We are increasingly known for our positive contributions to the people of Saskatchewan, Canada, and the world.

As this Third Integrated Plan unfolds, our planning efforts continue to be guided by the *Strategic Directions*. We continue to pursue our long-term goals of attracting and retaining outstanding faculty; increasing campus-wide commitment to research, scholarly, and artistic work; establishing ourselves as a major presence in graduate education; and recruiting and retaining a diverse and academically promising group of students and preparing them for success in the knowledge age. Our distinctive ways of achieving these goals will distinguish us from our peers and position us to realize our vision to hold 'an honourable place among the best'.

ENVIRONMENTAL SCAN

As the University of Saskatchewan enters its third planning cycle, we face a period of possibility and constraint. Behind us is a decade of transformative change, significant progress, and increasing focus on areas of strength – on knowing who we are, and what sets us apart from others. Ahead of us lie continued uncertainties, economic trials, evolving challenges in the post-secondary education sector, unanticipated events, and profound opportunity.

On the positive side, recognition of the significance and impact of higher education is unprecedented. Society's need for well-prepared citizens, for professionals and leaders, has reached new heights – and the roles of universities and other educational institutions in meeting such needs are on the minds of policymakers and the public at large. Public appreciation of the social and economic impact of research and knowledge creation has also never been more acute. In this knowledge age, the hopes and aspirations of people, communities, governments, and organizations rest on universities to an unparalleled degree – to such an extent, in fact, that universities are unlikely, on our own existing resources, to meet all the needs and expectations of our stakeholders. Our environment calls for strategic choices to be made and new partnerships to be forged.

Over the past four years, as the global economic recession has ebbed and flowed, post-secondary educational institutions, particularly in North America and Europe, have faced severe reductions in government funding, losses in investment income, and increased competition for available resources. Locally, we have experienced strong support from successive provincial governments and, while this may continue, slower economic growth due to unstable commodities markets and constraints on public sector funding are on-going concerns. Other universities are relying more and more on donor funding and, in so doing, the nature of academic leadership at the decanal and presidential levels is changing profoundly. Further, while we are in a favourable economic position compared to our peers nationally and internationally, we cannot be complacent: the global economic downturn has driven universities around the world to be ever more innovative. While we have made great strides, if we are to attain an honourable place among the best universities, our need to transform ourselves, to keep up to our peers, is greater than ever.

Nationally, as the number of universities and degree-granting institutions grows, and more seek to become research intensive, competition for Tri-Agency funding is anticipated to increase. It is critical that our faculty members are connected, engaged, networked, and supported in their pursuit of research and scholarly excellence. Especially important to our goals is the research success of the large number of new hires we have made over the past decade and will continue to make in this planning cycle. We will need to continue to leverage our comparative salary advantages to recruit and retain highly qualified personnel. And, we will need to leverage our considerable investment in research and capital infrastructure (over \$1 billion in a decade) to ensure that our faculty and students utilize these investments to achieve their full potential.

Concurrent with an environment of constrained resources, expectations for accountability and prudent stewardship of the public's trust are increasing. From the federal Tri-Agencies to the provincial auditor, we are required to meet increasingly stringent national and international regulatory requirements related to pre- and post- award monitoring including financial oversight, human ethics, and animal care, as well as to demonstrate increased efficiencies in the new 'fishbowl' reality for higher education. The introduction of a periodic quality audit system for the universities in Saskatchewan as well as legislation to expand the number of degree-granting institutions in the province require us to ensure that the quality and efficiency of our programs, processes, and functions meet national and international standards of excellence.

As of January 9, 2012

Like many other Canadian universities, we draw significant numbers of our students from our own immediate region, and it is important that we deepen and broaden our recruitment of the best students of all kinds within our region. In Saskatchewan, we are particularly mindful that our province's demographics are changing. Although the population is growing, the number of 18-year olds (a proxy for new university students) in the province is expected to continue to decrease over the next five to ten years. On the other hand, the proportion of Aboriginal youth is rapidly growing; there is greater cultural diversity among our communities; and, urbanization continues. To maintain our enrolment, and thereby our significant program array, requires higher participation rates from both traditional (18 to 24-year olds) and non-traditional (Aboriginal, mature, rural, new Canadian, distance) student populations. Saskatchewan has the lowest percentage of post-secondary education graduates in its workforce in the country, a statistic that needs to change and that we can help change as the province develops. Further, given our demographic challenges, we need to achieve enhanced retention and degree completion rates and increased recruitment of students from other provinces and other countries.

The competition for highly qualified students, both locally and internationally, is acute and this is expected to continue given the increasing number of highly specialized niche market universities and colleges in Canada and internationally. As top students from Saskatchewan high schools increasingly weigh their options, we need to ensure that our university is seen as their destination of choice. Further, the competition to attract international students from countries such as China and India is equally intense and, without a planned and integrated approach, we may not attract as many of these students to our doors as we will need to fill all of our programs. And, we need to recognize that the rise of online and for-profit learning, plus aspirations from other institutions within Saskatchewan to offer degree programs, are changing our environment and creating new pressures as well as transfer opportunities.

Internally, we all know that the work of the university is accomplished in great part through its faculty, whose roles embody the research, teaching, and service functions of the university as well as its character as a participatory and self-governing institution. It is increasingly apparent that we have put into place a cumbersome set of processes which regulate our actions and which, while they ensure that checks and balances occur at a variety of points throughout the governance structure, require simplification and streamlining. If we are to compete on a level playing field with other universities in Canada and around the world, we must be able to react to our environment in a much more nimble fashion than currently exists.

These circumstances call on all of us at the University of Saskatchewan to be imaginative and resourceful. We are in a favourable financial position compared to almost all other Canadian universities. We can take advantage of our circumstances through inspired choices.

AREAS OF FOCUS

Over the past decade, our faculty, staff, and students have worked hard and made many gains. Lessons learned from our two previous planning cycles point toward the need for focus on fewer key areas, continuity between planning cycles, leveraging our full resources for maximum impact, and working together in different ways to accomplish our goals. In this planning cycle, we intend to make substantial progress on four key areas: knowledge creation; Aboriginal engagement; culture and community; and innovation in academic programs and services. These areas build on the successful projects and initiatives conceived and planned during the first and second planning cycles. While these are not the only areas in which we must define, accomplish, and measure progress, they are

the most important for us to distinguish ourselves from our peers and to cement the foundation upon which we truly hold ‘an honourable place among the best.’

This plan presents the strategies which we will employ to pursue our goals over this planning cycle. It is informed by college, school, and unit plans and by eighteen months of discussions across our campus about where urgent attention is needed. While the areas of focus are presented sequentially, they are interlinked, interdependent, and connected. They should be read as a whole, not as isolated silos for action.

Knowledge Creation: Innovation and Impact

The *Strategic Directions* (2002) encouraged the University of Saskatchewan to increase campus-wide commitment to research, scholarly, and artistic work and to meet international standards. [The Foundational Document on Research, Scholarly, and Artistic Work](#) (2004) committed us to establish ourselves as one of the top ten medical-doctoral universities in Canada and one of a select few internationally in key areas. The [Strategic Directions Update](#) (2010) compels us to achieve Tri-Agency funding performance above the national average for medical-doctoral universities in all competitions and in all of our academic units. We have challenged ourselves in this way because a hallmark of Tri-Agency funded programs is peer review and recognition of research accomplishment at the highest standards. We have also done so because Tri-Agency research performance is our university’s most obvious shortcoming and most serious vulnerability.

Over the past two planning cycles, we have laid the groundwork for a strategy that will intensify our research environment and firmly establish us within the top ten medical-doctoral research universities in Canada. We have hired top talent and, increasingly, we are recruiting top talent strategically: we were selected to receive one of 17 Canada Excellence Research Chairs, a \$30 million investment in world-leading talent; we have 36 of Canada’s prestigious Tier 1 and Tier 2 Canada Research Chairs; we have provided increased support for new faculty through start-up grant packages; and we have increased scholarships for graduate students by a total of \$3 million over two planning cycles. We have created three interdisciplinary graduate schools in public health, public policy, and environment and sustainability. We have begun to address innovation and engagement in different ways – particularly the engagement of undergraduate students and communities in knowledge acquisition and discovery. We have also made significant investments in our research infrastructure (buildings, laboratories, funded research chairs, and organizational capacity), and have two of Canada’s most significant national science installations (the Canadian Light Source Inc. and International Vaccine Centre). We have established a quality assurance system to assess performance of our existing research centres and we are finalizing metrics for institutional research performance. And, in order to position the university among international leaders in key areas, we have surveyed our research landscape and identified six signature areas of research¹ in which the University of Saskatchewan can achieve global impact and recognition.

As far as we have come, others have also made great progress. Indications of this can be found in a variety of places. For example, over the past five Tri-Agency competitions, we have remained near the bottom in outcomes in the medical-doctoral category, placing 14th or 15th out of 15 even though we are increasing our total research funding (\$206.6M in 2010/11 vs \$140.6M

¹ Aboriginal Peoples: Engagement and Scholarship; Agriculture: Food and Bioproducts for a Sustainable Future; Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment; One Health: Solutions at the Animal-Human-Environment Interface; Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies; and Water Security: Stewardship of the World’s Freshwater Resources

in 2006/07). Further, our standings in international rankings instruments, such as the Academic Ranking of World Universities (AWRU, previously the Shanghai Jiao Tong) which represent an increasingly more important faculty and student recruitment vehicle, continues to stagnate in part because of our poor performance in citation indexes and reputational surveys. While we aspire to be in the top quartile of peer comparators and our compensation strategies are built around this strategy with specific emphasis on the Universities of Alberta, Calgary, Manitoba, Western Ontario, Guelph, McMaster, and Dalhousie, our performance places us in the bottom quartile of Tri-Agency funding in our category. This disparity cannot continue.

The task over this planning cycle is firmly to establish a pervasive culture of research and scholarship throughout the institution, while, at the same time, increasing strength in the university's signature areas of research. This is a dual message: all faculty need to be productive in all their areas of work, and, we also need to realize particular impact from our areas of pre-eminence, which, although they are essential catalysts, will not, by themselves, enable us to match the across-the-board performance of our peers. Every faculty member must contribute to the research, scholarly, and artistic mission of our university, and our faculty need to do so in ways which are at least comparable those at our peer universities. In this planning cycle, we need to see outcomes commensurate with the extraordinary investment in personnel and in research infrastructure which we have put into place – we cannot have segments of our institution which are bystanders to our research mission – and we need to build strategically upon these investments.

Our Strategy: Over this planning cycle, we will implement a comprehensive suite of research initiatives at the institutional and college levels encompassing the key functions of recruiting, developing, and networking researchers. These initiatives will round out research engagement throughout the institution and specifically ramp up outcomes and impacts within selective areas aligned with the six signature areas of research. Our strategy will be developed and refined using evidence-based methods and learning from successes at peer universities to understand specific levers for and barriers to research success. Utilizing data from the U15 Data Exchange (U15DE) and other sources, we will work to better understand the gaps between our performance and that of our peers and, based on this information, we will define and execute plans to increase our Tri-Agency funding success at a rate at least comparable to our peers. Supports will be provided in key areas to enable our faculty to succeed in collaborative and innovative ways, recognizing that our strength comes through multi-disciplinary effort, with partnerships that cut across disciplines, institutions, cultures and nations, and often through initiatives that creatively leverage community and locale. Colleges and schools will create and implement research plans which align with institutional goals of pre-eminence and impact, which emphasize strengths both complementary to and independent of the signature areas of research, which describe strategies for increasing productivity of faculty, and which provide for coordination of effort associated with research, scholarly, and artistic work throughout the university. In doing these things, we will build a culture of research and scholarship, with inspired leadership at all levels within the university, to strengthen the teacher-scholar model for faculty within the institution.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Recruit the Best: Because outstanding faculty and graduate students are essential to our research mission, faculty and graduate student recruitment will be driven primarily by considerations of outstanding talent, ability to establish high quality research programs,

ability to attract and retain Tri-Agency funding, and opportunities for national and global impact. We need to recruit the very best into these roles because they are the highly trained and talented personnel which drive our research enterprise. An investment here, whether in the form of a faculty salary or a graduate stipend, is an investment in the capacity for research, scholarly, and artistic work with impact at the University of Saskatchewan as well as one which builds our legacy nationally and internationally. As we recruit new faculty and graduate students, we will be mindful that research, scholarly, and artistic work is measured by impact and significance, and that these are often greater when researchers are clustered, networked, or otherwise work together within coherent, shared, research programs. Recruitment represents a massive investment by the university that cannot be justified simply to fill content areas in historic curricula. Recruitment will focus on how these significant investments will shape the complement to support evolving college and institutional goals, enhance signature areas of research, and contribute to creating synergies among disciplines. We will continue to set clear expectations, during hiring and throughout a faculty member's career, that faculty will continually participate in meaningful ways in research, teaching, outreach, and service/administration as part of their regular duties. While potential for research success is a primary factor in recruitment, we can accelerate research progress by strategically hiring senior mid-career or senior faculty with the expectation that they will bring to bear a strong track record in external funding and international impact in key areas. Further, we can accelerate research impact through the recruitment of research leaders and faculty to advance specific projects, at different levels throughout the institution. And, we can refine our practices by ensuring that deans provide leadership and set direction for searches for new faculty.

Support Faculty and Graduate Students to Succeed: The teacher-scholar model will continue to be the core expectation of faculty throughout their careers. We recognize that we continue to have unevenly distributed pockets of intensive research activity across campus, that needs vary greatly among researchers even within disciplines, and that we need to put in place the right mix of personnel and supports, at both the institutional level and across the campus, for faculty at different stages of their careers. As a community, we will invest time and resources in activities and processes that increase our grant application success rate, including developing publication records before applying for grants, and utilizing the university peer review process. We will implement a mentoring program for new faculty and for promising graduate students who may participate in the professoriate of the future. Faculty members will be supported in leveraging the expertise of others both on and off-campus through collaborative grants and projects, networks, clusters, and groups, and in working on the complex 'wicked' issues facing society today which require innovative, multi-disciplinary, solutions. This work will be recognized as part of the assignment of duties. At the other end of the spectrum, newly hired faculty will be swiftly provided with targeted start-up packages, space and equipment, and mentorship to ensure they are well launched on their academic careers. More undergraduate and graduate students will be systematically engaged in knowledge creation and dissemination. Finally, we recognize that graduate students contribute significantly and variably to the research, scholarly, and artistic work of faculty. In this planning cycle, we will continue to ensure that graduate students are competitively remunerated by increasing the budget for graduate student support, particularly in competitive scholarships and fellowships to attract the best graduate students to our university.

Strengthen Strategic Focus: While individual faculty members will work on a multitude of topics reflecting the diversity of a great university, at the institution-wide level, we will further strengthen our focus on selected areas of pre-eminence. Our signature areas of

research exist because we have, over our history, attracted innovative scholars, graduate students, and resources to achieve critical mass and impact in these areas. We will leverage our investments in our signature areas of research to achieve the international recognition we desire in these areas. As we develop flagship initiatives in each of our signature areas such as the four institutes – water, mining, nuclear, food – we will ensure that we have the leadership, institutionally and within the campus generally, to guide this development and amplify its impact. Building on the process used to identify institutional signature areas, we will look to departments, schools, and colleges to identify their own areas of strength, both independent of, and complementary to, the university's signature areas.

Our success in achieving our goals will be measured against activities that contribute to making research and knowledge transfer more significant and meaningful. We will know we are on track if, by 2016, we have:

- Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.
- Increased the proportion of faculty holding external funding and supervising graduate students to a majority in all departments and colleges, with a goal of 90% participation (including application) in Tri-Agency programs by 2020.
- Established four new institutes (water, nuclear, mining, and food) and assembled the human capital required to move them forward.
- Have a fully functioning and subscribed mentorship program for new faculty.
- Established a baseline and increased participation and leadership in collaborative grants, projects and networks, including national and international research projects/networks.
- Increased internally funded graduate scholarships by a further \$1M and increased by 10% the number of Tri-Agency funded graduate students.
- Established a baseline and increased by 50% the number of undergraduate students participating in research.

Aboriginal Engagement: Relationships, Scholarship, Programs

[*The Foundational Document on Aboriginal Initiatives: Forging New Relationships*](#) (2004)

committed us to becoming the pre-eminent Canadian medical-doctoral university in Aboriginal education in five areas including: student affairs; academic programming; research, scholarly, and artistic work; cultural initiatives; and community outreach. The *Strategic Directions Update* (2010) describes Aboriginal education as the great social imperative of the 21st century in our province and beyond and compels the University to achieve 15% Aboriginal enrolment of our total enrolment by 2020. University education, including in professions, sciences, arts, and at the graduate level, is critical to the future of First Nations and Métis people and communities in Saskatchewan, and therefore to the future of the province itself. Our university is called to service in meeting these needs.

The University of Saskatchewan holds a national reputation as an innovator and leader in Aboriginal education. As a result of decades of path-breaking efforts, our percentage of First Nations, Métis, Inuit, and Indigenous students is the highest among our peer medical-doctoral universities. Beginning with the College of Education Indian Teacher Education Program (ITEP) and the Program of Legal Studies for Native Peoples (PLSNP) associated with the College of Law, we have been responsible for ground-breaking initiatives in Aboriginal education for over four decades. Throughout the 1980s, 1990s, and into the 21st century, we have accelerated and diversified our [student support programs](#). We have significant research and scholarly expertise and have identified one of our signature research areas as *Aboriginal Peoples: Engagement and Scholarship*. We are the first university in Canada to have a presence on an urban reserve, at

English River. We have many connections to Aboriginal communities within the province and beyond. In the first planning cycle, we identified student support as the key area of focus and we put into place the Aboriginal Achievement Model as a key initiative institutionally. In the second planning cycle, we identified graduate education as a high priority. Numbers of Aboriginal graduate students have been slowly growing and we have created new graduate programs in Agriculture and Bioresources (PGD in Aboriginal Agriculture and Land Management) and Education (Integrated M.Ed. through an Indigenous land-based cohort). There are emerging initiatives in many colleges and important central initiatives which have contributed substantially to student success. However, rates of enrolment and success for Aboriginal students remain significantly below our targets.

In the spirit of Treaty Six, in whose territory the University of Saskatchewan is located, our vision is to be recognized as a place where many peoples come together to engage in mutually respectful relations and dialogue. We bring this spirit to all of our educational, scholastic, and service activities as we: engage in partnerships with international and regional Indigenous, First Nations, Métis, and Inuit communities; increase the participation and support the success of Aboriginal students; build institutional research capacity and reputation; promote understanding of Aboriginal society by non-Aboriginal students, staff and faculty; and work with Indigenous people from around the globe, including far beyond our campus and our province.

Our Strategy: The University of Saskatchewan will bring increased focus to ensuring the recruitment and success of First Nations, Métis, and other Aboriginal and Indigenous students across the full range and all levels of university programming. Within colleges, student success – achievement, retention, completion, and transition to jobs and leadership roles – will be particularly important. University-level initiatives will focus on working with partners to augment the pool of qualified applicants, increase visibility and the attractiveness of the campus for prospective students, and ensure co-ordination among colleges. The University of Saskatchewan will fully grasp the foundational imperative of its role in educating larger numbers of First Nations, Métis, and Inuit students for the benefit of the province and the country. Although we have a solid track record and significant achievements, because we are a large and complex university, our colleges are at different stages of progress. It will be important to develop multiple paths to achieve success in our Aboriginal focal area. One key element of our strategy will be learning from our trailblazers so as to capitalize on this knowledge for greater impact across the whole institution during this planning cycle. Ensuring Aboriginal student success will be a complex task which will require many specialized approaches: engagement of non-Aboriginal faculty, student, and staff; support for new teaching methods, content, and transition/retention programs where required; research by, for, and with Aboriginal people; community partnerships developed in a coordinated way by those experienced at this work, drawing others in wherever possible. Our goal is to be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among students. As an institution, we will build personal, professional, and technological networks and partnerships to share information widely across the campus for greater overall impact and to make our campus a more welcoming environment. Our university will begin to be known as a place where faculty, staff, students, and alumni have experience working in a diverse and intercultural environment including honouring the roles of our region's first peoples. As we work with Aboriginal communities, our efforts will be characterized as a balanced team, – described by Gordon Oakes, former chief of the Nekanee First Nation, as two horses, one Aboriginal and one non-Aboriginal, moving forward together, each understanding and celebrating each other's culture and traditions.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Coordinate University-Community Relationships: Our university has many Aboriginal partners – communities, schools, governing organizations, corporations and individuals; locally, provincially, nationally, and internationally. These partnerships are created and nourished primarily within individual units and relationships are often carefully guarded. The end result is multiple contacts with single communities; without coordination, the overall impact of the university is diffuse. In this planning cycle, we will look to campus leaders to work proactively and collaboratively to assist the university to increase the overall impact of our activities through greater coordination and harmonization of effort, internally and externally. This work will take a multi-pronged approach. Two initiatives will be the primary focus:

- *Engage with the provincial K-12 system.* We anticipate the creation of a joint Council - Provost's Task Force early in the planning cycle to support this important initiative. The main focus is coordination of activities and initiatives taking place in the elementary and secondary schools in Saskatoon, in schools in areas immediately surrounding Saskatoon, and within the province. A particular focus concerns the emerging campus-led partnership to promote STEM education (science, technology, engineering, and mathematics) within the Northern Administrative District, which will be accelerated so as to ensure that Aboriginal students and northern residents have access and early exposure to the full benefits of the University of Saskatchewan. Based on this prototype and our work with the provincial K-12 system, we will launch a broader initiative throughout the province to ensure that all Aboriginal students are exposed to STEM education in new and innovative ways.
- *Facilitate and co-ordinate community-based research in First Nations and Métis communities.* The university will identify resources, processes, and protocols to support the involvement of faculty and students in partnerships for research, scholarly, and artistic work in, with, and reflecting the priorities of First Nations communities and Métis Locals. These partnerships will reflect the idea of mutually beneficial engagement that both advances the university's research goals and meets needs identified by recognized community partners.

Increase Visibility of Aboriginal Culture and Symbols On-campus: Our campus is one of the most beautiful in Canada, and its Gothic architecture speaks to a proud collegiate tradition. That architecture also is a symbol of European colonization and under-represents the traditions of Aboriginal Peoples who inhabited these lands since time immemorial. In this planning cycle, we will move to make our campus better reflect our unique position at the intersection of First Nations, Métis, and Inuit culture through the construction of the Gordon Oakes – Red Bear Student Centre as a distinctive campus landmark. This signature on-campus centre of Aboriginal higher learning will be a home and hub for Aboriginal students and student activity. Other efforts to increase the visibility of First Nations, Métis, and Inuit culture will be through initiatives such as website content and signage in Aboriginal languages, naming of roadways and rooms after Aboriginal leaders or in Aboriginal languages, and displays of art collections. Aboriginal culture will also be prominent in our university's ceremonies and events.

Showcase Success and Leverage Expertise: It is critical that that we proudly celebrate the accomplishments of our faculty, staff, students, and community partners; share stories of successes; and build on the key learning of our past accomplishments to further accelerate student success throughout the entire university. Early in this planning cycle, we will organize a symposium which will be geared toward ensuring that the campus community is fully aware of our past and current accomplishments so that, jointly with University Council and with our Aboriginal partners, we may collectively celebrate our successes and turn our attention toward the next priorities in Aboriginal education for the University of Saskatchewan. In this planning cycle, we will also celebrate Aboriginal education and culture in additional ways. We will establish awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy, contributions to reconciliation and understanding between Aboriginals and newcomers in Canada, including targeted and prestigious graduate scholarships. Through reciprocal learning – where Aboriginal and non-Aboriginal communities, peoples, students, and faculty respect and learn from one another – we will move forward together.

Our success in achieving our goals will be measured against activities that contribute to making Aboriginal engagement at all levels more significant and meaningful. We will know we are on track if, by 2016, we have:

- Increased the number of self-identified Aboriginal students completing their studies and graduating in a wider variety of programs in numbers comparable to those of the student body as a whole.
- Identified and documented the number and types of partnerships we have with Aboriginal communities.
- Built the Gordon Oakes – Red Bear Student Centre.
- Increased the visibility of Aboriginal culture, language, and symbols throughout the campus, including on institutional, college, school, and unit websites, on roadways and signage, on and within buildings.
- Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.
- Established a baseline for the number of classes providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities/organizations.

Culture and Community: Our Global Sense of Place

The *Strategic Directions* (2002) encouraged the University to be known for its connections to Saskatchewan, Western Canada, the North, and to the Great Plains environments of the world, while at the same time nurturing its connections to community, thereby enriching both the university and the province. Our *First Integrated Plan* challenged us by making it clear that “no local challenge that deserves the word is without its global manifestation; no global challenge fails to touch us where we live.” Over the Second Planning Cycle, we have developed and invested in an implementation plan to support the goals enunciated in [Globalism and International Activities](#) (the International Activities Foundational Document, 2003). Internationalization and a sense of place are two ways in which we have sought actively to shape the culture of our university. We are at a moment in our history when we can make significant choices about what kind of university community we aim to become. The hallmark for our university’s third plan needs to be a deliberate cultivation of creativity and diversity.

The University of Saskatchewan is a dynamic, resourceful, community – a place full of life, people, and activity. We are a creative community, located within and connected to other creative communities, – most immediately, the City of Saskatoon, recently named Canada’s creative capital. The world today requires creativity at all levels – and, according to recent studies, technology, talent, and tolerance are key elements that encourage and sustain creativity and innovation. By definition, universities are places of creativity and innovation. Our university is a part of, and a microcosm of, larger communities including the province, the nation, and the world. The problems of today’s world call on all of us to bring our talents, our time, our energy, our ideas, and our creativity to develop innovative solutions. Given the talent available here and the resources we have within our university, we arguably have a critical and leading role to play in ensuring that Saskatoon and Saskatchewan are seen as among the world’s most creative communities. Markers of a vibrant, creative, community include embracing diversity, showing openness to change, responding flexibly and nimbly to opportunities, and placing a premium on new ideas. Innovation and creativity are expressed in practices as disparate as risk taking and artistic expression. In this planning cycle, we need to be open to possibility. We anticipate becoming an even more diverse community if not a much larger one. To do so, we will need to provide a safe and welcoming environment – in infrastructure, in support services, and in attitude. We are well positioned to continue to support the province’s goals of recruiting and retaining highly qualified people, from within the province, Canada, and internationally. We have a growing understanding about how we can model the overarching global imperative of sustainability as well as model sustainable financial stewardship of our considerable resources.

Our Strategy: In this planning cycle, we will build on the successes of the *Second Integrated Plan: Toward an Engaged University* and specifically continue to work together collaboratively across boundaries to support our community to be greater than the sum of its parts. This will require us to be more inter-culturally engaged, more knowledgeable about other communities, peoples, customs and traditions, more invested in the sense of place anchored at the University of Saskatchewan. We need to ensure that we fully embrace our intercultural environment and pursue international partnerships that reflect our priorities. We need to fundamentally accept that being a great university encompasses global citizenship, quality, and diversity. We are well positioned to bring the province’s multi-cultural motto, ‘from many peoples strength’, to reality. Valuing a wide variety of perspectives, –Aboriginal, new Canadian, mature students, various gender identities– should be second nature. We want to surround our faculty, staff, and students within a culture of engagement and empowerment, and arm them with a sense of social responsibility to our local and global communities. We need to play a leadership role in making Saskatoon one of the world’s most creative cities. To do so will mean that we need to take chances on new ventures, on innovative ideas, and expect a mixture of success and failure as a rite of passage.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Celebrate and Promote Diversity: Communities are shaped by their citizens. As a reflection of society today, our campus community will be diverse –both visibly and in perspectives. Over this planning cycle, we will significantly ramp up our efforts to encourage and support activities leading to the development of diversity and inclusion among faculty and staff throughout the university. As part of this activity, we will actively recruit Aboriginal faculty and staff and, more generally, ensure an appropriate diversity of peoples and cultures within our faculty, staff, and student complements. We will further initiate opportunities for faculty, students, and staff to develop increased intercultural awareness.

Model Sustainability and Stewardship: One of the drivers of creativity is our desire to contribute to social and environmental sustainability in our immediate environment and around the world wherever we are active as a university. Our sustainability goals cross the traditional lines of teaching, research, operations, administration, and service and call on all of us to find new ways to work together in service of global goals. The broadest form of sustainability is the stewardship of the natural environment in a socially and economically responsible manner that meets the needs of both present and future generations. In this regard, our vision is that every member of the campus community will have an awareness of sustainability and make informed choices in all areas of campus life: education, research, operations, governance, and community engagement. In the second planning cycle, members of our community worked together to develop a Campus Sustainability Plan. In this planning cycle, we will identify three or four concrete initiatives that will serve as prototype projects in the first year and which will result in demonstrable gains for enhanced sustainability on campus. We will identify the actions required and costs associated with implementing the *University and College Presidents' Climate Change Statement of Action for Canada*, to which the university is signatory. We will encourage members of the campus community to make individual and collective change in their daily lives to be responsible participants in the global community.

It is also the case that institutions that are poorly organized in terms of administration, finances, and procedures will find it difficult to prioritize sustainability in the face of other kinds of pressures and priorities. Thoughtful and transparent stewardship of our financial resources and our capital inheritance, including compliance with regulation and reporting requirements and effective management of resources at all levels of the institution, is also an aspect of sustainability. We are in a strong position relative to our peers because we have been managed well. Yet, to meet the expectations of external funders, partners, and regulators, while supporting our decentralized structure, we need to ensure clarity in assignment of responsibilities, tasking individuals with responsibility and accountability; provide enhanced orientation, training, and communication programs; establish service level agreements and standards of service performance for all administrative and support units; and establish a leading practices internal control framework. Our RenewUs strategy, as part of the Multi-Year Capital Framework, will ensure that key parts of our campus receive the attention they need to continue to support our instructional and research programs.

Foster Student Creativity and Innovation: We will expand and create new opportunities for hands-on, active learning and applied innovation in student-oriented and student-driven initiatives. Our students already engage in a variety of forms of creative activity in courses and projects, and outside the formal curriculum through clubs, entrepreneurship, and community engagement. They have signalled their interest and enthusiasm for 'out-of-class' experiences through the establishment of student-led projects such as the University of Saskatchewan Space Design Team (USST), the inter-professional iPASS symposium in health sciences, Footprint Design, and Student Teachers Against Racism among other examples. We know that involvement in applied work and learning relevant to student interests leads to better student engagement and outcomes. Part of our commitment to creativity and innovation, and thereby to our provincial and global sense of place, needs to be the provision of opportunities for our faculty and students to explore ideas, in essence, to provide them with organizational, curricular, and physical spaces in which innovation can be incubated and flourish. While different approaches will be needed in different types of disciplines, students in arts, professions, humanities, and natural and social sciences all

desire and can benefit from formal and informal opportunities to put learning, talent, and imagination to work.

Our success in achieving our goals will be measured against activities that contribute to making culture and community more significant and meaningful. We will know we are on track if, by 2016, we have:

- Engaged 40% of all faculty and staff in activities designed to increase Aboriginal awareness and understanding.
- Increased by 10% the number of self-identified Aboriginal faculty and staff.
- Created a baseline to determine the level of 'welcome' our campus environment provides.
- Demonstrably increased our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.
- Developed new opportunities for student creativity and innovation open to students from all colleges and fields of study.

Innovation in Academic Programs and Services

The [Teaching and Learning Foundational Document](#) (2008) committed the University to increased innovation in its academic programs and services. Following from the emphasis in the *Second Integrated Plan* on the undergraduate and graduate student experience, we have made significant inroads in changing the teaching and learning environment for our undergraduate and graduate students. Specifically, we have initiated learning communities, created teaching awards, provided increased support for curricular innovation and design, adopted a learning charter, increased student support, provided mentoring and training, opened up experiential learning opportunities in a wider variety of programs, and created a new portfolio to advocate for teaching and learning on campus along with initiatives at the college and department levels.

The University of Saskatchewan has one of the broadest arrays of academic programs available in Canada. While many of our programs, particularly our professional programs, are in high demand, given today's highly mobile, connected, and discriminating student body, not all of our programs can lay claim to the same demand. Further, we cannot expect that the current program array, based primarily on disciplinary lines, will be sufficient or even attractive to 21st century learners who are increasingly more technically literate, more mobile, and more entrepreneurial in the choice and selection of courses and programs leading to a degree. We need to offer more compelling, engaging, challenging, academic programs which are creatively designed, are grounded in multidisciplinary and broad global perspectives, are informed by the scholarship of discovery, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Students have asked for a variety of innovations, such as experiential learning activities, more choice, and increased flexibility in scheduling and regulations, through a host of surveys, studies, and reports. It is now time to ensure that their expectations are met, particularly as we face the challenge of Saskatchewan's demographics and adopt a more systematic approach to enrolment planning.

Our Strategy: Over this planning cycle, we will work to create flexibility and simplicity within programs and services, to increase multidisciplinary, and to provide increased opportunities for experiential learning for our students throughout their academic programs. Further, we will work toward improving decision-making at the unit level with a view to ensuring synergies between the university's signature research areas and our

program array. We will implement Strategic Enrolment Management to create a mix of programs and learners that reflects deliberately chosen academic priorities, to facilitate student movement between degree programs, and to address low enrolment programs. Utilizing the investment in the University Learning Centre (ULC) and the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) in the past two planning cycles will be critical to our success.

Within their plans, a number of colleges and schools identified the need to rethink their programs profoundly, streamline processes to provide for more flexibility, and increase simplification within curricular offerings. To deliver undergraduate and graduate degree programs renowned for quality, innovation, and relevance, academic units will need to work collaboratively together. Streamlining and simplifying processes and programs will reflect how we work together, ensuring that organizational structures do not: impede efficiency and effectiveness in delivering academic programs, impede student mobility (from inside or outside of the university), recognize prior learning, open up new 'pathways' for transfer students, or support student success. Likewise, trust and support for innovation and allowing for fluidity within programs and service offerings through enhanced decision-making and accountability will need to be nurtured and supported. To maximize impact from institutional resources, academic units will work collaboratively with administrative units to support student success. Assessment initiatives based on pre-defined learning outcomes will be developed and implemented and will serve as a basis for decision-making and for program and service development.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Focus on Learner-Centred Programming and Curricular Innovation: Universities are defined in significant measure by their academic programs. Students increasingly choose universities on the basis of the degree programs offered as well as institutional reputation from various and disparate sources. Student populations also shape the identity and profile of universities and the academic units they house by virtue of their participation in higher education. Each student who chooses to enrol with us to reach their educational goals has individual needs, interests, and abilities. While we cannot tailor our programs and services to address all possibilities, we can design them with flexibility at their core. We also need to design them to meet the expectations of today's and tomorrow's students, including meeting them where they are and providing experiences that they enjoy. Further, we need to design programs around identified learning outcomes that drive course design and offerings. The curriculum mapping exercise currently underway in the College of Arts and Science has much potential here to transform our thinking.

Potential and current students and graduates need to be able to define what sets a University of Saskatchewan educational experience apart from educational experiences at other universities and post-secondary institutions. These differences should be directly related to the curriculum delivered or the method of delivery. One of the ways to be more distinctive is to provide Aboriginal-related content, experiences, or examples within curriculum in ways that complement the discipline and enhance the intercultural knowledge or practice of our graduates. Other ways include delivering programs through distance and distributed education or year-round, with a focus on experiential or community-based learning. This will involve designing many new courses and

programs on a foundation of outreach and engagement with experiential learning opportunities and primary research built directly into the curriculum. We will, in this planning cycle, continue to encourage curricular innovation, create an institutional plan for distance and distributed learning, identify prototypes of blended learning models, consider block programming for degree programs, and explore moving away from a primarily two-semester system. One aspect of increased flexibility will be the possibility of utilizing our third semester (May to August) more creatively and strategically than has hitherto been the case.

Support Student Success: In the previous two planning cycles, we initiated and completed transformative changes to the teaching and learning environment through concerted effort and focus. Singular successes included the establishment of the ULC, the transformation of university learning and library facilities and services, Marquis Hall renovations and Bookstore upgrades, and building new student residences. In this planning cycle, we need to provide additional innovative academic services, in areas such as student advising, academic support, flexible access for students on and off campus, to support student success. We need to focus our energy and effort on providing students with the financial supports they need, including scholarships and bursaries.

Actively Shape Our Student Body: To reach our goal of a diverse student body, we will assist all colleges, schools, and programs in developing targets for composition and diversity of their student populations in alignment with institutional goals. This needs to be a conscious effort informed by evidence, with concerted efforts placed on addressing areas of strategic priority which support our broad institutional goals, and which involve the whole campus. While our size will not be much larger, we need to change the student mix, continuing to focus on graduate student recruitment, on out of province and international students at the undergraduate level, and building a presence in other provinces, especially Alberta, and other countries which are carefully identified based on data. We should aggressively recruit high calibre Aboriginal graduate students, as well as students of Indigenous heritage and students interested in Indigenous cultures and issues. As we move toward our goals of research intensiveness, we will increase the number of graduate students by recruiting the most talented students, from Saskatchewan, Canada, and around the world. Lastly, given provincial demographics and the significant facilities and infrastructure we have available to us, we must attract and retain the very best students from Saskatchewan and make available to them highly attractive undergraduate and graduate scholarships. Our efforts will be supported by active alumni engagement and strong leadership at the college/departmental levels.

Demonstrate Effectiveness: Coupled with a focus on evidence-informed learning outcomes assessment, our processes will be more aligned with international standards and expectations for transparency, efficiency, and program and service delivery. To achieve outcomes for students and communities using our always limited resources, all participants in the university community will be thinking deeply and explicitly about the significance and impact of their activities. Looking at opportunities to consolidate and strengthen our programs will be a deliberate consequence of the Strategic Enrolment Management project. Looking at streamlining academic processes to provide more flexibility and simplicity and to reduce the barriers to achieving our goals will build on the work initiated in the second planning cycle. Our recent Service and Process Enhancement Project (SPEP) identified a long list of opportunities; it is unreasonable to

think that we would not continue to act on these, and identify other opportunities as they arise.

Our success in achieving our goals will be measured against activities that contribute to making our programs and services more effective and streamlined. We will know we are on track if, by 2016, we have:

- Defined learning outcomes for all undergraduate and graduate programs.
- Established a baseline and increased by 20% the number of students engaging in experiential learning, including community-service learning, internships, international student exchanges and co-op experiences within their academic programs.
- Increased by 50% the number of programs or portions of programs available via online or flexible distributed formats.
- Increased by 10% institutional completion rates for undergraduate and graduate students.
- Made substantial progress and are on track to achieving the goal of institutional Aboriginal enrolment at 15% by 2020.
- Decreased administrative expenses to the median of our comparators.

RESOURCES TO SUPPORT THIS PLAN

This Third Integrated Plan for the University of Saskatchewan is supported by a Multi-Year Budget Framework, a Multi-Year Capital Framework, and an implementation plan which are also currently under development. Together, these documents comprise the University-level plan, financial and capital resources, and implementation strategy for the next four years. They represent the 'integration' within integrated planning.

People Resources. A university is comprised of people and people's talents and diversity are its greatest resource. This plan has outlined a series of commitments that will require our collective energy and leadership throughout the institution to fulfil. It has also set goals for us about the kind of university we want to be and which have implications for our organizational culture and composition. All four focal areas have indicated that we cannot achieve our goals unless we actively and deliberately shape and direct recruitment, development, leadership and organizational culture in supporting ways.

Financial Resources. Current global economic uncertainties and anticipated constraints in public sector financing, tempered by our experiences in 2008/09, surround us as we approach the start of this planning cycle. Our university invested energy in diversifying revenue sources over the past two planning cycles and is well positioned financially although challenges persist. In spite of economic uncertainties, at the university-wide level, the *Academic Priorities Fund* (APF) will continue to support transformative change initiated as part of the integrated planning process. Currently, \$3.5 M is available in permanent funding to support initiatives outlined in this plan. However, the APF represents only a fraction (less than 1%) of our resources and it is essential to leverage all of the human and financial capital the university has, most of which are allocated to the colleges and units, to be successful. In this planning cycle, the **Multi-Year Budget Framework** will move away from an exclusive focus on the operating budget to provide a comprehensive overview of consolidated university revenues from 2012-2016 as well as a detailed projection of both revenues and expenses in the operating budget anticipated for the planning period. By the end of this planning cycle, the office of Institutional Planning and Assessment (IPA) will have developed a comprehensive multi-year budget framework which includes all university revenues and expenses. As we work to increase our collective

understanding of the financial resources at our disposal, early in this planning cycle we will also transition to a new budget approach, currently referred to as the Transparent, Activity Based, Budget System (TABBS). It is anticipated that this new system will have a profound effect on the university, including the provision of better information to decision-makers throughout the university to guide choices and inform decision-making. It will also provide a framework for how colleges can meet budget targets through activity increases and revenue growth. As we move toward a more rigorous budgeting system, we will work diligently to live up to the title of our new system and to work with the campus community and with the Board of Governors to review the framework, update assumptions, and obtain annual approvals.

Capital Resources. In the decade since the *Strategic Directions* were written, we have made exceptional progress in establishing new campus facilities and infrastructure. These capital investments represent an historic investment in a comprehensive set of projects that will fundamentally strengthen our capacity in teaching, research, and the student experience. While the Government of Saskatchewan has been and will continue to be our most important funding partner, we will continue to seek out and leverage capital funding from other sources, such as the Government of Canada, other provincial governments, donors, private sector partners, students, the university operating budget, and university debt. We expect this trend to continue as our engaged university builds more mutually beneficial partnerships, pursues projects where there is a shared interest with governments and other organizations outside the university, and leverages our land endowment, pursuing more private sector partnerships, as we have with *Preston Crossing* and the *College Quarter*, and as outlined in *Vision 2057*, as a source of finance for university priorities. In this planning cycle, the **Multi-Year Capital Framework** will shift our emphasis to address our backlog of deferred maintenance through a new and concerted approach - which we call *RenewUS* - that draws on the experiences and best practices at other universities that have effectively tackled the deferred maintenance challenge – institutions including UBC, Yale, and the University of Manitoba. *RenewUS* calls for a reinvigorated effort, informed by the academic directions of key programs, and investing energy and financial support, to achieve a set of major capital projects in this planning cycle. The Multi-Year Capital Framework will identify the Gordon Oakes Red Bear Centre as an institutional priority. We are also cognizant of the significant gap in childcare spaces available to faculty, students, and staff and we will continue to pursue our partnership strategy with local provisioners over this planning cycle. Our new institutes will challenge us to partner with a host of others to ensure their fruition. Finally, we anticipate that we will pursue new – and in many cases emergent - capital projects, ensuring that we respond to academic initiative and opportunity, and keep our teaching, research, and student services on the leading edge. In the creation and dissemination of knowledge, standing still is simply not an option.

Implementation Strategy

Plans without a strategy for implementation rarely produce results. Through the integrated planning process – the *Strategic Directions*, the foundational documents, the *First* and *Second Integrated Plans*, and now the *Third Integrated Plan* - we have defined who we are. In implementation of these documents, we are actors shaping the future of our university. Our people bring our plans to life.

Over the past two planning cycles, we have utilized two distinct implementation processes. The *First Integrated Plan* was prescriptive; clearly describing the expectations for each of seventy-one distinct initiatives. The implementation process was relatively straight forward – execute the initiatives as described. Tasks were diverse in size and scope, leading to “quick wins” and larger, longer-term, projects. The *Second Integrated Plan* differed in that it described twenty intentionally open-ended commitments structured to give a great deal of creative space to those involved in the

As of January 9, 2012

implementation process and designed to encourage multidisciplinary and engagement. Through the commitment leader model, leadership was distributed throughout the campus at multiple levels. The model purposefully introduced tension by asking people to work differently outside of traditional collegial and governance processes and allowed those individuals serving as commitment leaders to facilitate culture change.

In the lead-up to developing the *Third Integrated Plan*, an evaluation of the commitment leader model was conducted; overall, the model was viewed favourably. Key to its success were the informal nature of the engagement, as the commitment leaders sat outside of normal governance and decision-making processes, and the mandate to bring people together from across the university. As the university grows in complexity, and looks to increase multidisciplinary and to maintain our collaborative nature, it is that much more important for people to be familiar with “multiple neighbourhoods” of the university community.

In this planning cycle, we will strive to bring together the best aspects of both implementation models employed in the first two integrated plans. We will make every effort to define expectations early in the process. We will recognize that there are two types of commitments – those limited to clearly articulated products that simply need to be completed, and those that, while they may include specific tasks and outcomes, also include opportunities for open-ended processes to identify creative and additional ways to advance our work as an institution in relation to the commitment. The first set of commitments will be executed under a project management framework using best practices in communication and consultation to engage stakeholders at appropriate times in appropriate ways. The second set of commitments will be led by a facilitator/ animator who will guide the conversations in such a way as to: encourage a diversity of perspectives; explore collaborative, flexible solutions; and foster leadership in many corners of campus. It will be critical to engage individuals from multiple neighbourhoods in these conversations, particularly our newer faculty members who bring recent knowledge of other institutions and who will be critical in shaping our university in the decades to come.

Our strategy will recognize that we are a creative, collaborative, resourceful, university. Our best resources are our people and it is imperative that we engage them in multiple ways in implementing the University’s *Third Integrated Plan* and the college, school, and unit plans.

CONCLUSION

A plan establishes priorities in the context of a moment in time, an internal and external environment, and available information. The best planning takes into account vision, capacity, and strengths. This plan builds on a foundation of strategic thinking and implementation that makes it adaptive to changing circumstances while being anchored to shared vision and goals.

Our campus is a different place than it was a decade ago; this is a product not only of changing times but of concerted effort, collegial processes, and, importantly, the determined environment that we have collectively created and fostered. As with our previous two plans, the success of this plan and the objectives of the university depend on the engagement of our faculty, students, and staff. We have a collective responsibility for governance, administration, and outcomes. Working together within the university and with our local, national, and international partners provides us with the platform for success. The maturity of our planning process is evident and we are building on a track record of success. We are confident that we will realize, in this planning cycle, the full promise and potential of our hard work and choices. We are implementing our vision that will ensure that we take an honourable place among the best in the world.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: February 16, 2012

SUBJECT: **Unit Plans Review Committee (UPRC) Reports on the College, School and Administrative Unit Plans 2012/13 – 2015/16**

DECISION REQUESTED:

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

PURPOSE:

On behalf of Council, the Unit Plans Review Committee is charged with reviewing the College, School and Administrative Unit Plans submitted for the University's 2012/13 – 2015/16 planning cycle and reporting to Council. The attached reports represent UPRC's review of the plans collectively, as well as its thoughts and observations on each individual plan.

CONTEXT AND BACKGROUND:

The Unit Plans Review Committee (formerly the College Plans Review Committee) is directly linked to the University's integrated planning cycle, with the Committee constituted at the outset of the cycle. The UPRC consists of all members of the Planning and Priorities Committee plus two members from each of the Academic Programs Committee and the Research, Scholarly and Artistic Work Committee (membership attached).

The UPRC based its reports on the template for review of the College/School and Administrative Unit Plans as presented to Council in May, 2011 with very minor revisions following. Statistical data and a high-level organizational overview for each unit were provided by the Office of Information Strategy and Analytics (ISA) to inform UPRC's consideration of the plans.

IMPLICATIONS:

UPRC's observations are provided for Council's benefit and to inform the development of the *Third Integrated Plan*. UPRC's review of the plans also will inform future deliberations of the Planning and Priorities Committee on behalf of Council, and both the Planning and Priorities Committee and Council will be involved in consultations on and approval of academic initiatives following from the plans.

CONSULTATION:

The Unit Plans Review Committee reviewed the individual unit plans (20 college/school plans and 16 administrative unit plans) and formulated its reports through a series of 21 meetings beginning in late October, 2011, continuing through January, 2012. The Committee's work included meeting with the dean or executive director of each college or school, and the heads of those administrative units identified as planning entities for the third planning cycle. These meetings were very helpful in providing context for the Committee's review of the unit plans. Subsequently, deans, executive directors and administrative unit heads were provided with a copy of UPRC's report on their respective plans, accompanied by a request for a response as outlined in the attached cover letter. The reports (revised in consideration of the responses received) and responses to the reports are appended to this report.

SUMMARY:

Integrated Planning is an ongoing, developmental process led by the Office of Institutional Planning and Assessment (IPA) under the Provost's direction. As a plan is considered to be a statement of intention at a particular point in time, UPRC's view is that the plans should be considered as transformative over time and open to change.

In the view of UPRC, the individual unit plans belong to the units themselves. Therefore, Council is being asked to accept, rather than approve, UPRC's reports on the plans. The opportunity to review all of the individual plans enabled UPRC to distinguish a number of common themes and elements. These are reflected in the *Unit Plans Review Committee Report to University Council on College/School and Administrative Unit Plans, February 16, 2012*.

The Committee's review of the plans entailed many hours of preparation in review and discussion of the plans, and the efforts of those members who constituted the UPRC are most gratefully acknowledged.

ATTACHMENTS:

1. UPRC Committee Membership
2. *Unit Plans Review Committee Report to University Council on College/School and Administrative Unit Plans, February 16, 2012*
3. Cover Letter to Deans and Executive Directors (*to follow separately*)
4. UPRC Reports on the College and School Plans and Responses from Deans/Executive Directors (*to follow separately*)

5. Cover Letter to Administrative Unit Heads (*to follow separately*)
6. Reports on the Administrative Units and Responses from Administrative Unit Heads (*to follow separately*)

The College, School and Administrative Unit plans are available on the Institutional Planning and Assessment website at:

http://www.usask.ca/ip/inst_planning/third_intplan/index.php

UNIT PLANS REVIEW COMMITTEE MEMBERSHIP – 2011-12

<u>Name</u>	<u>College/Department</u>
<u>Council Members</u>	
Bob Tyler (Chair)	Food and Bioproduct Sciences
Moira Day	Drama
Lois Jaeck	Languages and Linguistics
Venkatesh Meda	Chemical and Biological Engineering
David Parkinson	English/College of Arts and Science
Chary Rangacharyulu	Physics and Engineering Physics
<u>General Academic Assembly Members</u>	
Mobinul Huq	Economics
David Janz	Veterinary Biomedical Sciences
Lisa Kalynchuk	Psychology
Jeremy Rayner	Public Policy
Alison Renny	Accounting/Edwards School of Business
<u>Dean</u>	
Lorna Butler	Nursing
<u>Sessional Lecturer</u>	
Leslie Ehrlich	Sociology
<u>Research, Scholarly and Artistic Work Committee</u>	
Stephen Urquhart	Chemistry
Marie Battiste	Educational Foundations
<u>Academic Programs Committee</u>	
Len Proctor	Curriculum Studies
Jim Greer	Computer Science/University Learning Centre
<u>Undergraduate Student Member</u>	
Scott Hitchings	President, USSU
<u>Graduate Student Member</u>	
Xue Yao	President, GSA
<u>Ex Officio (Voting)</u>	
Brett Fairbairn	Provost & Vice-President Academic
James Basinger	Associate Vice-President Research [VP Research designate]
Laura Kennedy	Associate Vice-President (Financial Services) & Controller [VP Finance and Resources designate]

UNIT PLANS REVIEW COMMITTEE MEMBERSHIP – 2011-12 (CONTINUED)

Ex Officio (Non-voting)

Jim Traves designate]	Finance and Trusts [Vice-President University Advancement
Peter MacKinnon	President
Jay Kalra	Chair, Council

Resource Personnel (Non-voting)

Ginger Appel	Director, Budget Strategy and Planning
Kevin Schneider	Acting Chief Information Officer and Associate Vice- President, Information and Communications Technology
Joan Greyeyes	Special Advisor to the President on Aboriginal Initiatives
Pauline Melis	Assistant Provost, Institutional Planning and Assessment
Bryan Bilokreli	Director, Integrated Facilities Planning
Colin Tennent	Associate Vice-President, Facilities Management Division

Administrative Support

Sandra Calver (Secretary)	Coordinator, University Governance, University Secretariat
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**UNIT PLANS REVIEW COMMITTEE REPORT TO UNIVERSITY COUNCIL ON
COLLEGE/SCHOOL AND ADMINISTRATIVE UNIT PLANS
FEBRUARY 16, 2012**

Preface

The Unit Plans Review Committee (the Committee or UPRC) comprised the members of the Planning and Priorities Committee of Council and two representatives from each of the Research, Scholarly and Artistic Work Committee and the Academic Programs Committee. The Committee began its work on September 23rd at a joint workshop with the Provost's Committee on Integrated Planning (PCIP). Topics discussed at this workshop included the concept of integrated planning, the planning process at the University of Saskatchewan, the roles of UPRC and PCIP in the planning process, the areas of focus and associated concept papers, templates for unit plans and review of unit plans, and data provided by Information Strategy and Analytics on colleges, schools and administrative units. From late October through to the end of November, UPRC reviewed thirty-six unit plans and received input directly from each unit head at one-hour question and answer sessions. Since the beginning of December, UPRC has met several times to identify key messages in the unit plans (and participated in a workshop with PCIP and others for this purpose), prepared and reviewed reports on unit plans, received responses from unit heads on these reports and revised the reports accordingly, and prepared this report for Council.

General Comments

The Committee was impressed with the quality of the unit plans, which varied widely in length, format (point form, narrative, tabular) and presentation (organization, font-size). Most unit leaders stated that the members of their units had been engaged extensively in the creation of their plans. Some plans described a very formal and structured approach to their development. Some plans were very strategic and specific, whereas others were more broadly descriptive of their intended goals.

The unit plans were developed in accordance with planning templates. Somewhat different templates were used by colleges/schools and administrative units because of their different missions as academic and support units, respectively.

The willingness of unit leaders to meet with the Committee and respond to questions on their plans was appreciated. Although a very time intensive process, it was of great value in developing the Committee's perspective on particular aspects of each plan. The Committee was highly impressed with the quality of academic and administrative unit leadership, and with the breadth and the depth of leaders' knowledge of their units.

The reports prepared by UPRC on the unit plans serve a two-fold purpose, which is to provide the Committee's perspective on aspects of the plans to unit leaders, while providing Council with some insight into each of the unit plans. Collectively, the unit plans, against a backdrop of the University's strategic directions and priorities, inform the development of the Third Integrated Plan.

Overarching and Common Themes and Messages in Unit Plans

This section describes a number of themes and messages common to all or many of the unit plans. Most of the comments relate to academic plans, i.e. those of colleges and schools, some are specific to administrative unit plans, and some apply to both.

1. All academic unit plans emphasized the four areas of focus, as would be expected from the design of the planning template. The services provided by most administrative units apply to all focal areas, and this was reflected in their plans. Administrative plans addressed particular areas of focus to the extent appropriate to the unit.
2. Most academic units intend to develop new programs and to engage in a variety of new activities over the course of the next planning cycle, i.e. units were growth oriented with respect to the scope of their missions as well as with respect to the numbers of students enrolled, the diversity of the student body, the size of the research enterprise, etc. Collectively, and in some cases specifically, the amount of new activity proposed was enormous.
3. Most academic unit plans included requirements for new resources if the desired outcomes were to be realized. Some resource asks were large, some modest, and a few plans stated that existing resources would suffice. Few plans described planned or potential resource reallocations, although some were quite specific in this sense. Although some administrative plans described a need for additional resources, many

focused on improvements in efficiency of resource utilization and effectiveness of service delivery.

4. Academic and administrative plans emphasized recruitment and retention of Aboriginal students, faculty and staff, recognition of Indigenous knowledge and Aboriginal traditions, cultures and practices, and consultation with Aboriginal communities within and outside the campus community. Some plans featured cross-college collaborations in their Aboriginal initiatives. There was considerable similarity among plans with respect to the strategies that would be employed, which suggested a role for central coordination of some activities and services in facilitating consultations and collaborations with diverse governance structures, organizations and communities.
5. Academic unit plans described intentions with respect to distributed learning. Some were well along with their efforts; others were in the planning stage. There was little mention of the associated resource implications or of the quality of the learning experience offered via distance versus that of face-to-face delivery. These are issues that require thoughtful consideration by and dialogue within the academic community.
6. Academic unit plans committed to a greater degree of community engagement for purposes that included expanding the number of experiential and service learning opportunities for students and conducting more research on and in the community. Again, it seems that some degree of centralization of services would facilitate their delivery in the most efficient and effective way.
7. Academic unit plans emphasized increased research intensity, with greater emphasis on Tri-Agency funding. In many plans, barriers to achieving the stated targets were identified. In many cases, the targets for growth were quite modest, and in others, seemingly unattainable in the short term. In some, but not all, plans, the strategy for achieving growth in research intensity was well elucidated.
8. Most academic unit plans envisioned new or strengthened partnerships with the community (see 6. above), support units (for the shared delivery of services) and other academic units (collaborative and interdisciplinary programs).
9. Most plans addressed to some degree how outcomes of initiatives and strategies over the next planning cycle would be measured. Many plans were not particularly quantitative with respect to some or many measures, other than numbers of students or grant funding

received. It was not clear in many plans how the targets for growth were derived. Some parameters listed could not be measured quantitatively or at least not without a great deal of effort or expense.

10. Some academic unit plans projected substantial increases in enrolment in course-based Masters programs. Some units were in the process of designing or implementing new course-based programs in areas where demand was particularly strong. These are certainly positive developments in light of the University's desire to increase graduate student numbers. This said, it is important to emphasize that increased research intensity is also a strategic priority for the University, and that growth in numbers of students in thesis-based M.Sc. and Ph.D. programs is necessary if targets related to Tri-Agency and other research funding, training of research personnel, and publications in peer-reviewed outlets are to be achieved.
11. The interdisciplinary graduate schools have accomplished a great deal in a short period of time. Their plans indicate a strong desire to associate more faculty resources directly with the schools rather than as joint positions with colleges. Reasons for this include stability and certainty with respect to program delivery, and accreditation requirements. This could have the effect of moving the school model away from its original intent, that being to use shared resources to build interdisciplinary programs. Over time, the schools are taking on the character of colleges, albeit without undergraduate programs.
12. Many academic units have created Associate Dean Research or similar positions in recent years. Most academic units operating without an Associate Dean Research intend to make such an appointment early in the next planning cycle as part of their strategies to increase research intensity. Similarly, academic units that have yet to create a cost-shared (with Research Services) Research Facilitator position expressed their intention to do so.
13. Most health science academic units articulated the need to devise strategies to engage clinicians in transformational research.
14. All academic units expressed a desire to improve their relationships with alumni, for purposes not limited to fundraising. Other objectives included creating opportunities for experiential learning, engaging practitioners in teaching and research, and establishing advisory bodies. Most plans contained few details of their strategies to better connect with alumni, however.

15. Administrative units have matured in terms of the level and scope of services provided. This can be attributed to leadership and substantial investment of human and financial resources in these units. It remains to be seen whether this level of investment can be sustained relative to the University's core mission and the necessary faculty complement. Many units (some more than others) are experiencing budget stress due to factors such as rapid development (and obsolescence) of technology and an expanding physical plant.
16. There are many interfaces and overlaps among the areas of service and expertise of some administrative units. Although the connectivity may be valuable, sometimes the fit seems uncomfortable or appears to generate confusion. In other cases, opportunities may be lost due to independence of operation and mandate, and in some instances there has been considerable migration of responsibility from one unit to another. Some units combine a service mission with a requirement for substantial cost-recovery, which can be a difficult reality.
17. The balance within some administrative units between leadership of initiatives having significant academic impact and provision of services requires careful consideration. There has been a tendency for "mission creep" within administrative units, as they have strived for excellence in their own areas.
18. Several administrative units anticipate significant internal reorganization in the next planning cycle.
19. There appear to be significant opportunities for members of some administrative units to engage in teaching and scholarly work for the benefit of both the individual and the institution. However, there are significant cultural and structural barriers to taking advantage of these opportunities.
20. Some administrative units were of the opinion that improved awareness of the nature and value of the services they provided would benefit both the units and the campus community.
21. Many plans made mention of the introduction of TABBS and its potential to impact the level of resources available to the unit.

Closing Comments

The college/school and administrative unit plans provided much insight into the units and their perspectives on the future, along with their intentions related to teaching, research, and outreach and engagement, and the provision of services over the next four years. The sections in the plans on “Progress Against the Plan and Planning Parameters for the Second Planning Cycle” and “Changes in the Environment” provided the Committee with valuable context for planned activities. The focal areas chosen had a substantial impact on the activities emphasized in the plans, hence selection of the areas of focus is a critical element of the planning process.

Academic unit plans emphasized growth in undergraduate and graduate student numbers and in the diversity of the student body, development of new undergraduate and graduate programs, improvements in the student experience, increased research intensity, and enhanced partnerships with other units, alumni and the community. A requirement, often substantial, for new human, capital and financial resources was associated with many of these new initiatives. Administrative units focused on improved relationships and more effective partnerships with other units, improved service quality and effectiveness, and enhanced resource use efficiency. Some administrative units expressed concerns regarding their ability to deliver the desired level of service in light of continuous technological development and expansion of the University’s physical plant and range of activities, without a significant increase in resources.

The focus of this report has been mainly on what the Committee saw in the unit plans. Some mention or reiteration of what it didn’t see seems in order.

1. Although recruitment of international students and creation of more opportunities for international student exchanges were priorities for many academic units, there was little mention in most college/school plans of development of international research programs or engagement of international research partners.
2. There was little in most plans on prioritization of proposed new activities, or of new activities against current activities. Some plans seemed to indicate that little new could be done without additional investment by the University or the acquisition of new resources from elsewhere. This communicates the message that the proposed new activities in a plan are no more important than any of the current activities of the unit. Prioritization of current activities and of new activities against current activities is encouraged, and could prove invaluable in a time of budgetary restraint.

3. Targets for growth in student numbers and student body diversity, and for research funding and research intensity, were provided in most college/school plans. However, the bases for these targets were seldom well described, and some outcome metrics were not quantitative or difficult to measure.

In closing, armed with the wisdom of hindsight, it is suggested that the unit planning templates for the next planning cycle include a requirement for a synopsis of the plan. This would aid in delivering the planning unit's message and would facilitate UPRC's review of the plans. Also, if it is agreed that aspects such as prioritization of activities, rationalization of targets for growth and provision of more quantitative measures for some outcomes are important, then the planning template needs to be designed in a fashion that encourages the provision of this information. A planning template guides and facilitates the development of a plan, but at the same time is a strong determinant of its content and emphasis. The Committee will be meeting in the near future to review the entire planning experience and to prepare a list of recommendations for the next planning cycle.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "R. J. Tyler". The signature is fluid and cursive, with the first name "R. J." and the last name "Tyler" clearly distinguishable.

Bob Tyler, Chair

Unit Plans Review Committee



January 30, 2012

<Dean or Executive Director >

Dear <>,

It is my pleasure, on behalf of the Unit Plans Review Committee (UPRC), to provide you with our report on the <College/School> plan prepared in conjunction with the development of the University's Third Integrated Plan.

The purpose of our report is two-fold. First, it is to provide our response to aspects of your plan, including its alignment with areas of focus, priorities and progress during the second planning cycle, priorities for the third planning cycle, integration of academic mandate and collaboration with others. Second, it is to provide members of University Council and the university community with an overview of your college's priorities and strategies for the next four years.

The UPRC would very much appreciate your response to our report. In this way, you would be able to point out where we have understated, misstated or misinterpreted your college's perspective, or where we have failed to highlight aspects of your plan that you think are worthy of particular emphasis. Unfortunately, we would need to receive your response quite soon, by February 6th at the latest if it is to be included in the February Council agenda package along with your report.

In closing, I offer the UPRC's compliments on the quality and readability of your plan. We appreciate the time and effort that went into its development, and we sincerely hope that your plan will serve as a catalyst for the achievement of your college's goals over the next four years. The UPRC is grateful for your willingness to meet with us in October/November to respond to our questions and comments. We found these meetings with planning units to be enjoyable, informative, and of great value in our review of the respective plans and in compiling our report on the plans as a whole.

We look forward to receiving your response to our report.

Sincerely,

A handwritten signature in black ink, appearing to read "Bob Tyler".

Bob Tyler, Chair
Unit Plans Review Committee

RESPONSE TO UPRC COMMENTS ON IP3
by the
COLLEGE OF AGRICULTURE AND BIORESOURCES
February 6, 2012

Knowledge Creation

1. Grad Student Numbers

Background: AgBio currently has 221 graduate students, which is 23.8% of our total student population (undergrad total 708). NB: this high percentage of graduate students already exceeds the University target of 20%. AgBio believes that Colleges which are research intense need to continue to contribute if Univ to meet its overall goal of 20% grad students

- we proposed increasing grad students to 300, simultaneously increasing the targeted undergrad population to 800, creating a total of 27.3% graduate students. Therefore we agree this is an increase but not a quantum increase.
- Tri-Council funding places a lot of emphasis on HQP which includes post-doctoral fellows, graduate students, and undergraduate research trainees. AgBio urges the University to broaden its definition to that of Tri-Council
- our faculty count is 75, of which approximately 6 do not supervise graduate students. This differs from the 85 faculty UPRC references. Regardless, the targeted increase amounts to approximately 1 graduate student/HQP per faculty member.

Challenges

- biggest challenge to meeting this number is in facilities: grad student space, good quality student funding (available, openly accessible, sufficient dollar value);
 - NB. We do recognise that supervisory capacity is also a challenge
- overlaps with 2nd challenge: acquiring additional research funding, which is critical to achieving the goal, as AgBio graduate programmes already have many more qualified applicants than we can fund
- assume 80 new students @ \$50,000 is \$4 million which is within the funding target for tri-council and non-tri-council funds we've set but there will be growing pains
- finally, we wish to clarify the status of the 19 unfunded positions. They are not associated with Saskatchewan Ministry of Agriculture as assumed by UPRC, and 4 of the 19 are faculty positions (Table 2, pg 20). These commitments bring value to the College, but are also a significant challenge/barrier.

Mechanisms to achieve goal:

- will discuss with College Exec and CRC to increase emphasis on grad student supervision in assessment of merit
- working with University and CGSR to participate and share in development of appropriate grad student support
- Dept of Plant Science is developing a proposal to establish a joint Ph.D. program with the United Graduate School of Agricultural Sciences in Japan
- have discussed plans for developing 1 or 2 coursework MSc programs and increasing PGD-type offerings in targeted areas (FaBS; Plant genetics). This allows more efficient use of existing faculty teaching resources, without substantial increase in stipends as students in such programs not eligible for stipends.
- the UPRC's specific mention and support of the proposed joint Applied Economics Ph.D. is noted.
 - this program is in addition to our existing established, high-quality, well-recognised Ph.D. in Agricultural Economics

- AgBio pleased to facilitate maturation and reputational benefits that the new joint degree will bring to Econ and Public Policy, beyond those of expanding AgBio programmes
- keen to ensure that TABBS gives full recognition to all partners
- recognise that establishing new programmes is slow and may delay full achievement of potential

2. Research Funding

Background: AgBio is pleased that UPRC recognises that the College produces 23% of the University's research income, and we are proud to have achieved that with less than 10% of the University's faculty (of which approximately 20% are in policy and business disciplines that do not normally compete for the high value research grants more common in the biological sciences). We also recognise the responsibility incumbent in such a leadership role to model appropriate goal setting for IP3, and the College Executive have thoroughly reviewed the UPRC comments on our present and projected research capacity.

- although the target goal for TriCouncil appears modest, the \$3.5M is an increase of 24% in dollar value since 2009/10, and the College feels that, given the challenges noted below, this is a stretch goal, but achievable
- for non-tricouncil funding, the AgBio target to of \$35Million from the current \$28M is an increase of 25% which again we feel is an achievable stretch goal

Challenges:

- Discovery and SSHRC grants are experiencing increasing competition for declining funds.
- in particular, NSERC changed their review process and strategic areas in 2009, which had a negative impact on the College's success
- university accounting policies make it difficult to compare annual changes in non-tricouncil funds. 2009/10 (the base year) included over \$2million in multi-year Genome grants. Excluding those, we are projecting an increase of \$10m over the period

Mechanisms to achieve target:

- feel that we can reasonably target to increase CRD and other types of TriCouncil matching funds by encouraging researchers to undertake these application considering our many industry ties and the fact that CRDs bring in much more money than Discovery Grants.
- another source of growth would be creation of one or both of the IRCs we are working on (Poultry and Innovation). Preliminary budget for the Poultry was NSERC request of 290,000 per year.
- UPRC notes interest in new research partnerships and new research chairs, notably a Pulse Research Chair. AgBio fostered connections of the pulse industry with Pharmacy and Nutrition for this Chair in Biofortification, but our most recent information indicated that that College may not be pursuing that application. We will attempt to re-establish that linkage with the pulse industry if Pharmacy and Nutrition requests.
- working to increase success with recent (Jan 30, 2012) hiring of Research & International facilitator
- all recent faculty competitions have focussed on research intensity, in manners appropriate to the nature of their appointments i.e. TriCouncil potential emphasised in tenure-stream faculty appointments; overall research capacity in SRP and other industry-oriented appointments
- TriCouncil success identified by CRC as a meritorious achievement

Aboriginal Engagement

- AgBio continues to work hard on maintaining its existing successful activities in addition to careful collaborative planning to expand these and introduce new ones
- appreciate the comment re: increasing awareness in existing programs and will include that in our ongoing activities
- do incorporate such awareness already in some courses in our existing undergrad degrees
 - SLSC 460 – visits Waterhen First Nations logging operation in the field and students have opportunity to talk with the operators from the reserve.
 - AGRC112 includes reference to aboriginal role in canine domestication
 - ANSC360 includes a lecture on historical and current role of canine in aboriginal communities
 - ANSC375 uses example of aboriginal hunting to control wild ungulate crop damage
- have already approached Provost with 1-2 special cases for proactive efforts re: hiring Aboriginal scholars

College Priority for IP3:

1. Sustainable Secure Food Nexus (SSFN)

- AgBio made a conscious decision to specify this priority *with or without* creation of the Univ Centre. This decision was thoroughly discussed and supported by College leadership
- recognise growth and impact will not be as readily achieved without Univ Centre
- College-level engagement clearly identified in plan, and believed to be achievable
- the SSFN is a focussing and prioritisation of activities in which the College already has expertise and commitment
 - IP3 identifies deliverables, structure and realignment of existing College resources for SSFN

2. Integration of Academic Mandate: Broader engagement in University signature areas

- food security encompasses One Health, Water, policy, transportation and land use. As clarified above, AgBio is committed to a focus on Food Security with or without a University Centre, and the breadth of that topic necessitates broad collaborations. It would have been presumptuous of AgBio to elaborate on University-wide collaborations in its College-level priority in the face of the University's efforts to establish a Global Institute that will engage many units on campus, but we clearly stated that we would adjust our College plans to accommodate a University structure. Should there be no University-mandated Global Institute for food security, then AgBio is fully prepared to work with the university to create a Type B centre for Food Security (perhaps utilising some of the structure envisaged in the AgBio plan) that, while smaller than a global institute, would formalise and grow the types of inter-college collaborations so critical to success of such a Centre.
- Aboriginal initiatives have already led to consultations and exploration of collaborative activities with Nursing and Education
- in addition to the collaborative activity the UPRC noted, AgBio wishes to also point out the expanding shared teaching and many research collaborations with WCVM; as are linkages with Engineering (India, biofuels, Graham Centre; Shand and transportation),
- also note that the College is strongly linked to:
 - a) the Centre for the Study of Co-operatives: Dean chairs the Management Advisory Board to the centre; BPBE is exploring a joint appointment,
 - b) the CLS: numerous researchers utilise the CLS and Cyclotron, (e.g., , Buhr, Ghosh, Korber, Peak Tanino; Walley ,Yu),, have active College rep (C. Christensen) on Cyclotron cttee; expanding collaboration with NABI scientists and biofortification, and with Pickering and selenium in lentils

c) with Arts & Sciences, we continue to offer teaching collaboration, are trying to explore a joint appointment, have a number of their faculty formally linked to ILMI, and are offering more courses which are available to, and of interest to, A&S students if their program restrictions do not interfere.

- working with Art and Art History to try to put together a graduate course for MFA students in A&AH and graduate students in Soil Science and maybe other grad students in AgBio this year at Kenderdine

d) VIDO-Intervac: connections exist with several of our faculty (Schmutz; Shand)

e) ILO: we are major participants/clients; this could expand with the Entrepreneur-in-Residence program (launch February 2012)

f) Edwards School of Business: extensive cross-teaching and graduate advising

g) NETI positions (Siciliano ongoing; Hogan start November 2011)

h) Global Institute for Water Security: Pennock, Bedard-Haughn, Si, Schoenau, Siciliano, Van Rees, Walley are all listed on their website as faculty

i) For FABS, other cultures also important as large Asian undergraduate compliment, so stress many cultures and practices in FABS 210, FABS 486, etc.

j) "One Health" , deliver several required courses for dietetics program in Pharmacy and Nutrition for example. Improving nutrition focus of many of our research activities and course content.

k) College of Engineering – Crowe/Classen/Shand on animal welfare and transportation

- the UPRC noted we should increase engagement with the interdisciplinary schools, and may be unaware of the College's deep and thorough engagements with the JS School for Public Policy (Gray, Hobbs, Kerr, Olfert, Robinson, Smith) and SENS (e.g Bedard-Haughn, Belcher, Brook, Hessel, Kulshreshtha, Natcher, Si, Vujanovic) and has been a leading participant in the University of the Arctic. We see considerable potential for interaction with the proposed new Centre for Mining through Indigenous Land Management Institute; researchers working on reclamation of used/damaged industrial sites (e.g Bai, Korber). Finally, AgBio has clearly articulated a goal in IP3 to increase the already-effective cross-college connections of ILMI.

AgBio believes that these extensive and effective interactions are demonstrable proof that AgBio believes and engages in collaborations. We wish to assure UPRC that the college of Agriculture and Bioresources will continue and expand these during the period of IP3.

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF AGRICULTURE AND BIORESOURCES

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

Knowledge creation is outlined within the plan as building on renovations to programs that were described in the second planning cycle, along with the expansion of experiential and Aboriginal-focused undergraduate training aspects. Sustainable production of food and bioproducts is a major goal for the College and supports the signature area of *Agriculture: Food and Bioproducts for a Sustainable Future*. The vision for a Sustainable Secure Food Nexus (SSFN) within the College and its linkage to an institute for food security is articulated in the plan.

The College's current graduate enrolment is 221 students and a target of 300 graduate students by the end of the planning cycle has been set. This is a significant increase, but according to the College, an attainable goal. Achieving this target would result in graduate students comprising 40% of the College's student body. This would be a significant shift for the College and would require expansion of the necessary student supports and administrative services, particularly for international students. The proposed AgBio Graduate Student Council could be an important contributor in this regard, creating a strong graduate student community and supporting graduate student life. Notably, achieving the graduate enrolment target would require a substantial increase in the level of faculty teaching and supervision at the graduate level, along with a substantial increase in funding to support graduate students and their research activities.

The plan outlines the interest of the College in developing additional research partnerships and new research chairs, notably a Pulse Research Chair with the Saskatchewan Pulse Growers and an endowed chair within the Indigenous Land Management Institute (ILMI). The physical infrastructure of the College has undergone significant capital renewal (e.g. the Phytotron) during the second planning cycle, which continues with the intended completion of the Dairy Research and Training Facility and the Beef Cattle Research and Teaching Facility during the next cycle. The College is to be commended on undertaking the planning and development effort required to successfully undertake large-scale capital projects such as these, which are vital to the College's teaching and research mission.

The research strengths of the College are acclaimed and the College has had much success, particularly through the Crop Development Centre, in translating its research knowledge through outreach activities, licensing of technology and start-up companies. Given the robustness of the faculty complement, however, greater stretch targets relative to the College's research funding aspirations would be desirable college-wide. For 2010-11, the College reported \$3.0 million in Tri-Council funding, and the plan targets an increase to \$3.5 million by the end of the next planning cycle (a 17% increase, and a 24% increase since 2009-10). Non-Tri-Council funding is projected to increase from approximately \$28 million to \$35 million, a 25% increase. The College's research revenue comprised 23% of the University's total research revenue in 2010-11. Given the research capacity evident in the faculty complement, the College's goals should be attainable. There are 75 faculty members in the College (of whom approximately six do not supervise graduate students), the College has increased its faculty complement by eight positions, and 33 faculty members hold Tri-Council grants. The College is encouraged to identify faculty candidates with particular strength in research and provide attractive start-up packages, and to encourage an even more intensive culture of research engagement for all faculty.

Innovation in Academic Programs and Services

Over the second planning cycle, the College has revitalized its core program offerings, netting a 14% increase in student headcount. An enrolment increase from 708 to 800 undergraduate students is projected over the next planning cycle. The plan cites many opportunities for innovative course and program revisions, minors, certificates, transfer agreements, and enhanced experiential and distance learning. A new PhD program in Applied Economics is described in collaboration with the Department of Economics, the Johnson-Shoyama Graduate School of Public Policy and the Edwards School of Business, and is an interesting possibility. The College is encouraged to develop further its thinking on the multiple possibilities presented. A process for reallocation of resources through disinvestment and restructuring of programs is identified in the plan as an important component of curricular renewal.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College intends to build upon advances made in Aboriginal land management over the course of previous planning cycles. The Indigenous Peoples Resource Management (IPRM)

certificate, offered in partnership with Indian and Northern Affairs Canada (INAC) and the National Aboriginal Land Managers Association (MALMA) to First Nations land managers, is a success story in light of its 79% completion rate. The establishment, in partnership with One Earth Farms, of a post-graduate diploma in Aboriginal Agriculture and Land Management, with the first cohort of students registered in January 2012, is a further demonstration of the potential for programming that exists in this area. Additional opportunities for programs focused on Aboriginal students at the undergraduate level will be designed and developed over the planning cycle, in consultation with Aboriginal communities and selected band councils. The College is encouraged in all of these initiatives and, in addition, asked to consider how it might build in greater awareness of Aboriginal students and cultural competencies across all program offerings. This would ensure a welcoming environment for Aboriginal students in all programs, in addition to specifically designated ones. The College also is encouraged to develop a strategy for the recruitment of Aboriginal faculty members.

The Indigenous Land Management Institute (ILMI) has been fundamental to the College's Aboriginal strategy, with ILMI beginning to be recognized nationally and internationally as a source of expertise in land-based wealth creation, governance, and environmental and community sustainability for First Nations. Locally, ILMI's outreach and engagement includes workshops on Aboriginal land management at the English River facility.

Culture and Community: Our Global Sense of Place

As noted in the plan, the College has a long history of mutually beneficial relationships with government at all levels, as well as with producer organizations, industry and policy-makers. The plan outlines the intention to increase the College's international research presence, build on its relationship with Aboriginal partners, develop new outreach initiatives, and support the College's internal community of employees. The College has had much experience in partnering with others and is well able to draw upon this experience to successfully establish new relationships.

College/School Priorities and Progress during the Second Planning Cycle

The College has met its enrolment targets, implemented new programming (B.Sc. Agribusiness and B.Sc. Renewable Resource Management), established a new university-level centre (Indigenous Land Management Institute), new research chairs (NSERC Industrial

Research Chair, Canadian Wheat Board Enhancement Chair, Feed Processing Chair), acquired funding for capital projects (Phytotron, Dairy Research and Training Facility), completed construction of research facilities (Grains Innovation Lab, Soil Science Research Facility, Canadian Feed Research Centre) and streamlined administrative and communications functions. The College appears to have been on track in all areas, with very few specific initiatives carried forward from the second planning cycle to the third cycle.

College/School Priorities for the Third Planning Cycle

The plan outlines the development of principles related to financial resource allocation, research infrastructure allocation, and faculty renewal as a fundamental basis for reaching its goals. This approach is supported as a means of building engagement throughout the College and as a means to inform the allocation of resources.

Much of the plan is devoted to outlining the initiative to establish the Sustainable Secure Food Nexus (SSFN) within the College and as a founding link to a university-level institute for food security. The anticipated investment by the College in this priority area, which is recognized as critical if the College is to become the base for the institute, does however leave the College somewhat vulnerable if the Institute does not develop as anticipated. This said, the College has stated that the SSFN will be a priority, with or without the university-level institute. The initiatives outlined in the plan are primarily incremental, building on previous investments, and there are very few new research initiatives in the plan, aside from the SSFN. The College is encouraged to consider where it also might contribute significantly to other signature areas of research, beyond the signature areas of *Aboriginal Peoples: Engagement and Scholarship* and *Agriculture: Food and Bioproducts for a Sustainable Future*.

Integration of Academic Mandate

The College provides substantial evidence of cross-college programming and faculty involvement related to programming and research activity with the Colleges of Arts and Science, Engineering, and Pharmacy and Nutrition, the Edwards School of Business, the Toxicology Centre, and the Schools of Public Policy and Environment and Sustainability, as examples. Long-standing connections exist between faculty in all departments and many other academic units, and the initiative to establish a B.Sc. in Animal Biosciences in the Department of Animal

and Poultry Science will strengthen its linkages with WCVM and the Department of Biology. The College is encouraged to continue to seek new opportunities in this regard.

Summary

The College is a large and complex organization, and the plan provides detailed information in summary form of the many activities underway. Given the breadth of the plan, the examples cited in the Committee's report should be regarded as indicative only of the scope of activities within the College rather than anything approaching a comprehensive listing.

The plan is comprehensive and provides a good sense of the activities and future goals of the College. An institute for food security is a focal point of the plan, and many of the College's aspirations hinge upon its creation. The College is encouraged to think more broadly of other institutional priorities and what role the College might play in leading and/or supporting these initiatives. The plan contains references to numerous ongoing partnerships with other colleges and research units. The College is encouraged to continue to explore avenues to new collaborations with the interdisciplinary schools, the Global Institute for Water Security, CLS, VIDO-Intervac and the Cyclotron, as referenced in the plan. As outlined in greater detail under the section on *Knowledge Creation: Innovation and Impact*, the College's goals for research funding are stretch goals but should be achievable with the faculty and physical resources at its disposal.

The relationship of the College to the Saskatchewan Ministry of Agriculture is an historic and important one, and has had a profound shaping influence on the College. The environmental scan notes the potential for tension with the provincial government if future emphasis on value-added food and bioproducts is at the expense of research and development related to primary production. Clearly, the important relationship between the Ministry and the College must be carefully managed and nurtured. The plan states that 19 positions do not have a designated funding source (four are faculty positions). In the longer term, the College's intention is to reduce the risk associated with "soft-funded" academic and research positions by moving such positions into the operating grant, or to find other designated funding sources. This will be a challenge, but UPRC supports the College's strategy.



Unit Plans Review Committee
University of Saskatchewan

February 2, 2012

I would like to thank the UPRC, on behalf of the College of Arts & Science, for the tremendous work it has done in reading and assessing the four IP3 plans it received from us. The comments are helpful and clarifying, and we will be circulating them throughout the College shortly for all to see and benefit from.

In the interest of clarity, could I make the following observations, regarding the UPRC's responses to specific parts of the College plan?

On p. 1 of the UPRC response, under the "Knowledge Creation" section, it is written that:

"The College is cautioned with respect to adopting strategies, such as doubling the number of M.Sc. and Ph.D. students in five years, which are not realistic without a major infusion of resources, including scholarship and graduate teaching support, faculty member capacity, and physical space."

However, the College's Plan is clear that over the IP3 cycle

"there is capacity (defined in terms of the percentage of faculty who are supervising graduate students, and the average number of graduate students being supervised per faculty member) to grow graduate student numbers slightly (about 1%-2%). Beyond that, barriers include infrastructure needs, lab spaces, complement plan and assignment of duties, and the need to ensure undergraduate enrollments stay stable or grow by 1% per year."
(pp. 6-7).

We would not want to be misconstrued as suggesting that anything close to doubling the number of M.Sc. and Ph.D students in the next five years is realistic.

On p. 3 of the UPRC response, under the "Aboriginal Engagement" section, it is written that:

"The College has set as a strategic, but perhaps overly ambitious target of having Aboriginal faculty and staff members comprise 15% of the College's complement by the end of the planning cycle. This is a significant increase from the 3% of permanent Aboriginal faculty members presently within the College."

However, the College's Plan does not set that goal (it would indeed be overly ambitious to do so); instead, it has set a goal that, of the faculty and staff positions it hires over the next planning cycle, 15% will be with people who are Aboriginal.

We agree with the UPRC's recommendation to closely monitor our strategies for Aboriginal engagement and the dissemination of success stories. We also concur with the UPRC's interpretation that the increasing competition from other post-secondary institutions will be the most significant challenge that our College will face. Interestingly, we have extrapolated that 38% of the initiatives, action items, and tasks laid out in our Plan are directly related to the increasing competition in the environment, amounting to the biggest concentration of our efforts.

Sincerely,

A handwritten signature in blue ink, appearing to read "P. Stoicheff", with a horizontal line underneath the name.

Peter Stoicheff
Dean and Professor

PS/awd

Cc: Dean's Executive, College of Arts & Science

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF ARTS & SCIENCE

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The College intends to build upon its curiosity-based research, scholarly and artistic work, and unique interdisciplinary knowledge creation potential. The College has embraced a philosophical shift and way forward which contemplates that the College as a whole is greater than the sum of its parts. The College is unique in Canada with respect to the breadth and variety of its programming. Although viewed historically as either an impediment or a challenge, the College plan recognizes the advantages this affords in terms of interdisciplinary and innovative programming. The plan outlines the intent to consider more interdisciplinary undergraduate and graduate courses and programs, to create incentives for the development of interdisciplinary research group proposals, and to identify opportunities for faculty appointments that stimulate cross-disciplinary engagement. These are visible and exciting opportunities and are enthusiastically supported as creating cohesiveness within the College based upon divergent interests.

The plan signals the intent for the College to be responsive to opportunities provided by the University's signature areas of research and emerging institutes in the areas of water security, nuclear studies, food security and mineral resources. Other initiatives relate to increasing the involvement of undergraduate students in research through the development of four-year Honours research courses and the creation of summer research positions.

The plan clearly articulates that the College is committed to meeting or exceeding the enrolment and Tri-Council funding goals set out in the *Strategic Directions* and outlines a variety of strategies to achieve these goals. A challenge is that 26% of the College's faculty complement has been renewed over the past four years, with a further 9% to be renewed by 2016. The plan states that the College has the capacity to grow its graduate student numbers by 1-2%. Beyond this, infrastructure needs, lab space, the complement plan and assignment of duties, and the resources required to at least maintain undergraduate enrolments, become barriers. The setting of targets for numbers of Aboriginal PhD students is encouraged.

Innovation in Academic Programs and Services

The College is to be commended on its activities and initiatives in support of the undergraduate student experience and student advising, where significant investments have been

made with visible results already apparent. On-going initiatives include hiring additional academic advisors, ensuring that all students have access to learning communities, and renovating physical space. The College is aware that it is going to have a new population of non-traditional students, including part-time, mature students with jobs and children, with non-academic issues that affect academic work, and is positioning itself to be flexible and responsive to its student body. Innovative programming initiatives will examine a potential move to a trimester system, developing non-credit initiatives within the College, designing one credit-unit modules to enhance workplace success, community service learning initiatives, and discipline-specific field courses.

A primary initiative is the Curriculum Mapping exercise. This arises from the college-wide First-Year Curriculum Advisory Committee report, and has the potential to better align courses and programs with student demand and faculty resources. This will in turn enable the College to better meet expectations and achieve resource economy by identifying areas for disinvestment. In its plan, the College clearly recognizes the importance of its role as an entry point for students aspiring to enter programs in other colleges and schools, and is collaborating with Student and Enrolment Services Division to disseminate distinctive messages regarding the avenues available to students when they come to the College. Strategic programming within learning communities for those students who do not gain admission to their college of choice is a new initiative, designed to offer alternative programs within the College as options to students. This example illustrates the willingness of the College to seek opportunity in areas previously regarded as challenges.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College has identified Aboriginal engagement as its most urgent priority and is focused in the first instance on short-term achievable outcomes. The Curriculum Mapping project will seek longer term outcomes with the broad goal of ensuring that Aboriginal cultural competencies are learning outcomes in every program offered by the College. The appointment of an Assistant Dean Aboriginal and an Aboriginal Student Advisor, and the amalgamation of three previous programs within the Aboriginal Student Achievement Office, has positioned the College to better coordinate and evaluate its existing Aboriginal programs and services.

The College is committed to creating programming that will bring about Aboriginal student success and which is strategically positioned to increase the retention of Aboriginal students, based on the sobering statistic that across the University only 57% of first-year Aboriginal students return for a second year. The College recognizes that retention of Aboriginal students is as critical as recruitment of these students, with 9% of the College's student population self-designated as Aboriginal. The Aboriginal Student Achievement Program (ASAP) will be created as a single comprehensive program option for first-year Aboriginal students to improve their academic outcomes in their critical first year and to provide the financial support identified as a need for many Aboriginal students. Other initiatives relate to counseling, skill building, and creating a sense of place and belonging. A CRC Chair has been designated in the area of Métis Family, Consciousness and Culture. Increasing the College's capacity for Aboriginal language training and research is regarded as a fundamental expression of Aboriginal culture. The College has set as a goal that of the faculty and staff hires over the next planning cycle, 15% will be people who are Aboriginal. Currently, 3% of the permanent faculty members in the College are Aboriginal.

The College's strategies and structural changes generally are well grounded and represent a significant step forward for the College and the University, given that a majority of the University's Aboriginal student population is housed within the College. Close monitoring, along with dissemination of success stories, is encouraged so that advances made by the College can inform and encourage the entire university in the common goal of supporting the University's commitment to Aboriginal engagement.

Culture and Community: Our Global Sense of Place

The focus of the College plan in this area relates to internationalization, elements of which appear in all of the focal areas and in the College-specific priorities, and which include international research and graduate training, outreach and engagement through student mobility, and promoting the success of international students. The intent to further internationalize the learning and research environment of the College is expressed in multiple forms through language study, both of foreign languages by English-speaking students and the study of English by international students.

College/School Priorities and Progress during the Second Planning Cycle

The College has made significant progress across its three divisions, creating new structures within the College to provide access to resources and expertise, notably the Social Sciences Research Laboratory (SSRL), the Digital Research Centre (DRC) and the Interdisciplinary Centre for Culture and Creativity (ICCC), and establishing two type B Centres, the International Centre for Northern Governance and Development (ICNGD) and the Centre for Forensic Behavioural Sciences and Justice Studies. The College has developed new Masters degrees and cross-disciplinary B.Sc. degrees, established several new Canada Research Chairs, and established innovative outreach programming to enhance Aboriginal engagement, such as the Kamskénow Science Outreach Program for Community Schools in Saskatchewan.

Priorities not completed during the second planning cycle and continuing into the third planning cycle include the Clarion Project and increasing the College's capacity for Aboriginal language training and Aboriginal graduate student scholarships.

College/School Priorities for the Third Planning Cycle

The College has identified that communications, development and alumni relations are key to its success over the next four years, and its Communications, Development and Alumni Relations (CDAR) unit will play a pivotal role in the future of the College through refining its identity and accessing new resources. The Clarion Project continues as a high priority for the College, and its realization is highlighted as a culmination of cultural, interactive and outreach for the University's many artistic endeavours.

Other College priorities are reflected within the focal areas. All speak to strengthening the mission of the College, and are based on a set of three principles - achieving student success, achieving the professional ambitions of faculty and staff, and achieving engagement.

Integration of Academic Mandate

The College is to be commended for its collaborations with other regional colleges, as well as with the University of Regina, First Nations University of Canada, Saskatchewan Indian Institute of Technologies (SIIT), Saskatchewan Indian Cultural Centre (SICC), Saskatchewan Institute of Applied Science and Technology (SIAST) and other partners. These collaborations and partnerships enable the establishment of protocols and processes to enable better coordination of

course offerings, to explore jointly designed courses and degree programs, and to facilitate the short-term movement of students engaged in jointly managed experiential learning opportunities.

The plan outlines inter-college collaborative programs, including the new inter-college Agricultural Biology program and BA&Sc degrees in Health and in Interactive System Design. The College also collaborated with colleges, schools and other units with respect to its first year curriculum review and development. Other examples include the Social Sciences Research Laboratory complex, which was created as a university-wide public utility, and numerous jointly funded positions created between the College and other academic and administrative units and research groups.

Summary

The College of Arts and Science plan is unique in that it encompasses three divisions - the Division of Science, the Division of Social Science, and the Division of Humanities and Fine Arts. In this planning cycle, each division submitted a separate plan articulating its own goals and priorities. The purpose of the College plan is to foresee where cross-college resources could be strengthened or redirected so as to enable the specific priorities of the divisional plans. The College plan outlines foundational resources that are available for the benefit of the three divisions, including office space, interdisciplinary advising, programming and research, and the undergraduate student office.

There are specific initiatives in divisional plans that are enabled by the principles, concepts and goals articulated in the College plan. The constellation of four plans is intended to be true to the spirit of the principles of subsidiarity, governance and cohesiveness. Significantly, over the course of the last planning cycle the College solidified its unique divisional structure, clarifying its administrative structure and bylaws and enabling the College to operate with clear accountabilities and reporting processes.

The College plan is also unique in that it was intentionally written for both internal and external audiences. The plan embodies the perspectives of the divisional plans and therefore has been written for the faculty, staff and students within each division. The plan has also been written to convey the challenges, opportunities and aspirations of the College to an external audience, including potential new faculty and staff.

This is a comprehensive and ambitious plan containing many initiatives and with many activities stemming from initiatives in the Second Integrated Plan. There are significant activities in each of the four areas of focus. Many of these initiatives require special one-time funding and/or on-going funding. The College has implemented the 2010-11 permanent operating budget adjustments, which resulted in some difficult compromises. However, the College now appears to be in a new phase of development and rejuvenation. Perhaps the most significant challenge facing the College is the increasing competition provincially and nationally related to institutions offering alternative degrees and alternative delivery modes, along with the critical evaluation of the value of BA, BSc and BFA degrees throughout all sectors of society. The plan also identifies the mounting expectations of undergraduate and graduate students for the College to provide them with the knowledge and skills required for a career. In this regard, the College plan is forward thinking and self-reflective, seeking new opportunities and new modalities for enhancing its programs and its relationships with others.

February 7 2012

Dr. Robert Tyler
Chair
Unit Plans Review Committee

Dear Dr. Tyler, *Bob*

Re: UPRC's Review of the College of Dentistry's Integrated Plan

First let me express my appreciation for the considerable effort UPRC put forth during the Third Integrated Planning Cycle; you have served the University admirably. I would also like to thank UPRC for the constructive comments that were made about the College's plan both in person and contained in the report. I found the process to be pleasant and positive. The comments will help focus this College's efforts as we move forward.

To the point, I agree with UPRC's observation that little has changed in terms of the areas that the College must focus on to demonstrate its worth to the University community and its stakeholders. I believe that it is painfully clear to all within this College that creating a sustainable research culture is paramount to our existence. Just as important to our existence is the revitalization of our dental teaching hospital infrastructure to ensure that our current and future students receive the high quality education that we have become known for. Moreover, this revitalization is required if we are to increase enrolment and add new programs that will serve the oral health needs of Saskatchewan residents into the future.

I reiterate the comments I made when I met with the committee: the Third Planning Cycle will fundamentally determine this College's future and represents several last, great opportunities for change. To be sure, we must meet our obligations and become a full-fledged member of a research-intensive university community. Equally important is convincing internal and external stakeholders of our critical need for revitalizing our dental teaching hospital. Finally, it is my last opportunity to manage the change process to ensure we overcome both challenges as they are inexorably linked to our success and our future.

Once again, thank you for your comments.

Sincerely,



Dr. Gerry Uswak
Dean

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF DENTISTRY

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The College continues to be challenged to develop a research profile in keeping with the University's mandate to become research intensive. Developing a culture of research is a difficult undertaking and will take time, and in the case of the College of Dentistry, must parallel substantive renewal of the College. However, it is difficult to envision the College of Dentistry remaining a free-standing college beyond the next planning cycle unless substantial progress on development of a research culture is made in 2012-16. There is promise in the initiative to establish an Endowed Chair in Rural, Urban and Northern Dental Public Health in the next planning cycle. This initiative is carried forward from the second planning cycle, and from the College's intention to establish a Saskatchewan Chair in Dental Public Health. The chair was not filled and has now been recast to complement the College's Rural, Urban and Northern (RUN) Dental Public Health research focus and strategy. The College is encouraged to work with University Advancement on projecting the financial requirements of the chair.

The need to wait for a vacant position to allocate to the proposed Associate Dean Research position is an impediment to the College's goal of rejuvenating research activities as a main focus of its plan. In the interim, the College is encouraged to work with the Office of the Vice-President Research in recruiting a Director of Research.

Innovation in Academic Programs and Services

The College is to be commended for the quality of the graduates it produces and for its strong commitment to its undergraduate program. Given that training of practitioners has been, and will continue to be, the foundation of the College, the request for resources to upgrade the physical infrastructure of the College, which is well articulated within the plan, is strongly supported. These renovations include the addition of a fourth floor to house a new dental clinic for expansion of the undergraduate program and the addition of dental assistant, dental hygienist, dental therapist, dental laboratory technician, denturist and graduate programs, all key components of the College's plans over the next cycle. The aspirations of the College with respect to its future programming, development of a research culture and maintenance of an accredited undergraduate program are considered critical to the survival of the College and the

future of dental education in Saskatchewan, and are dependent on a significant upgrade of its physical space and facilities.

Aboriginal Engagement: Relationships, Scholarship, Programs

Culture and Community: Our Global Sense of Place

These two areas of focus are intertwined in the College's planned initiatives. These include the development of a clinical rotation for year 4 students based in Saskatchewan Aboriginal communities, the College's ongoing commitment toward the dental outreach clinic embedded in the Westside Community Clinic, and the initiative to establish a pilot project with the Saskatoon Open Door Society to assess the oral health of new Canadians. The College is committed to community-based learning and student understanding of the social determinants of health. The desire to contribute to the oral health and oral health strategies of vulnerable populations, including Aboriginal Canadians, and Saskatchewan oral health care policy development, strongly contributes to the University's sense of place within the province.

College/School Priorities for the Third Planning Cycle

The College has identified the development of a research focus in the College based on dental public health (social population health) and clinical trials/biomaterials research, and the realization of the capital renovations and expansion required to support its teaching activities, as its top priorities for the third planning cycle. The recommendations from the external review of the College and the Commission of Dental Accreditation of Canada (CDAC) report need to be more fully considered once the CDAC report is finalized and an implementation plan then developed in response to it. Although perhaps premature at this time, the reflection of this implementation plan within the College's strategic plan would have more fully articulated how the College will move ahead in the next planning cycle to address its goals and the requirements of its external accrediting body.

Integration of Academic Mandate

The College recognizes the need to integrate its academic mandate within the Health Sciences, and is encouraged to avail itself of collaborative research opportunities through the Council of Health Science Deans and the interprofessional model associated with the new Academic Health Sciences Complex. In order to realize its research goals, collaboration, both

internally and externally, is essential as a means for the College to benefit from the research experience of others. To further its research goals in dental public health and dental public health policy, the College is strongly encouraged to develop strong relationships with the School of Public Health and the School of Public Policy. Similarly, the Saskatchewan Structural Sciences Centre and the Canadian Light Source are logical partners with which to pursue research in biomaterials science

Summary

The College of Dentistry underwent both an accreditation review and an external review (University initiated) in the past year. As a result, this report from the Unit Plans Review Committee (UPRC) brings to light few, if any, substantive topics that have not been raised in the aforementioned reviews. Rather, the UPRC report reiterates/emphasizes topics of particular relevance and importance to the next planning cycle.

As well recognized by the College, the attainment of research funding through collaborative partnerships is an imperative over the next planning cycle. The steps toward this goal as outlined by the College in its plan are appropriate, and recognize the limitations of the College with respect to conducting basic health science research, along with the opportunities which exist for research in the fields of dental public health and biomaterials research. Progress will be slow here, but small first steps are necessary in the near term. While its research focus is being developed, the College is commended for continuing to enhance its undergraduate program through the various academic initiatives outlined in the plan.

UNIT PLANS REVIEW COMMITTEE REPORT – SCHOOL OF ENVIRONMENT AND SUSTAINABILITY

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The research conducted at the School contributes directly to the areas of environmental science, management and protection, natural resources, and energy, identified as areas of national priority by the Government of Canada. The School's focus on interdisciplinarity and sustainability is integral to its research and programming, and is a unique identifying feature. The School has worked to identify prominent research clusters and strategic priorities in areas that will also serve to distinguish the School against Canada's environmental graduate program landscape. These include northern environmental research, water security with the Global Institute for Water Security (most recently, a novel socio-hydrology research theme), degraded environments, biological and cultural diversity, and environmental governance. The School is well positioned to contribute to the signature areas of research in the areas of Aboriginal Peoples, Agriculture, Energy and Mineral Resources, and Water Security. The plan provides numerous examples of research projects directly relevant to social issues that pull together researchers, government and non-government agencies, First Nations communities, and the private sector. The research culture within the School appears to be vibrant, inclusive, socially relevant and outcomes-based.

The plan outlines the goal to increase very substantially both Tri-Agency and non-Tri-Agency research funding. The research target goals are ambitious, perhaps overly so, and it is not clear from the plan to what degree this funding growth is predicated upon obtaining the three to five new faculty positions requested. A shared research facilitator is intended to play a key role in identifying funding opportunities from less conventional sources.

Innovation in Academic Programs and Services

The School's programs are designed to be interdisciplinary and innovative, and an annual workshop is held to discuss curriculum integration. The opportunity exists to work with the Global Institute for Water Security to offer an international Master of Water Security program. The plan offers multiple examples of innovative approaches within courses related to inquiry-based and experiential-based modes of learning. A goal is to incorporate team-teaching with faculty from different disciplinary backgrounds in all required courses to enable students to benefit from the varying interpretations of knowledge and learning approaches brought by two instructors. A po-

Comment [SD1]: The SENS IP3 document says: "In 2007, the Government of Canada released its science and technology strategy, articulated in the document "Mobilizing Science and Technology to Canada's Advantage." This strategy identified four areas of national priority: environmental science and technologies; natural resources and energy; health and related life sciences and technologies; and, information and communications technologies. Clearly, the research conducted at the School contributes directly to the priority areas of environmental science and technologies, and natural resources and energy."
The commas in this sentence aren't quite in the right place.

Comment [SD2]: These research clusters/strategic priorities are more accurately reported as: ecosystem studies and biodiversity protection, environmental management and governance, human-nature relations, multiple ways of knowing, and water security.

Comment [SD3]: These sentences can be clarified: "The plan notes present success in receiving SSHRC funding and aims to increase both Tri-Agency and non-Tri-Agency research funding. The research target goals are ambitious, yet can be addressed through current initiatives, recent CERC appointments, and new faculty positions."

tential limitation may be the lower numbers of faculty from the social sciences and humanities associated with the School.

Comment [SD4]: SENS is currently able to meet its goal of having team-taught core courses, but this is not sustainable -- sufficient demand exists for the School's programs that student numbers could increase significantly. But faculty numbers are not sufficient to support such an increase, particularly in the social sciences and humanities.

The plan outlines a number of innovative partnerships (e.g. Redberry Lake Biosphere Reserve, Earthkeepers Program at Aden Bowman Collegiate) and is committed to further exploration of partnerships to facilitate experiential learning and applied research opportunities for its students. Professional development workshops in financial and human resource management, and potentially communications and media relations, are planned to augment the School's programming. A programming innovation of particular interest with regard to its applicability to other academic units is the plan to deliver a number of the School's course offerings for credit in a compressed format over a one-month period rather than a thirteen-week term. This program delivery method will permit greater focus on one course at a time, allow students to move on to the research component more expeditiously and facilitate student exchanges abroad.

Aboriginal Engagement: Relationships, Scholarship, Programs

Indigenous knowledge is a place-based knowledge. The School is an opportune place to integrate Indigenous knowledge within its curriculum and has much potential to distinguish itself epistemologically as well as pedagogically in its approach to Indigenous knowledge. Presently, the School has Aboriginal-based content interspersed through a number of its courses. The School is encouraged to take a broader approach and embed Indigenous knowledge and ways of knowing fully throughout all of its programming. Nearly half of the School's faculty conduct research that touches upon Aboriginal peoples. Growth in this area is projected serendipitously due to faculty member interests, and the School is encouraged to take advantage of this opportunity and actively support and grow its Aboriginal research profile. A priority for the coming cycle is the recruitment of Aboriginal students, primarily to the Master of Sustainable Environmental Management as a more attractive program option, along with increasing the number scholarships available to Aboriginal students. The School has taken some initial steps to bring in guest speakers, Aboriginal elders and visiting scholars to begin to create a welcoming culture, and plans to continue and increase these efforts.

Comment [SD5]: More accurately: "Presently, the School has Aboriginal-based content interspersed through all of its required courses and a number of its elective courses."

Culture and Community: Our Global Sense of Place

Significantly, the creation of a collegial, collaborative atmosphere within the School is cited as a hallmark of the School. The plan lists numerous international partnerships in early stages of development, which have the potential to significantly add to the diversity within the School and facilitate international exchanges between faculty and students. The School currently has an even

Comment [SD6]: We would like to include the northern Elder-in-Residence initiative here -- Elder Randall Tetlich visited SENS for three weeks in autumn 2011 and it is likely that he met and/or presented to more than 1,000 people across several colleagues on campus during his stay. We believe this is a significant contribution to the University's strategic priorities.

distribution of within-province, out-of-province and international students within its graduate student cohort, and therefore also has the opportunity to build on the exchanges this diversity provides. An innovative example of community outreach is the trade-show-style event hosted by the school called “SENS Connect” established to provide students with the opportunity to network with external organizations.

Revitalization of interest in the North is taking place within the University, led in part by the International Centre for Northern Governance and Development and influenced by the University’s partnership with the University of the Arctic. The School is well situated and committed to bringing its own unique perspective on northern research and communities to the growing scholarship and outreach related to the North.

Comment [SD7]: Add the sentence here: "Many SENS faculty are associates in this Centre. Additionally, the School is well situated ..."

College/School Priorities and Progress during the Second Planning Cycle

The development of the school has been impressive, particularly given that fewer faculty resources were allocated to the School than planned at the outset due to budgetary restrictions at the time the School was established. Three graduate programs have been implemented and enrolment has increased from 10 graduate students in 2008/09 (the first intake of students) to 60 students in 2010/11. During this time period, the number of course offerings has more than doubled. Core faculty members have been recruited and a number of joint grants and projects have been pursued successfully among faculty associated with the School. Shared contributions have led to the success of the School and collective research output is strong. The Global Institute for Water Security is an important complement to the School, providing an influx of faculty and other resources to the School and helping to raise the School’s national profile.

College/School Priorities for the Third Planning Cycle

The plan states that ensuring sustainable delivery of high-quality academic programs is the first priority for the School. In relation to this overriding priority, the School’s two main priorities relate to the deficiencies in faculty numbers and physical space outlined in the plan. The plan relays that the School is at capacity within Kirk Hall, lacking dedicated laboratory space and utilizing space within other units, and with insufficient space to house its graduate students and provide enough office space for its core and primary joint faculty. Space limitations make it difficult to host visiting scholars or students, and the lack of any common space is counterproductive to the interdisciplinary environment fostered by the School. The plan proposes the creation of a new

building, potentially with the Global Institute for Water Security, to resolve these issues; in the interim, temporary options for additional space will be investigated.

The School's core faculty hold either standard, primary-joint or secondary-joint appointments in the School. The plan requests three to five new standard or primary-joint faculty positions, particularly in the social sciences and humanities. Without this increase in faculty resources, the plan states that the "School cannot deliver its core curriculum for the Master of Sustainable Environmental Management (MSEM) and Master of Environment and Sustainability (MES) programs on an on-going basis." The School considers the faculty positions essential to delivering its existing programs, and also to provide the potential for further growth and enhanced program quality. The fact that the School lacks sufficient faculty to provide for annual delivery of its core courses on a continuous basis is of significant concern, as are the insufficiencies of the present space which houses the School.

Integration of Academic Mandate

The School has faculty originating from five colleges and nine departments, and all faculty affiliated with the Global Institute for Water Security hold a standard or primary-joint appointment in the School. The SENS courses are offered in partnership with other units, and the plan notes strong linkages to the International Centre for Northern Governance and Development, the Indigenous Land Management Institute, and the Toxicology Centre. Additional collaboration is encouraged with the interdisciplinary schools. For example, there may be the potential for collaboration with the Johnson-Shoyama Graduate School of Public Policy on the theme of *Science and Society*.

Summary

This is the first plan submitted by the School of Environment and Sustainability and it illustrates its focus on strategically consolidating, solidifying and strengthening the School and its programming.

The plan is very detailed and provides a good snapshot of current activities within the School. The School has established a reputation and is beginning to develop international partnerships and a national presence. The vision for the School was to develop faculty resources to deliver programming using shared resources, and the School has adhered admirably to the spirit of this commitment. However, according to its plan, the School requires significant new resources from the University and/or other sources, including several new faculty positions, several new support

Comment [SD8]: The faculty positions requested range from 0.3 to 1.0 FTE, so some of them could be secondary-joint, helping us strengthen intra-university partnerships and interdisciplinary scholarship and teaching.

staff positions, travel costs for research partnerships and new physical space, if it is to maintain its current slate of programs and achieve its full potential.

Comment [SD9]: Actually SENS requested resources for 2.0 FTE new staff positions. One of these is for a research facilitator, a position that has been adopted by several colleges already.

UNIT PLANS REVIEW COMMITTEE REPORT – SCHOOL OF ENVIRONMENT AND SUSTAINABILITY

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The research conducted at the School contributes directly to the areas of environmental science and technologies, and natural resources and energy, identified as areas of national priority by the Government of Canada in its science and technology strategy. The School's focus on interdisciplinarity and sustainability is integral to its research and programming, and is a unique identifying feature. The School has worked to identify prominent research clusters and strategic priorities in areas that will also serve to distinguish the School against Canada's environmental graduate program landscape. These include ecosystem studies and biodiversity protection, environmental management and governance, human-nature relations, multiple ways of knowing, and water security. The School is well positioned to contribute to the signature areas of research in the areas of Aboriginal Peoples, Agriculture, Energy and Mineral Resources, and Water Security. The plan provides numerous examples of research projects directly relevant to social issues that pull together researchers, government and non-government agencies, First Nations communities, and the private sector. The research culture within the School appears to be vibrant, inclusive, socially relevant and outcomes-based.

The plan notes present success in receiving SSHRC funding and aims to increase both Tri-Agency and non-Tri-Agency research funding. The research targets are ambitious, yet can be addressed through current initiatives, recent CERC appointments, and new faculty positions. A shared Research Facilitator is intended to play a key role in identifying funding opportunities from less conventional sources.

Innovation in Academic Programs and Services

The School's programs are designed to be interdisciplinary and innovative, and an annual workshop is held to discuss curriculum integration. The opportunity exists to work with the Global Institute for Water Security to offer an international Master of Water Security program. The plan offers multiple examples of innovative approaches within courses related to inquiry-based and experiential-based modes of learning. A goal is to incorporate team-teaching with faculty from different disciplinary backgrounds in all required courses to enable students to benefit from the varying interpretations of knowledge and learning approaches brought by two

instructors. A potential limitation may be the lower numbers of faculty from the social sciences and humanities associated with the School. SENS is currently able to meet its goal of having team-taught core courses, but this is not sustainable as sufficient demand exists for the School's programs that student numbers could increase significantly. However, faculty numbers are not sufficient to support such an increase, particularly in the social sciences and humanities.

The plan outlines a number of innovative partnerships (e.g. Redberry Lake Biosphere Reserve, Earthkeepers Program at Aden Bowman Collegiate) and is committed to further exploration of partnerships to facilitate experiential learning and applied research opportunities for its students. Professional development workshops in financial and human resource management, and potentially communications and media relations, are planned to augment the School's programming. A programming innovation of particular interest with regard to its applicability to other academic units is the plan to deliver a number of the School's course offerings for credit in a compressed format over a one-month period rather than a thirteen-week term. This program delivery method will permit greater focus on one course at a time, allow students to move on to the research component more expeditiously and facilitate student exchanges abroad.

Aboriginal Engagement: Relationships, Scholarship, Programs

Indigenous knowledge is a place-based knowledge. The School is an opportune place to integrate Indigenous knowledge within its curriculum and has much potential to distinguish itself epistemologically as well as pedagogically in its approach to Indigenous knowledge. Presently, the School has Aboriginal-based content interspersed through all of its required courses and a number of its elective courses. The School is encouraged to take a broader approach and embed Indigenous knowledge and ways of knowing fully throughout all of its programming. Nearly half of the School's faculty conduct research that touches upon Aboriginal peoples. Growth in this area is projected serendipitously due to faculty member interests, and the School is encouraged to take advantage of this opportunity and actively support and grow its Aboriginal research profile. A priority for the coming cycle is the recruitment of Aboriginal students, primarily to the Master of Sustainable Environmental Management as a more attractive program option, along with increasing the number scholarships available to Aboriginal students. The School has taken some initial steps to bring in guest speakers, Aboriginal elders (through its northern Elder-in-

Residence initiative) and visiting scholars to begin to create a welcoming culture, and plans to continue and increase these efforts.

Culture and Community: Our Global Sense of Place

Significantly, the creation of a collegial, collaborative atmosphere within the School is cited as a hallmark of the School. The plan lists numerous international partnerships in early stages of development, which have the potential to significantly add to the diversity within the School and facilitate international exchanges between faculty and students. The School currently has an even distribution of within-province, out-of-province and international students within its graduate student cohort, and therefore also has the opportunity to build on the exchanges this diversity provides. An innovative example of community outreach is the trade-show-style event hosted by the school called “SENS Connect” established to provide students with the opportunity to network with external organizations.

Revitalization of interest in the North is taking place within the University, led in part by the International Centre for Northern Governance and Development and influenced by the University’s partnership with the University of the Arctic. Many SENS faculty are associates in this centre. The School is well situated and committed to bringing its own unique perspective on northern research and communities to the growing body of scholarship and outreach related to the North.

College/School Priorities and Progress during the Second Planning Cycle

The development of the school has been impressive, particularly given that fewer faculty resources were allocated to the School than planned at the outset due to budgetary restrictions at the time the School was established. Three graduate programs have been implemented and enrolment has increased from 10 graduate students in 2008/09 (the first intake of students) to 60 students in 2010/11. During this time period, the number of course offerings has more than doubled. Core faculty members have been recruited and a number of joint grants and projects have been pursued successfully among faculty associated with the School. Shared contributions have led to the success of the School and collective research output is strong. The Global Institute for Water Security is an important complement to the School, providing an influx of faculty and other resources to the School and helping to raise the School’s national profile.

College/School Priorities for the Third Planning Cycle

The plan states that ensuring sustainable delivery of high-quality academic programs is the first priority for the School. In relation to this overriding priority, the School's two main priorities relate to the deficiencies in faculty numbers and physical space outlined in the plan. The plan relays that the School is at capacity within Kirk Hall, lacking dedicated laboratory space and utilizing space within other units, and with insufficient space to house its graduate students and provide enough office space for its core and primary joint faculty. Space limitations make it difficult to host visiting scholars or students, and the lack of any common space is counterproductive to the interdisciplinary environment fostered by the School. The plan proposes the creation of a new building, potentially with the Global Institute for Water Security, to resolve these issues; in the interim, temporary options for additional space will be investigated.

The School's core faculty hold either standard, primary-joint or secondary-joint appointments in the School. The plan requests three to five new faculty positions, which would help the School strengthen its intra-university partnerships and interdisciplinary scholarship and teaching, particularly in the social sciences and humanities. The positions could range from 0.3-1.0 FTE and could be a combination of primary, primary-joint and secondary-joint appointments. Without this increase in faculty resources, the plan states that the "*School cannot deliver its core curriculum for the Master of Sustainable Environmental Management (MSEM) and Master of Environment and Sustainability (MES) programs on an on-going basis.*" The School considers the faculty positions essential to delivering its existing programs, and also to provide the potential for further growth and enhanced program quality.

The fact that the School lacks sufficient faculty to provide for annual delivery of its core courses on a continuous basis is of significant concern, as are the insufficiencies of the present space which houses the School.

Integration of Academic Mandate

The School has faculty originating from five colleges and nine departments, and all faculty affiliated with the Global Institute for Water Security hold a standard or primary-joint appointment in the School. The SENS courses are offered in partnership with other units, and the plan notes strong linkages to the International Centre for Northern Governance and Development, the Indigenous Land Management Institute, and the Toxicology Centre.

Additional collaboration is encouraged with the interdisciplinary schools. For example, there may be the potential for collaboration with the Johnson-Shoyama Graduate School of Public Policy on the theme of *Science and Society*.

Summary

This is the first plan submitted by the School of Environment and Sustainability and it illustrates its focus on strategically consolidating, solidifying and strengthening the School and its programming.

The plan is very detailed and provides a good snapshot of current activities within the School. The School has established a reputation and is beginning to develop international partnerships and a national presence. The vision for the School was to develop faculty resources to deliver programming using shared resources, and the School has adhered admirably to the spirit of this commitment. However, according to its plan, the School requires significant new resources from the University and/or other sources, including several new faculty positions, two staff positions (one being a Research Facilitator), travel costs for research partnerships and new physical space, if it is to maintain its current slate of programs and achieve its full potential.

Response from the College of Education to the Unit Plans Review Committee

February 6, 2012

We appreciate the thorough reading of our Third College Plan this committee has undertaken and for the most part their written review reflects our main points.

We agree that our plan aligns well with the Knowledge Creation area of focus. Indeed, in the last SSHRC Standard Grants competition, our College exceeded the national average in terms of SSHRC grant attainment success rates and thus we have already reached the goal set out in the University's Third Integrated Plan. Of course, we are not satisfied with this and will take all the steps necessary to maintain and enhance this performance. It seems from this review, we must also continue our efforts on campus to help inform people about how well we are doing in this area.

Continuous program improvement, in both undergraduate and graduate programs, is a well-articulated goal within our College in this next planning cycle and the review by UPRC highlights a number of ways that we plan to work toward this goal. We are eager to, and have been working with, the Division of Science as suggested (for example, we already have an articulated agreement to partner with ITEP to work on Science as a teaching area and we are delivering Science as a teaching area preparation in all our First Nations community delivery sites for ITEP). We are also eager to work with other Colleges and Schools across the campus to better address the age-old issue of how to improve the "disciplinary knowledge" of high school teachers. This issue, however has no single simple resolution. Secondary school reform is a major agenda item across the country and development of strategies for pre and post "initial teacher education" for individual educators is a key area in need of further work and needs to be done through collaboration across units in post-secondary institutions and in collaboration with school divisions and government. Developing and delivering Post Degree Certificate opportunities in a variety of "disciplinary knowledge" areas is seen, for example, to be the better way to serve First Nations communities in their quest for enhancing the work of high school teachers.

The UPRC review quite rightly points to the pivotal role our College has played with regard to Aboriginal engagement and we have placed it as the continuing top priority for the College. We hope to draw on our experience in order to assist others on campus move forward over the next planning cycle in this critical area. Along with all of the Aboriginal Teacher Education Programs listed in the review, we also have the NWTEP program with Aurora College that is located in the Northwest Territories. Part of our work with Aboriginal partners is related to the focus area of culture and community and here too, our College has, as is pointed out in the review, been highly active in terms of partnerships that we plan to deepen over the next planning cycle. Some of that work will be done within our Aboriginal Education Research Centre where we are currently undertaking a review and searching for a new Academic Director.

The review correctly outlines our progress in the second planning cycle and delineates the ways in which our plan is integrated with our academic mandate. In the summary section, however, there is an incorrect interpretation of our graduate programs as not being "research-based". The review over-emphasizes our newly created "course-based Masters" route and downplays the fact that all of our

departments offer the research-based “theses” and “project” routes to our M.Ed. students. Indeed these routes continue to be strongly taken up and, especially in areas such as the School and Counseling Program, our graduate students have been highly successful in obtaining SSHRC Canada Graduate Scholarships , a strong sign of their research prowess. Also, students within our College in three of the last four years have won the Master Thesis Distinction Award.

In preparation for the upcoming GPR, we have compiled an impressive compendium of the “knowledge transfer” activities of our graduate students over the past five years across all of our programs and this will soon be available on our website for all to see. That list cites many of the scholarly books, chapters, articles and presentations that our students have done and it is a sizeable list. We anticipate that the GPR will provide us with specific recommendations as to how to further hone our graduate programs.

We agree that our departments need to find more common ground, develop more inter-disciplinary possibilities and work together on the planned Ph.D. in Indigenous Education. The incoming TABBS model will make it possible for us to proceed with even further growth and internationalization for our graduate programs (where we are already at the level set for the university at the end of the third planning cycle). We found it curious that the review indicates that we might offer M.Sc. programs.

Finally, we object to the final comment about matching our “intake” to “market demand” for the B.Ed. program, as this narrows the perceived usefulness of our degree to only one aspect- getting a job as a teacher in the K-12 system. In actuality, many of our alumni use their B.Ed. degree and their skills and knowledge to work as community leaders, to participate in health professions, to take up career routes in the Arts, to become entrepreneurs in business and industry, along with a whole range of other endeavors. Our B.Ed. degree proudly prepares people to teach and learn but this does not limit them to a single route in the “market” as might be inferred from the comments in the UPRC review. For example, our First Nations Community Based program, in seven sites across Saskatchewan and the Central and Western Arctic, helps address teacher shortages in these communities, but it also helps develop the skills and knowledge of Aboriginal graduates who take on leadership, professional development and cultural enhancement roles in their communities in ways that enhance capacity.

We hope this response clarifies some of the points in the UPRC review of our Third College Plan and serves to substantiate the excitement we have about our new set of priorities.

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF EDUCATION

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The College plans to develop research clusters within the College to enhance funding opportunities and cross-collaborative opportunities in areas such as Aboriginal education, leadership, and rural and community-based learning. This strategy is congruent with the movement towards group-based research supported by Tri-Agency funding. The work of the Aboriginal Education Research Centre (AERC) and the Saskatchewan Education Leadership Unit (SELU), as key research centres within the College, is also expected to expand over the next planning cycle.

The principles outlined for knowledge creation in the plan clearly articulate the desire of the College to be more fully engaged in research. The plan identifies a number of areas, such as the recruitment of post-doctoral fellows, where progress can be made. The College is encouraged to more fully articulate the steps by which it will achieve its research goals, particularly with respect to increasing Tri-Agency and other research funding.

Innovation in Academic Programs and Services

Following a lengthy period of development to restructure its B.Ed. program, the College has indicated its intent to implement the new program expeditiously and is encouraged in this regard. The College has also expressed its commitment to continuous program renewal. Given the new provincial attention, cited in the plan, on topics such as “*literacy, numeracy, technology usage, environmental justice, violence and bullying prevention, early learning and care, changes in family configurations, preparation for the trades, action research for teachers, professional learning communities,*” the need to infuse these aspects in the renewed B.Ed. program supports this goal. In addition, ensuring that B.Ed. graduates have experienced “digital immersion” in a variety of ways, as an essential preparation for the classroom, is required. E-learning is also an important component of graduate programs, and the College intends to review all of its graduate programs in light of the environmental shifts outlined in the plan and student demand that distance delivery and e-learning be part of all graduate programs.

The College has proven itself to be responsive and attuned to shifts in the post-secondary landscape. Lifelong learning, which spans from early learning to adult learning, is identified in

the plan as a key area at both the undergraduate and graduate levels. Other new directions include environmental education and anti-racist education, following upon the successful Student Teachers Against Racism Society (STARS) series of events hosted by the College. The plan also outlines the potential for the College to expand its offerings to post-degree certificates as a means to ladder into existing M.Ed. programs and to offer additional opportunities for professional development.

A criticism of B.Ed. graduates has been deficiencies in their disciplinary knowledge of their major subjects, especially for high school teachers. The Division of Science plan outlines its intention to promote a preferred three-plus-two-year program to Education students, encouraging them to obtain a three-year B.Sc. degree prior to entering the College of Education. This would provide greater breadth and depth of knowledge in teaching majors. The College is encouraged to discuss this approach with the Division.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College of Education was among the first colleges, if not the first college, to have worked with Aboriginal communities and to become leaders in Aboriginal education through its Aboriginal Teaching Education Programs (ITEP, SUNTEP, NORTEP). In particular, others look to the College's 40-year-old ITEP program as a model. The AERC continues as a locus of research and outreach activity. A new international Ph.D. program in Indigenous Education Studies is to be housed within the AERC. The program is intended to distinguish itself internationally as a small, innovative, high-quality Ph.D. degree program. A chair in Indigenous Education, potentially funded in partnership with others, is proposed to complement the AERC and the activities of the recently approved Chair in Aboriginal Education. The College, in conjunction with other colleges of education and Aboriginal, Métis and Inuit peoples, is committed to implementing the *Accord on Indigenous Education*, recently approved by the Association of Canadian Deans of Education

Culture and Community: Our Global Sense of Place

The College serves as a "hub" bringing together Aboriginal knowledge and perspectives and is a focal point for a myriad of activities which foster Aboriginal engagement and a sense of place for Aboriginal students. The College also works with numerous agencies involved in community work, such as the Open Door Society, the Friendship Inn, the SWITCH program for

student wellness and, most recently, the ROOTS of Empathy program. The College is committed to acknowledging and breaking down barriers and opening exchanges with others, locally, regionally, nationally and internationally.

College/School Priorities and Progress during the Second Planning Cycle

Good progress was made against the College's goals for the second planning cycle. The College established a new Chair of Aboriginal Education, doubled enrolment in the ITEP program and expanded the program to community-based sites, and developed professional development opportunities for its faculty in the area of Aboriginal knowledge. Tri-Agency and SHRF research grant activity has increased, the College has established joint faculty appointments with the interdisciplinary graduate schools, and numerous other initiatives have been undertaken to increase cross-college collaboration. The new B.Ed. curriculum has been approved and will be implemented in September 2012.

College/School Priorities for the Third Planning Cycle

The College's first priority is to expand Aboriginal engagement in the college and communities through its Aboriginal Teacher Education Programs, the AERC and the SELU. Other priorities include fostering engagement and professional development opportunities and nourishing a "learning spirit" within the College for faculty, staff and students. Implementation of the new B.Ed. curriculum and growing and enhancing the College's graduate programs are key priorities relative to the College's academic mission.

Integration of Academic Mandate

The College hosts a number of annual conferences, such as *Breaking the Silence: Safe Schools*, and has partnered with the Centre for Continuing and Distance Education to offer the community-based ITEP B.Ed. program. The AERC and the SELU provide opportunities for engagement, and the College hopes to increase its engagement with the campus-wide SSHRC forum as it develops. With the Gwenna Moss Centre for Teaching Effectiveness and the Colleges of Nursing and Kinesiology, the College is participating in a pilot program known as the Beadwork initiative, established to build awareness of Aboriginal culture and knowledge among faculty, researchers and staff. This innovative program has the potential to be transposed to other

colleges and units across the University and provincially and nationally to other schools, colleges and universities.

Summary

In preparing the plan, the College of Education has engaged its faculty and staff in discussions of priorities and by holding town hall meetings. The College is regarded nationally as a leader in the area of Aboriginal education; therefore, it is fitting that much of the College's planning effort is focused on advancing Aboriginal engagement. In this regard, the College is pivotal to advancing the University's Aboriginal signature area. In general, the plan is concerned not only with the welfare of Aboriginal students, but also with the welfare of all students, faculty and staff.

It is clear from the plan that the College is committed to the philosophy of continuous, life-long learning and its benefits. The College supports seminars, certificates, other teacher professional education programs and an M.Ed. program related to continuous learning. The benefits associated with working collegially with others are also evident in the wide array of partnerships the College has established with school divisions, community groups, government agencies, and other units and colleges on campus.

The plan includes an extensive list of initiatives, goals and priorities, and is committed to advancing these in a collegial manner. The College is encouraged to challenge and engage its faculty, staff and students in achieving the objectives of the plan. Further prioritization of the many initiatives in the plan and development of specific action plans is suggested as the next stage of development. This will provide greater focus to the plan, particularly in light of the new faculty and staff resources identified in the complement planning section.

All departments in the College offer both project-based and thesis-based M.Ed. programs. Graduate students have been highly successful in obtaining SSHRC Canada Graduate Scholarships, and boast a long list of high quality theses, books and book chapters, articles and presentations. The ability to offer a course-based M.Ed. option in all departments is in keeping with the standards for Canadian Colleges of Education. However, at a University where becoming more research-intensive is a strategic priority, thesis-based graduate programs are a key contributor to a research culture. Therefore, despite the recent introduction of a course-based

M.Ed. degree, the College is encouraged to promote the option of a thesis- or project-based program to its M.Ed. students.

The lack of research-based doctoral programs, in particular, hampers the ability of new faculty hires to establish research programs. Presently, the College does not have the faculty base to supervise Ph.D. students, other than as special-case students or within the Department of Educational Administration, which has a large percentage of part-time graduate students. The proposed Ph.D. in Indigenous Education Studies has the potential to be a signature program within the College; however, program enrolment is deliberately envisioned as being small.

Further contemplation of the departmental structure within the College and the manner in which it might evolve over the planning cycle is suggested by the desire for programs to be interdepartmental and constructed using a generalist approach across departments, rather than through a specialist-based approach. Although the College produces many more B.Ed. graduates than there are teaching positions available, many of the graduates apply their skills and knowledge to a variety of career routes in business and government.

E-mail response dated February 3, 2012, from Dr. Daphne Taras, Dean, Edwards School of Business

Bob,

Thank you for the feedback. I have read it and agree with the direction of the suggestions. With regard to building any formal PhD program, I'm afraid our accreditation metrics are not strong enough right now, and so a PhD program during the 3rd IP is impossible. However, we are taking other significant measures to increase our research intensity and improve our grantsmanship. It is good to receive your thoughtful feedback and we appreciate the incredible -- heroic -- efforts made by the UPRC.

Cheers, Daphne.

UNIT PLANS REVIEW COMMITTEE REPORT – EDWARDS SCHOOL OF BUSINESS

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The School has carefully laid the groundwork to re-engage its faculty in research and scholarly work through its faculty hires in the second planning cycle and through the adoption of a policy whereby research-active faculty receive a reduced teaching load and non-research-active faculty are offered incentives to become active in research and scholarly work. The transformation of the School's research culture has been assisted significantly by the number of new faculty members hired over the second planning cycle. Approximately half of the School's current faculty complement were hired during this time period and possess a stronger orientation and expectation to be engaged in research.

As identified by the School, the lack of research-based graduate programming is a barrier to advancing its research culture. There is a risk in not being able to retain its high-calibre junior hires if the School does not provide these faculty the opportunity to participate in graduate student teaching and supervision through thesis-based M.Sc. and Ph.D. programs. The focus on the professional MBA and MPAcc programs supports the expectations of the business community for graduates in these areas and provides revenue to the School. However, these course-based programs do not contribute to the School's research intensity. In addition, the potential merger of the national professional accounting associations and the accompanying changes in standards are a threat to the School's premier MPAcc program, which now charts towards a specific accounting designation.

The School also faces faculty recruitment challenges. The recent loss of several faculty members associated with the M.Sc. program is a concern. Attracting Ph.D.-trained faculty in the areas of Finance and Accounting is an ongoing challenge, and the School has developed strategies to address this challenge, such as being in continuous recruitment mode.

Innovation in Academic Programs and Services/Culture and Community: Our Global Sense of Place

The School's plan contains a number of novel and innovative academic programs and the School is to be commended for these. The School plans to continue to build its capacity to deliver experiential courses and opportunities related to its mission to "*develop business professionals to build nations.*" The Hanlon Centre for International Business Studies offers

opportunities to support internationalization of the School's curriculum and student experiences abroad. The initiative to incorporate the principles of the University's Learning Charter into the School's undergraduate curriculum dovetails with the Association to Advance Collegiate Schools of Business (AACSB) accreditation requirement to develop metrics to assess student learning and to develop Assurance of Learning measures.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College has a strong history of Aboriginal engagement and involvement through its Aboriginal Business Administration Certificate (ABAC) program with support provided through the Rawlco Centre for Aboriginal Initiatives. The Reverse Co-op initiative proposed in the plan furthers this philosophy by allowing Aboriginal workers to take courses towards an undergraduate commerce degree while remaining employed. The program is designed to open the glass ceiling that exists for Aboriginal employees with the potential to advance into management, but who lack the relevant credentials. This concept is novel and holds much promise. It is clear from the School's plan that it has given much thought and deliberation to how it might increase its Aboriginal engagement and support Aboriginal students throughout their programs.

College/School Priorities and Progress during the Second Planning Cycle

The School has experienced success in meeting its goals for the second planning cycle. The growth of the School's research intensity is evident in its recent success in the 2010-11 SSHRC competition, with seven of the 15 SSHRC grants awarded to the University attributed to ESB faculty. A steady increase in faculty publications in peer-reviewed journals has occurred, with the further intent to increase publication in top-rated journals. The School has also undertaken program revisions to streamline its MBA program, revitalized and increased enrolment in its honours program for undergraduate students, developed the Business Cooperative Education Program to supply students with practical business experience, and created an Executive Business Administration Certificate (BAC) program. The School's centres are active and contribute to the School's academic mission, promoting cross-college and international endeavours.

College/School Priorities for the Third Planning Cycle

The School's primary goal is to achieve accreditation from the AACSB by the end of the planning cycle. This goal is the key guiding principle which informs decision-making and allocation of resources within the plan, and has led to the restructuring of the School's faculty complement and successful faculty hires to achieve the rigorous academic and professional standards for accreditation. If achieved, considerable effort and continued application of resources will be required to maintain the School's status. However, there are multiple benefits derived from accreditation related to quality assurance, including maintaining strong student demand for the School's undergraduate program offerings, increased interest in its graduate student programs, and enhanced faculty recruitment.

Integration of Academic Mandate

The distinctive funding model for the School has incited much of its activity related to student intake. The School would benefit from accessing resources and expertise through centralized support units, such as the University Learning Centre (ULC) and Student and Enrolment Services Division (SESD). Coordination of efforts with these units would ensure that unnecessary replication of university services and supports does not occur, and that those central resources available assist in supporting the School's specific goals with respect to student recruitment, retention, and support.

Many of the School's faculty members have associate memberships in other research and teaching units or provide administrative leadership in cross-college centres. Within the plan, however, there is little indication of alignment with the University's identified signature areas of research, apart from the initial steps related to commercialization and international exchanges in relation to the signature area of Energy and Mineral Resources. The School is encouraged to consider how it could contribute to strengthening of the signature areas in order to more fully integrate the School's research profile within the University's broader, priority research directions.

Summary

The Edwards School of Business offers a core business education across the areas of Accounting and Finance, Marketing and Management, and Human Resources. The desire to achieve professional accreditation is a primary influence on the School's activities as reflected in

its plan. The School's unique funding model has encouraged the development of a high level of independence with respect to marketing the School, student recruitment and enhancing student success. The School is encouraged to connect and co-ordinate its activities with centralized University efforts, for the benefit of both parties. At the same time, the valuable University-wide contributions of the School to interdisciplinary research and through the provision of courses in business and entrepreneurship to other academic units should not be overlooked. Furthermore, the School is encouraged to continue its efforts to create a strong research culture which would include more emphasis on research-based graduate programs.

The School's plan is realistic and clear in its objectives and in the steps which will be taken to achieve its goals, presenting a fresh look and approach. The student experience is well captured in the document, and the School is to be commended for its energy, commitment to excellence in its undergraduate programming, and unified focus on achieving accreditation. Continuing to build the School's research culture and realizing the innovative academic programming initiatives within the plan, while continuing to pursue AACSB accreditation status, is supported.



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MEMORANDUM

TO: Bob Tyler, Chair, Unit Plans Review Committee

FROM: Ernie Barber, Dean, College of Engineering

DATE: February 6, 2012

SUBJECT: Feedback on Engineering's Third Integrated Planning Submission

Thank you for providing the Unit Plans Review Committee's report on the College's plan. Testing our plan with others on campus is an important piece of calibrating our goals and ambitions, and I appreciate the Committee's commitment to this mission.

I am pleased to report that the College has submitted the planning parameter segment of its integrated plan. I am attaching the replacement pages for your records and reference.

Although it was perhaps not a large piece of the College's planning submission, I wish to reiterate that new resources will be needed for the college to undertake a growth agenda. Most significantly, additional operating revenue (such as tuition revenue sharing) and additional space will be needed to support growth in enrolment and in research outcomes. During this planning period, the College expects that a major building project will provide the necessary space to achieve our growth objectives for 2019/20.

The Committee's encouragement to work with the University of Regina is a helpful reminder of the relationship we have with our sister university and will be considered as we implement our plan.

Finally, I wish to clarify or elaborate on the following more minor points in the report:

- The College is working to creating additional chairs; however, these will be limited term and enhancement chairs as well as endowed.
- The concept of 'just-in-time' recruitment of Aboriginal faculty was a suggestion for an effective approach for the institution as a whole to increase its diversity. We would appreciate the opportunity to support and participate in this initiative; however, we are not currently intending to implement this program unilaterally. Similarly, the College will explore the concept of a reverse co-op program for Aboriginal students

in partnership with other colleges on campus, but this program is not currently in place.

- The College will use strategic enrolment management to review and consider both programs that are currently undersubscribed and programs that are at or over capacity.
- To state that faculty will be reassigned to specific areas of expertise is an overstatement. We expect that over time our complement will evolve to more closely align with the University's signature areas.

In conclusion, I would like to thank you and the committee members for your consideration and feedback on the College's plan. Without the dedication of faculty and staff such as this Committee, developing a meaningful integrated plan would not be possible.

Sincerely,

A handwritten signature in black ink, appearing to read 'E Barber', written in a cursive style.

Ernie Barber, P.Ag, P.Eng
Dean, College of Engineering

cc: Pauline Melis, Institutional Planning and Assessment
Elissa Aitken, Director – Academic Processes

C. Performance Indicators

The University of Saskatchewan has established enrolment and research goals through the Strategic Directions, Foundational Documents, and the Areas of Focus for the third planning cycle. In the president's Strategic Directions update, the following goals were articulated:

- achieving Tri-Agency funding performance above the national average for medical-doctoral universities in all competitions and in all academic units of the university
- 20 per cent of the student population composed of graduate students by 2015
- 15 per cent of the student population in each college and school composed of Aboriginal students by 2020

This section is an opportunity for the colleges and schools to articulate their role in achieving these institutional goals. Following submission of these plans, the office of Institutional Planning and Assessment (IPA) will compile the information from all of the plans and will facilitate the development of multi-year enrolment, fundraising, and research projections for the university. The development of these projections will include discussions between PCIP and colleges / schools.

Enrolment Planning

Headcount at October Census Day:

	2010/11 Headcount	2015/16 Headcount	2019/20 Headcount
Non-degree			
Total	0	0	0
Self-declared Aboriginal	0	0	0
International	0	0	0
Out-of-Province	0	0	0
Undergraduate			
Total	1,600	1,830	1,987
Self-declared Aboriginal	55	115	165
International	123	253	293
Out-of-Province	194	304	334
Graduate			
Total	353	506	575
Self-declared Aboriginal	7	22	47
International	190	315	385
Out-of-Province	7	37	67
Masters (thesis-based)	197	278	322
Masters (course-based)	-	-	-
Masters (project-based)	26	46	46
Doctoral	127	182	207
Post-Graduate Diploma	3	-	-

COLLEGE OF ENGINEERING PLAN FOR THE THIRD PLANNING CYCLE, 2012-2016

Research Success Planning

	2009/10	2015/16
Tri-Agency Funding		
Total funding received	\$4,808,948	\$6,986,827
Non-Tri-Agency Funding		
Total funding received	\$5,377,787	\$7,815,772
Other Indicators		

	2006-2010
Number of national and international faculty awards and honors*	4

*For a complete definition of this indicator and a list of individuals receiving awards, please see <http://www.usask.ca/achievementrecord/2-2-faculty-awards-detail.php>.

In the text box below, describe any additional national and international faculty awards and honors for which faculty would apply.

- Engineers Canada: Gold Medal Award, Medal for Distinction in Engineering Education
- Canadian Academy of Engineering Fellows
- Engineering Institute of Canada - Sir John Kennedy Medal, Julian C. Smith Medal, K.Y. Lo Medal, John B. Stirling Medal, CPR Medal, EIC Fellows

In the text box below, provide an indication of outputs of research which best reflect your environment. (Examples might include: number of publications of journal articles, books, chapters, etc; number of exhibitions; number of performances; number of case books, treatises, case comments; number of presentations at national and international conferences; number of licenses, patents, start-up companies; other.)

- peer reviewed journal publications and conference proceedings (number of publications, average number of publications per faculty member, and percentage of faculty members who have publications)
- number of patents and licenses (number and percentage of faculty who have patents/licences)
- NSERC Discovery Grants (number, total amount, average amount and participation rate)
- research funding received (total amount, average amount per eligible faculty member, participation rates)
- collaborative research grants (total amount, average amount per faculty member, participation rates)

COLLEGE OF ENGINEERING PLAN FOR THE THIRD PLANNING CYCLE, 2012-2016

In the text box below, identify how impact of research will be measured and provide evidence of impact if available. (Examples might include: number of citations; contributions to issues of national and international priority, innovation and policy; strategic significance to Canada and the world; ability to attract resources (due to public/private interest or relevance); direct economic and societal impact including technological, practice and policy innovation; other.)

The college will strive to develop meaningful and cost-effective ways to measure research impact. Currently, the impact of research is inferred from assessing research outputs, including those listed above. Other measures that may be useful include:

- number of active industry collaborations, and
- number of active international research collaborations,

Fundraising Success Planning

	2005-2010	2011-2016
3 Yr Fundraising Average*	\$3,216,907	5,200,000
College Centennial Fundraising**	-	1,000,000
Building Campaign***	-	TBD

* This number was calculated by looking at the year-end fundraising totals for the college between 2005/06 and 2009/10, removing the highest and lowest amounts and averaging the remaining three years.

** 2012 is the College's centennial. Fundraising will focus on three priorities: centennial scholarships fund, enhancements to the Innovative Teaching and Learning Centre, and modernization of teaching laboratories through the Engineering Advancement Trust.

*** Engineering will pay an active role in fundraising for the new Engineering and science innovation complex. This will be in addition to other fundraising goals.

Additional Indicators

In the table below, please identify any additional indicators you will use to measure progress and success of your plan over the third planning cycle.

Indicator	Baseline Measure (2010-11)	Benchmark or Target (2015/16)
Female Students		
Undergraduate	19%	25%
Graduate	30%	35%
Accreditation		
Percentage of engineering undergraduate programs accredited	100%	100%
Participation Rates in University Institutes	-	tbd
Employee Engagement Index	64.9%	68.8%

COLLEGE OF ENGINEERING PLAN FOR THE THIRD PLANNING CYCLE, 2012-2016

In the text box below, please comment on any of the data or goals described above.

Engineering recognizes that much work remains to be done to a) articulate specific, measurable goals, and to b) develop a routine process of assessing progress towards these goals. Before June 2012, the college is committed to defining specific actions under each strategic direction, which will then support informed conversations about performance measures and targets for 2016. In addition, we are committed to develop a suite of performance measures for internal and/or external audiences that will measure progress towards these goals. We will use these performance measures to develop an achievement record for release in fall 2012. We will be looking for guidance and assistance from Institutional Planning and Assessment and Information Strategy and Analytics as we undertake this work.

In the text box below, please identify comparator institutions and provide an explanation of the criteria used for their selection.

In general, the College will compare itself to the other medical-doctoral universities in Canada. We will focus on the universities in that group with similar-sized engineering faculties to the College of Engineering at the University of Saskatchewan:

- McMaster
- Dalhousie
- Calgary
- Western Ontario
- Manitoba

If information can be obtained, the College will also compare itself to Waterloo and Guelph. Although these are not medical-doctoral schools, the engineering faculties are similar to Saskatchewan.

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF ENGINEERING

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The College has identified the need for strategic, evidence-based growth and has academic leadership and participation in a number of university-level science initiatives, including the potential for limited term, enhancement and endowed chairs related to natural resources, innovative materials and programming in architecture. The College intends to develop a course-based professional Masters degree and to explore an integrated Masters-undergraduate program. These programs are intended to add to the diversity of programs offered by the College and not to replace thesis-based graduate degree programs. The plan would benefit from performance-based indicators, such as the intended size of the course-based Masters program. The College is encouraged to increase its commitment to research, as research performance is presently modest and targets for growth have not been set. The planned assessment of the College's graduate students and graduate programming to inform its ambitions and expectations of its graduate students will assist in creating a stronger research culture. As the proposed minerals innovation institute and other university-level entities come on stream, faculty members will be able to participate as members of teams to obtain the research experience required prior to applying for Tri-Council funding. Significantly, the College is prepared to reposition its resources to meet its priority to become more research intensive.

Innovation in Academic Programs and Services

The College has stated it will evaluate its undergraduate curriculum from a graduate-based perspective, looking backward through the curriculum to ensure its graduates meet the needs of the Engineering profession. Consideration of the relationship of the College's programs with those offered by the University of Regina is suggested as part of this process. The College has also committed to placing attention on the individual success of students, faculty and staff, and to considering the different needs amongst these groups and the support the College can provide. The School of Professional Development, once established, will provide supplementary skills training for undergraduate students in professional management and communications. The College is committed to its set of nine undergraduate programs, with varying options, including a high priority to develop a mining option to meet the strong, identified need for university-educated workers in mining in Saskatchewan over the next decade.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College has made a strong commitment to Aboriginal engagement but is presently at the grassroots stage and requires effective engagement with others on campus to move forward. There is synergy in the area of natural resource development through the Cameco Access Program for Engineering and Science (CAPES) program, established to increase the number of residents in the North able to pursue an engineering or science education. The College intends to more aggressively recruit Aboriginal employees, and will encourage the University to implement a strategy for “just-in-time” recruitment and appointment of Aboriginal faculty. This would enable the College to compete more effectively for the small number of Aboriginal scholars in science and engineering. The College is to be commended for its commitment and openness to incorporating Aboriginal culture into research and teaching in engineering. The next step is for the College to begin to realize its goals.

Culture and Community: Our Global Sense of Place

The College is committed to increasing diversity among its staff, student and faculty complements, with emphasis on including more Aboriginal people and women in these groups. The decline in the number of female engineering students at the University of Saskatchewan and nation-wide is a concern, and requires the attention of the College.

College/School Priorities and Progress during the Second Planning Cycle

The College has fulfilled a number of its goals for the second planning cycle, successfully establishing the Saskatchewan Centre of Excellence for Transportation and Infrastructure and the Saskatchewan Centre of Masonry Design, and launching new programs in environmental engineering and in computer engineering. Research performance is an area that continues to challenge the College.

College/School Priorities for the Third Planning Cycle

Enrolment management is a primary focus of the plan. The College will apply strategic enrolment management in its analysis of two programs that are currently undersubscribed and programs that are at or over capacity, and to enhance student success in its programs. With approximately one in three students entering the College never graduating, retention is an issue.

Increasing the College's research success is also a key goal, supported by the faculty complement plan and the expectation that over time its faculty complement will evolve to more closely align with the University's signature areas. The capital initiative for a new engineering and science complex has been carried forward and continues to be a priority for the third planning cycle.

Integration of Academic Mandate

The College is engaged in a number of initiatives and collaborations with other academic units, including the College of Agriculture and Bioresources, the Edwards School of Business, and the School of Environment and Sustainability. It is currently exploring the concept of a Reverse Co-op Program for Aboriginal Students with other colleges on campus.

Summary

The College of Engineering is committed to engineering innovation, education and research according to the standards of its professional accrediting body. The commitment to strategic enrolment forms the foundation of the College's plan for the third planning cycle.

The plan is ambitious and designed at an operational level. The College will work to align its resources with its priorities, but new resources will be required if the College is to achieve significant growth in enrolment and research intensiveness. The plan is strengthened through the evident commitment of the College to its plan, which has been created through a collegial process. The plan is regarded by the College to be in a continual state of evolution and will be finalized by June, 2012.

MEMORANDUM

TO: Bob Tyler, Chair
Unit Plans Review Committee

FROM: Lawrence Martz, Dean

DATE: 6 February 2012

SUBJECT: **Response to UPRC Report – College of Graduate Studies and Research**

Thank you for providing me with a copy of the Unit Plans Review Committee (UPRC) report on the College of Graduate Studies and Research (CGSR) plan developed for the third cycle of integrated planning. It was a pleasure to meet with the members of the committee and to discuss the CGSR initiatives proposed in support of the strategic goals and objectives of the University. Your feedback provides important guidance as we move ahead.

The following sections provide my response under the headings of your report.

Alignment With Areas Of Focus

Knowledge Creation: Innovation and Impact

The University made a significant investment in graduate scholarship funding over the second cycle of integrated planning; internal support to the CGSR scholarship budget was increased \$1M, initiatives of the CGSR generated another \$1M in scholarship support, and our faculty members increased their investment of research funds in student stipends. This corresponded with a 38% increase in graduate student numbers over the same time period. If we assume that graduate student numbers and scholarship support are directly linked and that graduate student numbers will grow by a similar amount over the next planning cycle as the last, we should anticipate an additional investment of approximately \$3.5M in scholarship support. Our experience in the last planning cycle suggests that the increased investment will come from a variety of sources.

Despite increased investment in scholarships, the proportion of PhD students has declined slightly since 2006/07. This may be partly an artifact of the initial rapid growth of Masters students in our new Schools. However, a shift to more PhD students is expected as programs become established. Recruitment of international students by the CGSR has focused on PhD students, largely because it is these students who are being funded by their governments to study abroad. Despite these notes of optimism, the decline in PhD students is cause for concern and calls for attention. As you quite correctly note, that the proposed introduction of signature area PhD scholarships will have only a limited impact on overall numbers. I share your concern and earlier this month convened a strategic advisory committee for graduate scholarships and fellowship. I have asked the committee to examine the alignment of graduate student funding programs managed by the CGSR with the strategic directions of the university; a significant element of which is growth of PhD numbers to support of our research aspirations.

We need to enrich our training of graduate students to ensure that they are well prepared to pursue both academic and non-academic career paths. This is acknowledged in the CGSR plan to continue expanding professional or extra-disciplinary skills training opportunities for our students in partnership with our sister colleges, the Gwenna Moss Centre, and external agencies. The comment by the UPRC that this needs to be shaped by information on PhD placement suggests an opportunity to make greater use of student tracking introduced as part of Graduate Program Review.

Post-doctoral fellows (PDF) are a constituency of the university that has received little attention in the past but has the potential to significantly enrich our teaching and research. I particularly like your suggestion that PDF's should be more fully integrated into departmental activities. The CGSR and the VPR are initiating a review of PDF's at the university as part of an effort to realize their full potential. As a part of this review, we will be consulting with HR about their employment status.

Efforts to improve our success in Tri-Agency scholarship competitions have to date focused rather narrowly on providing "top-up" awards. A more fulsome strategy is required and your suggestion of integrating this into the undergraduate research initiative is an excellent one.

We have seen a surge in professionally oriented graduate programs in recent years, partly as a result of the growth trajectory of our new Schools. As we seek an appropriate balance between social demand for specialized training and our commitment to research, we will need to evaluate our curriculum and programs in a critical manner. The call to articulate student outcomes for all of our programs may serve as a catalyst for this important discussion.

I found your comments on the financial aspects of professionally oriented programs to be a bit confusing. I would say that most of these programs command premium tuition and tend to be much less costly to deliver than traditional, research-oriented programs. As such, they may provide an opportunity to generate resources to support research. Again, however, a careful consideration of balance will be important.

Innovation in Academic Programs and Services

On the matter of interdisciplinary program trends, I would say that the total number of students in interdisciplinary programs has actually increased across campus with the introduction of our new Schools and other initiatives. However, the number of students in the CGSR interdisciplinary program has declined as other opportunities have emerged and this calls for a re-examination of that program. This will happen this year as the CGSR program goes through graduate program review. This will also present us with an opportunity to think more broadly about the future of interdisciplinary education at the University of Saskatchewan.

Aboriginal Engagement: Relationships, Scholarship, Programs

I was pleased to hear of your favorable reaction to what we have proposed but realize that we still have much to do in this area. The Aboriginal Achievement scholarships and the Assistant

Dean are intended to signal the commitment of the University to make real progress in this area. You correctly characterized our plans as “placeholders” that call for action. Given the shared nature of graduate education, we will need to engage our partners across campus and beyond to effectively advance our engagement with aboriginal people and communities in graduate education.

Culture and Community: Our Global Sense of Place

As the most internationalized college on campus, we have a unique opportunity to advance the globalization of our university. Our plan has focused more on achieving strategic balance in our graduate student profile than on growing the proportion of international students. We have also emphasized the need to provide the transition and other academic supports that international graduate students need to succeed. However, we can and should direct more attention enriching the lives of all of our students by building community across the many constituencies within the graduate student body. The desirability of recruiting more Canadian students from out of province is clear and will be an important point of discussion as we help shape a strategic enrolment management plan for the University.

College/School Priorities And Progress During The Second Planning Cycle

You have provided excellent summary of the progress the college made during the 2nd planning cycle. The one item I would add is the streamlining of the graduate program approval process. We removed one step from the approval process and now forward new proposals to University Council on a monthly basis. This was achieved simply by having our Executive Committee direct proposals to University Council on behalf of the Graduate Council. The administrative office and the committee structure of the college were also changed.

College/School Priorities For The Third Planning Cycle

I was pleased to see that you saw our principles reflected throughout our plan. I would agree with your observation that we did not clearly articulate a strategy for one of our important priorities; namely, targeted and selective growth in graduate enrolment. In part, this reflects the strategic enrolment management initiative at the University that emerged near the end of the second planning cycle and will conclude early in the third. The CGSR, along with SESD and IPA, is leading this initiative in which the issue of targeted and selective growth in graduate enrolment will be central.

Integration of Academic Mandate

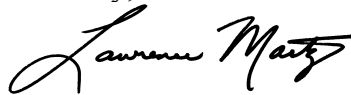
I greatly appreciated your recognition that the *Innovation in Service* element of our plan is only partly about improving administration. The most important reason for its introduction is to foster an enhanced sense of ownership and a deeper engagement with graduate program across campus.

Summary

Your summary nicely articulates the overarching principles and goals that shaped our college plan. It also identifies areas that will require sustained consideration and further development. I agree that we will need to give ongoing attention to refining an aboriginal engagement strategy for graduate education, to shaping a detailed plan for differentiated graduate student growth across campus, and to striking an appropriate balance between our commitments to fostering research and meeting social needs. I was pleased with your characterization of the college as an academic entity with the responsibility for ensuring the quality of our graduate programs and of our graduate students' research and educational experience.

Thank you again for the opportunity to discuss our plan with you and your colleagues on the UPRC. I found the discussions to be pleasant and informative. Your comments were insightful and will have a significant influence on our work in the days ahead.

Sincerely,

A handwritten signature in black ink, reading "Lawrence Matz". The signature is written in a cursive style with a large initial "L" and a stylized "M".

UNIT PLANS REVIEW COMMITTEE REPORT - COLLEGE OF GRADUATE STUDIES AND RESEARCH

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

Much of the plan focuses on increasing the overall number of graduate students at the University and the development of new graduate programs. The plan identifies a significant investment of an additional \$3.5 million in funding in graduate student scholarships and awards in order to attain a 40% increase in graduate student numbers over the third planning cycle. The plan suggests that \$1 million could be obtained from external sources, with the remaining \$2.5 million to be provided by the University. The University has already invested significantly, increasing the College's annual scholarship budget by \$1 million over the second planning cycle and with additional investments provided from other sources. Even with this investment, the plan states that *"The proportion of PhD students in the graduate population has actually declined slightly from a high of 32% in 2006/07 to 29% in 2010/11."*

The University's initiative to develop a strategic enrolment plan will delineate specifically those areas where growth in graduate student numbers will be expected and promoted, and is a critical step toward achieving the enrolment targets set. The new Ph.D. scholarships in the signature areas of research will increase graduate student enrolment by a small number, and the scholarships are significant primarily due to their elevation of these areas as institutional areas of promise and where national and international recognition has already been achieved. Although the plan contains initiatives in support of enhancing graduate student success, an overall approach that addresses how broadly based support will be provided across departments to build graduate student enrolment is lacking. Development of such a strategy is encouraged.

The desired increase in graduate student numbers is projected at a time when junior faculty positions have become scarce, largely due to the abolishment of mandatory retirement and the economic downturn. Many Tri-Agency scholarship recipients do not pursue academic careers, but rather seek careers in industry, business and policy development, reflecting our changing global economy. The College is encouraged to systematically track the placement of its Ph.D. student graduates in light of the decreased demand for these graduates in academia, and to assist students by providing training and information about non-academic options for future employment.

The number of excellent post-doctoral fellows (PDFs) has increased recently given the decrease in the number of faculty positions available. Therefore, the opportunity exists to attract some outstanding scholars. In addition to the new PDF positions associated with the signature areas of research, the College is encouraged to give further thought to increasing the number of fellowships through partnerships with academic departments. Post-doctoral-level scholars contribute significantly to the research mandates of their departments, and such partnerships may be appealing to departments. Ensuring that PDFs are recognized institutionally by being identified as department employees is important to ensure these positions are considered integral parts of our research activity and resources.

The College plan identifies a number of strategies to achieve the national average for medical-doctoral universities in Tri-Agency competitions. In addition to the strategies outlined, additional thought regarding dedicating resources to enhance the success of undergraduate student applications for Tri-Agency scholarships is proposed. This facilitation could include working with undergraduate students and faculty members to provide mentorship and assistance in terms of grant application preparation and guidance on building a research record. This initiative would also support the College's intent to more expressly link graduate and undergraduate training.

The plan identifies opportunities to *"build prestigious graduate programs and to recruit outstanding graduate students"* within the newly established centres, such as VIDO-InterVac and the Global Institute for Water Security, and the emerging research centres related to minerals, mining and food security. Coupled with this vision for enhanced research intensity and graduate student training is the reality that our university, like many others, is faced with rising demand for professionally-oriented graduate training. The majority of new graduate programs established recently at the University of Saskatchewan have been professional Masters programs. From a financial perspective, course-based programs can be attractive as many command premium tuition and tend to be less costly to deliver than research-oriented programs. The University needs to be responsive to societal demands for education; however, this must be carefully balanced against the commitment to foster research through graduate training and the societal benefits derived from the translation of research into application.

Innovation in Academic Programs and Services

The College has collaborated with the Gwenna Moss Centre for Teaching Effectiveness to provide professional skills training in areas such as communications and project management for all graduate students. The plan contains references to several program options, including a Professional Science Masters (PSM), direct-entry Ph.D. programs and combined Honours-Masters programs. Ensuring the University is connected to trends in graduate education and degree program options is an important role for the College. The College has been considered a leader in the area of interdisciplinary graduate education. Enrolment in interdisciplinary graduate programs has increased with the creation of the interdisciplinary graduate schools. At the same time, the number of students enrolled in College of Graduate Studies and Research interdisciplinary programs has declined in light of these alternative opportunities. The planned review of programming in this area, as part of the review of the College in the upcoming planning cycle, is timely.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College plan outlines the intent to develop an Aboriginal scholarship program of high stature to attract high-quality Aboriginal students from Canada and within North America. The creation of an Assistant Dean of Graduate Aboriginal Achievement position is proposed, to work with other units to coordinate and encourage new initiatives focused on Aboriginal graduate students. Programmatically, the College will work to make the policy changes required to facilitate graduate student research with Aboriginal communities, to enhance the cultural competence of its graduates, and to develop graduate programming that engages Indigenous people world-wide. These initiatives are all important place holders for the College to begin to articulate an Aboriginal strategy, and which now require further development and refinement in consultation with others.

Culture and Community: Our Global Sense of Place

The College by nature is well situated to contribute to the University's global sense of place, given that international students comprise one-third of our graduate student body. The College intends to strengthen and seek out new partnerships with select foreign institutes to bring more fully-funded international students to the U of S and to promote study abroad exchanges. A strategy to support recruitment of graduate students from within Canada is directed towards

enhancing national recognition of the University and increasing enrolment of Canadian students from outside the province. At various points in its plan, the College addresses the question of balance within the graduate student population, with growth desired in numbers of Canadian graduate students and of international graduate students from areas outside of Asia. This would increase the diversity of the graduate student population and mitigate the inherent risk in having a student base drawn predominantly from one population area. The College is to be commended for its initiatives in this regard. However, the initiatives in this section of the plan are predominantly oriented towards marketing, recruitment and transition of students. The College is challenged to further consider how the “*new perspectives and approaches*” of international and Aboriginal graduate students will enrich our graduate programs and the experiences of students. Openness to alternate perspectives within the design of our graduate programs will allow the University to take advantage of the synergies which diverse perspectives bring. At the social level, there is potential for the Graduate Students Association (GSA) Commons and Graduate House to aid in the development of a community of graduate students at the University, and the College is encouraged to work with the GSA and others to foster this sense of community.

College/School Priorities and Progress during the Second Planning Cycle

The College has made progress in many areas. Systematic Graduate Program Review – an outcome highlighted within the *Second Integrated Plan* – has been implemented, with the first year of reviews complete. A differential tuition model for international graduate students has been introduced. Enhanced administrative systems, such as SiRIUS and DegreeWorks, are being implemented in coordination with others to provide enhanced administrative service. The College has changed the face of graduate programming through the introduction of Joint Degree Programs, undertaken in partnership with select international institutes, and the approval of Dual Degree programs and Post-graduate Degree Specialization Certificate programs. Courses on selected topics for graduate students, related to ethics and integrity, critical thinking, and literacy for international students, have been expanded.

College/School Priorities for the Third Planning Cycle

The College has adopted a set of principles to guide its decisions and the allocation of resources in support of the strategic goals and directions of the University. These priorities have

been identified throughout this report and reflect the College's interest in advancing graduate education and post-doctoral training as core activities of a medical-doctoral university.

A priority not clearly expressed in the plan is the development of a broadly-based strategy to increase graduate enrolment in a selective and targeted manner, based upon a close analysis of graduate student enrolment across programs and in light of enrolment trends and patterns. The plan states that the College has a graduate recruitment strategy, which reflects the current strategic directions and leverages knowledge, skills and resources across campus, in collaboration with SESD and academic units. However, a more comprehensive approach is required in order to fully articulate how the University will achieve its enrolment target goals. The initiative to develop a Strategic Enrolment Plan at the institutional level will contribute markedly to the achievement of this goal.

Integration of Academic Mandate

It is through the initiative of the College for "*Innovation in Service*" expressed within the *Innovation in Academic Programs and Services* area that the College plan most clearly articulates its commitment to become more fully integrated across the campus. This initiative is intended to shift the College to a service model based on shared decision making, support and quality assurance, through the transition to administrative information systems (SiRIUS and DegreeWorks) that provide enhanced business processes and technology. Policy changes will permit greater decentralization of decision making at the unit and individual level, in keeping with the principle of subsidiarity.

Summary

The College of Graduate Studies and Research is committed to creating opportunities for innovative new programs, policy changes, identifying major trends in graduate education, and enhancing the participation of Aboriginal students. The College is an academic entity, with responsibility for the academic quality of graduate programs and the research and training of graduate students. The College also provides campus-wide administrative services to colleges, departments and schools housing graduate programs and is committed to excellence in service delivery. To this end, the College has identified the goal of innovative management to build collaborative relationships and joint ownership with the units it serves.

Given the institutional imperatives related to enrolment expressed within the University's *Strategic Directions*, specifically for graduate enrolment to be 20% of the University's total enrolment by 2015 and for Aboriginal student enrolment to be 15% of graduate enrolment by 2020, it is worth explicitly repeating the enrolment goals in the College's plan: *"Graduate student numbers have increased by 68% since 2002, by 38% over IP2, and current university targets call for a further increase of about 40% over IP3. This growth is a strategic imperative for the university. Sustaining and managing this growth requires thoughtful planning and continuing investment in scholarship support, academic programs, administrative and physical infrastructure, and student services. [In addition, the] University has made a foundational commitment to expand the participation of Aboriginal people in all areas of post-secondary education. It has set a goal to have Aboriginal students make up 15% of the graduate student body; a three-fold increase over current Aboriginal graduate student numbers."* It is appropriate that much of the College plan speaks of enrolment and strategies to achieve enrolment goals.

The plan is an innovative and positive one, with many initiatives identified to enhance the success of graduate students and their faculty mentors. The plan identifies the need for additional resources for some staff positions and for student funding, significantly in the area of graduate scholarships and awards. As noted, further consideration of strategic enrolment management and a fuller expression of the College's Aboriginal engagement strategy is recommended. A University-wide consideration, which will heavily involve the College, is determination of the desired balance between research-based and course-based Masters programs.

E-mail response dated February 4, 2012, from Dr. David Parkinson, Vice-Dean, Division of Humanities and Fine Arts

Dear Bob,

Thank you for your committee's report on the divisional contribution to the Third Integrated Plan. Your encouraging comments about the principles and direction of this contribution are very much appreciated.

Two areas of interest in your report call for further comment. You identify undergraduate enrolment as a risk. You also seek greater detail about timelines to completion in graduate programs in the Division. The following remarks are intended as some reflection on these areas.

Sustaining and increasing undergraduate enrolments calls for various related measures, some familiar and some new. As teaching fellows and tutorial assistants, graduate students have long supported undergraduate programs in the Humanities and Fine Arts. In our departments and the ICCC, we are finding and sustaining new opportunities for graduate students to provide mentorship and advanced training to undergraduate students. Toward stability and then a modest increase in enrolments, several measures are identified in the divisional plan, under 'Innovation in Academic Programs' (item 2). Implicit in several of these measures is increased coordination of curricular strengths with strengths in research, scholarship and artistic work.

You wish for information about the timelines for completion in the graduate programs in the Humanities and Fine Arts. Expedient completion is recognised as a sign of programmatic vitality. Two measures in the divisional plan that contribute to the achievement and maintenance of national standards are the increase in divisional fellowships ('Knowledge Creation', item 3) and the development of a common course in research methods in the humanities and fine arts. Especially in those graduate programs in which knowledge of another language is a requirement, expanded support for studies in languages can also be shown to contribute to timely completion.

It may be of interest that a call for proposals has been circulated in the Division for support for various forms of Innovation and Renewal. In this way, several key initiatives in the divisional plan are being implemented in time to be underway by the start of the coming academic year.

For now,

David

UNIT PLANS REVIEW COMMITTEE REPORT – DIVISION OF HUMANITIES AND FINE ARTS

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The Division has forecast a modest increase in Tri-Council revenue but experienced a drop in research revenue over the last planning cycle. In response, the Division has crafted a clear strategy to build research intensity, and is committed to the allocation of positions and the creation of innovative joint appointments to achieve engagement and success in research, scholarly and artistic work. Philosophically, this involves a shift from a needs-based allocation to a success-based allocation to build robust programs. To advance this goal, the Division has identified several areas recognized as having international strength and with regular Tri-Council funding. These areas are where the Division will target its investments and graduate student fellowships so that graduate student support is directed to those positions that engage most effectively in graduate student training. The projected growth in graduate student numbers is modest and realistic in terms of what the Division can accomplish within the next cycle. Greater detail on the timelines to completion for the Division's graduate students and how the increased graduate student growth would be managed is desirable.

Innovation in Academic Programs and Services

A clearer strategy for mentorship between the fine arts community in the city and the province and the Division is sought and supported by the plan. The Division plans to provide experiential learning opportunities through taught-abroad courses and expanding the potential for more community engagement through programming at the Emma Lake Kenderdine Campus. The concept for the Clarion project, which encompasses an integrated centre for performance and exhibition, has provided the framework for the Division to begin to develop collaborative programming and experiential learning opportunities. The founding principles for the Clarion Project are mentorship, engagement and interdisciplinarity, and these principles form the basis for the innovative programming and possibilities inspired by the Clarion project.

Other vehicles for innovation in programming include the creation of interdisciplinary minors in areas of interdisciplinary strength, inquiry-based learning and learning outcomes, and graduate interdisciplinary programs housed within the Interdisciplinary Centre for Culture and Creativity (ICCC). The ICCC is a very important unit in terms of planning for the Division, as it allows

small departments to participate and contribute to research and programming and it provides a programmatic home for Women's and Gender Studies. The ICCC visiting fellowships attract scholars and artists to develop partnerships and serve as fellows and mentors to divisional faculty and students, thereby enriching the cultural milieu of the Division and College.

Aboriginal Engagement: Relationships, Scholarship, Programs

The Division has an array of initiatives related to Aboriginal engagement which are clearly articulated in the plan. The Division has designated faculty positions for the recruitment of Aboriginal scholars and artists over the planning cycle to continue to build a base of artistic and scholarly focus on Aboriginal studies. Aboriginal Mentors and Aboriginal Fellows appointed in the ICCC for short-terms will support Aboriginal engagement within the Division. The Indigenous creative arts, expressed through drama, creative writing, studio art and music, will be supported. A Minor in Indigenous Humanities will be developed jointly with the Division of Social Science. The establishment of a Centre of Excellence in Indigenous Languages illustrates their importance to the Division and upholds the value of language as central to the cultures, knowledge and identities of Indigenous peoples. This initiative will be undertaken in collaboration with the University of Regina and the First Nations University of Canada and will be coordinated with the ongoing collaborative work involving the Linguistics program and the Saskatchewan Indian Cultural Centre. This demonstrates the collaborative approach of the Division and its co-operation with others, which permeate the plan.

Culture and Community: Our Global Sense of Place

Many of the Division's initiatives with respect to this focal area are described in the sections on Innovation in Academic Programs and Aboriginal Engagement. The Division considers languages to be core to its programming and key to culture and community. Although not reflected in the plan, the recently announced establishment of a Confucius Institute in partnership with the Beijing Institute of Technology offers rich opportunities for the study of Chinese language and culture. The Division also considers instruction in Indigenous Languages as vitally important. The Clarion Project, once realized, will provide a locus for the Division's outreach through the fine arts.

The Division will employ a Coordinator of Arts and Humanities Engagement who will work with faculty, staff and students to develop and provide programming with community

organizations and to cultivate public engagement. Throughout the plan, there is strong evidence in each of the focal areas of a commitment to outreach and engagement, in the truest sense, whereby engagement is based on mutual understanding, expectations and expression between partners.

College/School Priorities and Progress during the Second Planning Cycle

The Division did not submit a separate plan in the second planning cycle. The Division has made good progress overall in advancing its priorities expressed in the College of Arts and Science plan for the second planning cycle, with the exception of research, where the Division experienced a drop in research revenue over the cycle.

College/School Priorities for the Third Planning Cycle

The goals of the Division, broadly expressed, relate to the development of two to three areas of internationally recognized strength with strong doctoral programs, accompanied by an increase Tri-Council funding and recognition through increased numbers of prizes, fellowships and awards. The Division aspires to distinctive undergraduate programming in nationally recognized majors and interdisciplinary minors. Inquiry-based and experiential learning for all students will be a key feature of the Division's undergraduate programs. The plan submitted supports the realization of these goals.

Integration of Academic Mandate

The Division's goals are well integrated with those of the College of Arts and Science. The Division offers the opportunity to enhance and enrich programming and the student experience throughout the University, and its collaborative approach ensures the realization of this goal. In addition, the Division is committed to cross-unit collaboration and has directed resources to support courses available to students in other colleges, including the School of Public Health, the College of Medicine and the Western College of Veterinary Medicine.

Summary

This is the first plan of the Division of Humanities and Fine Arts. Underscoring the changes outlined in the plan is the firm restatement of the importance of liberal and fine arts as creative and interpretative disciplines, and the intent of the Division to dynamically re-create itself to more fully engage with others.

The process for development of the plan should be considered best practice, as it involved consultation with various cultural and educational organizations, school boards, and the University of Regina to identify possible shared enterprises. The plan is well written, presented strategically and is transformative in nature. The plan boldly proposes to enact changes with confidence using the Division's existing resources and through the conversion of existing positions, which will provide the Division with the flexibility to begin to accomplish its goals expeditiously. This approach is applauded, and recognition is given to the challenge of implementing a plan which presents a far-reaching transformation of the Division, its orientation and its culture within existing means. There is some pessimism regarding student undergraduate enrolment and the forecast for growth. A risk is the decline in undergraduate student numbers by 30 percent over the last seven to eight years. If the Division loses program strength, a drop in tuition revenue under the University's new resource allocation budgeting process would limit the Division's ability to enact the changes planned.

E-mail response dated February 7, 2012, from Dr. Carol Rodgers, Dean, College of Kinesiology

Thanks for this.

We don't have any specific comments re: the report. We would however like to extend our gratitude to members of UPRC for the time that they have taken to review all the College/unit plans and the thoughtfulness and thoroughness that has gone into the feedback to the Colleges. The commitment of this committee to the overall success of the institutional planning process is to be commended.

Carol Rodgers

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF KINESIOLOGY

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The College has identified two strategic research areas where it intends to invest resources - Musculoskeletal Health and Behavioural Aspects of Physical Activity and Disease Prevention. These areas support the University's signature research area related to Human Health. Strategic hiring of faculty members and post-doctoral fellows and the development of research groups in these two primary areas has advanced the College's research efforts. Growth in Tri-Agency funding is a goal for the third planning cycle. The College has had a significant turnover of its faculty, hiring junior, research-intensive faculty whose first priority is the attainment of Saskatchewan Health Research Foundation (SHRF) establishment grants as a preparatory step to applying for Tri-Agency funding. To advance the College's aspirations, a number of strategies have been developed to create more favourable conditions for funding success. These are related to teaching rotations and the hiring of a shared research facilitator. The College has also increased its competitive graduate student research funding and enhanced its summer undergraduate student awards.

Innovation in Academic Programs and Services

The plan provides evidence of many rich and innovative programming initiatives. The College has revised its undergraduate curriculum to enhance research exposure, preparation and opportunities for students, and has implemented the first phase of this initiative, i.e. exposure to and development of awareness of research. Over the third planning cycle, the College will implement the remaining phases of its curriculum redesign, i.e. the development of research skills with supervision and independent research with some supervision. Other innovative strategies involve the continued expansion of experiential learning opportunities with a community-service component. Hands-on skills are ladderred throughout the curriculum. The Work-Play-Learn initiative connects all areas of the College, with work placements to provide students with opportunities for professional and skills development. The College's focus on the behavioural sciences (Physical Activity for Health Promotion and Disease Prevention) is a unique program area and provides opportunities for rich synergies with the School of Public Health.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College intends to build Aboriginal content into its key foundational courses. Other goals are to refine the curriculum offered through the TEP programs and follow through with the development of a community-based certificate program in Physical Activity and Health. The College acknowledges that it is at an early stage in its approach to Aboriginal engagement and has outlined new strategies and approaches to enhance its recruitment of Aboriginal students and to create a greater awareness and understanding of Aboriginal culture and beliefs among its faculty and staff. Partnering with Aboriginal scholars will allow the College to access a fuller understanding of the curricular changes required to provide its students with a broad and deep understanding of Aboriginal culture.

Culture and Community: Our Global Sense of Place

The College is committed to creating a welcoming environment for international, Aboriginal and other student groups through culturally sensitive programming and facilities. These initiatives are diverse and innovative. The College has continued to expand its very successful special needs programming.

College/School Priorities and Progress during the Second Planning Cycle

The College has made good progress against its goals for the second planning cycle, strengthening its research focus and advancing emerging areas of research and scholarly work. Revitalization of the undergraduate curriculum has occurred over the course of the second planning cycle and will be continued through the third planning cycle. The College has refined its strategy for recruitment of Aboriginal students to advance this unmet goal.

College/School Priorities for the Third Planning Cycle

The College priorities are aligned closely with the focal areas identified for the third planning cycle, and are supported by the allocation of the College's resources and its strategic hires.

Integration of Academic Mandate

The College provides strong evidence of collaborations with other colleges and schools and of the promotion of interdisciplinary research.

Summary

The College of Kinesiology is a high demand direct-entry college, which also has a role in preparing students for entry into other health science professions. In addition to its responsibility for its undergraduate and graduate programs, the College is responsible for Campus Recreation, Huskie Athletics and Community Programs, and the College of Kinesiology facilities (Griffiths Stadium, Rutherford Rink, Physical Activity Complex) which are used for a broad array of University activities.

The plan demonstrates flexibility and responsiveness, and is well aligned with the University's priorities for teaching, research and engagement. Curricular revisions initiated in the second planning cycle will be developed further over the next four years. The College's targets for Tri-Agency funding are modest but probably realistic, and should be reached over the next planning cycle. This said, the College is to be commended for its renewed focus on research and scholarly work. Recruitment of Aboriginal students and faculty and creating an enhanced awareness of Aboriginal culture will be a high priority for the College over the third planning cycle.

E-mail response dated February 7, 2012, from Dr. Sanjeev Anand, Dean, College of Law

Hi again Sandy. The only issue my faculty raised with the UPRC report on our integrated plan pertained to the second sentence under the heading, "Aboriginal Engagement: Relationships, Scholarships, Programs". The sentence in question suggests that the Native Law Centre was responsible for the drafting and implementation of the UN Declaration of the Rights of Indigenous Peoples. Although the Native Law Centre played a pivotal role in the process, it was not solely or even primarily responsible for the UN Declaration. As a result, it is suggested that the wording from the College of Law's third integrated plan replace this problematic sentence. The sentence from the College of Law plan reads as follows: "Moreover, significant international initiatives have been launched through the NLC's work with people around the globe such as the drafting and implementation by nation states of the UN Declaration of the Rights of Indigenous Peoples."

Thanks again for the opportunity to respond to the UPRC report. As Dean, I would also like to express my appreciation for the time and effort the UPRC has invested in this process and I want to commend the membership of the UPRC on a job well done.

Sincerely,

Sanj

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF LAW

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The College has as a long-term goal the creation of a more tailored LLM program with defined timelines to completion and which better aligns student and faculty research interests. An increase of 30% in graduate student numbers is sought over the next cycle, and synergies are being explored between undergraduate and graduate programming and research. A possibility is a course-based LLM degree.

Although research funding from Tri-Agency and other sources is modest compared to the funding obtained in other disciplines, the average success rate of faculty members in the College in acquiring research funding over the second planning cycle was 56%. The plan cites an encouraging increase in the research activity of faculty members over the second planning cycle, manifested by an increasing number of publications and conference presentations, more applications for research grants, and a higher success rate in obtaining research funding. The College's plan anticipates that research funding from Tri-Agency or other sources will be maintained, and may increase modestly, over the third planning cycle.

The plan contains many preliminary ideas regarding different approaches to fostering research activity, many of them innovative and involving multidisciplinary work. However, these are still very much in an early stage of development. The new positions of Associate Dean Research and Graduate Studies and Research Facilitator will assist faculty members in increasing their research grant activity. However, as there are only two SSHRC awards listed in the entire three-year period for the College from 2008-09 to 2010-11, the College is encouraged to focus its research efforts on attaining Tri-Agency funding in order to advance the goals set out in the *Strategic Directions* and to increase its overall research funding.

Innovation in Academic Programs and Services

The plan outlines a number of potential areas of innovative programming concentration in Corporate Law, Dispute Resolution, Environmental, Energy and Natural Resources Law, and Aboriginal Law. A joint JD/MBA program is under development. The expertise of the College's faculty members affords the opportunity to be involved in many interdisciplinary programming initiatives, and the College has identified this as an opportunity that resonates with the increasing connection of legal areas with other disciplinary areas. The College appears to be at a point in its

development where it is well positioned and eager to actively engage in multidisciplinary and interdisciplinary initiatives, and is encouraged in this regard.

Aboriginal Engagement: Relationships, Scholarship, Programs

The Native Law Centre continues to be regarded as pre-eminent, both nationally and internationally. As an example, the Native Law Centre worked with people around the globe on the drafting and implementation by nation states of the UN Declaration of the Rights of Indigenous Peoples. In addition, the Native Law Centre and the Program of Legal Studies for Native People (PLSNP) have been fundamental to the College's success with respect to Aboriginal student enrolment. The College is viewed as an Aboriginal-friendly law school and one of the strongest law schools in the country in terms of its Aboriginal offerings. The College recently established a CRC Chair in Constitutional and Aboriginal Law. These many accomplishments are acknowledged. However, the College states that much remains to be done to increase scholarly activity, create greater cultural competence, and create a higher degree of engagement with Aboriginal communities, including through initiatives such as Community Legal Services for Saskatoon Inner City Inc. (CLASSIC). Areas of potential development for programming are the development of a program stream in the area of Aboriginal law at the undergraduate and graduate levels, and the creation of an interdisciplinary masters program focusing on Aboriginal justice or governance.

Culture and Community: Our Global Sense of Place

The College has identified a number of initiatives that follow upon student interest in international exchanges. The establishment of CLASSIC, as a *pro bono* student organization and more recently, Green Legal, a student environmental law society, offers experiential learning opportunities that place students in the "real" world. The Native Law Centre continues to be a place where new perspectives and concepts are supported and encouraged. The Centre hosts a wide variety of scholars each year and is a centre of destination for researchers, judges, lawyers and academics.

College/School Priorities and Progress during the Second Planning Cycle

The College has made progress against its goals for the second planning cycle, increasing undergraduate and graduate enrolment and graduate student funding. The College's research

partnership with the Native Law Centre has been strengthened and this partnership will continue to be pursued. Approximately 25% of the College's faculty positions saw new hires during the second planning cycle, including two Aboriginal faculty members. The establishment of the CLASSIC inner-city clinic is a success story in student experiential learning. The College's dispute resolution program has won national and international awards and the College's moot court teams have received first-place finishes. Significantly, the College was successful in obtaining the additional resources necessary to complete capital renovations to the Law Building.

College/School Priorities for the Third Planning Cycle

The College considers the continuing diversification of its JD and LLM programs a key priority, prompted in part by the mandate of the Federation of Law Societies of Canada for an increased level of competency for law students in legal research and writing, administrative law, professional responsibility, and legal and fiduciary concepts in commercial relationships. An endowed or enhancement chair in the area of Commercial Law is sought to add expertise in core corporate and commercial subject areas essential to the JD program. The College's upcoming centennial celebrations in 2012 offer multiple opportunities to enhance fundraising, to celebrate the College, and to increase its profile in the legal community.

Integration of Academic Mandate

The College has associate memberships in the interdisciplinary schools, faculty participate in the Centre for Forensic Behavioural Sciences and Justice Studies, and teach courses in the Colleges of Arts and Science and the Edwards School of Business. The College's plan refers to the desire to collaborate more significantly with other units in academic programming, research and community engagement, and the plan shows evidence of initial steps in this regard with a variety of colleges and schools.

Summary

The College of Law provides its students with a professional education for a range of legal careers and has demonstrated its commitment to advancing research in Aboriginal law. The Native Law Centre within the College has an established reputation and expertise in the areas of Indigenous knowledge, law and legal education.

The College will be implementing its plan under the leadership of a new Dean. The plan shows signs of rejuvenation within the faculty with respect to curricular development of the JD program and revitalization of the College's LLM program. However, future program development depends to a large extent on acquiring additional resources. The College faces new curricular and financial pressures as a result of the adoption by the Law Society of Saskatchewan of the recommendations of the Federation of Law Societies of Canada. These recommendations, which outline core competencies, new compulsory courses and required resources in support of students, are intended to promote greater consistency among law degree programs. The recommendations, to be fully implemented by 2012-13, have implications for new faculty positions due to the associated teaching requirements. The requirements must be met in order to enable the College's JD graduates to be admitted as articling students. In addition, the College must be responsive to the evolution of law schools related to increasing specialization, emerging areas of study, and increasing recognition of the linkages between law and other disciplines.

Further consideration of the resource implications with respect to meeting accreditation standards, revitalizing the LLM program and developing new graduate-level programming is required. It is not clear from the plan what steps will be taken to enable the College to make the necessary transitions required. The situation is compounded by fiscal constraints resulting from budget measures during the second planning cycle and tuition restrictions.

With a dedicated infrastructure in place to increase the College's research intensity and gravitate the College to a more research-oriented culture, concrete strategies are now required to reach the ambitious goal of tripling the number of graduate students and to justify the investment made in the Associate Dean Research and Graduate Studies position.

February 6, 2012

Dr. R. J. Tyler, Chair,
Unit Plans Review Committee
Via email

Dear Dr. Tyler,

Dr. Albritton has asked me to reply to your letter to him, dated January 30, 2012. We appreciated the opportunity to meet with you in October and thank you and the Unit Plans Review Committee (UPRC) for your thoughtful review of our third integrated plan. The resulting report will be carefully considered by College of Medicine (COM) leaders in the weeks and months ahead.

It is true that the COM plan is silent on a number of issues, partnerships and collaborations. In some instances, this simply reflects the exigencies of a large and complex college seeking to express itself in a limited venue. In other instances, it reflects the desire of the faculty in the COM to ensure robust planning, such that some initiatives that will be important to the COM in the third cycle are not yet fully formed and were not ready for inclusion in the plan. For example, many of the research areas identified in the UPRC report, such as imaging, the CLS, SCPOR and One Health, will certainly be supported by the COM. The college research agenda will be rolled out by the research committee, building on the principles outlined in the University's third integrated plan, within the next six months. This new research plan will be based on solid evidence, including metrics that are now just being collected/collated and were simply not yet available when the college plan was developed.

There is one observation about the slow progress on some of the initiatives in the COM's second integrated plan that warrants comment. It is true that several initiatives in the second integrated plan did not proceed as far or as fast as anticipated. It is helpful to acknowledge that a significant reason for these delays pertains to the recent enrollment increases in both undergraduate and postgraduate medical education. These increases have been far more aggressive, in both numbers and timelines, than had been foreseen during the writing of the second integrated plan. We started the second cycle with an annual intake of 60 medical students and 60 medical residents. For the 2012 annual intake, the second integrated plan had anticipated 72 new medical students and approximately 86 new medical residents. Instead, we surpassed those numbers by the second year of the second cycle, and in 2012 we will be welcoming 100 new medical students and 120 new medical residents. We spent much of the second cycle building educational and infrastructure capacity to accommodate these increases, which necessarily impacted our ability to accomplish other initiatives.

Finally, it is an understatement to say that the Future of Medical Education in Canada (FMEC) recommendations are "under consideration within the College." Following the release of FMEC in early 2010, 15 working groups within the COM met over the course of eight months to analyze FMEC and to develop explicit recommendations for its implementation within the COM and the MD program at the University of Saskatchewan. A 45-page report, *MD Education at the University of Saskatchewan's College of Medicine: Looking to the Future*, was published in September 2011 to complement the COM's Third Integrated Plan. It can be accessed at www.medicine.usask.ca/academic-units/support-units/communications/news/College%20of%20Medicine%20FMEC%20Report%20Sept.%202011.pdf.

Thank you again for your review and report. They will be helpful to the COM as we move forward.

Sincerely,



Sheila Rutledge Harding, MD, FRCPC
Associate Dean Education
IP3 Lead

cc. Dr. Wm. Albritton

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF MEDICINE AND SCHOOL OF PHYSICAL THERAPY

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The plan identifies three key elements and funding to advance collaborative research based on research coordination, facilitating contact with potential collaborators and initiating pilot projects. The Saskatoon Centre for Patient-Oriented Research (SCPOR) will be very important in allowing clinical researchers to conduct their research work. A framework for translational research to foster research interactions between basic and clinical faculty is proposed as a new initiative. A Department of Scholarship in Health Sciences Education is proposed to facilitate educational research and scholarly activities and innovation within the health professions.

The plan speaks of collaborative research and acknowledges that the research groups model, successful at many Canadian medical-doctoral universities, has not been successful within the College. Specific goals and strategies are required beyond generalized research facilitation support to make the cultural shift required within the clinical based faculty complement to embrace a research-practitioner model. Although research initiatives at the departmental and divisional level may support research related to the biomedical beamline at the CLS, VIDO-InterVac, the new cyclotron and the PET-CT for medical imaging, this is not stated in the plan. Further reference to the major science facilities on campus and signature areas of research, in particular the interface between human and animal health, would have been valuable.

Innovation in Academic Programs and Services

The College of Medicine and School of Physical Therapy are to be congratulated on their collaborative Interprofessional Problem-Based Learning (iPBL) Project, named the winner of the Alan Blizzard Award by the Society for Teaching and Learning in Higher Education (STLHE) in 2011. The College must also be congratulated for its new initiatives in distributed medical education and medical simulation, both of which will enhance and facilitate the student learning experience and are well aligned with the *Innovation in Academic Programs and Services* focal area. A Medical Simulation Laboratory is proposed, which requires an investment in infrastructure. The College has an E-learning interprofessional knowledge exchange platform as a new initiative, in collaboration with the Continuing Professional Learning (CPL) and Continuing Physical Therapy Education (CPTe) units. The initiative will support the College's

distributed education efforts through improved accessibility to programming and builds on the existing Knowledge Exchange Platform developed to date. Consultation and collaboration with eMAP and the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) is suggested as the initiative proceeds.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College has multiple initiatives related to community-service learning opportunities, post-graduate education opportunities, and building health-care capacity in Aboriginal communities. The College has identified *Miyo Maskihkiy: Good Medicine* through an Aboriginal Health Centre of Excellence (AHCE) as its major initiative to bring leaders, innovators and community partners together to work on shared ideas and goals to improve the health of Aboriginal people in Saskatchewan. In keeping with the social accountability mandate of the College of Medicine, the AHCE will encompass clinical services, advocacy, research, education and training in order to improve the health of Aboriginal communities. Although referenced under *Aboriginal Engagement*, the AHCE is intended to support all the areas of focus of the *Third Integrated Plan*. The Centre for Integrative Medicine within the College complements the proposed Aboriginal Health Centre of Excellence in its approach to create awareness and respect for alternative medicine beyond traditional western medicine.

Integrating Aboriginal health and healing within curricula is planned to coincide with a curricular revision underway by 2013. Work on this initiative began in 2010 with the appointment of an Aboriginal Coordinator to develop the agenda and curriculum. The College of Medicine and School of Physical Therapy remain committed to increasing the number of Aboriginal students in their programs and plan to reconsider their reserved education equity seats due to the growth of the Aboriginal population within the province.

Culture and Community: Our Global Sense of Place

The College has identified a number of new initiatives to enhance community health care services. Immigrant and refugee health has been identified as an area of development supported by the CARE (Clinical activity, Advocacy, Research and Education) framework of the Social Accountability Division within the College. The Health Training in French initiative serves to improve the quality of health services offered to the francophone population of Saskatchewan. *Making the Links* is a program that offers service-learning experiences in marginalized

communities, locally and globally. These are all laudable goals and require collaboration between the College and other stakeholders, including the School of Public Health, Saskatoon Health Region, and other government organizations and social networks, which are concerned with the health and well-being of communities, including recent immigrants and minorities.

College/School Priorities and Progress during the Second Planning Cycle

The College has made substantial progress on most of its initiatives from the second planning cycle. Progress on some initiatives has been slower than anticipated as focus and resources were redirected to accommodating very substantial increases in the intake of medical students and medical residents. The College has reframed these initiatives with a view to their being completed in the third planning cycle.

College/School Priorities for the Third Planning Cycle

Many of the College and School priorities are carried forward from the second planning cycle as key initiatives, with a sharpened focus for the third planning cycle. These include the creation of a Medical Simulation Unit, an expanded vision for distributed medical education, and increased research collaboration. Continued advances in research intensiveness are sought for the School of Physical Therapy. The Development of a School of Rehabilitation Sciences continues to be defined as a priority to meet the demand for rehabilitation professionals, but requires new funding from the provincial government. Addressing the recommendations for the College from the *Future of Medical Education in Canada (FMEC)* report is key to informing the future of the College within the national landscape.

Integration of Academic Mandate

The Academic Health Sciences Complex will be completed during the third planning cycle time frame. Interprofessionalism is a key aspect of the project, and each health science discipline will have shared classrooms, laboratories, offices and collaborative space for teaching, learning and research. The College's goal to support interprofessional education and collaborative practice is based upon this environment and the expectation of synergy across the health professional colleges, supported by the Council of Health Science Deans to advance patient-centred care, research, technology and distributed education. The College has established relationships with the College of Education and the University Learning Centre in its mission to

establish the Department of Scholarship in Health Sciences Education. The College is encouraged to explore additional possibilities of collaboration with Educational Media Access and Technology (eMAP) and the Gwenna Moss Centre for Teaching Effectiveness.

Collaborative programming is being advanced through the initiative to establish an MD/MPH program jointly delivered by the College of Medicine and the School of Public Health. SWITCH (Student Wellness Initiative Toward Community Health) and SEARCH (Student Energy in Action for Regina Community Health) continue to offer interdisciplinary health services within a downtown core health centre.

The College plan did not comment on its existing partnership with the College of Arts and Science for the delivery of basic science degrees.

Summary

The College of Medicine and School of Physical Therapy plan is complex and contains a myriad of initiatives, in keeping with the complexity of the health care system and the College's commitment to medical and interprofessional education within a distributed health sciences model.

The College faces significant change over the next planning cycle. Environmental changes include a new Dean, the Academic Health Sciences Complex coming on stream, an increase in the MD class size to 100 students next year and, potentially, a new approach to accreditation. In its continuing efforts to create a provincial campus, the College of Medicine and School of Physical Therapy are moving forward with developing a plan to expand distributed medical education (DME) throughout Saskatchewan. This has the potential to shift the landscape of medical education, and will involve new resources and communication and coordination with health regions, hospitals and communities.

The College plans many new initiatives, many which have been recast from the second planning cycle and brought forward. These initiatives appear strengthened from their previous iteration and embedded more firmly across the spectrum of the College's activities. The College is encouraged to continue its efforts to create a cultural shift for its clinically-based researchers and develop concrete plans to meet its goal of doubling its research funding. In order to dramatically change its research performance, the College requires broad, across-the-board strategies and targeted strategies for specific areas and clusters of research.

The College has been very active in developing specific recommendations for the implementation of recommendations from the Association of Faculties of Medicine of Canada (AFMC) report, *The Future of Medical Education in Canada (FMEC): A Collective Vision for MD Education*, which was released in early 2010. Potential AFMC accreditation changes will influence the College's strategic planning. The degree of change which may transpire and related resource implications are not known at this time.

February 8, 2012

Dr Robert Tyler
Chair
Planning & Priorities & UPRC
University of Saskatchewan

Dear Dr Tyler:

On behalf of the faculty and staff in the College of Nursing I would like to thank you for your letter and report on our submission for the Third Integrated Plan. The attention UPRC gave to reviewing our plan was evident in your report. Our college has undergone significant change over the 2nd planning period which has been transformative for nursing education in the province. Your report demonstrated that the committee recognized that growth as well as the goals and aspirations for the 3rd planning cycle.

I would like to share with you that my experience in being able to bring our leadership team to the committee when we presented our plan was an outstanding learning experience. There is a certain myth about what happens in university level committees such as UPRC and our team benefitted from the opportunity to meet and talk with the committee. As Dean, to receive your letter and report was rewarding. I was proud to read and be part of the college that you wrote about; your message is powerful. Our faculty and staff will be very proud of this report.

Thank you for the recognition, respect and most importantly the leadership you are providing through letters such as the one we received. The impact for faculty and staff is motivational. I have no comments in terms of content or changes that need to be made to the report.

It was a pleasure to receive and again I commend you on the approach to communicating with our college.

Sincerely



Lorna Butler, RN. PhD
Professor & Dean
College of Nursing

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF NURSING

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The College has developed a three-pronged strategy to advance research based on building capacity, making connections and strengthening collaborations, and has recently approved new professional practice standards to emphasize research to the same degree as the research category within its standards for promotion and tenure. The sustainability of the College's Ph.D. program is dependent, in part, upon the ability of its faculty members to attain research funding. The College appears to be on sound footing to begin to realize its research funding goals, which will initially focus on the attainment of non-Tri-Council funding through Saskatchewan Health Research Foundation (SHRF) grants to establish a funding base, prior to seeking CIHR grants. The College is encouraged to continue to seek opportunities to engage at the level of institutional priorities and the signature areas of research, and to recruit nationally and internationally successful faculty members.

Innovation in Academic Programs and Services

The College has implemented innovative methods for course delivery and is a leader in the use of technologies and the establishment of partnerships within the health regions – critical supporting elements for its goals in this area. As an example, by the fall of 2012, *“the College will be in a position to be able to offer the majority of the Masters program to students in their home communities as part of the College's commitment to offering distributive learning”*. An expectation of all Nursing faculty is the ability to work proficiently in a distributed environment. The College's e-Learning Centre was established with the support of eMAP and the Council of Health Science Deans. The College has consistently elevated to a university-level the challenges and opportunities that a commitment to distributed education brings, as well as the importance of ensuring students at a distance have access to the supports and services they need to succeed. The significant resources required to deliver a distributed, interprofessional health sciences education, as a priority for the province, requires ongoing negotiation and clarity at the University-level regarding the expectations for commitment of resources.

Aboriginal Engagement: Relationships, Scholarship, Programs

Indigenous student recruitment and retention and indigenous health research, locally and globally, is central to the College's Aboriginal engagement strategy. The College intends to

expand the services offered through its Native Access Program to Nursing (NAPN) and to refine its Aboriginal community engagement to create the conditions for more meaningful and long-lasting engagement at multiple levels. The College continues its efforts to recruit Aboriginal faculty members and has had some degree of success in this area. The goal of weaving Indigenous concepts throughout the Nursing curriculum will strengthen the College's teaching and learning. As for all colleges, this goal requires a careful and thoughtful approach. The College's aspirations for its Aboriginal programming are admirable. The College has an opportunity to extend its work with health issues in Indigenous communities nationally and internationally.

Culture and Community: Our Global Sense of Place

Through distributed learning and its work in communities, the College has established a presence in rural Saskatchewan. Student placements in communities, often accessed through alumni contacts, benefit the communities involved and assist in the recruitment and retention of students. By adopting a new administrative model of leadership, identifying the College's associate deans with specific regions in the province and creating interprofessional teams to address regional health related issues, the College has advanced a sense of place and built mutually beneficial partnerships throughout the province. The College has been a leader in this approach, which since has been adopted by the College of Medicine and the School of Physical Therapy. Together with the College of Medicine, Nursing is committed to advancing northern development and positioning academic programming in Prince Albert, La Ronge, Île-à-la-Crosse, Onion Lake and Meadow Lake. The commitment of the College to a Global Health framework embraces culture, diversity and community within rural, remote, northern, Indigenous and international locations.

College/School Priorities and Progress during the Second Planning Cycle

Over the last planning cycle, the College of Nursing moved from its previous multi-organizational undergraduate program to a University-governed baccalaureate program, consisting of the University of Saskatchewan and a collaborative between SIAST and the University of Regina, and based on campuses in Regina, Saskatoon and Prince Albert. This is a very significant accomplishment, and the College is to be commended for its efforts to successfully position the University within this model, which now includes a pre-professional

year of common health science courses. Multiple instances are cited of new and successful interprofessional education projects within schools and communities to support the interprofessional health sciences model adopted by the University.

The College also has experienced numerous graduate-level programming achievements, successfully expanding its Masters program and establishing a Masters-level Nurse Practitioner program and a regularized Ph.D. program. A consideration is the cost involved in delivering the highly successful and sought after Nurse Practitioner program, which has a four-fold delivery cost in comparison to the regular Masters program.

College/School Priorities for the Third Planning Cycle

A key priority is the successful delivery of the new baccalaureate program within the two-provider model and with an increase from approximately 500 to 700 seats. After a period of significant change, the College views this planning cycle as an opportunity to stabilize its new undergraduate programming and graduate student growth. A continuing goal is the refinement and expansion of the College's distributed education model.

Actively implementing the research strategies articulated in the plan and continuing to explore collaborative research opportunities is a foundational goal of the plan.

Integration of Academic Mandate

The College is to be commended for the degree of collaboration that connects faculty and students across sites. There are numerous examples throughout the plan of a high level of integration and interdisciplinary collaboration with other colleges and schools. The College is very open to sharing its knowledge of learner-centred, distributed learning methodologies with other academic units.

Summary

The plan demonstrates the importance of the interconnectedness of the College with the Council of Health Science Deans, the University and the Saskatchewan Health Region. The Saskatchewan Academic Health Sciences Network (SHSN) is also an important structure, facilitating innovative leadership within the province. Within its plan, the College identifies that it is *"the only college with a competitor program in the Province, which presents its unique*

challenges to work in a competitively collaborative relationship for the success of the respective programs.”

The plan is ambitious, enthusiastic and well written, and serves as an example of the planning process. The College’s leadership is unified, a critical element in the face of the rapid growth experienced, and the College has aligned its organizational structure and rewards to reflect its strategies. Successful recruitment of faculty and support staff to meet the College’s complement plan has positioned the College to be able to deliver on its objectives. The plan includes an implementation strategy to build on its research successes, and the College is encouraged to continue its efforts to cultivate a research culture.

The College has gained in strength over the second planning cycle, and is well positioned to meet its goals as set out in the plan. Of particular note is the new interprofessional baccalaureate Nursing program, which will be implemented over the next cycle, with the first entry of students to take place in 2012. In 2013, the College will move into the new Academic Health Sciences complex. This represents a culmination for the College of a long-standing desire to have a consolidated home.

M E M O R A N D U M

TO: Bob Tyler, Chair, Unit Plans Review Committee

FROM: David Hill, Dean of Pharmacy and Nutrition

DATE: February 6, 2012

RE: College of Pharmacy and Nutrition Response to UPRC's Report on the *College of Pharmacy and Nutrition Strategic Plan 2012-2016*

Thank you Bob and members of the UPRC for your response to our College's strategic plan for the next four years. We appreciate your positive comments and the hard work that has gone into providing us and other units with feedback on our plans, including how we will contribute to the University's strategic directions going forward. Overall, we feel the UPRC provided a very fair assessment of the College's perspective. Please find below our response to the two questions that you asked us to address, in your letter of January 30, 2012.

1. Understated, Misstated or Misinterpretation of the College's Perspective**Alignment with Areas of Focus – Knowledge Creation: Innovation and Impact****Collaborative Research** (page 1, paragraph 2)

We provided some examples of research collaborations in our *College Plan*, but realize that we understated these achievements, and the long history of involvement of Pharmacy and Nutrition faculty in a wide range of collaborations. These are highlighted in many College documents, our website and the University's research website, and include the following:

- **U of S research groups:** Aging (Biomedical and Clinical Aspects), Cardiovascular, Gene Expression Mapping Using Synchrotron Light, Neural Systems and Plasticity, Bone Imaging, Obesity and Molecular Design
- **College research groups** that are 'signature areas' for the College, and include faculty colleagues from other disciplines:
 - Drug Design and Discovery Research Group
 - Health Promotion, Adherence and Collaborative Care Research Group
- **International research collaboration** examples:
 - "Communities and Universities Working Together for Healthy Children" partnership between the University of The West Indies, Trinidad and Tobago's Ministry of Education, the Caribbean for collaboration, research, faculty exchange and student exchange – Drs. Roy Dobson, Carol Henry and Susan Whiting
 - School of Pharmacy, Wenzhou Medical College, China (2006) – academic training and capacity building, collaborative research, scholarly collaboration, institutional strengthening, student and faculty exchange, community-university linkages and funding opportunities.
 - University Partners in Cooperation and Development: Strengthening Capacity for Nutrition and Food Security in Ethiopia – Drs. Carol Henry, Susan Whiting, Gord Zello, Adjunct Professor Dr. Wendy Dahl (University of Florida), Doreen Walker and colleagues

- Uganda MUST Team to Support AIDS Orphaned Children – Dr. Adil Nazarali and colleagues.
- National Institute of Nutrition and Food Technology, and the Nutrition, Health and Development Institute in Iran – Dr. Hassan Vatanparast and colleagues
- **Other groups:**
 - Pulse Science Cluster – Dr. Gord Zello and colleagues
 - Immigrant Refugee Health Committee research – Dr. Hassan Vatanparast and colleagues
 - Interprofessional Health Collaborative of Saskatchewan – Dr. Derek Jorgenson and colleagues
 - Protein-energy Malnutrition (PEM) and Stroke Team – Dr. Phyllis Paterson and colleagues
 - Community Pharmacists Assisting in Total Cardiovascular Health (CPATCH) – Dr. David Blackburn and colleagues
- **Individual faculty:** are involved in a host of multidisciplinary research projects with co-investigators both at the U of S and other universities in Canada.

University Signature Areas of Research (page 1, paragraph 3)

As the UPRC notes, the College is committed to the signature areas of research (pages 1, 5 and 26 of the *Plan*). However, we did understate how our individual faculty and the College overall will invest in these key areas. We rather focused our *Plan* on how we will aim increase our research enterprise overall.

Please find below the signature areas in which our faculty members are involved/or will be based on their expertise:

- **Aboriginal Peoples: Engagement and Scholarship** – Drs. Carol Henry and Hassan Vatanparast
- **Agriculture: Food and Bioproducts for a Sustainable Future** – Dr. Gord Zello
- **One Health: Solutions at the Animal-Human-Environment Interface** – Drs. Carol Henry, Susan Whiting, Jane Alcorn and potentially others
- **Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies** – Dr. Jian Yang, Dr. Pawel Grochulski (Adjunct Professor of Pharmacy) and potentially others

College faculty are also involved, or will be, in the following new institutes/centers at the University:

- **Canadian Centre for Nuclear Innovation (CCNI)** – SCI/CS PET-CT probable involvement with radiopharmaceutical isotope production and research
- **Global Food Security Innovation Institute** – Drs. Gordon Zello, Susan Whiting, Shawna Berenbaum, Carol Henry and Hassan Vatanparast.

Alignment with Areas of Focus – Innovation in Academic Programs and Services

PharmD Comments (page 2, paragraph 1)

Please revise to clarify the reasons for moving to a PharmD.

“The PharmD program would consist of two years of pre-pharmacy, followed by a four-year professional Pharmacy degree program, with the final year consisting of clinical rotations. The move to a new pharmacy degree will be a major undertaking for the College, but one that is necessitated by professional standards, increasing scope of practice and ensuring our degree’s equivalency to international standards. The U of S BSP degree is not considered equivalent to that of US Pharmacy schools and therefore our graduates are not eligible for US licensure without further assessment. In addition to practice mobility concerns in North America for our graduates, the in-equivalence of the academic credential seriously limits further post-graduate training opportunities available in the US for our graduates (and potentially future clinical faculty) in specialty residencies and fellowships.”

Alignment with Areas of Focus – Culture and Community: Our Global Sense of Space

Promoting Cultural Richness (page 2, paragraph 3, sentence 3)

Please revise sentence 3 in this paragraph slightly to read:

“Many of the College’s efforts are targeted at a grassroots level, promoting cultural richness within the College through displays and cultural events for faculty, staff and students.”

Integration of Academic Mandate

Minors (page 3, paragraph 3)

Please revise this paragraph slightly to read:

“The College is developing distributed courses in Pharmacology (regional sites) for Nursing, and Nutrition (regional sites and web/online) for Nursing and others. The Division of Nutrition and Dietetics offers a Minor in Nutrition for the Colleges of Kinesiology, and Agriculture and Bioresources. Students from many disciplines, notably the biomedical sciences, take Nutrition courses as electives. Nutrition students may receive a Minor in Food Science, and while not an official designation, take packages of courses in Kinesiology and in Entrepreneurship (ESB).”

Summary

Resources Available (page 3, paragraph 6)

Please note in this section the shortfall in ongoing funding for the College, highlighted on pages 3, 20 and elsewhere in the plan. The one-time request for resources for curricular review and development is needed for redesign/enhancements of both our Pharmacy and Nutrition programs. Suggested wording:

“The College has presented an operational plan, which is appropriate for the College at this point in time and which builds upon previous plans. The plan is also appropriate based upon the professional accreditation standards required for its two professional programs, which are core to the mission of the College, and in its support of University priorities. The College highlights the need to secure additional funding to allow the plan to be implemented. This includes permanent operating funding for both the didactic and clinical education components of the current professional programs, funding so that the College can contribute its expected level of support to interdisciplinary health sciences education; and funding to further enhance graduate and research programs. The development and implementation of the PharmD is viewed as a primary investment by the College over the next planning cycle. The redesigned curricula will require further additional faculty resources and the Plan includes a one-time request for resources for curricular review and development of both the pharmacy and nutrition programs. The three new research chairs are expected to boost Tri-Agency funding and research activity at the graduate level and the College is encouraged to leverage the funding opportunities provided by the chairs.”

2. Other Aspects of College Plan that are Worthy of Particular Emphasis

College/School Priorities for the Third Planning Cycle

Additional College Priorities (page 3, paragraph 2)

In addition to focusing on its professional programs, the College has identified three additional priorities, notably how to best deal with the upcoming transition period of separation of certain groups of faculty, staff and student as we move over to the Health Sciences facility during the period 2012-2016. We would appreciate these being noted in the UPRC report if possible. We suggest the following wording:

“College priorities for the third planning cycle are well grounded and focus on its professional programs and project research growth and greater student enrolment. Related to this is the establishment a future vision

by exploring opportunities for growth, reach and impact, and enhanced reputation. Two further priorities are to ensure College operations support its programs and engage its people at a pivotal time as the College moves in stages to a new physical location and a new paradigm of shared operations and interdisciplinarity in the new Health Sciences facility. In addition to these goals, the College is encouraged to fully develop its aspirations for Aboriginal students and a greater understanding of Aboriginal cultural content. These are areas where the College potentially could play leadership roles within its professions, collaboration with other successful Aboriginal programs on campus.”

We wish you and your UPRC colleagues all the best as you continue your work on this important collegial process. If we can provide any further information or clarification, please let us know.

David S. Hill,
Dean of Pharmacy and Nutrition

Cc Drs. Roy Dobson and Susan Whiting,
Co-Leads for College Strategic Planning

UNIT PLANS REVIEW COMMITTEE REPORT – COLLEGE OF PHARMACY AND NUTRITION

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The goals of the College for enhanced research relate primarily to the establishment of three research chairs in Patient Adherence, Rational Drug Design, and Health Quality Improvement Science. There are also future plans for a Biofortification Chair and potentially a Canada Research Chair in Natural Health Products. The chairs will provide a locus for research activity and increase the capacity for graduate student research. The College also intends to expand its Pharmacy Structured Practice Experience Program (SPEP) required for licensure as a pharmacist so that all Pharmacy SPEP Students will have research experiences; all Nutrition year 4 students already undertake research projects.

The College is committed to the signature areas of research identified by the University, and although not explicitly expressed in its plan, would have logical connections with the One Health, Agriculture: Food and Bioproducts, Aboriginal Peoples, and Synchrotron Sciences areas. The move to the Health Sciences Academic Complex and a new research environment should lead to new collaborative research opportunities with other health sciences units. The College also sees research opportunities related to the Saskatoon Centre for Patient Oriented Research (SCPOR) and the new Cyclotron and PET-CT.

Innovation in Academic Programs and Services

The College is committed to continuous review of its programs, the enhanced delivery of innovative experiential and interprofessional education, and aligning its programs with the future direction of the professions of Pharmacy and Dietetics/Nutrition. Over the planning cycle, the College intends to establish a Doctor of Pharmacy program (PharmD) to replace its Bachelor of Pharmacy (BSP) program, to incorporate new integrated competencies for Dietetics into the B.Sc. (Nutrition) degree, and to establish a Master of Dietetics Program. Investigation of a non-traditional PharmD program which would enable BSP graduates to attain credentials equivalent to PharmD is also planned.

The PharmD program would consist of two years of pre-pharmacy, followed by a four-year professional Pharmacy degree program, with the final year consisting of clinical rotations. The move to a new degree will be a major undertaking for the College, but one which is necessitated

by professional standards, increasing scope of practice and ensuring the equivalency of the degree to international standards. The U of S BSP degree is not considered equivalent to those of Pharmacy schools in the US, and therefore our graduates are not eligible for licensure there without further assessment. In addition to practice mobility concerns in North America, the inequivalence of the academic credential seriously limits post-graduate training opportunities in the US for our graduates (and, potentially, future clinical faculty) in specialty residencies and fellowships.

Aboriginal Engagement: Relationships, Scholarship, Programs

The College is to be commended for its planned innovative and visionary approaches to increasing Aboriginal student enrolment, including the development of a pre-Pharmacy or pre-Nutrition program for Aboriginal students, with the potential to become a national model. The College also intends to increase content related to Aboriginal culture and health in courses so that it is continuous through all four years of both programs. More opportunities for faculty, staff and students to hear directly from Aboriginal Elders and healers about the educational, research and service needs of Aboriginal students and communities are planned to promote engagement with Aboriginal communities, as the College has done in the past.

Culture and Community: Our Global Sense of Place

The College has outlined initiatives to promote diversity and inclusivity within the College, and the building of international research partnerships through sponsorship of student volunteer positions, student travel and exchange opportunities, and faculty research abroad, particularly in Ethiopia. The College is already well advanced in this regard through significant involvement of its faculty and staff in international engagement. Many of the College's efforts are targeted at a grassroots level, promoting cultural richness within the College through displays and cultural events for faculty, staff and students. Professionally, the College is committed to service learning for its students and increased opportunities to work within diverse communities, including with new immigrants and with inner city, rural and Aboriginal communities.

College/School Priorities and Progress during the Second Planning Cycle

The College has made very good progress against its innovation checklist as stated in its plan, incorporating inquiry-based learning and experiential learning opportunities into its curriculum,

and forming many beneficial external partnerships. It has met its enrolment targets at the undergraduate level and made progress at the graduate level. Further development is required to meet its Tri-Agency research goals.

College/School Priorities for the Third Planning Cycle

College priorities for the third planning cycle are well grounded and focus on its professional programs and project research growth and greater graduate student enrolment. Additional priorities are exploring new opportunities for growth, reach, impact and enhanced reputation, and ensuring that College operations support its programs and engage its people as it moves to a new physical location and a new paradigm of shared operations and interdisciplinarity. In addition to these basic goals, the College is encouraged to fully develop its aspirations for Aboriginal students and a greater understanding of Aboriginal cultural content. These are areas where the College potentially could play leadership roles within its professions, collaborating with other successful Aboriginal programs on campus.

Integration of Academic Mandate

The College is developing distributed courses in Pharmacology (regional sites) for Nursing and in Nutrition (regional sites and web/online) for Nursing and others. The Division of Nutrition and Dietetics offers a Minor in Nutrition for the Colleges of Kinesiology, and Agriculture and Bioresources. Students from many disciplines, notably the biomedical sciences, take Nutrition courses as electives. Nutrition students may receive a Minor in Food Science, and while not an official designation, take packages of courses in Kinesiology and in Entrepreneurship (ESB).

Within the Council of Academic Health Science Deans, the College is committed to strengthening interprofessional education. Within the College, Pharmacy and Nutrition faculty members conduct collaborative research and are well integrated administratively. Despite the necessity for two distinct curricula for its undergraduate programs, there is considerable evidence of research synergies at the graduate level.

Summary

The mission of the College of Pharmacy and Nutrition is to “*develop skilled and caring pharmacy and nutrition professionals and scientists, and to create knowledge...*” and therefore alignment of its programs with the future directions of its associated professions is fundamental

to its plan.

The College has presented an operational plan, which is appropriate for the College at this point in time and which builds upon previous plans. The plan is also appropriate based upon the professional accreditation standards required for its two professional programs, which are core to the mission of the College and its support of University priorities. The College highlights the need to secure additional funding to enable the plan to be implemented. This includes permanent operating funding for both the didactic and clinical education components of the current professional programs, funding so that the College can contribute its expected level of support to interdisciplinary health sciences education, and funding to enhance its graduate and research programs. The development and implementation of the PharmD is viewed as a primary investment by the College over the next planning cycle, and the redesigned curriculum will require additional faculty resources. The plan includes a one-time request for resources for curricular review and development of both of its undergraduate programs. The three new research chairs are expected to boost Tri-Agency funding and research activity at the graduate level, and the College is encouraged to leverage the funding opportunities provided by the chairs.

Dr. Bob Tyler, Chair
Unit Plans Review Committee

31 January 2012

Dear Dr. Tyler,

Thank you so much for your memo providing us with feedback on our third integrated plan.

I gather that the UPRC would like a response to the report. In particular, you wish me to point out where the Committee have understated, misstated or misinterpreted the SPH's perspective, or where the Committee have failed to highlight aspects of our plan that we think are worthy of particular emphasis.

In fact, I find your summary to be quite accurate and your feedback to be quite useful. I have only a few minor clarifications.

We understand completely that approaching aboriginal issues from a strength-based perspective has positive implications in most disciplines. Unfortunately, the discipline of Public Health is rooted in looking at risk factors of disease related to the morbidity and mortality of specific populations at risk and enhancing health promotion interventions for these at-risk populations. We continue to struggle with how to reconcile the fundamental methods and philosophy of our discipline with the understandable priority of observing aboriginal issues through a more positive lens.

You note that, "has been only moderately successful in attracting international students, as it lacks the credibility of European accreditation, and therefore successful accreditation status would support the School's international recruitment goals". In fact, we are the most internationalized School of Public Health in Canada and about 40% of our students are international graduates. Many of these students are from developing nations, particularly in Africa. Achieving accreditation with ASPHER will enhance our ability to attract these students and also open up the European market for recruitment.

We are very sensitive to your suggestion that, "the move toward a much larger number of dedicated faculty positions will diminish the need and desire of the School to engage in interdisciplinary teaching, research and outreach, the foundation on which the interdisciplinary graduate schools were established". Let me assure the Committee that we are deeply committed to inter-disciplinarity in Public Health and our commitment to working with other units will be enhanced by our achieving a critical mass of scholars within the School. We are utterly committed to the vision of the Schools as collaborative units that will tear down the traditional unit silos on campus.

The Committee is quite right that our ability to fulfil our plans is somewhat dependent upon the ability of the University to support our extensive resource needs. We have demonstrated our ability to grow in an innovative manner and to form relationships with external partners in spite of severe resource constraints. We have no doubt that we will continue to do so. Walt Disney once said, "If you can dream it, you can do it."

Sincerely,

A handwritten signature in blue ink, appearing to read 'R. Buckingham', with a stylized flourish at the end.

Robert W. Buckingham
Executive Director

UNIT PLANS REVIEW COMMITTEE REPORT – SCHOOL OF PUBLIC HEALTH

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The plan identifies three main research foci to be fostered within the School in the next planning cycle: Health Systems, Cultural Diversity, and One Health. Examples of research programs in each of these areas are outlined in detail in the plan relative to the core public health disciplines of biostatistics, health policy and management, environmental health sciences, epidemiology, and social and behavioural sciences. The plan speaks to a strong community-based public health research component, and outlines the priorities of increasing the overall dollar value of research funding in the School, engaging in more collaborative research efforts, recruiting high-quality graduate students, and creating new administrative positions to support research efforts.

Innovation in Academic Programs and Services

This section of the plan outlines in detail the desire of the School to move toward attaining accreditation in the upcoming cycle. The School is planning several new and innovative streams within its Master of Public Health (MPH) program, along with a number of new programs. The potential exists to establish Master of Practice Management and Master of Health Services Administration programs, jointly with the Johnson-Shoyama Graduate School of Public Policy. The School also has plans to initiate Doctor of Public Health and Master of Science in Health Inspection programs during the next planning cycle, programs which do not exist currently in Canada. Distributed learning will be explored to enhance access to the MPH program. The plan outlines the intent to explore and develop collaborations with other health science colleges, but does not elaborate on the nature of these collaborations.

Aboriginal Engagement: Relationships, Scholarship, Programs

The plan states the commitment of the School to Aboriginal engagement and providing opportunities for Aboriginal students, and describes a variety of tactics aimed at increasing the numbers of Aboriginal faculty, students and advisory board members. The School is challenged to more fully develop the objectives behind these strategies and the outcomes of achieving its recruitment goals. With respect to the intent to integrate Aboriginal content into the curriculum, the School is encouraged to consider approaching this, to the extent possible, from a strength-

based approach in terms of community benefit rather than dwelling upon the negative socio-economic factors in Indigenous communities.

Culture and Community: Our Global Sense of Place

This area is well developed in the plan. The global approach to public health essential to the discipline ties in nicely with the One Health signature area. Training international students increases the capacity of students' home countries to address public health issues, and the plan outlines a number of recruitment strategies aimed at specific countries. The School states that it has been highly successful in attracting international students (it is the most internationalized School of Public Health in Canada), and that the credibility of European accreditation would enhance further its ability to attract international students and would support its international recruitment goals.

The School also intends to develop partnerships with international public health agencies and other schools of public health to promote research on global health topics and to foster opportunities for student and faculty exchanges. Other goals include the intent to become a World Health Organization practicum partner and to become the first Canadian University partner in the Centres for Disease Control (CDC) in the United States.

College/School Priorities and Progress during the Second Planning Cycle

The College is at an early stage in its development and has progressed at an impressive rate. Since the creation of the School in 2007 and establishment of the MPH graduate program the year prior, the School has added a full suite of graduate programs in Vaccinology and Immunotherapeutics (MSc, MA, PhD), a PhD in Epidemiology, and collaborative MSc and PhD programs in Biostatistics. The School also has experienced overwhelming enrolment growth over the past two years (from 21 to 181 graduate students). The plan does not speak to the challenges inevitably associated with such growth other than to reference that resources were often unable to keep pace with development. The School has continued success in obtaining CIHR funding, has established relationships with Canadian and international public health organizations, and appears poised to establish itself as a national and international presence in public health.

College/School Priorities for the Third Planning Cycle

The overarching goal of the School is to develop into a pre-eminent academic and research unit in the near future. Attaining accreditation is critical to achieving this goal and also in keeping with the mandate of the Council of Health Science Deans that every health science school/college be accredited. The School intends to achieve accreditation initially from the Association of Schools of Public Health of the European Region (ASPHER) and simultaneously prepare to attain accreditation from the American Council on Education for Public Health (CEPH). As indicated in the plan, accreditation requires Masters-level programs in each of the five core areas of public health and doctoral degrees in three of these areas. It also requires five full-time faculty members entirely within the school in each of these areas. Presently, the School has 13 dedicated faculty positions, as opposed to the 25 positions strictly required. To support its goal of achieving accreditation, the plan outlines the need for continued development of the School's academic and research capacity through increased numbers of faculty members, higher research outputs and continued student enrolment growth, albeit at a slower pace. The Unit Plans Review Committee expressed concern that the move toward a much larger number of dedicated faculty positions might diminish the need and desire of the School to engage in interdisciplinary teaching, research and outreach, the foundation on which the interdisciplinary graduate schools were established. However, the School has expressed its deep commitment to interdisciplinarity in public health and collaboration among academic units, and it believes that achieving a critical mass of scholars in the School will enhance its ability to work with other units.

Integration of Academic Mandate

The School has shared positions with other colleges, engages in collaborative programming, and makes its courses available to graduate students in health fields. The School has signed an MOU with the College of Medicine to support the programming of the School and has a number of collaborative initiatives with the College, including a combined MD/SPH program, a collaborative statistics program and a preventive medicine residency program. The lack of motivation on the part of faculty members in the health sciences to sign up for joint appointments has hindered the School to some degree. The School is encouraged to seek opportunities for collaboration with the Global Institute for Water Security, the proposed Global Institute for Food

Security and the Toxicology Centre, as centres with natural linkages to the interests of the School.

Summary

This is the first plan submitted by the School of Public Health. The School is the third largest school of public health in Canada and the first internationally recognized school. The School aspires to be a national and international centre of excellence for public health research, teaching and knowledge translation to enhance health and health care delivery in the Canadian public health system and internationally.

The School seeks to establish a national and international reputation and has made some significant strides in this regard. Since its establishment, the School has experienced a period of rapid growth in both student enrolment and program development. Much of the plan speaks to the priority to continue to grow the School's faculty and resources to create the critical mass necessary for delivery of high quality programs and research intensiveness, as prerequisites to attaining accreditation.

The scope of the request for additional resources is in accordance with requirements for accreditation by the American Council on Education for Public Health (CEPH), and also is driven by the desire to obtain accreditation from the Association of Schools of Public Health of the European Region (ASPHER), which is perceived as more immediately attainable. Accreditation by both bodies is not mutually exclusive, as much is consistent in terms of innovation, programming and building research capacity. However, as the focus of School has only very recently changed to gain European accreditation, the plan as presently crafted does not reflect this new strategy.

The plan is very ambitious and the combined requests for primary faculty positions, staff and ancillary funding are extensive. It is unlikely that all objectives or expectations with respect to resources can be attained within the next planning cycle. A 40% increase in tuition for the Master of Public Health program is sought to bring the tuition for this program in line with that of competitor institutions and to permit the School to accrue, in part, the resources necessary to hire the additional staff, faculty and administrators required to meet accreditation standards. Although the plan states the School does not anticipate tuition revenues or central administration

support to exclusively fund these ambitions, alternative sources of revenue, aside from the potential for fund-raising, are not clearly outlined in the plan.

To: Bob Tyler, Chair
Unit Plans Review Committee

From: Michael Atkinson, Executive Director

Subject: Reply to UPRC's Feedback

Date: February 6, 2012

Thank you for your memo of January 30 and the feedback on our first integrated plan. We are responding to your invitation to clarify and respond to matters raised and to identify anything missed.

- *Knowledge Creation: Innovation and Impact:* With respect to our proposed enrolment for the PhD program, we noticed that we made an error in our plan in how the numbers are presented. We indicated that our headcount would remain at four students, when what we should have said is that we intend to take in four new PhD students each year. Although we have a small group of faculty, because of their quality, we can envision expanding our PhD intake beyond what you describe as 'modest'. However, because funding in the social sciences is more fragile and limited than in other areas, it is difficult to commit to a larger number when funding to support these students is critical. We will make a best effort to take in as many PhD students as available funding will allow.
- *Innovation in Academic Programs and Services:* Your memo indicates that the paid internship program is an innovative feature of the Master of Public Policy program. Please note that the internship program is available not only to MPP students but also to students in the Master of Public Administration program. In fact, the internship program is really geared towards the MPA students. The committee's suggestions that we consider offering placements in NGOs and the private sector, as well as outside of Canada, are excellent and something we plan to work on.
- *Aboriginal Engagement – Relationships, Scholarship, Programs:* Regarding the committee's suggestion that the school broaden its mandate in the area of Aboriginal engagement, we would be delighted to participate in any initiative originated by the College of Graduate Studies and Research.

.../2

- *School Priorities for the Third Planning Cycle:* With respect to the committee's suggestion that the school "is challenged to surpass the research goals it has set out for itself and to grow its graduate student complement beyond the levels set out in the plan", the targets laid out in our plan were established in response to the knowledge that there are limited conventional sources of funding available (aside from tri-agency funding, which we do compete for). Individually and as part of larger teams, we will apply for and participate in government and other programs that have funding available for the areas in which we conduct research.
- *Integration of Academic Mandate:* In response to the committee's suggestion that we invite Honours students to be part of our research projects as a way to attract them into our programs, you will note that our enrolment targets focus on attracting 35 percent of our total student body from outside of Saskatchewan and 25 percent from outside of Canada. Because our competitors operate on a national level, we need to do so as well and therefore cannot focus solely on meeting local needs. For the 40 percent of our student body that will be recruited from within the province, we welcome the suggestion that we look to recruiting the very best from the U of S and the U of R.

In the committee's response (as well as in the meeting we had in November), we note that there were three significant initiatives mentioned in our plan that, to our surprise, did not seem to gain attention.

- *Governance of Science & Technology and Social Prosperity:* These two areas were offered as a way to both extend the reach of the school and to benefit the university as a whole. If it is determined that these are bona fide needs for the university, we are more than willing to take the lead. We would like to know if that is the case.
- *New Master of Health Administration program:* This proposed program would be a collaborative effort with the School of Public Health that would fit well with the needs of the province and, unlike the MPA, would be intended primarily to meet local labour market needs. Again, it would be helpful to know if the university and the UPRC see this as a program that should be pursued.

We look forward to engaging further on our integrated plan.



Michael Atkinson

MMA/alm

c: Pauline Melis, Assistant Provost, Institutional Planning and Analysis

UNIT PLANS REVIEW COMMITTEE REPORT – JOHNSON-SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

Faculty members within the School publish in a wide array of outlets, ranging from policy magazines to opinion-editorials to peer-reviewed journals. The School's role in educating public servants is vital to the School's outreach and engagement and identifies the School in the public sphere. The School's research agenda is critical to its national profile, and the School has an excellent Tri-Agency funding record and a number of strong senior-level appointments. The two signature areas identified within the plan, Governance of Science and Technology, and Social Prosperity, are well articulated. The School has proposed a modest yet realistic increase in its Ph.D. student cohort, and has indicated its intention to take in as many Ph.D. students as funding will allow.

Innovation in Academic Programs and Services

To ensure that incoming students from diverse disciplines have adequate background knowledge, the School offers additional non-credit, no-cost programming to students to help them prepare for their programs. The School is also a leader in the use of videoconferencing for regular courses, visiting speakers and public lectures, and to connect the School's administrative team across the two campuses. The learning opportunities provided through a paid internship program within the public sector (federal, provincial or municipal) is an innovative feature of the Master of Public Administration and Master of Public Policy programs. Consideration of extending these placements to not-for-profit agencies (NGOs) and to the private sector, and beyond provincial and national boundaries, is suggested.

Aboriginal Engagement: Relationships, Scholarship, Programs

The School has a strong track record of providing high-quality continuing education for mid-level and senior public servants. It intends to expand/adapt its existing executive education programs to address the specific concerns of public servants who interact with Aboriginal communities, as well as to provide training for leaders and board members of Aboriginal organizations to enhance their management capabilities. Previously, the School offered a graduate level course on Aboriginal Peoples and Public Policy. The School intends to re-offer

this course and to build a suite of graduate-level courses addressing legal and policy questions of Aboriginal peoples. The School is challenged to broaden its mandate beyond education and training opportunities for Aboriginal communities and the familiarization of students with the Aboriginal public policy debate, and to consider matters of self determination and reconciliation as compelling topics for Aboriginal scholars and researchers. Rather than offering a number of courses on Aboriginal issues and topics, developing a focused, flagship program in concert with others is suggested, given the potential of this approach to more ambitiously advance the goals of the School and the University.

Culture and Community: Our Global Sense of Place

The School has broad, international, co-operative arrangements with Europe, Asia-Pacific, and the USA, and a strong presence and participation in international networks of researchers.

College/School Priorities and Progress during the Second Planning Cycle

Since its inception in 2007, the School is off to a very impressive start and is well positioned to move to the next level as it builds a national profile.

College/School Priorities for the Third Planning Cycle

The goals of the School are clearly articulated. The School has as its main objective to achieve recognition as a top national institution with two signature areas of excellence. Given its senior faculty complement and mandated focus on graduate education, the School is challenged to surpass the research goals it has set for itself and to grow its graduate student complement beyond the levels set out in the plan. In the third planning cycle, the School will launch major research initiatives in Governance of Science and Technology and in Social Prosperity, and will, in the near future, be seeking approval of a new Masters program in Health Administration.

Integration of Academic Mandate

The graduate programs in public policy are by nature multi-disciplinary and extensive collaboration with other units occurs. This is expected to continue. The School has identified the need for different models of cross-listing of courses, depending on the nature of the collaboration that underlies courses and programs. It is not clear from the plan what the School's relationship is to the undergraduate programs offered at the University of Saskatchewan or the University of

Regina. Providing opportunities for senior undergraduate Honours students to undertake a research project in public policy may be a strategy to attract top graduate students to the School. The School's Governance of Science and Technology signature area has the capacity to link science to public policy. Further exploration of the linkages between science, technology, sociology and public policy appears to be a natural undertaking for the School and is encouraged.

Summary

This is the first plan of the Johnson-Shoyama Graduate School of Public Policy since its creation in 2007 through the signing of a memorandum of understanding between the University of Regina and the University of Saskatchewan to create a single graduate school of public policy in Saskatchewan. A set of operating principles allows the School to function seamlessly as a joint school. The School is unique in its integration, with no distinctions made between operations, programming or governance at the two sites unless there are external requirements to do so.

The plan conveys vision and a sense of direction. Strategies and outcome measures are well laid out and cover the breadth of the School's activities. The School is encouraged to maintain its interdisciplinary character in order to maximize its impact on other disciplines.



MEMORANDUM

TO: Professor Bob Tyler, Chair
Unit Plans Review Committee

FROM: Peta Bonham-Smith, acting Vice Dean
Division of Science

DATE: 6th February, 2012

SUBJECT: Unit Plans Review Committee report on the Division of Science

The report of the UPRC on the Division of Science Integrated Plan is a good summary of the highlights of the Division's plan. However, there are two inaccuracies in the report:

- 1) The statement on p 1 that, '*The Division has an ambitious target for growth in graduate student numbers over the next four years (approximately 60%)*', is incorrect.
The plan states that '*the Division is well situated to increase its current graduate student population by increasing the student/supervisor ratio from its current 2009/10 level of ~2.5:1 to ~4:1 over the time frame of this plan.*' An increase of ~1.5 student per faculty member is the equivalent of ~37.5%. This we feel is achievable with a concomitant increase in graduate student office space. A Provincial graduate student support programme would also help us to achieve this outcome.
- 2) The statement on p 3, '*(STEvMI), which would consolidate science and engineering departments with similar research interests and capacity.*', is misleading.
The plan states that the STEvMI will '*consolidate the Science Departments with similar research capacity on campus, e.g. Environment Canada, small industry. The underlying concept of the STEvMI will be to marry discovery-based research with applied research in research groupings...*'. The concept in the new building is to move away from the current individual Departments as research centres and focus on cross-disciplinary research and academic programming groupings - '*STEvM researchers will be housed by research group rather than discipline to support unique and innovative research directions and outcomes.*'

UNIT PLANS REVIEW COMMITTEE REPORT – DIVISION OF SCIENCE

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The Division is committed to innovative, discovery-based science and led the University with a 74% success rate in the last NSERC Discovery competition. Mentorship and a rigorous internal review system are planned to increase this success rate further. The Division is well situated to increase its graduate student population by increasing the student/supervisor ratio from its current level of ~2.5:1 to ~ 4:1 over the next planning cycle. This would be equivalent to an increase in graduate student numbers of ~37%. The Division has identified a lack of adequate space as the single greatest barrier to achieving this goal. The Division has identified a lack of adequate space as the single greatest barrier to advancing its research goals. The majority of the six science departments are housed in an ageing infrastructure that does not meet current operating standards. Although there is mention of potential additional space in the Thorvaldson Building and the opportunity for shared space, the desired growth in graduate student numbers will be impossible within the confines of the available physical resources. The Division's aspirations for graduate student growth and the realities of external revenue and research space to support the increase do not match.

Research themes that build upon research strengths within the Division, as well as synergies across the College and with other academic units and groups, are outlined. The thematic approach taken in mapping out the Division's research directions is a strength of the plan. The plan outlines the potential risk to the Division in committing faculty resources to the new schools, centres and institutes being establishing on campus, in particular the School of Environment and Sustainability (SENS), the Canadian Centre for Nuclear Innovation (CCNI), the International Minerals Innovation Institute (IMII), the Global Institute for Water Security (GIWS) and the Global Institute for Food Security (GIFS), when the new faculty positions associated with these units are funded only for the lifetime of the new enterprises, yet it is required that these positions fit permanently within the Division's faculty complement. This risk is highlighted as a result of the Division's constraints for movement within its faculty complement, due in part to the end of mandatory retirement and the anticipated retirements which have not occurred, and compounded by the fact that the Division owes a number of positions to previous research chair appointments. The fact that the Division is able to shift priorities within its faculty complement only through new positions or joint appointments hinders

its ability to fully participate in the life of the new institutes and to strategically shift research directions within the Division. However, the Division is committed to taking advantage of the new funding associated with the institutes and plans to build on these opportunities, despite the risks.

Innovation in Academic Programs and Services

The Division has continued its thematic approach by naming areas for program development in Medical Physics, Genetics, Mathematical Biology, Minerals Innovation and Applied Mathematics. The Division intends to review its curricular offerings and readiness programs to determine their effectiveness in meeting student goals and demands. The possibility of a five-year combined BSc-MSc program will be investigated. A three-plus-two-year program for Education students, whereby students would obtain a three-year BSc degree prior to entering the College of Education, will be promoted to encourage greater breadth and depth of science knowledge. New international block transfer arrangements with international institutes and two-plus-two arrangements with SIAST for select programs also will be explored.

The Divisions of Science and Social Science, together with the College of Agriculture and Bioresources and the College of Engineering, intend to work together to bring the University's various environmental program offerings under the one umbrella of Environmental Studies. The proliferation and overlap amongst environmental programs is a long-standing issue, and the Division is to be commended for its part in contributing to the creation of a coherent, clarified structure.

Aboriginal Engagement: Relationships, Scholarship, Programs

The Kamskénow Science Outreach program for Community Schools is a highlight of the plan, and holds promise for engaging Aboriginal students at an early age in acquiring an awareness of the career possibilities that science offers. A lack of proficiency in mathematics is a major factor limiting the success of First Nations students at university. If left unchallenged, there is very little chance of success in advancing First Nations students in professions requiring mathematics and science. Collaborative efforts with the College of Education and the Indian Teacher Education Program (ITEP) are underway to address the lack of training in mathematics for First Nations teachers. The plan also identifies the need for round-table discussions between the Division and the University and school boards, Tribal Councils and SIAST regarding moving

toward a Science Transition Program that would guide students through Science 20 and 100-level science courses. The Division is encouraged to follow through on the mechanisms it has identified to rectify these deficiencies in mathematics and science education.

Culture and Community: Our Global Sense of Place

The locus of the Division's plan is about embracing science and presenting science to the public in a manner which is inviting. The plan details numerous science initiatives which involve elementary and secondary school students, both on campus and via outreach activities which take the campus to these students, for example through the Science Ambassador Program where undergraduate and graduate students live in northern communities and provide hands-on science experiences to students in public schools.

College/School Priorities and Progress during the Second Planning Cycle

The Division has made good progress in advancing divisional priorities during the second planning cycle related to innovative programming, international exchanges and outreach partnerships.

College/School Priorities for the Third Planning Cycle

The Division has identified scholarly and teaching excellence as fundamental priorities. In order to achieve its goals, the Division has identified a critical need for a new facility, the Science, Technology, Environment and Mathematics Institute (STEvMI). The Institute would marry discovery-based research with applied research in research groupings, which would support unique and innovative research collaborations and academic programs. Hence, its benefits would extend far beyond those associated with improved research facilities alone. The Division is committed to seeking research experiences for its undergraduate students, on campus and abroad. Science outreach and taking science into the classroom of Aboriginal students is intended to foster the future enrolment of Aboriginal students in the sciences at the post-secondary level. The Division is strongly committed to this end, and has established the structure and means through its science outreach to northern Saskatchewan and the Kamskénow Science Outreach program for Community Schools.

Integration of Academic Mandate

The Division has engaged in joint academic appointments, realized innovative interdisciplinary programming, and engaged in cross-college and divisional research activities.

Summary

As stated in the plan, the Division is an entry point for all basic sciences and *“delivers strong undergraduate training in a diversity of disciplinary and interdisciplinary programs, as well as significant introductory and senior components of many other direct-entry and professional programs.”* The Division also places a high priority on research and scholarly work and graduate student training.

The Division’s plan is straightforward in its objectives and demonstrates cohesivity. There are many concrete initiatives in the plan that will advance the University’s objectives in the focal areas. A strength of the plan is the thematic strategic thinking regarding research. However, its limited ability to make reassignments within the faculty complement and identified shortcomings in its physical space, unless rectified, will limit the ability of the Division to achieve the objectives stated in its plan.

February 6, 2012

Dear Professor Tyler,

I want to thank you and the UPRC members for providing such a clear and concise summary of the Third Integrated Plan (3IP) of the Division of Social Science, College of Arts & Science. I also want to say that I appreciated the informed and incisive questions you and the other committee members posed to me at our November meeting.

That meeting, which you chaired, provided me with an opportunity to elaborate on the context and content of the plan. Combined with the written report it also confirmed my own assessment of the issues that will need to be addressed in implementing the Division's plan.

The UPRC report accurately captured the Division's overarching commitment to aligning with institutional goals and priorities. It recognized the planned initiatives were the result of extensive collaborative efforts that built on existing strengths and resources. I was also pleased to see noted in the UPRC report the plan's emphasis on interdisciplinary and inter-sectoral engagement and partnerships. There is a wide spread belief in the social sciences that understandings of and solutions to the "wicked" problems that characterize contemporary societies will be found through interdisciplinary collaborations and stakeholder engagement.

The UPRC report also notes two things I want to comment on. First, it observed the Division's 3IP did not comment on SSHRC success rates. Second, it noted the need to prioritize initiatives in the face of limited existing and new resources.

Regarding the first issue, research programs within the division of social sciences are supported by all three Tri-Agencies, not just SSHRC. The division of social sciences is a microcosm of the entire college of Arts & Science. Almost one third of the 90 faculty members in the division, for example, identify health and wellness issues as an area of research interest.

After SSHRC exited the health research field these researchers have had to orient themselves to CIHR programs and cultures. This hasn't been easy for many researchers. Universities, SSHRC and CIHR all are attempting to address these issues, but the transition is ongoing.

I also want to note that the transfer of highly successful and externally funded researchers to other units on campus has reduced the amount of external, including Tri-Agency, research funding credited to the Division of Social Sciences.

In combination these factors have contributed to both a real and apparent decline in Tri-Agency research funding. Over the last couple of years, however, several new researchers in the division have had success with SSHRC's new program infrastructure securing Insight and Partnership grants.

I am confident the further development and use of the Social Sciences Research Laboratories (SSRL) over the third planning period will result in increased research activity in general and greater Tri-Agency success in particular.

Regarding the second point, namely, how will the division prioritize its initiatives faced by the possibility that not all will secure new funding?

In response, I will reiterate the response I made to this same issue when it raised at the November meeting. That is, the division priorities were intentionally aligned with the university's. Specifically, the division identified key, cross-cutting contributions it is currently making relative to university priorities that can be enhanced with the infusion of resources.

The expectation is that those divisional initiatives that best align with and advance university priorities will be supported. This may mean that not all divisional initiatives will be seen to align or advance university priorities to the same degree and that only some will be supported with new resources. This likelihood was discussed throughout the planning process and accepted as appropriate.

As a guiding principle, the division will look to invest its available resources in those initiatives that secure additional resources. In this way we hope to most effectively contribute to the realization of its and the university's common goals and priorities.

In conclusion, I want to thank you and the UPRC members for your diligent and constructive engagement with the Division of Social Science's first integrated plan. The committee's comments and questions have been very helpful.

Sincerely,



Harley Dickinson
Vice-Dean Social Sciences

UNIT PLANS REVIEW COMMITTEE REPORT – DIVISION OF SOCIAL SCIENCE

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The Division proposes to develop its research infrastructure and establish interdisciplinary research teams, centres and chairs. The Division has committed to the allocation of its existing resources to University priorities through the signature areas of research and related new institutes. The Social Sciences Research Laboratories (SSRL) is a priority for the Division and offers the opportunity to create an archive of original data sets, which does not exist elsewhere and could be made available for teaching, learning and research purposes. The SSRL is rapidly becoming the hub for the Division, in terms of allocation of resources and positions, faculty research, and providing students with hands-on experience and engagement in research.

Innovation in Academic Programs and Services

The Division proposes to develop new undergraduate and graduate programs, intense professional short courses, and an internship program. The graduate-level certificate in program evaluation housed within the proposed Saskatchewan Program Evaluation and Assessment Research Centre (SPEAR) would be unique in western Canada and would appeal to the pent-up demand from post-graduate professionals for additional expertise in this area. The Division is committed to experiential learning, and each unit in Social Science provides students with the opportunity for hands-on experiential learning in a community-based setting. Future limitations relate to the availability of internal resources and oversight capacity for programs, which are resource-intensive from a human resources perspective, and the saturation of community-based placement opportunities.

Aboriginal Engagement: Relationships, Scholarship, Programs

The Division has set as a goal providing students with a general understanding of Indigenous ways of knowing and cultural protocols. As envisioned by the Division, this will require extensive consultation and the reliance upon those with a nuanced understanding of Indigenous knowledge. The Division also plans to develop an interdisciplinary minor in Indigenous Knowledge and new collaborative, interdisciplinary, Masters-level programs.

Culture and Community: Our Global Sense of Place

The Division has proposed a number of institutes to advance community and regional development – the Saskatchewan Program Evaluation and Research (SPEAR) Centre, Plan Saskatchewan: Centre for Community and Environmental Planning, and the Centre for Regional Studies and Canada-USA Relations. The focus and intended contributions of the centres will benefit community engagement. However, their establishment will require the commitment of substantial funding, much of it from central sources.

College/School Priorities and Progress during the Second Planning Cycle

The Division sustained a four percent budget reduction in 2009/10 and 2010/11 which resulted in the loss of a number of staff positions and a significant reduction in the Division's budget for sessional lecturers. As a result, divisional goals and objectives for the second planning cycle proceeded less quickly and resources were not available to leverage partnerships for the third planning cycle. The Division, however, has made progress in advancing the SSRL, in establishing the International Centre for Governance and Development (ICNGD) and the Centre for Forensic Behavioural Sciences and Justice Studies, and in establishing two new Masters degrees. A number of factors have contributed to a real and apparent decline in Tri-Agency funding in recent years. The Division is encouraged by the recent success of several new researchers in obtaining funding from SSHRC, and with the development of the SSRL it expects increased research activity and greater Tri-Agency success over the next planning cycle.

College/School Priorities for the Third Planning Cycle

Academic priorities for the Division focus on engaged scholarship centred on community-based research and the development of new, professionally-oriented, interdisciplinary graduate and undergraduate programs. Structurally, the Division intends to integrate these programs into established departments. The Division's research priorities are significantly enhanced by the Social Sciences Research Laboratories (SSRL), which will be fully operational early in the cycle. The SSRL enables researchers to access state of the art infrastructure and methods previously not available on campus and will be an important recruitment tool for the research chairs proposed in the plan.

An overriding priority of the Division is its commitment to a collegial approach in all of its many undertakings, demonstrating firsthand the commitment of the *Second Integrated Plan* to

“work together.” According to its plan, the *“guiding principles for the Division’s priorities are engaging with stakeholders, aligning with university priorities, and securing and building on existing strengths.”* The Division sees community, employee and alumni engagement as fundamental to achieving its teaching, research and service objectives, and has made working together a fundamental theme of its planning, research, academic programming and recruitment strategies. Although the Division describes its human, financial and infrastructure resource situation as *“potentially debilitating”*, it is optimistic that through strategic allocation of resources and partnerships it can achieve significant increases in enrolment and research revenue, along with achievement of several key goals, over the next planning cycle.

Integration of Academic Mandate

The hallmark of the social sciences is collaborative research and programming. This is evident throughout the plan, and illustrated specifically by the proposal of several new, professionally-oriented, interdisciplinary, undergraduate and graduate programs. The Division is committed to contributing to the University’s signature areas of research and new institutes, calling upon its disciplinary strengths in program evaluation and assessment and planning.

Summary

This is the first plan of the Division of Social Science. The plan notes that increasingly the social sciences are integrated into new and complex knowledge systems. This evolving state is supported by the commitment of the social sciences in general, and the Division in particular, to interdisciplinary research and academic programming.

The plan is well written and detailed, and articulates clearly the Division’s aspirations for the third planning cycle. The majority of these are collaborative and interdisciplinary. The Division is to be commended for its commitment to student experiential learning, and is viewed as a leader in this regard. The Division’s resources appear to be fully committed, however, and therefore without a significant infusion of new resources, the goals of the Division will not be achieved at the level stated. The Division is encouraged, therefore, to consider what priorities it deems to be most critical to advancing its goals, and how it would prioritize the allocation of its existing resources to achieve its objectives in the event the required new funding is not received.

E-mail response dated February 2, 2012, from Dr. Vicki Williamson, Dean, University Library

Hello Bob,

Thank you for the opportunity to provide a response to the Unit Plans Review Committee (UPRC) report on the University Library Strategic Plan prepared in conjunction with the development of the University's Third Integrated Plan.

I very much appreciate receiving the UPRC response. I am delighted with the response to the plan as expressed in the UPRC report. I too thoroughly enjoyed the conversation with the committee last November. Thank you and your colleagues for your engagement and support of the University Library Strategic Plan.

So minor corrections as follows:

Page 1 reference to the iPortal in the sentence: "The iPortal, which provides access to Indigenous Studies resources, will be strengthened, potentially with the addition of student resources to the portal." This might be more accurately stated as: The iPortal, which provides access to Indigenous Studies resources, remains a high priority and will continue to grow with the addition of new resources, potentially including some student-generated resources to the portal."

Page 3 – Summary Section – last sentence, first paragraph. Correction to seven [not five] physical branches on the campus in addition to a significant web/internet presence. To read: "In addition, the Library has a diverse workforce, a significant budget and operates from seven physical branch locations on campus and through a significant web/internet presence."

Page 3, Summary Section - second paragraph, penultimate sentence: to read "The engagement of the university administration, library faculty and staff is apparent in the plan....or are you trying to say the engagement of senior library leaders, library faculty and staff.....This needs some clarification.

Please let me know if you have any further questions.

VW

UNIT PLANS REVIEW COMMITTEE REPORT – UNIVERSITY LIBRARY

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact/Innovation in Academic Programs and Services

Significant investment has been made in raising the profile of research within the Library and in increasing the research output of librarians. The Library has revisioned itself in this regard through new hires, reallocation of human resources and a cultural shift so that it is well positioned to increase significantly its research intensiveness. Services for researchers also will be enhanced and active collaborations will be undertaken with researchers to better understand what they need. Continued expansion and management of electronic collections and the development of signature research collections is planned. Opportunities exist to contribute to national initiatives and may unfold in relation to the Canadian National Collaborative Data Initiative and the National Truth and Reconciliation Commission intent to establish a National Research Centre.

Aboriginal Engagement: Relationships, Scholarship, Programs/ Culture and Community: Our Global Sense of Place

The Library has refocused and expanded its efforts toward Aboriginal engagement. A priority is ensuring it is attuned to the need to build a signature research collection in support of the Aboriginal People: Engagement and Scholarship signature research area. Using redirected resources, the position of Aboriginal Engagement Librarian has been established. In collaboration with the University's Human Resources Division, and potentially with other colleges, discussions are underway to develop an Aboriginal employment strategy. The iPortal, which provides access to Indigenous Studies resources, remains a high priority and will continue to grow with the addition of new resources including, potentially, student-generated resources. The Library will continue to pursue opportunities for the digitization of archival records through the Saskatchewan Multitype Provincial Digitization Initiative. The Library is also engaged in discussions on ways in which it might contribute to the Truth and Reconciliation Commission (TRC) of Canada, which was created to address issues around Canada's residential schools. Unique opportunities exist to continue to work with the Department of Native Studies in collecting the stories of residential school survivors.

College/School Priorities and Progress during the Second Planning Cycle

The Library has made significant progress against multiple initiatives, all of which enhance the University's learning environment. Accomplishments include the completion of capital projects: completion of Phase II of the University Learning Centre/University Library Transformation Project, renovations to showcase Library special collections in the Murray Building, and the establishment of the Collaborative Learning Lab. Collections work has been completed in advance of the relocation of the new Health Sciences Library within the Academic Health Sciences Complex. The iPortal holdings and profile, created in the first planning cycle, have increased significantly over the second planning cycle. The Library has implemented self check-out stations, improved assisted technology software and service delivery for students with disabilities, and undertaken leadership initiatives to more fully engage Library staff and faculty.

College/School Priorities for the Third Planning Cycle

The College has adopted a principle-based approach for the development and articulation of its unit-specific priorities and allocation of resources for the third planning cycle. Initiatives are organized under four core strategic areas: Learner and Teacher; Researcher, Scholar and Practitioner; Relationships and Engagement; and Employee Engagement and Operational Effectiveness. Each of the four core strategic areas has multiple initiatives. A multi-pronged approach is employed. Many initiatives have clearly defined outcomes related to operational efficiencies; others reflect desired cultural changes and broader long-term goals.

Integration of Academic Mandate

Collaborative partnerships exist with the Library's University Learning Commons partners – Information Technology Services, University Learning Centre, SESD and Consumer Services. The Library continues to be involved with the Statistics Canada Data Research Centre and the Social Sciences Research Laboratory (SSRL) and through the Liaison librarians' teaching in a number of academic programs. The Library is committed to strengthening relationships on campus in order to raise the Library's profile and participation in university-wide initiatives.

The plan evidences multiple instances of external partnerships which advance professional collaborations. Participation on provincial and national professional bodies places the Library on par with its national peers. The Library also provides an important service as an employer and is the beneficiary of the services of its approximately 80 student employees each year. As a

contributor towards the advancement of its profession, the Library hosts Master of Library and Information Science (MLIS) practicum students and works closely with SIAST's Library Information Technology program to employ current students.

Summary

The plan focuses on transformation of library services, collections, facilities and organizational culture. The University Library is a complex organization with multiple roles, with responsibilities for conducting research in professional practice, teaching information literacy skills, developing collections and providing information services. The Library defines its mission and core activities as being *“to create, select, acquire, organize and preserve information resources to meet current and future teaching, learning and research needs; to teach and empower our community to find, evaluate and use information; to remove barriers to access and ensure user-centred library services; and, to build relationships internally and externally.”* There is a continuing emphasis on electronic resources and accessibility as academic libraries operate in a dynamic environment as new forms of accessing and storing information evolve. In addition, the Library has a diverse work force, a significant budget and operates from seven branches on campus and through a significant web/internet presence.

The foresight of the Dean and other members of the senior leadership team within the Library is evident in the creation of a multifaceted plan which is flexible, adaptive to the complexities of a rapidly changing environment, and carefully staged and based upon previous investments, which continue to be advanced. The Library's senior leadership has effectively engaged faculty and staff in the creation of the plan, and is to be commended for creating a culture of ongoing planning and assessment. A commitment to continuous renewal is evident.

E-mail response dated February 7, 2012, from Dr. Douglas Freeman, Dean, Western College of Veterinary Medicine

Dear Bob,

Thanks for your thoughtful review of the plan for the WCVM. I have no comments other than one minor correction. In the second paragraph, the following sentence reads:

The College has identified the One Health signature area as a focal area in the areas of epidemiology, food safety and *public safety*, and intends to broaden its already collaborative research programs which exist to enhance research at the animal-human-environment interface.

The term "public safety" should more correctly say "*public health*".

Thanks very much,

Doug Freeman

UNIT PLANS REVIEW COMMITTEE REPORT – WESTERN COLLEGE OF VETERINARY MEDICINE (WCVM)

Alignment with Areas of Focus

Knowledge Creation: Innovation and Impact

The College intends to enhance its undergraduate summer research program and consider the development of dual degree programs to educate veterinary scientists, combining a DVM degree with a Masters or PhD degree.

The College has led the use of the Biomedical Imaging and Therapy beam line (BMIT) at the Canadian Light Source Inc. (CLS) and has identified opportunities related to the new cyclotron and a second PET-CT scanner for animals. The College has identified the One Health signature area as a focal area in the areas of epidemiology, food safety and public health, and intends to broaden its already collaborative research programs which exist to enhance research at the animal-human-environment interface.

The College has set the ambitious research goal of becoming a leader in Canada and internationally in the area of One Health. The College will be aided in achieving its aspirations by the recent expansion of its research infrastructure. Areas where strategies are needed to strengthen the College's research environment and enhance the ability of faculty to conduct competitive research have been identified. These relate to the integration of clinical training with research, the pursuit of strategic partnerships, and the creation of new research teams, research chairs and postdoctoral fellowships. The identification of a multi-pronged approach to increase the College's research enterprise and Tri-Agency and other grant funding is robust within the plan, and the College is encouraged to further develop and execute these strategies.

Innovation in Academic Programs and Services

The College has recently changed from a traditional veterinary curriculum to a core/elective format to provide students with opportunities to study areas of interest in greater depth, including within clinical rotations. Curricular areas requiring further development have been identified in the areas of business training, communications and clinical nutrition, with some areas potentially being developed as common courses for the Health Science colleges. An innovative study and mentorship program related to retention of practitioners in large animal practice has been initiated. A further goal is to ensure a competency-based curriculum, as demonstrated by the application of objective, structured clinical evaluations (OSCEs) against identified core clinical

competencies. The plan identifies that additional budget is required to undertake the outcomes-based assessment. As the College must continue to meet accreditation standards, there is an element of risk related to failure to obtain the necessary resources in order to complete the assessment prior to the next accreditation site visit within five years.

Under the title of *Student Wellness, Success and Academic Success*, the plan outlines an initiative to identify the key stressors of students related to academic demands, financial pressures and student wellness, with the goal of developing strategies to assist students in addressing issues related to stress. The College has also established an elective in ‘Mindful Practice’ which encourages life balance and self care to support a career which is sustainable and manageable. These are positive steps toward a holistic approach to support students and keep attrition rates low.

Aboriginal Engagement: Relationships, Scholarship, Programs

The western Canadian provinces fund two educational equity spaces in each class for Aboriginal students. However, the College typically has several Aboriginal students enrolled outside of the designated pool. The College’s goals for Aboriginal engagement relate primarily to enhanced recruitment of Aboriginal students, in partnership with other colleges and with First Nations communities, and by providing new post-graduate scholarship opportunities for Aboriginal students. The College is encouraged to consider how it might further deepen and broaden opportunities for Aboriginal engagement within its curriculum and research beyond the obvious need for enhanced recruitment strategies. The College’s interest in interacting with First Nations communities on issues of public health under the One Health initiative represents an ideal opportunity for the College to make meaningful contributions to these communities.

Culture and Community: Our Global Sense of Place

The plan outlines many examples of student and faculty outreach and engagement within the local community and beyond, supported by publications such as *The Ark* and *Vet Topics*. The College is attuned to the need for a sense of community within the College, given that its student base is drawn from the western provinces and northern territories. Programs and events intended to foster inclusivity and community among its undergraduate students will be extended to similarly welcome and include international graduate students. The strategic international

research partnership with Guru Angad Dev Veterinary and Animal Sciences University in India is an excellent example of building an international community of scholars.

College/School Priorities and Progress during the Second Planning Cycle

The College has successfully completed a major expansion and renovation project, with the Equine Performance Centre expansion to be completed during the third planning cycle. The new DVM curriculum has been implemented and received positively. Curricular adjustments will continue to be made to meet the demand for elective courses, experiential learning opportunities and clinical rotations. Overall, the College has made good progress against its stated objectives, and has clearly identified those areas where further development is required to meet its goals. In addition, the College has identified a number of continuing objectives related to recruitment and retention of faculty and staff, research intensity, communications and leadership, as well as long-term sustainability related to resources to sustain the College's goals for excellence in education, research and service. These objectives are forward looking and speak to the intent of the College to engage in ongoing renewal.

College/School Priorities for the Third Planning Cycle

The areas of focus are well integrated within the College priorities for research, education and clinical service, and the College has made strategic decisions related to its faculty and staff complements to advance its academic and research goals. The extent to which the College is able to advance priorities that are reliant upon new resources will depend upon its renegotiation of the Interprovincial Funding Agreement and growth of funding outside of the agreement.

Integration of Academic Mandate

As stated in the plan, the College is an active partner and collaborator with collaborative initiatives including food safety and security and the Canadian Centre for Nuclear Innovation. The plans and the vision for global leadership in the One Health research theme area are supported by the College's integration with InterVac and the Toxicology Centre, through joint and cross faculty appointments, and its collaboration with the Health Science colleges, School of Public Health (SPH), School of Environment and Sustainability (SENS) and the Canadian Centre for Health and Safety in Agriculture (CCHSA). Increased cross-college collaboration with the College of Medicine, College of Agriculture and Bioresources, SENS and SPH is planned.

Ongoing partnerships exist with federal agencies and with the Saskatchewan Ministry of Agriculture in relation to disease investigation and food safety.

Summary

The College is supported through the terms of an Interprovincial Agreement between the provinces of Alberta, Saskatchewan, Manitoba and British Columbia, and recently received full accreditation status from the American Veterinary Medical Association (AVMA) for a period of seven years.

The College is well positioned to advance its goals over the next planning cycle. The plan includes many creative initiatives related to teaching and learning and a number of curricular enhancements are already in progress. In terms of research, the College is to be commended for the growth in research funding it has experienced over the previous planning cycle. Given its success and the investment planned to promote research, the College is encouraged to consider setting a target for research funding over the next planning cycle which is more ambitious than that articulated in its plan.



February 3, 2012

<Administrative Unit Head>

Dear <>,

It is my pleasure, on behalf of the Unit Plans Review Committee (UPRC), to provide you with our report on the <> plan prepared in conjunction with the development of the University's Third Integrated Plan.

The purpose of our report is two-fold. First, it is to provide our response to aspects of your plan, including its alignment with areas of focus, priorities and progress during the second planning cycle, priorities for the third planning cycle and collaboration with other units. Second, it is to provide members of University Council and the university community with an overview of your unit's priorities and strategies for the next four years.

The UPRC would very much appreciate your response to our report. In this way, you would be able to point out where we have understated, misstated or misinterpreted your unit's perspective, or where we have failed to highlight aspects of your plan that you think are worthy of particular emphasis. Unfortunately, we would need to receive your response quite soon, by February 8th at the latest if it is to be included in the February Council agenda package along with your report.

In closing, I offer the UPRC's compliments on the quality and readability of your plan. We appreciate the time and effort that went into its development, and we sincerely hope that your plan will serve as a catalyst for the achievement of your unit's goals over the next four years. The UPRC is grateful for your willingness to meet with us in November to respond to our questions and comments. We found these meetings with planning units to be enjoyable, informative and of great value in our review of the respective plans and in compiling our report on the plans as a whole.

We look forward to receiving your response to our report.

Sincerely,

A handwritten signature in black ink, appearing to read "Bob Tyler".

Bob Tyler, Chair
Unit Plans Review Committee

E-mail response dated February 3, 2012, from Mr. Bob Ferguson, Director, Campus Safety

Sandra,

Thank you for this report. We are very pleased that the report encapsulates the efforts we are attempting, the ongoing maturity and effectiveness of our efforts will acknowledge that the department is suffering from the growth of the institution. I am very pleased with report moving forward as written. Again, thank you for the opportunity to meet and present our vision to the committee.

Bob

UNIT PLANS REVIEW COMMITTEE REPORT – CAMPUS SAFETY

Alignment with Areas of Focus

The plan is a continuation of the previous plan, with areas to be expanded identified. Virtually all initiatives fall under the area of focus of Culture and Community: Our Global Sense of Place. With respect to Aboriginal Engagement, Campus Safety does employ Aboriginal Peace Officers within its ranks and has some First Nations treaty officers. Prior to the discontinuation of the Criminal Justice and Aboriginal Studies program, students were placed within Campus Safety as part of their education. The unit would be open to further collaboration with academic units if the opportunity arose. With respect to academic innovation and knowledge creation, Campus Safety has been involved in the provision of security details for research grant applications and has participated in several studies with academic units, the most recent being the marijuana genome study reported on this fall.

The primary focus of Campus Safety is community policing founded upon the principle of prevention. Ongoing crime prevention seminars are delivered to colleges and administrative units across campus. The unit continues to deliver Community Risk Assessment: Crime Prevention Through Environmental Design (CPTED) and RCMP Building Threat and Risk Assessments, including IT risk assessment. The changing needs of the campus community are met through the unit's Community Liaison programs and Emergency Response and Enforcement, including Emergency Preparedness in the event of a major emergency. Expanding the abilities of its centralized dispatch system is necessary to ensure that standards for levels of security and confidentiality are met as the campus continues to grow, particularly with the addition of highly specialized facilities.

The plan identifies as a threat the strain on its resources, which increases with each additional square metre of building space constructed on campus. At stake is the ability of Campus Safety to effectively meet its mandate, which has been profoundly affected by the changing and expanding campus environment. The development of the College Quarter and the opening of the Academic Health Sciences Complex are just two examples where significant expansion has occurred, and the unit's resources will be stretched to continue to meet security and safety needs. The unit enhances its limited resources by utilizing technology, including electronic surveillance. However, the plan indicates that resources are severely strained in this regard as well, and that without additional funding, the demand for service will exceed the unit's ability to deliver

effective service. This is a matter of concern, and a review of the resources available to Campus Safety in light of the changing campus environment is recommended.

Unit Priorities and Progress during the Second Planning Cycle

Campus Safety has experienced many successes over the last planning cycle, including enhanced community liaison through funding for a Crime Prevention Community Liaison Sergeant. Rape Aggression Defence (RAD) training for women was re-introduced in partnership with Campus Recreation. In the future, this program is intended to expand into a broader Community Safety initiative. The Security Risk Assessment initiative has been very successful and will continue. Most importantly, the campus has experienced a reduction in crime over the past three years. Areas that appear to be stalled or that require additional resources to advance fully are the establishment, with ITS Database Services, of an Emergency Call Out for departments and training in faculty/staff emergency preparedness. Some training for colleges and units in emergency preparedness has taken place. However, the plan notes this initiative has turned out to be larger than expected, requiring additional effort.

Unit Priorities for the Third Planning Cycle

Unit-specific priorities are blended within the Areas of Focus sections of the plan. The unit also describes a plan to increase the number of foot patrols by offering Auxiliary Constable positions to students. Limited resources has necessitated the downsizing of this initiative in the past, despite its being considered a valuable means by which to expand Campus Safety's reporting network, with the added benefit of providing students with employment and experience.

Collaboration and Cooperation with Other Units (Academic and Administrative)

Campus Safety provides support for colleges and administrative units through many programs and services, supporting risk and threat assessment, training on mental health issues, consultation on electronic protection systems, and employing tactics, such as the use of Verbal Judo to diffuse situations. The unit works closely with SESD, Student Counseling, the USSU, ITS and Workplace Safety and Environmental Protection (WSEP), and with VIDO-InterVac and the CLS as major research installations with specialized security needs. Campus Safety has a good relationship with Saskatoon City Police, with which it does some joint training.

Summary

Campus Safety is founded on the fundamental principle of crime prevention and is tasked with the delivery of services that make the campus a safe environment for study and work. Its commitment to crime prevention and the delivery of programming and education within the campus community is a clear area of strength. A strong focus on Community Policing combined with the core basic services the department delivers has helped to reduce per capita crime rates on campus over the past three years. Campus Safety strives to meet the standards for accreditation by IACLEA (International Association of Campus Law Enforcement Administrators) and CALEA (Commission on Accreditation for Law Enforcement Agencies). There is the potential to improve upon the campus' safety record and to make a commitment to public safety a compelling theme university-wide.

The environment within which Campus Safety operates is challenging, requiring daily flexibility and continuous staff training, resulting in part from high staff turnover and the ongoing recruitment of new officers. Officers receive specialized training related to the unique on-campus environment, which encompasses specialized buildings and a wide range of both dangerous and valuable equipment, a blended population of varying backgrounds and nationalities, student residences, and extended hours of operation.

The plan shows the maturation within the unit, particularly at the face of dealing with student issues. A strength of Campus Security is its ability to take a highly tense situation and diffuse it, as is the speed with which its officers respond to calls. Campus Safety is committed to a first class emergency response. However, the plan outlines that without additional investment, the level and quality of service the unit can offer an expanding campus will suffer, and the department will be forced to prioritize its service delivery. Some services will, by necessity, be reduced, delayed, or dropped entirely from its offerings in order to enable the delivery of the essential minimum of safety and protective services.

E-mail response dated February 7, 2012, from Dr. Bob Cram, Executive Director, Centre for Continuing and Distance Education

Hi Sandra,

I have a few changes. They are minor and more to clarify things or correct possible errors. All in all, I'm quite happy with the UPRC report. I'd have done it with Track Changes, but it was a pdf.

Page 2, Unit Priorities for the Third Planning Cycle

Third Sentence. Begins "The Centre has initiated . . ." Should read "The Language Centre has initiated . . ."

Page 2, Collaboration and Cooperation with Other Units (Academic and Administrative)

Third Sentence. Begins "A bridging program proposal . . ." Should read "An ESL bridging program proposal . . ."

Page 3, Summary

Third paragraph, Second Sentence. I believe this sentence would be a more accurate reflection of what is in our plan if it added mention of the College of Education and read instead: "Much of the discussion in the plan refers to work within the Colleges of Arts and Science and Education."

Page 3, Summary

Fourth paragraph, Fourth Sentence. Begins "Changing from a cost-recovery model . . ." Should read "Changing the degree credit delivery unit within the CCDE from a cost-recovery model . . ."

That's it.

Bob Cram

UNIT PLANS REVIEW COMMITTEE REPORT – CENTRE FOR CONTINUING AND DISTANCE EDUCATION (CCDE)

Alignment with Areas of Focus

Numerous innovative programming initiatives are identified in the plan, which draw upon either new program structures or new delivery methods to extend the reach of the Centre. The opportunity exists to partner with colleges to develop new certificate programs, which bridge or “ladder” to degree programs. The nature of the work of the University Language Centre contributes directly to the focus area of *Culture and Creativity*. The goal of having the Language Centre’s advanced English for Academic Purposes approved as a three-credit-unit elective for international students is proposed to improve international recruitment. A pilot English bridging program which would permit international students within a college to take a credit class concurrently with the ESL program follows a model implemented at other institutions and has the potential to aid student retention. Demand for the ESL program continues to outstrip the resources available to accommodate students, which restricts the ability of CCDE and the University to enhance student success. The Centre is well placed to advance the University’s Aboriginal initiative, given its mandate to collaborate with others in the coordination, development and delivery of programs and student supports. The Centre will explore the possibility of an Aboriginal Transition Program in Prince Albert, as the largest off-campus site, and has plans to collaborate on programming opportunities to expand off-campus degree programs and to develop certificate programs with the College of Education, Division of Social Science and the International Centre for Northern Governance and Development. The Centre is also involved in Aboriginal learning through its existing professional development and community education programs and plans to develop an Aboriginal Leadership Program/Conference and an Aboriginal Cultural Awareness Program. As both programs require additional funding and support, seeking out opportunities to partner with colleges and schools with similar interests and needs is suggested.

Unit Priorities and Progress during the Second Planning Cycle

The Centre has made progress in human resources initiatives related to orientation, communications and mentoring, and has completed a business plan. Significant capital renovations within the Williams Building have resulted in structural upgrades and enhanced classroom, resource lab and shared common space. A major highlight of the plan is the continued

strength of full-time enrolment in English as a Second Language (ESL) with growth of 250% from the first to second planning cycles. Increased uptake and expansion of collaborative programming within the Centre's Distance Learning, Off-Campus and Certificate Programs and its Professional Development and Community Education programs is reported.

Unit Priorities for the Third Planning Cycle

The Centre plans to develop an academic governance structure to provide oversight for CCDE programming and to approve new programs, ensuring quality. A more flexible and current typology for the University's certificate programs which reside within the CCDE is also sought. The Language Centre has initiated a major curriculum revision, which will continue into the next planning cycle. Collaboration to offer programs in alternative delivery forms and investigating laddering options from non-credit to credit programs are goals. Implementing the recommendations of the Off-Campus and Distributed Learning Task Force Report, due for release this spring, will be a focus for the coming year.

Collaboration and Cooperation with Other Units (Academic and Administrative)

The Centre has established successful partnerships over the second planning cycle with the College of Graduate Studies and Research, the International Student and Study Abroad Centre, and the University Learning Centre. The Centre is committed to a collaborative planning process to ensure the efforts of the Centre support programming needs of students, colleges and schools, and that central supports and services are available for off-campus students. An ESL bridging program proposal with college partners has been developed and further effort will be applied to attracting college partners. Discussions with the College of Arts and Science are underway regarding collaboration on introductory language classes.

The appointment of a Vice-Provost Teaching and Learning has facilitated collaboration amongst the University Learning Centre, Educational Media Access and Production (eMAP) and the CCDE. There is much complementary expertise, knowledge and practice within these units and the plan shows evidence of collaboration with these units. The Centre is encouraged to expand and explore collaborative activities with Information Technology Services (ITS), the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) and Student and Enrolment Services Division (SESD) as these are other areas where commonality and potential synergies exist.

Over the coming cycle, partnering with University Advancement, given its expanded mandate for community and Aboriginal engagement, will be an important pursuit of the CCDE related to its mandate for continuing education and lifelong learning.

Summary

The Centre for Continuing and Distance Education (CCDE) provides distance learning, off-campus and certificate programs in collaboration with colleges, other units and external partners, such as regional colleges.

The Centre is to be commended for its cross unit consultation in areas of commonality, as outlined in the last integrated plan. The provision of instructional design across the University and the expansion of video-streamed classes in collaboration with eMAP are illustrative of strategic leadership. The growth of student residences in the College Quarter and their proximity to the Centre offers new opportunities for it to expand its profile at the same time as it is integrated within a larger community.

Opportunities exist for expansion across the spectrum of programs offered by the Centre relative to the growing demand for non-credit courses and programs as baby boomers retire, and for professional development related to a growing Aboriginal population, along with the need for training and bridging support programs for immigrant professionals. Much of the discussion in the plan refers to work within the Colleges of Arts and Science, and Education. The Centre is encouraged to develop a communications strategy to inform other colleges working in northern communities and other First Nations communities of the programs offered by the Centre.

As identified in the plan, the success of the unit depends in large part upon its ability to establish and sustain successful partnerships with others – colleges, related support units, government, organizations and companies. A potential risk the Centre faces is the competition arising from the increased distance education offerings from other institutes and the likelihood of extension of degree-granting approval to SIAST and other institutions in the province.

The complement plan for priorities is resource intensive, with funding and positions required to support most initiatives. Changing the degree-credit delivery unit within the CCDE from a cost-recovery model to a support centre model under TABBS will mean significant changes for the CCDE, presenting both opportunities and potential drawbacks related to the loss of flexibility the Centre currently has to respond to fluctuating enrolments. Ongoing concerns and uncertainty

regarding the Centre's financial stability and future will be alleviated by the finalization of the financial model, which will guide the operations of the Centre. The Centre is encouraged to reconsider the costs incurred by its Seniors Programs, and how these programs could generate sufficient revenue to make them viable.

Bookstore
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Phone: (306) 966-4468
Fax: (306) 966-7416
bookstore@usask.ca

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Phone: (306) 966-4468
Fax: (306) 966-7416
bookstore@usask.ca

Culinary Services
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Fax: (306) 966-6784
food.services@usask.ca

Hospitality Services
Saskatchewan Hall Room 131
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Saskatoon SK S7N 5E8
Catering: (306) 966-6794
Summer Housing: (306) 966-8600
Fax: (306) 966-8599
hospitality@usask.ca

Mail Room
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124 Veterinary Road
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Phone: (306) 966-6591
Fax: (306) 966-6596

Parking and Transportation
Services
Animal Science Building
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Phone: (306) 966-4502
Fax: (306) 966-2714
parking@usask.ca

Post Office
Arts Building
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Phone: (306) 966-6590
Fax: (306) 966-5914

Printing Services
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February 8, 2012

**Bob Tyler, Chair
Unit Plans Review Committee
University of Saskatchewan**

Dear Dr. Tyler,

Thank you for the opportunity to meet with the Unit Plans Review Committee (UPRC) in November to discuss Consumer Services' Third Integrated Plan, for UPRC's report, for inviting us to respond with any clarifications or additions.

We are very pleased with the positive response that our plan has generated with UPRC and with the campus community. Consumer Services continues to make progress in developing, growing, and positioning our units to support the strategic directions of the university particularly in the areas of recruitment and retention goals and overall service orientation and support to our students, faculty and staff.

We do recognize the risks that UPRC has outlined in its report and we are committed to mitigating or eliminating these risks and in taking advantage of the opportunities available to us that these risks present. We would like to expand and update, where applicable, on the progress we are making in addressing the three key risks that UPRC identified.

1. **Vacancy risk – Residence Marketing Plan and Short-Term Stay for academic and non-academic university programs.** This week we have selected the consultant to complete a Residence Marketing Plan by July 2012. A key component of our plan will involve engaging the university community to understand and to capture the opportunity to house students, faculty, and staff in short-term university programs.

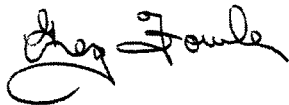
We share your view of the added benefit that our residences can provide in terms of community building. Our residences currently have a strong residence student life component in their programming developed through Resident Assistants and Residence Life Coordinators. We agree that this residence life component also needs to be part of any short-term stay program.

2. Declining Textbook Sales – Last week we issued a Request for Proposals (RFP) to select a consultant that will assist us in developing an overall retail vision and business plan which considers trademark licensing approval processes, the changing environment of textbook products and sales, the uses and changes in technology, and the needs and interests of our customers, particularly students.

3. Decreased demand for pay parking – As we indicated on our plan, last year Parking Services changed its name to Parking and Transportation Services. This change was required to address the issue of serving a broader transportation service than parking, which was an issue UPRC identified in its reports. Although we also recognize the impact that increased rates and alternative transportation initiatives will have on parking, we recognize that Parking Services is well positioned to implement and service the campus community with alternative transportation initiatives such as the Eco Pass, bike lockers and car share (a short-term car rental program). The first two services; Eco Pass and bike lockers have already been implemented on a trial basis, and our plan is to implement a trial car share program for students living in the College Quarter for the fall of 2012.

Once again, on behalf of Consumer Services I want to express my appreciation to the UPRC for reviewing the Division’s Integrated Plan, the general support for the plan, the valuable comments provided that have helped us take initiatives to address, and for the opportunity to discuss and provide clarifications and more information on our plan.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Fowler". The signature is fluid and cursive, with a large loop at the end of the last name.

Greg Fowler
Director, Consumer Services

UNIT PLANS REVIEW COMMITTEE REPORT – CONSUMER SERVICES DIVISION

Alignment with Areas of Focus/Unit Priorities for the Third Planning Cycle

The vision of Consumer Service Division is to continue its alignment with student recruitment and retention. Following a period of investment over the second planning cycle, the Division is now well positioned to deliver on commitments to improved services to the campus community. Over the next planning period, the focus is on staffing and operations to ensure it is meeting its service goals and financial outcomes. Division-wide and organizational-unit-specific priorities are described from four perspectives: service strategy and financial performance; focus on student and customer service in a changing environment; integration of technology in enhancing services; and environmental and social responsibility. Unit priorities are supported by sound financial plans and financial projections. Division-wide initiatives focus on the use of social media in marketing to meet projections, particularly in residences, employing market-based pricing, using surveys and other data to evaluate service, providing increased online services, continuing sustainability efforts to offset environmental impact, and instituting a comprehensive recycling program.

Specific organizational unit initiatives are highlighted below. Specific financial goals for each unit are included in the plan, but are not commented on here.

Student Residence initiatives: Renewal of the Voyageur Place and McEown Park residences will continue until 2020. Planning has begun for the transition to new residences, including the additional services required for assisted-living suites. A community garden is envisioned within the College Quarter and programming for international students and their families is planned in partnership with the Varsity View Community Association.

Food and Culinary Services initiatives: Development of the successful food retail outlet plan, focused on Tier 1 franchises, will continue. The culinary direction set for Marquis Hall will be fully implemented, and a marketing strategy will be initiated to promote dining options. Transitioning to local food sources will be undertaken, wherever possible.

Hospital Services initiatives: Catering for on-campus customers will provide enhanced service. Improvements to online conference booking and registration are planned.

Parking and Transportation Services initiatives: A parking lot improvement plan will be developed, and a study to determine best practices for parking and transportation to optimize parking lot space will be undertaken. New technological applications will provide improved

payment options. Continuing initiatives will be directed towards alternate transportation modes, e.g. Eco Pass, bike lockers.

Printing Services initiatives: Refinement of the on-line ordering and delivery system will continue. The units capacity for digital printing and electronic document design will be promoted. Technological process enhancements are planned throughout the unit to enhance customer service and to achieve internal efficiencies.

Bookstore initiatives: A business plan based on a retail vision will be prepared and implemented. The Bookstore will transition to more digital courseware content. Development of the on-line store will continue, and will include merchandise sales.

Unit Priorities and Progress during the Second Planning Cycle

At the time of the preparation of the second integrated plan, Consumer Services Division was identified as an underperforming unit. As a result, its focus over the second planning cycle was to develop the infrastructure necessary to provide for enhancements in service and to support the strategic priority of improving the student experience. Four inter-related priorities were identified: development of new student housing and renewal of existing student housing; positioning Marquis Hall as a dining and events centre; revitalizing Consumer Service Division's operations; and establishing a reinvestment and contribution model.

The Division has made remarkable progress, as evidenced by the doubling of student residence beds, boosting the percentage of students housed in residences from 6% to 12% by 2013 (the average for most universities is 13%). The development of Graduate House as a designated residence for graduate students has the potential to be a major recruitment tool, given that presently 70% of the University's graduate student population comprises international or out-of-province students.

Marquis Hall has been renovated to provide premier facilities and to promote its new culinary direction, focused on affordable healthy options, variety and international cuisine, and with upgraded multimedia capabilities to expand its ability to host special events. The Bookstore also has been renovated, and now includes an on-line store, with a searchable textbook feature, and the capability to manage digital course materials. Restructuring of Printing Services and streamlining of services resulted in the elimination of satellite copy centres, permitting

conversion of this space into teaching and student space. The transition of parking rates to market-based rates will enable paving and lot improvement to proceed.

Consumer Service Division's goal to establish a financial contribution and reinvestment plan has resulted in an improvement in its financial performance, a reduction in its operating budget, incremental investment in renewal, and additional monetary contributions to the University. Significantly, this occurred over a planning period characterized by disruption to services due to major operational changes and construction.

Collaboration and Cooperation with Other Units (Academic and Administrative)

Working in consultation and co-operation with other units is essential to the ability of Consumer Services to meet its service mandate. For example, in developing new student residences, Consumer Services collaborated with SESD, Disability Services, Graduate Studies, Facilities Management Division, Corporate Administration, Financial Services, and the USSU and GSA student executives.

Summary

Consumer Services Division is committed to improving the campus environment and the experience for students through the services it offers in relation to student housing, parking and transportation, printing services, hospitality, food services and the Bookstore. The goal of the unit is to support recruitment and engagement of a diverse body of students, faculty and staff through the array of services it offers.

The Division is a significant enterprise, consisting of a \$40 million dollar operation over all of its organizational units and employing 350 staff members. The unit is to be commended for the approach taken in the development of its plan in support of the financial outcomes projected. The plan provides information on the unit's financial health, loan commitments, and revenue contributions to University operations. The inclusion of a renewal plan to address deferred maintenance needs is forward-looking and speaks to its long-term vision.

CSD's recognition of its service role is the cornerstone of its operations and a key element of its successful revitalization. The Division is responsive and innovative in its approach to market trends and social and technological changes and advances. In addition, Consumer Services Division has displayed generosity, and is to be commended for its recognition as a responder to situations requiring emergency housing, such as forest fires requiring re-location of Northern

residents. This willingness to serve in a time of need speaks to its overall commitment to exemplary customer service, expressed in the plan as *“timely, friendly, empathetic and student focused.”*

Significant investments were made in infrastructure for the Division’s operational units in the second planning cycle, and the gains made in the development of new student residences in the College Quarter and the renovations within McEown Park, Marquis Hall and the Book Store, along with the reconfiguration of Printing Services, are noteworthy. However, there are risks related to the Division’s ability to meet its financial goals, for example through failure to meet projected occupancy rates, declining textbook sales as print media is replaced with electronic media, and decreased demand for pay parking in the face of increased rates and more environmentally conscious modes of transportation. Overall, student expectations are on the rise, and it is not clear that the investment in improvements will give the University the differential advantage anticipated. In addition to the multi-year marketing plan for student housing planned as a means to counter the risks associated with vacancy and rental rates, particularly over the summer, the Division is encouraged to consider creatively utilizing short-term stays over the summer, linked to short courses or other programs, to boost occupancy. Added benefits would be the sense of community which could be built among these short-term residents and their exposure to the campus environment, both potential recruitment tools.

E-mail response dated February 9, 2012, from Ms. Judith Yungwirth, Director, Corporate Administration

Sandra,

Thank you for the letter, and the opportunity to provide a response. We are generally in agreement with the report, however have the following comments:

1. In the alignment with areas of focus, the statement is that it is the unit's core responsibility to support the university's business operations and reduce operational risk. It would be more accurate to say it is our core responsibility to support the university's business operations and effective management of risk.
2. In the same alignment section, it outlines specific examples including lease and property management. We believe it would be more accurate to say lease and real estate management.

Once again, thank you for providing us with the opportunity to review the report.

Judith M. Yungwirth

UNIT PLANS REVIEW COMMITTEE REPORT – CORPORATE ADMINISTRATION

Alignment with Areas of Focus

The plan does not present any new themes, but builds on previous priorities and refines these relative to the unit's core responsibility to support the University's business operations and effective management of risk. Specific examples are provided related to the unit's role to provide governance support for the University's incorporated entities, enterprise risk management, the coordination of crisis and emergency measures planning, legal assistance, and lease and real estate management in support of research and academic programming initiatives. The unit supports the University's Aboriginal Engagement by facilitating agreements with Aboriginal bands to permit programming for Aboriginal students on reserves for the ITEP program. Most recently, an agreement made possible the establishment of the University's Office of Aboriginal Initiatives at the English River First Nations urban reserve.

Unit Priorities and Progress during the Second Planning Cycle

The unit is most visible through its real estate activities, having completed phase 3 of the Preston Development Crossing and attaining approval for the *Vision 2057* land designation system and the College Quarter Master Plan. The unit has responded to new research initiatives advanced in partnership with the Vice-President Research, such as the Canadian Centre for Nuclear Innovation, Dairy Research Centre, Beef Research Unit, Canadian Ecotoxicity Testing and Screening Inc. (CETES) and the Saskatoon Centre for Patient Oriented Research (SCPOR). The University is considered a leader in its adoption of an Enterprise Risk Management system, which triages the University's top risks and is managed within the unit through Risk Management and Insurance Services. Contract advice and assistance has been enhanced and various internal processes streamlined to provide more efficient service.

Unit Priorities for the Third Planning Cycle

Corporate Administration is guided by the priorities of the Vice-President Finance and Resources to provide quality administrative services, enhanced stewardship of physical and financial resources, and foster a high-performance culture. Unit-specific priorities focus on continuing momentum in the College Quarter, with a view to development of commercial space, a hotel and twin-pad ice arena, athletics fields, and parking. The end of 2012 is planned to mark the completion of Phase IV of the Preston Crossing Development, with a future strategy to be explored for Phase V. With the City of Saskatoon, the unit will prioritize the future development

of endowed lands in conjunction with the City's *Future Growth Strategy*, exploring the potential for residential development as outlined in the *Vision 2057* plan.

Campus-wide initiatives relate to the completion of a revised University Emergency Measures Policy and master plan, and the implementation of a campus-wide emergency training program. Copyright policies, guidelines and procedures will be revised as the law evolves and copyright changes will be communicated broadly to the university community. Educational sessions on compliance with privacy legislation and best practices will be delivered.

Collaboration and Cooperation with Other Units (Academic and Administrative)

Corporate Administration has strong external relationships with business partners and municipal authorities, and within city communities. Internally, it works with academic and administrative units in the assessment of risks, provision of advice related to copyright, the negotiation of off-campus leasing of space, and institutional support for campus crisis and emergency management needs. The unit is encouraged to counter the weakness identified in the plan related to the limited knowledge of the public and the campus community relative to the role of Corporate Administration, attributed in part to its limited on-line presence with respect to the services it performs.

Summary

This is the first plan for Corporate Administration, which previously reported through the Vice-President Finance and Resources integrated plan. The goal of Corporate Administration is to support innovative and effective best practices in the development and stewardship of resources, business opportunities and partnerships, and management of risk. The unit provides professional legal, business, insurance and contracts services, protection of privacy and access to information services, and ensures revenue opportunities are optimized through responsible risk taking.

The role of Corporate Administration has expanded due to a number of environmental changes. The unit has increased responsibility to ensure institutional compliance with copyright law, following upon the decision not to renew the University's Access Copyright agreement. The appointment of a Crisis and Emergency Measures Coordinator within the unit signals the intent to provide a broader training program and to revise emergency measures. This appointment provides the opportunity to clarify responsibility for crisis preparedness given the number of

units (Campus Safety, SESD, Workplace Safety and Environmental Protection) that contribute to planning for campus safety needs and the reflection of various aspects of emergency preparation across the administrative unit plans.

Corporate Administration is to be commended for its initiative in developing the *Vision 2057* land designation system, which mapped out the potential use of University lands over a 50-year period as either core lands or endowed lands. The investment in University-owned urban lands which benefit the university through scholarship funds and other revenue will increase with the next phase of Preston Crossing and the commercial development planned for the North East Precinct of the College Quarter. The plan provides evidence of strong external relationships with City planners, Saskatoon City Council and the Meewasin Valley Authority, as well as with business groups and associations. The unit has the potential to widen its sphere of influence with the City of Saskatoon, and is encouraged to do so, given that 20 percent of the City's core comprises University lands.

There appears to be an opportunity for the unit to take a greater leadership role in the development of a framework for the types of entities being established recently in collaboration with external partners of various types (government, not-for-profit, industry), such as the Canadian Centre for Nuclear Innovation (CCNI) and the proposed global food security institute. As learning expands to distributed campuses, Corporate Administration will have a larger role in identifying additional opportunities from a business point of view, securing locations and ensuring due diligence on the part of the University.

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College of Dentistry
College of Kinesiology
College of Medicine
College of Nursing
College of Pharmacy and Nutrition
School of Public Health
Western College of Veterinary
Medicine

February 8, 2012

Dr. Bob Tyler
Unit Plans Review Committee

Dear Dr. Tyler,

Thank you for providing the opportunity to respond to the UPRC's review and comments on the Council of Health Science Deans' (CHSD) Integrated Plan submission.

The CHSD found that the summary report accurately reflected the highlights of the plan although in a very brief fashion. The summary doesn't appear to recognize the complexity or magnitude of the scope of its responsibilities and goals that are outlined within the plan. It was also felt that it also underplays the strong leadership role required by the Council in order to realize the goals of its Integrated Plan.

The Council appreciates the time and effort that your committee has put into summarizing all of the submissions and truly recognizes the enormity of its work.

Sincerely,

Electronically submitted

David Hill
Chair, Council of Health Science Deans

UNIT PLANS REVIEW COMMITTEE REPORT – COUNCIL OF HEALTH SCIENCE DEANS

Alignment with Areas of Focus

The Council, as stewards of the Academic Health Sciences Complex (AHSC), will institute an interprofessional model for the education and training of health care professionals at the University of Saskatchewan. Interdisciplinarity will underpin research, outreach and engagement, and infrastructure management. Implementation of the model is underway, but to a significant extent will parallel the completion of the AHSC and the physical relocation of some academic units. The Council has catalyzed a focus on interdisciplinary research, with a collaborative approach to research and interprofessional education as hallmarks of the new paradigm. Enhanced collaboration in research between basic and clinical faculty is also a high priority. The research enterprise will be expanded through improved success in grant applications, enhanced start-up packages and balanced caseloads to provide adequate time for clinical faculty to engage in research.

The plan outlines goals related to diversity in the student body and in programming. The Aboriginal Access and Rural Health Engagement experience is designed to expose students to different Aboriginal cultures in the province. The Council sponsors an experience in La Ronge which provides students with first-hand exposure to the health care of Aboriginal peoples in a remote location. In the next cycle, the Council plans to establish an Aboriginal Sciences Access Unit to foster the entry of Aboriginal students into the professional health sciences through a more coordinated approach. Access is essential to the building of a critical mass of Aboriginal health care providers. The Council is now challenged to further its approach and to consider connecting Indigenous knowledge throughout the health sciences curriculum.

Unit Priorities and Progress during the Second Planning Cycle

The Council already has experienced success in promoting the extension of a distributed health sciences education model throughout the province and supporting an integrated experience for students across the professional health sciences. The new construction within the Academic Health Sciences Complex will soon house its first occupants. The Council has been successful in supporting this major capital undertaking, along with the development of the shared support model and space allocation plan under which the facility will operate.

Unit Priorities for the Third Planning Cycle

The majority of priorities link directly to the Council's goals within the Areas of Focus. Much of the Council's activity to date has focused on the connection of the health science colleges and schools to the AHSC, which has been a significant task. The focus at the start of the planning cycle as the first occupants relocate will be the rationalization of support services, including common resources related to information technology, classroom support including access to the Clinical Resource Centre, animal care, research laboratory management, and receiving and distribution of research materials. The formation of its own technology unit will ensure all programs have equal access to technological support services and will support the Council's goal of extend health care education across the province using distributed learning methodologies. Strategically, the Council plans to establish a Health Sciences Aboriginal Access Unit to foster entry of Aboriginal students into the professional health sciences. Over the course of the planning cycle, the Council seeks to renew its governance structure and enhance its external relations activities. Specifically, the Council seeks to contribute more directly to Saskatchewan Health Care Policy, establishing a more active presence within the Saskatchewan Academic Health Sciences Network (SAHSN) and direct consultation with the Ministry of Health.

Collaboration and Cooperation with Other Units (Academic and Administrative)

Consultation continues with the colleges and schools under the purview of the Council. The research clusters being formed within the new research wing have the potential to overcome existing barriers between colleges. The scientific advisor position created to manage the specialized equipment within the facilities will be linked through the Council's Research Advisory Committee to other research areas on campus. The Council intends to further its collaborative relationships with University Advancement, Facilities Management, eMAP, the Gwenna Moss Centre for Teaching Effectiveness, SESD, ITS and Human Resources. An example is the plan to develop a charter with University Advancement to support management of development, communications, alumni relations and government relations.

Summary

The Council of Health Science Deans is comprised of the Colleges of Medicine, Nursing, Pharmacy and Nutrition, Dentistry, and Kinesiology, the Western College of Veterinary Medicine, the School of Physical Therapy, and the School of Public Health. This is the first plan

submitted by the Council, which was formed in 2009 to *“provide collaborative leadership for the health sciences and strategic direction with respect to interprofessional curricula, research, service and infrastructure.”*

The metaphor of a *“building with wheels”* aptly conveys that the Council is more than its constituent bodies. The Council’s model for interprofessional health science leadership is unique nationally. A challenge is maintaining the specific identify of the individual colleges and schools which comprise the Council, while at the same time maintaining a truly integrated health sciences facility. The move into the Academic Health Sciences Complex will change the landscape, both literally and figuratively, for some health science units on campus. The Council of Health Science Deans is well positioned to facilitate this transition through its commitment to interprofessional education and interdisciplinary collaboration. The Council is encouraged to further develop its plan through the development of specific outcomes and targets that support the strategic goals of the plan.

Thank you for reviewing our plan. We are pleased with your compliment on the quality and readability of our plan.

Overall, you have captured the essence of our plan in your report and there are just a few areas that we would like to comment on. Firstly, we want to clarify that the Teaching Resources fund that we recommended in our plan would need to come from PCIP. We have suggested this fund as a way to overcome the shortage of discretionary funds in the operating accounts because the shortage creates a barrier for us in supporting teaching and learning. We are in favour of PCIP creating a similar fund for researchers who would like to develop media-rich submissions to web-based journals. eMAP does not have resources to establish either of these funds.

While we certainly are not opposed to collaboration with the library, the Aboriginal content that we have created and preserved in our archives is not freely available because, in many cases, we do not own the copyright. We have been contracted to produce the content in collaboration with clients. Content produced for off campus clients belongs to them while content produced for campus clients is often jointly owned by the client and eMAP. We can certainly work with the library if they wish to purchase an Aboriginal program from our archives.

We agree that the work that we are doing for the Resources HSEMS Collaborative project has wide applicability potential and we intend to pursue these opportunities since we would like to work with all units on campus to develop safety material, emergency messaging, and communication alerts. We are the experts in determining best practices in the use of multimedia to advance understanding of concepts. As such, we will continue our discussions with campus departments on the benefits of using video and audio but again, as iterated in our plan, we cannot be involved unless the department can provide funding.

We would welcome a review of our mandate to clarify our role in the university community and to settle any territorialism or lack of clarity between eMAP and ITS, in particular. We would like to suggest that if the CIO and AVP ICT review our mandate, the Vice-Provost, Teaching and Learning should also be included. Beyond this, it is our responsibility to ensure that the campus is aware of and understands the services and products available from eMAP.

Elizabeth Lulchak
Director
Media Access and Production (eMAP)

UNIT PLANS REVIEW COMMITTEE REPORT – EDUCATIONAL MEDIA ACCESS AND PRODUCTION (eMAP)

Alignment with Areas of Focus

The main areas presented in the plan are: Media Production, New Media and Equipment Services. Mobile technologies development is an exciting new focus area for eMAP's New Media unit as it expands its capabilities in the area of mobile website development and conversion of existing web page content to mobile format for smart phone and tablet access.

The plan expresses the unit's commitment as a support and service unit to enhance the teaching, learning, and research environment, through initiatives such as the Multimedia-Rich or "Glass" Classroom, created to demonstrate the pedagogical uses of technology to instructors. Consideration of a graduate course in multimedia pedagogy is suggested as an additional opportunity. The plan contains an initiative to create a Teaching Resources Fund funded by PCIP to allocate funding to faculty members in support of classroom media projects. The unit is encouraged to consider establishing a comparable Research Resources Fund to complement the unit's work with researchers on the submission of journal publications with media content.

Gathering and preserving Aboriginal content is an ongoing priority for eMAP. This is a rich source of material that appears underutilized. Connections exist between eMAP's archival stewardship of Aboriginal people's narratives and the University Library's Indigenous Studies Portal, and the unit is encouraged to explore these natural linkages to make this material more widely available to the degree possible, in light of the copyright provisions that apply.

Unit Priorities and Progress during the Second Planning Cycle

Over the second planning cycle, eMAP continued with the implementation of its classroom capital plan to install multimedia equipment in teaching learning spaces across campus, achieving a 50% completion rate, with a goal of 80% of classrooms equipped in the next planning cycle. The unit has contributed to new programming, launching a Media Literacy Training series and aiding the development of a new minor in Digital Culture and New Media offered by the College of Arts and Science. The unit has engaged in the development of best practices for instructional design and fostered internal professional development for unit staff. The goal of placing equipment technicians in zones throughout campus buildings was stalled, but will be carried forward into the next planning cycle. The use of a collaborative, distributed model for the zoning of equipment technicians is suggested to advance this initiative, as has been done

with the research facilitator positions shared between colleges and schools and Research Services.

Unit Priorities for the Third Planning Cycle

The plan outlines initiatives related to media literacy, i.e. increased awareness of the uses of multimedia. The development of an eMAP Mobile APP is part of a marketing strategy to inform the campus of the services and products that eMAP provides and to provide user support. Through the Resources HSEMS Collaborative Project, eMAP is collaborating with the Health, Safety and Environmental Management System to demonstrate best practices through video and audio resources. There is the potential for this project to be effectively utilized by Facilities Management Division and other units and personnel, including visitors, for emergency situations, communication alerts and information management. The unit is encouraged to make these units aware of the opportunities this project presents.

Unit-specific priorities are supported by a number of strategies, related to marketing, business practices and customer focus.

Collaboration and Cooperation with Other Units (Academic and Administrative)

The unit collaborates with the Centre for Continuing and Distance Education (CCDE), Information Technology Services (ITS), the College of Medicine and the College of Nursing to realize the health sciences distributed education model. Collaboration with the Academic Health Sciences and the need for technical expertise will increase over the planning cycle as the model becomes operational. The plan contains numerous other instances and descriptions of collaboration with other units where the unit provides both technical expertise and support for a wide array of projects and initiatives.

Summary

eMAP's mission statement is "*leadership, service and stewardship in the provision of media to advance scholarship at the University of Saskatchewan.*" The unit's overall strategy is to "*grow eMAP into a highly successful, productive and valued support unit for the University*" resulting in greater awareness and utilization of the services eMAP provides.

The unit has faced significant challenges over the last planning cycle related to the loss of staff in response to required budget reductions. eMAP also identifies significant limitations in its cost-recovery model related to the inability of departments to afford the services the unit offers, and the lack of awareness of the unit and its services. As a result, departments often contract with outside production companies.

The unit is committed to the provision of excellent service and support to academic units, as shown by the impetus to develop the Glass Classroom to mentor faculty in the use of multimedia. Future growth is projected in the use of mobile technology. A challenge is the difficulty of projecting new developments beyond the four-year time frame of the plan, particularly given the focus of the unit on responding to the needs of others to sustain its cost-recovery model. In addition, there is a large element of risk in its investment in technology, which becomes obsolete rapidly. However, the redistribution of resources is suggested to allow the unit to dedicate resources to becoming leaders in the adoption of new learning technologies, in addition to being the stewards of existing technologies. Greater clarity and purpose regarding interaction and the boundaries between eMAP, the Library, ITS and Communications is desired. Review of the unit by the CIO and AVP ICT and the Vice-Provost Teaching and Learning for this purpose may be helpful.

The unit will continue in its mission to equip classrooms with up-to-date multimedia equipment. Uniformity in capabilities in classrooms across the campus would be improved if college-controlled spaces were placed under the purview of eMAP. The plan calls for substantial investment in new positions related to the maintenance and support of classroom equipment.

E-mail response dated February 3, 2012, on behalf of Mr. Colin Tennent, Associate Vice-President, Facilities Management Division

Sandy,

Thank you, Sandy for the feedback on FMD's IP3. Attached is the PDF document with some revisions along with revised wording for paragraph 4 on the first page. This feedback is invaluable to ensuring alignment with the university's areas of focus.

Again, thank you for providing the reflection on our plan.

Angela

Revised wording for paragraph 4:

Workplace Safety and Environmental Protection (WSEP) staff, in collaboration with the Human Resources Division's Health, Safety and Environmental Management System (HSEMS) and other campus stakeholders will lead the initiative to Develop, Implement and Support New Key Health and Safety Institutional Systems and Standards. Operating under FMD, WSEP (formerly the Department Health, Safety and Environment reporting to the VP Finance and Resources) continues to be the central institutional unit supporting health, safety and environmental protection for the campus community. WSEP will continue to help create a strong institutional culture focused on injury prevention, supporting regulatory compliance and developing and delivering programs and services that help the campus community more effectively manage health, safety and environmental protection.

UNIT PLANS REVIEW COMMITTEE REPORT – FACILITIES MANAGEMENT DIVISION (FMD)

Alignment with Areas of Focus/Unit Priorities for the Third Planning Cycle

The plan incorporates unit-level priorities in the section on areas of focus, and therefore these sections are combined in this report. Unit priorities directly support the areas of focus identified for the *Third Integrated Plan*. There are 16 initiatives outlined, representing an ambitious agenda and one that requires additional resources.

Facilities Management Division has signaled its intent to develop and implement the RenewUS Deferred Maintenance Strategy as its highest priority over the next planning cycle. This is designed as a comprehensive multi-year program with multiple funding sources, including operating funds, which will identify and prioritize critical deferred maintenance needs and harmonize these with renewal of academic buildings and programs in the core campus. The approach of creatively combining academic renewal with infrastructure renewal is innovative, with the potential to attract wide support. A major barrier identified in the plan relates to the potential for financial support from the province to be insufficient and for donations to be at a level less than anticipated. If this is the case, FMD will be challenged to recast this initiative.

A desire to become more efficient and effective with respect to space utilization is reflected in proposed initiatives to develop and implement a Space Management Strategy, a Capital Vision and Long Range Capital Plan, and an Infrastructure Master Plan. Other unit-specific priorities are the development of a Maintenance Management Program and Strategy, and a Customer Relations Plan. A Communications Plan will be one of the most significant components within the Customer Relationship Plan, and FMD has done much work already to gather feedback from clients to improve its services.

Workplace Safety and Environmental Protection (WSEP) staff, in collaboration with the Human Resources Division's Health, Safety, and Environmental Management System (HSEMS) and other campus stakeholders will lead the initiative to Develop, Implement and Support New Key Health and Safety Institutional Systems and Standards. Operating under FMD, WSEP (formerly the Department of Health, Safety and Environment reporting to the VP Finance and Resources) continues to be the central institutional unit supporting health, safety and environmental protection for the campus community. WSEP will continue to help create a strong institutional culture focused on injury prevention, supporting regulatory compliance, and developing and delivering programs and services that help the campus community to more

effectively manage health, safety and environmental protection. The Gordon Oakes-Red Bear Student Centre will be a focal point for FMD for Aboriginal engagement. Beyond, the introduction of an Apprenticeship Program is intended to provide an open door at FMD for Aboriginal people in the trades area. In addition, the initiative to replace retiring journeyman-qualified employees with trades technicians, wherever possible, opens up the candidate pool to greater numbers of Aboriginal candidates.

A Campus Sustainability Plan, following from the work of the Sustainability Commitment Working Group, will provide a unified strategy and clearer direction regarding sustainability. Related to this work is the initiative to support the University's commitment for a Climate Action Plan, following upon the University and College Presidents' Climate Change Statement of Action for Canada, which the University signed on October 1, 2010. The commitment entails demonstrated leadership in the reduction of greenhouse gas emissions. The Leadership in Energy and Environmental Design for Existing Buildings: Operations and Maintenance (LEED EBOM) project holds significant leadership potential for the University, in partnership with colleges, to enhance the operational performance of buildings to meet LEED EBOM standards. Depending upon results obtained from the pilot project planned for the Education Building, there is the potential for the LEED EBOM initiative to be integrated within the RenewUS strategy. Other initiatives are internally focused and support divisional reporting, streamlined business functions and processes, and the development of a plan to ensure human resources are aligned with and support strategic goals. FMD is a large unit doing very critical work. Given that FMD presently has 452 FTE's, with 519 FTE's projected by 2015-16, ensuring the efficient and effective use of human resources has manifold benefits.

Unit Priorities and Progress during the Second Planning Cycle

Impressively, FMD managed over half a billion dollars in construction projects over the second planning cycle. In light of the complexity and immensity of capital projects, such as the Academic Health Sciences Complex and VIDO-InterVac, their successful completion is a tremendous accomplishment, particularly when balanced against the ongoing work of FMD related to emerging capital opportunities and ongoing maintenance of the University's buildings and grounds.

The plan very clearly articulates the initiatives from the second planning cycle, progress made, and the intent to further realize the initiatives in the third planning cycle. Many of the initiatives are strategic in nature and result in long-range and multi-year plans related to resources, space planning, project management, support for sustainability, capital infrastructure needs and the provision of core services from FMD. For example, the initiative to revitalize the Core Area Campus Master Plan led to the completion of core area relief projects during the second integrated plan and will be further advanced through the development of a Capital Vision and Long Range Capital Plan over the next planning cycle. The initiative to develop a Buildings and Infrastructure Maintenance Plan in the last plan led to the hiring of a Manager, Maintenance Management, and the early-stage initiation of a maintenance strategy. In the next planning cycle, FMD will develop and implement the RenewUS Deferred Maintenance Strategy and fully develop and implement a Maintenance Management Program and Strategy. Numerous other examples are evident in the plan.

Collaboration and Cooperation with Other Units (Academic and Administrative)

FMD works collaboratively through a number of avenues, by partnering with students on sustainability initiatives, by the initiation of College Facility Managers meetings, and through the development of campus committees and project working groups. FMD has close ties with Financial Services Division and Corporate Administration. Externally, key partnerships exist with the Saskatoon Health Region, Royal University Hospital and the City of Saskatoon, among others.

Summary

In its plan, FMD confirmed its goals of stewardship, sustainability, service quality, quality of work life and streamlined processes. The unit also refined its vision and mission statements to underscore its mandate to consistently provide proactive and efficient services and to create a safe and sustainable environment at the University of Saskatchewan.

FMD is the most fundamental support unit for the continued existence and expansion of the physical infrastructure of the University. While its influence on progress in the four areas of focus is usually indirect, it is undeniable that the Division provides the underpinning that allows almost all innovations utilizing physical space to take place. The plan is forward-looking and the gains made over the second planning cycle and linkages to the third planning cycle are

impressive and speak to the strategic vision of the unit. Indeed, many of the initiatives from the second integrated plan have become operational and are now part of the culture of FMD, enhancing the opportunity for these initiatives to be further refined and integrated over the upcoming cycle.

FMD faces a number of ongoing and future demands related to increasing code, regulatory and environmental requirements, the accommodation of learning off campus, an aging campus, economic uncertainty, and continued escalation of construction, operating and utility costs. The implementation of operational components of the Campus Sustainability Plan by FMD will be a key strategy in meeting the increasing demand for a commitment to sustainability. Extending the life of buildings by creating space in a flexible rather than a specific purpose way, due to the cost associated with retrofitting buildings in the future, is advocated to the degree possible. Given the movement toward distributed education and the increasing challenges of delivering programs off campus, often in borrowed facilities, FMD is challenged to move to a more proactive approach to remote campuses. There is an issue of role clarity relative to the long-range capital plan, and to what degree FMD is responsible for and should take leadership in this area, and to what degree the plan should be situated centrally at the institutional level and within Saskatchewan more broadly in terms of a province wide master plan.

E-mail response dated February 8, 2012, from Ms. Laura Kennedy, Associate Vice-President and Controller, Financial Services Division

Hi Sandy,

Thanks very much for the feedback on our plan and the opportunity to comment. I appreciate the time that all of you, and particularly Bob, have devoted to IP3 related activities this year.

I have just a few comments to provide minor corrections, and also to clarify the intent.

Alignment with Areas of Focus Section:

- 3rd last line, “streamline and **simplify** processes. FSD will consider and develop new approaches to provide information/services, eg. creating “apps”, flexible support hours, just-in-time service, e-mail reports for review. FSD will develop/revise policies and practices as a result of the resource allocation model implementation, eg. comprehensive vs. line-by-line budgeting, creating a fee-for-service policy, developing new reports. FSD will collaborate with other administrative units to increase systems integration and develop systems enhancements.

Progress during the Second Planning Cycle.

I have no suggested changes regarding this section.

Unit Priorities for the Third Planning Cycle

I would suggest the following opening sentences to replace the first 3 sentences: “FSD’s priorities fit within two themes: Stewardship Engagement and Responsive Service Delivery. The theme of stewardship engagement relates to establishing a leading practices internal control framework and a stewardship aware culture. The primary objective for the for the upcoming planning cycle is “To address provincial Auditor’s recommendations pertaining to financial management and financial administration, provided those recommendations are also sanctioned by the Board.” To achieve this goal, FSD intends to work with financial officers and Audit Services to develop and implement required policy/procedural changes and to enhance training and communication efforts. The theme of responsive service delivery.....”

Collaboration and Cooperation with Other Units

In the fourth line please add the “finance officer forum” as one of the groups we consult with. This group is referenced as CRMIC and is the group of college and administrative finance officers.

In the section “FSD departments have regular meetings with...” please delete “Student Accounts and Treasury” as this is one of the FSD departments. To this list could be added “IPA (budget development & management” (I can’t believe we didn’t mention that in our plan!).

Summary

I was pleased to see the discussion about stewardship and challenges of our environment in this section.

Page 3 – 1st full paragraph , 4th line , suggest adding a few words to this sentence..”A concern is the level of financial **monitoring and** reporting **responsibilities** undertaken...”

Page 3 – 2nd full paragraph. The 2,000 financial managers, should be reflected as 1,500 (we’ve discounted anyone with just an APEF).

Please call or e-mail should you have any questions regarding these suggestions.

Laura

UNIT PLANS REVIEW COMMITTEE REPORT – FINANCIAL SERVICES DIVISION

Alignment with Areas of Focus

Financial Services Division (FSD) supports knowledge creation by assisting in the establishment of governance structures and providing financial and analytical support for major research projects, in both capital and operating budget aspects. The unit will contribute to the development of the University's new research administration system and support leading guideline and policy changes. Improved payments and billings for Aboriginal students and elders will be implemented. Given the wide array of financial supports provided by FSD and the diversity of the institution, there is much scope for innovative practices. To contribute to service innovation, FSD will continue to streamline and simplify processes. FSD will consider and develop new approaches to provide information/services, e.g. creating "apps", flexible support hours, just-in-time service, e-mail reports for review. FSD will develop/revise policies and practices as a result of the implementation of the resource allocation model, e.g. comprehensive versus line-by-line budgeting, creating a fee-for-service policy, developing new reports. FSD will collaborate with other administrative units to increase systems integration and develop systems enhancements.

Unit Priorities and Progress during the Second Planning Cycle

FSD has made good progress against the four university-wide initiatives proposed in its second integrated plan: assess and improve the internal control framework; enhance transparency and expand financial information to the University community; increase focus on training; and contribute to the University's resource planning and utilization of resources. Significantly, FSD has been the major contributor to the development and implementation of a new resource allocation model for the University, namely TABBS (Transparent, Activity-Based Budget System). These initiatives and themes will continue into the third planning cycle.

Unit Priorities for the Third Planning Cycle

FSD's priorities fit within two themes: Stewardship Engagement and Responsive Service Delivery. The theme of stewardship engagement relates to establishing a leading practices internal control framework and a stewardship aware culture. The primary objective for the upcoming planning cycle is *"To address Provincial Auditor's recommendations pertaining to*

financial management and financial administration, provided those recommendations are also sanctioned by the Board.” To achieve this goal, FSD intends to work with financial officers and Audit Services to develop and implement required policy/procedural changes and to enhance training and communication efforts. The theme of responsive service delivery relates to providing financial information and services to the University community in a manner that is accessible, timely, relevant and understood, and includes improving training and communications efforts. Specific target goals and measurable outcomes for each theme are outlined in the plan.

Collaboration and Cooperation with Other Units (Academic and Administrative)

In achieving its overarching goal of providing direction in the stewardship of the University’s financial resources, the unit must call upon shared governance arrangements and a distributed administrative support structure. The plan outlines the unit’s commitment to promoting a culture of collaboration by continuing to consult with colleges (Deans’ Council, Department Heads Forum, Finance Officer Forum) and administrative units regarding programs and services and areas in need of improvement. FSD departments have regular meetings with: Research Services (research administration), Facilities Management Division (project management and sustainability), Institutional Planning and Assessment, Student and Enrolment Services Division, College of Graduate Studies and Research, SI and ITS (systems issues), Human Resources (pension working group, salary and benefit changes, including benefit governance review, processing issues), and Audit Services (internal control project). The unit has engaged in broad consultation regarding the resource allocation model project. Regular meetings are held with various college, school and administrative unit staff to ensure on-going communication/collaboration on joint initiatives.

Summary

Financial Services Division (FSD) supports the University’s core business and plays a critical role in providing financial inputs into decision-making models.

FSD has experienced significant external challenges over the last planning cycle, including the economic downturn in 2008-09 and the resulting budget measures, the economic boom in Saskatchewan, investment in new organizations and scientific facilities and the accompanying financial support required, and requirements for increased legal and regulatory compliance (Tri-

Council requirements), along with changes in the internal environment and new areas of focus (e.g. TABBS, internal controls). FSD provides both a support/service role in supporting the core business functions of the University and an institutional leadership role in ensuring compliance with financial legislation and regulations and the adoption of leading practices in financial management. Resource allocation decisions are guided by ensuring legislative, regulatory and contractual compliance, maintaining core business services (financial analysis, reporting, training), providing ongoing support and guidance to colleges and units ,and supporting emerging priorities (e.g. policies, pension strategy analysis).

The principle of subsidiarity and devolution of authority makes the structure of the University's financial environment complex, as each unit is responsible for its own financial management. This greatly increases the level of training and education required to ensure financial literacy and the adoption of systems based on main users having only a very basic knowledge of accounting. A concern is the level of financial monitoring and reporting responsibilities undertaken by those that are neither adequately trained nor appropriately remunerated, as is whether there are enough qualified staff in place to be accountable for the financial responsibilities with which the University is entrusted. There is a need to ensure that staff have the right competencies, skills and talents. Numerous colleges and units rely heavily on their chief financial officers. The plan refers to retaining an external consultant to review FSD's organizational structure, due to the pending retirements of senior staff. Such a review is encouraged.

A challenge for FSD is balancing the sometimes conflicting requirements of internal control and good stewardship with the need for timely and efficient financial and payment services. The Division's role also is complicated by the University's desire to be more innovative and flexible, while at the same time meeting the expectation of donors, regulators and auditors that consistent quality be maintained within a centralized structure. Failure to address the internal control issues identified by the provincial auditor would be a risk, hence the requirement for more than 1,500 financial managers to show evidence of review of their accounts. Challenges relate to consistency in training, varying skill levels, and financial and administrative support within units. There is also the communications challenge of conveying an understanding and appreciation of the importance of demonstrating financial due diligence at all levels. Promoting the relationship between good controls and good service is a fundamental goal.

The implementation of TABBS will encourage colleges and schools to engage a financial planner to assist senior administration in becoming financially strategic. This may have unintended and unanticipated resource implications for the University in terms of recruitment, retention and compensation. A comprehensive communications network and revised policies and practices will be required. Other implications of TABBS for FSD are anticipated but cannot be identified with any certainty at this point.



Human Resources

MEMORANDUM

TO: Bob Tyler, Chair, Unit Plans Review Committee (UPRC)

FROM: Barb Daigle, Associate Vice-President, Human Resources

DATE: February 7, 2012

SUBJECT: Response to the UPRC Report on the Human Resources Division Multi-year Plan

Thank you for sharing the UPRC's report summarizing the committee's response to the Human Resources Division Multi-year Plan. The UPRC's overview of Human Resources' (HR) priorities and strategies for the next four years was well summarized, and we appreciate UPRC's compliments on the quality and readability of the plan.

The feedback regarding the complement plan section was noted. The complement plan was indeed written with an inward focus, however, we will ensure any requests for resources as a result of this plan identify more clearly how the additional positions will assist us with achieving HR's goals in support of the university's directions, and therefore, how those positions more broadly benefit the institution. Thank you for this feedback.

In summary, we appreciate the UPRC's acknowledgement that "the Human Resources Division is committed to the success of the University through its role in guiding and supporting the implementation of best-practice people strategies across the institution, in support of the University's strategic directions". The recognition of the wide range of complex issues faced by HR on a daily basis and the resulting affect on workloads was also appreciated.

Please extend our thanks to the entire UPRC for taking the time to review our plan, meet with us to raise questions, and provide this report.

Regards,

A handwritten signature in black ink that reads "B Daigle".

Barb Daigle
Associate Vice-President, Human Resources

BD/jh

cc: Dr. Richard Florizone, Vice-President, Finance and Resources
Dr. Brett Fairbairn, Provost and Vice-President Academic

UNIT PLANS REVIEW COMMITTEE REPORT – HUMAN RESOURCES DIVISION

Alignment with Areas of Focus/Unit-Specific Priorities

Comments on the Areas of Focus and Unit-Specific Priorities are combined in this report due to their direct relationship to the plan as written.

A strategic priority for the Division is to support the recruitment and retention of outstanding faculty and staff who will contribute to the University's strategic directions and build the University's reputation as an employer of choice for Aboriginal people. The plan outlines the intent to provide advice and guidance on best practices for recruitment to ensure the integrity of the selection process, the development of guidelines for spousal hires, and the creation and maintenance of job profiles across the University. Contributing to a safe, healthy and positive work and learning environment will assist in recruitment and retention of employees. The development of an exit interview process will assist in identifying the causes of employee turnover and provide support for succession planning.

Other key initiatives are the delivery of programs that encourage leadership and career development among faculty and staff, support for health and wellness, and building a diverse and inclusive culture. Support for strategic and operational planning at the unit level will address gaps and improve alignment with university priorities, addressing issues such as organizational structure, role clarity, employee performance, and barriers which might exist for Aboriginal employees. The unit will collaborate with Financial Services Division to assess and develop strategies to address pension risk and that lead to more efficient administration of pension plans.

Supporting strategies for the unit's priorities are Labour Relations, Information Technology and Communications. Human Resources will continue to support a proactive labour environment. Making more information available on-line and ensuring accurate and timely reporting will be supported by IT upgrades. Strategic communications that increase awareness of HRD's role and services provided, along with the development of a strategic communications plan, renewal of the HR web site and greater interface with PAWS, will enhance accessibility to information and services.

Unit Priorities and Progress during the Second Planning Cycle

The plan reports on progress made against the Comprehensive People Strategy to provide support across five strategic initiatives: recruit; align; develop; engage; and reward, with communications, technology, and labour relations as supporting strategies. Initiatives to support

desired change across processes, practices and institutional culture included the introduction of the Employee Opinion Survey, a new job performance framework, health, wellness and safety programs, leadership development, crisis management ,and realigned compensation models, among many other positive initiatives. HRD continues to support a principled approach to labour relations, in keeping with University priorities.

Collaboration and Cooperation with Other Units (Academic and Administrative)

The plan refers to external review of HRD, and the identification of “*campus-wide engagement in the HR Plan as perhaps the single greatest barrier to integrating the HR division’s strategic initiatives across the university.*” Through the external review and the People Resources Commitment, HRD has made an effort to increase its collaboration and consolation with colleges and administrative units, and to encourage participation in its initiatives. There are numerous examples in the plan that support the collaborative approach taken by the unit. These would include: collaboration with Financial Services Division to provide support to colleges and units affected by the implementation of financial adjustments; collaboration with ITS on a major systems upgrade, expansion of self-service technology and integration with PAWS; development of a standardized department head position profile in consultation with deans and department heads; and strategic leadership development undertaken with the Provost’s Office and Deans’ Council.

Summary

The Human Resources Division is committed to the success of the University through its role in guiding and supporting the implementation of best-practice people strategies across the institution, in support of the University’s strategic directions. The unit provides a wide range of supports, in consultation with colleges, schools and other administrative units. Improvements within HRD related to increased expertise within its consultant/analyst model, leadership development, health and wellness activities, technology and communications, and a positive labour environment all have contributed to increased engagement with and within the unit.

Human Resources Division faces many complex issues on a daily basis. Emerging issues for its professional staff relate to collective bargaining, mental health, co-worker harassment and conflict, pension solvency and leadership crisis. New legislation governing occupational health

and safety and essential services has increased workloads within the unit. There are increasing expectations of HRD related to strategic leadership and support.

The plan indicates that the University's current allocation of resources to HRD is insufficient to meet the growing demands for the services it provides and to enable it to be responsive to the needs of the University's changing demographics and the unit's commitment to best-practice people strategies. The complement plan is focused inwardly, however, and it is not clear whether or how some of the additional positions requested will benefit the institution more broadly.

E-mail response dated February 8, 2012, from Mr. Troy Harkot, Director, Information Strategy and Analytics

Hi Sandy,

The intent of this email is to provide my “official” response to the UPRC report on the office of Information Strategy and Analytics IP3 unit plan.

I am in agreement with the comments, opinions, and observations offered by the UPRC regarding ISA’s plan. My primary take-away from the UPRC response is that they are in agreement with, and endorsing ISA’s plan unequivocally...which is reassuring to my office as we move forward into IP3. The observation regarding the adequacy of ISA’s staff resources and ability to complete stated objectives is a warranted one given the many demands on my office. However, I am confident that we will be able to fulfill the objectives and initiatives set out in our plan with current resources, barring any major projects or initiatives that are assigned to ISA during IP3 (that we are unaware of at this time).

One small correction to offer relates to the first line under the “Summary” section on Page 2 that reads: “The 2012-16 ISA plan was the inaugural one for this office, which was established in 2008.” Technically, the office of ISA was established in January 2009 as a result of the acceptance of the information strategy and a re-organization of the Provost’s portfolio. As such, I would ask that the sentence be updated to state the office was established in 2009 to be consistent with other references/documents that discuss the creation of ISA.

Other than that, I would like to thank the UPRC providing me with the opportunity to discuss ISA’s plan and for their support of ISA’s proposed priorities and initiatives for IP3.

Regards.

Troy Harkot

UNIT PLANS REVIEW COMMITTEE REPORT – INFORMATION STRATEGY AND ANALYTICS (ISA)

Alignment with Areas of Focus

Information Strategy and Analytics, in collaboration with other units, will support all areas of focus by providing comprehensive data and enhanced reporting and analysis to better inform, monitor, assess and predict the impact of the various initiatives related to the focal areas.

Unit Priorities and Progress during the Second Planning Cycle

The unit has made very good progress over the second planning cycle following its genesis as a strategic initiative in the Information and Communications Technology 2008-12 plan. Significantly, ISA has created a campus-wide data warehouse, the University Data Warehouse (UDW), which is designed to integrate data from diverse campus systems into a central data repository designated as the University's authoritative data source. The University's Achievement Record is a key outcome of the UDW, as it was based on institutional data and definitions developed by ISA in conjunction with Institutional Planning and Assessment and University Advancement.

Unit Priorities for the Third Planning Cycle

The unit has four priorities: establishment of a data governance program; implementation of academic analytics, i.e. business intelligence in an academic setting; enhanced delivery of institution and college/unit specific data and analytics; and continued refinement of the UDW. The unit's priorities are aligned with institutional strategies and priorities as set out by the Provost as the University Data Steward.

Central to advancement of the unit's priorities is the goal that data be "*accurate, reliable, accessible and well-defined.*" Increasing data users' awareness and understanding of the definitions employed by ISA prior to applying data in support of decisions is a governance and communications goal of ISA. The ISA intends to communicate its mission through a variety of means, including town hall meetings and consultation with unit executive teams.

The concept of business intelligence is fully integrated in the corporate world and is now being advanced in higher education as a means to allow "*an organization to more easily access, understand, analyze, collaborate, and act on information.*" Providing easy access to on-line data in a format that provides for drill-down capacity to colleges and units will support unit-level decision making. The ISA will continue to work to refine the UDW to further integrate

institutional data and data from external sources, and thereby enhance the capacity of the data warehouse. It is suggested that ISA begin to identify statistics related to the University's students studying abroad to better inform the University's internationalization initiative.

Collaboration and Cooperation with Other Units (Academic and Administrative)

The unit's success depends upon its collaborations with colleges, schools and administrative units as the users of data. In addition, the U-15 concept allows the University to share data with 14 other collaborating institutions and will enable the University to benchmark its progress and success relative to its medical-doctoral peers.

Summary

The 2012-16 ISA plan was the inaugural one for this office, which was established in 2009. As stated in the plan, *"The establishment of ISA under the portfolio of the Chief Information Officer (CIO) and Associate Vice-President, Information Communications and Technology was a major initiative of the Information Strategy and signaled the University of Saskatchewan's intention to view data/information as an institutional asset that, when managed effectively, can be leveraged in ways to significantly enhance various planning, decision-making, and performance monitoring activities."*

The ISA plan is clear and concise, and based on well articulated and relevant priorities and initiatives that will resonate with the campus community at large. The success of the plan is based upon the premise that over the next four years, existing operations can be maintained and new priorities and initiatives undertaken successfully with the unit's existing financial and human resources. Data governance has been identified as key to providing clarity regarding access to and use of data. Likewise, engendering trust of and reliance on the UDW as the authoritative source of institutional data is seen to be essential to the advancement of the core priorities that ISA has been created to facilitate, including the implementation of the Transparent Activity-Based Budgeting System (TABBS), Strategic Enrolment Management and the University Achievement Record. The additional goals of increasing the profile of ISA, enhancing productivity, and educating the campus community with respect to the definitions used in data collection and tabulation and the limitations and appropriate use of data sets, will bring increasing stress upon this small, high-functioning unit, despite its stated confidence in its ability to be more efficient and to engage institutional systems in support of its goals. The increasing

desire for real-time applications to track data will create additional demand for the services of ISA. There is significant risk associated with the ability of the unit to achieve, with its existing resources, its priority goals as set out in the plan. Hence, demands on and expectations of the unit should be carefully monitored over the planning cycle. The unit appropriately identifies its ability to attract and retain high quality personnel as essential to its success, and has emphasized the importance of maintaining an exciting and challenging workplace, along with providing access to ongoing professional development opportunities, as internal priorities.

E-mail response dated February 9, 2012, from Mr. Ed Pokraka, Director, Information Technology Services

Hi Sandra,

On behalf of ITS, please pass on our thanks to the UPRC for their work in reviewing our unit plan and for meeting with us to discuss the plan. Your questions and feedback were helpful and thoughtful. We appreciate your positive statement regarding ITS becoming more active in campus-wide leadership in the strategic planning and deployment of IT, in addition to our support/service delivery role.

Your report provides an excellent summary of the ITS unit plan.

I have a suggestion for an additional sentence in the "Alignment with Areas of Focus" section. While that section outlines accurately ITS' plans in the areas of research, teaching and learning, it does not mention our plans relating to academic support (administrative) systems. The suggested sentence is:

ITS will also work with administrative units and colleges to help improve university services and/or the efficiency of university operations; this includes enhancements to existing enterprise academic systems (e.g. SiRIUS, Unifi), implementation of new systems (e.g., a system to improve the processes around research grant application, ethics approvals and reporting) and the adoption of workflow and document management technologies.

Please feel free to modify the above statement above (or ignore my suggestion) as you see fit.

Thanks
Ed

UNIT PLANS REVIEW COMMITTEE REPORT – INFORMATION TECHNOLOGY SERVICES (ITS)

Alignment with Areas of Focus

The plan connects strongly to the areas of Knowledge Creation and Innovation in Academic Programs and Services and numerous initiatives and strategies are outlined in both focal areas. The unit plans to increase its support of the University's research computing infrastructure to continue to provide high performance computing resources, server resources, large-scale data storage and visualization facilities, in addition to directly assisting researchers with research related IT needs. ITS is committed to improving its "*suite of tools*" for colleges and departments to support innovation in academic programs, and also will directly provide experiential learning opportunities. ITS will also work with administrative units and colleges to help improve university services and/or the efficiency of university operations. This will include enhancements to existing enterprise academic systems (e.g. SiRIUS, UniFi), implementation of new systems (e.g. a system to improve the processes around research grant application, ethics approvals and reporting) and the adoption of workflow and document management technologies.

Unit Priorities and Progress during the Second Planning Cycle

The plan outlines progress made on a wide array of initiatives in support of the University's IT environment for teaching and learning, research success, improved business services, enhanced security and institutional reporting. The implementation of upgrades to the University's major administrative systems (e.g. SiRIUS, UniFi) and selection and implementation of new systems (e.g. SharePoint, Cascade) is an important and ongoing role for the unit, requiring a significant investment of the its resources. Progress was made in all identified areas, with the exception of the goal of consolidating its 20 locations across campus to fewer locations to improve the efficiency of its operations, including relocating the ITS Help Desk in proximity to the Learning Commons and University Learning Centre.

Unit Priorities for the Third Planning Cycle

ITS has identified six unit-specific priorities which support its broader mandate to provide innovative IT services and solutions and deliver these in an efficient manner in collaboration

with others. Unit priorities are centred upon delivering high quality responsive service in support of the University's mission, identifying opportunities for technologies that hold promise campus-wide, and strengthening the leadership role of the unit in providing strategic planning and consulting. Priorities identified by the CIO and AVP ICT, among others, are directed towards promoting ICT security, enhanced support for distributed learning and increased delivery of core services on mobile devices.

Collaboration and Cooperation with Other Units (Academic and Administrative)

By its nature, the unit provides services in consultation with colleges and administrative units in support of teaching, learning, research and administration. In addition, ITS consults with various campus stakeholder groups, such as the Campus Advisory Board for Institutional Systems. The unit actively collaborates with University Communications, the University Learning Centre (ULC), eMAP and CCDE in the use of learning technologies, and the plan outlines the intent to clarify the roles of ITS, eMAP and ULC to eliminate any overlaps in service provision. Externally, ITS sustains industry partnerships with numerous commercial companies that benefit the University, and as a member of provincial and national networks is able to pool resources and provide wider access to services.

Summary

Information Technology (IT) provides campus-wide institutional support for information technology and is integral to the functioning of the University. This is the first plan submitted independently by the unit. In the second planning cycle, ITS initiatives were incorporated within the Information and Communications Technology (ICT) unit plan submitted by the Associate Vice-President ICT.

As stated in the introduction to the plan, *“The University is becoming increasingly reliant on information technology for almost everything it does – teaching, learning, research, communication, planning and administration. IT influences, enables and even transforms these and other university activities, and is integral to the University’s success. As a result, the University community requires, and expects, more IT services.”*

Similar to all universities, ITS at the University of Saskatchewan faces continuous challenges to remain on top of evolving information and communications technologies while considering disinvestments from existing services. The major challenge for ITS is keeping up

with demand for technology and services as the pace of dependency increases, evidenced by the statement in the plan that the use of the internet and the wireless network doubles every two years, or sooner. In the adoption of new technology, ITS is faced with determining the appropriate level of integration, the degree of centralized and decentralized services, and what should be developed internally versus obtained externally. New models for shared service offer opportunities for reducing the cost of delivering IT services. However, it is not clear from the plan how the unit will manage the large number of new services it wants to contribute to the University with respect to what can be done with existing resources and what requires new resources.

The ITS plan is very well written and clearly presents ongoing progress and future plans. Following upon the external review of ITS, the CIO and AVP ICT and ITS have begun work on the definition of the set of core IT services that should be provided and funded centrally for the campus, and the creation of a formal IT governance structure with PCIP as the foundation of the structure. This work is not yet evident in the plan, and is encouraged as a necessary step towards achieving greater facility within ITS. The plan depicts ITS as a support unit, responsive to the needs of others. This is entirely appropriate and fundamental to its mandate; however, there is also the opportunity, as referenced in the plan, to provide campus-wide leadership in strategic planning for technological change and adaptation, based upon the capacity and expertise within ITS. The unit is encouraged to pursue this opportunity.

**E-mail response dated February 6, 2012, from Ms. Pauline Melis, Assistant Provost,
Institutional Planning and Assessment**

Thank you, Sandy for sending this to me. I appreciate it very much.

As a newcomer to this part of the process, i.e., direct feedback on my plan, I need to state at the outset that I appreciate the opportunity to respond. A couple of small corrections would make me happier to have this version released more broadly:

- 1) Under the section, alignment with areas of focus, it is important for me to state, categorically, that the selective international speakers and conferences to further the campus understanding of planning and assessment functions is a proposal that the IPA would fund through its own resources, or possibly through partnerships with others. I think that there was a small misunderstanding at the committee that we would sponsor conferences put on by others – we are not doing that. All of our work and focus will be on supporting planning and also on the activities that we are doing either on our own or in collaboration with others. To that end, the UPRC should know that we will be hosting, in collaboration with ISA, the next U15DE group meeting in Spring 2013. We are also collaborating with the University of Regina to be the program chair for the CIRPA 2013 conference in Regina. We also anticipate hosting a symposium/forum on affordability and accessibility within the next twelve months in collaboration with other partners, to be confirmed.
- 2) Under unit priorities and progress during IP2, I would state categorically that ALL of the Foundational Documents will be up for discussion early in this planning cycle, not just the Aboriginal Foundational Document. If anything, I would suggest that this latter document has considerable traction currently although I certainly understand that some ‘refreshing’ may be in order to more clearly articulate the priorities and the progress that we have made. Parenthetically, I would note that you reference refreshing all of the Foundational Documents under ‘unit priorities for IPC3’. I also agree that there is a strong need for increased collaboration with ISA over the next planning cycle.
- 3) A small point under collaboration and cooperation with other units – It is important to note for the record that the budget measures process in 2009 – 2011 was co-led by Laura Kennedy and myself.
- 4) Under the summary – our five areas of priority are institutional planning, financial planning, capital planning, assessment, and decision support for PCIP.

Bob and Sandy – I would see these are minor comments on what is overall an impressive summary of the office’s goals and priorities. Thank you for the opportunity to comment.

Pauline M. Melis

UNIT PLANS REVIEW COMMITTEE REPORT – INSTITUTIONAL PLANNING AND ASSESSMENT (IPA)

Alignment with Areas of Focus

Institutional Planning and Assessment envisions collaborating with academic units to create knowledge and provide an educational focus for the University in the area of higher education or higher education planning in Canada. Through opportunities provided by its administration of surveys, IPA will lend its support to Aboriginal initiatives through the University's growing body of data and analysis on Aboriginal peoples and post-secondary education. IPA will continue to draw upon best practices from the higher education landscape and adapt these to the University. In support of culture and community, the IPA, on its own or potentially in partnership with others, will sponsor a selective set of international conferences and speakers to further the campus community's understanding of planning and assessment functions, notably hosting the U15 Data Exchange Group Annual Meeting, a group which comprises the 15 leading research intensive universities in Canada.

Unit Priorities and Progress during the Second Planning Cycle

Numerous milestones associated with IPA's responsibilities to design and provide oversight for the implementation of the *Second Integrated Plan* and prepare for the creation of the *Third Integrated Plan* are listed in the plan. Over the second planning cycle, the IPA has been responsible for the first *Multi-Year Capital Plan*, the first *Survey Synthesis* representing the collection and analysis of a decade of student opinion, the first *Achievement Record for the University of Saskatchewan*, the *Teaching and Learning Foundational Document*, the *Framework for Assessment: Beyond Systematic Program Review*, and the development and launch of a systematic process for graduate program review (in collaboration with the College of Graduate Studies and Research). The *Faculty Complement Foundational Document* remains under development. In light of the potential for transformation of the University arising from the emphasis on Aboriginal engagement in the *Third Integrated Plan*, a review of the foundational document, *Forging New Relationships: The Foundational Document on Aboriginal Initiatives at the University of Saskatchewan* (2003) is supported in particular, as part of the intent of the IPA to refresh all of the foundational documents.

The contributions made by IPA in advancing the University's assessment capabilities have been very significant, with the unit providing analysis of institutional-level, national and

international benchmark and rankings surveys and coordinating the administration of surveys, such as the *Globe and Mail* Canadian University Report, Canadian University Survey Consortium, and the National Survey of Student Engagement (NSSE). The relationship between IPA and ISA has been clarified, with IPA responsible for planning, assessment and institutional research functions, and ISA responsible for gathering, integrating and providing information. In the next planning cycle, even greater synergy between these two offices in the provision of timely, insightful and accurate data and analysis is anticipated.

Unit Priorities for the Third Planning Cycle

Over the second planning cycle, the IPA has shifted toward an outcomes based orientation. The organization of its work is primarily around the priorities of the Provost. The Office continues to provide support for PCIP and the PCIP Advisory Committee. Establishment of the new resource allocation process will more clearly link planning and budgeting, and it will require integration within the planning process. The unit is challenged to continue to adapt its work plans to respond to emerging needs and priorities.

In addition to its ongoing work in support of planning (development of planning parameters, support for the commitment leader model, evaluation of plan outcomes), the IPA will work on a new *Strategic Directions* statement with the new President and refresh all of the existing foundational documents. Refinement and sophistication of assessment functions will continue. The IPA will engage in a limited number of studies on students on topics such as affordability and accessibility for post-secondary studies and student retention, and on longitudinal studies of students in programs. Financial planning and capital planning priorities will continue to focus on the institutional landmarks associated with these areas related to resource planning, the Saskatchewan Universities Funding Mechanism, the capital and budget multi-year frameworks, and environmental scans.

Collaboration and Cooperation with Other Units (Academic and Administrative)

IPA has been successful through careful attention to maintaining and developing relationships within the University and beyond. Key administrative partners are ISA, University Advancement, SESD, Corporate Administration, ITS and eMAP. Structurally, the responsibility of IPA for institutional, financial and capital planning makes it critical for the unit to integrate its work with that of the Provost's Office, FSD and FMD. For example, IPA participated in the

development of the Financial Scenario Analysis project, and the implementation of the budget measures that followed, co-led by FSD and the IPA. IPA also contributed to the development of the new Resource Allocation project, now known as TABBS (Transparent Activity-Based Budget System), and will continue to play a significant role in its ongoing development and implementation.

Summary

This is the first plan for the Office of Institutional Planning and Assessment (IPA), which was transformed in 2008 with the dissolution of Institutional Analysis and the creation of IPA and Information Strategy and Analytics (ISA). The role of IPA is to provide support to the Provost, PCIP, the Planning and Priorities Committee and the governing bodies of the University in five areas: institutional planning, financial planning, capital planning, assessment and decision support for PCIP. The vision for IPA is to *“support the University of Saskatchewan to be regarded as an international leader in the functions of integrated planning and assessment.”*

The Office has undergone considerable change over the last several years in defining its core mandate of institutional planning, financial planning and capital planning, and the integration of these functions at a high level. As indicated in the plan, further emphasis will be placed on environmental scanning and trends analysis, documentation of processes from a project management focus, enrolment planning, budget analysis and succession planning. IPA also has the opportunity to build upon its efforts to increase awareness of national and international trends in higher education. The area of planning communications has been developed at the University and does not exist in counterpart offices. As suggested in the plan, there is the potential IPA to establish itself nationally with respect to assessment initiatives and planning processes. Greater recognition of the role of the IPA in developing and adopting leading practices in support of the University’s planning efforts would be desirable.

A challenge throughout the planning cycles has been engagement at the grassroots level of faculty, students and staff in the University’s planning process. Although progress has been made, as integrated planning becomes more and more a part of the culture of the University, providing opportunities for continued engagement is encouraged, particularly at the departmental level. Despite the fact that integrated planning is a collective exercise, providing recognition of individual voices and views is critical in encouraging campus-wide engagement. Emphasizing

the role of IPA in facilitating implementation strategies for goals set by the governing bodies of the institution is an important message to communicate.



February 8, 2012

Dr. Bob Tyler, Chair
Unit Plans Review Committee

Dear Dr. Tyler,

On behalf of Student and Enrolment Services Division, I appreciate this opportunity to comment on, and clarify, several points made in the Unit Plans Review Committee's report on SEDS's Third Integrated Plan. Overall, we agree with the committee's report and thank the committee for their work on providing a thoughtful response to our Integrated Plan.

Alignment with Areas of Focus

We agree with the comments made in this section. The implementation of an assessment framework and the development of reporting mechanisms to inform the University community about the work of SEDS will be key initiatives in the next planning cycle. Additionally, as the report suggests, a very important part of SEDS's work will be responding to the needs of an increasingly diverse student population. We recognize that this diversity will include many different non-traditional student groups such as Aboriginal students, international students, students with disabilities, and students from other countries who have finished their secondary education within Canada. Close collaboration with colleges and cross-unit cooperation will be vital in addressing these needs. We would like to emphasize that the holistic support model referenced in your document would include the units named in the report (the Aboriginal Students' Centre, the International Student and Study Abroad Centre, and the University Learning Centre) but would also include all of the other service units within SEDS including Student Employment and Career Centre, Disability Services for Students, Awards and Financial Aid, Student Health, and Student Counselling. The impact of the influx of non-traditional students is being felt across the division and a robust response to these needs will be necessary to ensure these students' success.

Unit Priorities and Progress during the Second Planning Cycle

We believe the comments in this section accurately reflect our progress through the Second Planning Cycle. The Ombuds Office initiative is one that we continue to explore, but further development on this initiative will require the collaboration and support of many colleges and units on campus.

Unit Priorities for the Third Planning Cycle

We agree that the unit-specific priorities described in our plan also support the Areas of Focus. We are already making progress on the Strategic Enrolment Management Plan, working with external consultants who have already done some initial data gathering on the current enrolment and retention practices on campus. We look forward to continuing to engage with colleges and other administrative units, as well as with the external consultants, on this initiative. We appreciate the comments on the provision of information to prospective and current students, and, since the submission of this plan, we have already begun work on a complete re-design of the prospective student website. In addition, the current student website has been realigned. SESD's IT and Communications unit continues to work with partners across campus on existing committees (the Online Advising Committee, the Internal Communications Working Group) to address this issue. We recognize the efforts of different partners on campus and are supportive of their efforts. However, we believe and wish to note that the institution as a whole also needs to work towards developing greater consistency in content, functionality, and visual design on websites across campus, including college and administrative unit websites. This will require the engagement and commitment not just of SESD, but also of colleges and administrative units across the university, and is thus beyond the scope of what our unit can undertake. One example we may wish to look to is the recent work being done at the University of Western Ontario to communicate to stakeholders in clearer and more consistent ways through all visual communication media, including their website.

We would like to point out that, since the submission of the plan, our work with the College of Graduate Studies and Research has continued and we are exploring the potential further integration of several CGSR systems and processes with those of SESD.

We would like to clarify one point around the identification of students with disabilities. The recently approved Disability Accommodation Policy (section 4.4.1.1) articulates the procedures that must be followed in the identification of students who require accommodation on campus (which would preclude the use of student interns for this process). However, we welcome the suggestion of exploring the possibility of training student interns and student mentors to support our work across several of SESD's support services, including Disability Services for Students (e.g. tutoring, educational assistance, invigilating, scribing and reading exams). We have already begun this dialogue around training students to support peers, and will continue to explore, and perhaps pilot, some of those models throughout the Third Planning Cycle.

Summary

We strongly agree that there are a number of challenges presented by the increasing numbers of non-traditional students on campus. We need to continue to have conversations with colleges and schools on how we can best work with them to support retention activities, with SESD's role focusing on addressing the important non-academic factors that affect student persistence and success.

Additionally, we agree that, as we begin a new budgeting process, there will be tension caused when trying to determine the appropriate balance between centralized and decentralized services for recruitment and retention. We are committed to working collaboratively with colleges and other administrative units to find an effective, efficient balance that will promote student success

and to better coordinating centralized and decentralized services. One of the first initiatives we are undertaking to seek that balance is the recent establishment of a Recruitment Advisory Board that is just beginning to meet in order to clarify roles and coordinate centralized and decentralized activities with respect to student recruitment.

We support the idea that we need to be flexible, responsive and collaborative with colleges in supporting and retaining students. We believe that we are strong collaborators and work with many different units in the university community; however, we acknowledge the need to continue to work on increasing our collaborations with colleges.

We would also like to comment on the idea of recruiting the very brightest students to our campus. We will be reviewing our recruitment strategies for all target groups of students as we work to develop a Strategic Enrolment Plan grounded in data. We believe that we currently do very well in recruiting bright students, especially those from within our province, as evidenced by our having the fourth highest entrance average of medical doctoral universities (after McGill, Queen's and UBC), according to Maclean's (2011 University Rankings). However, the number and value of renewable competitive scholarships currently available for these students negatively impacts our ability to recruit elite academic students, particularly those from outside of the province. If the University were to identify this group of students as among our highest recruitment priorities, we believe that a significant investment in additional continuing undergraduate scholarships would need to be made to attract those students.

Additionally, we agree on the importance of improving and expanding our transfer credit and articulation processes, but would like to note this can only be accomplished through close collaborations with colleges. Colleges also need to embrace this as a priority because academic authority with respect to the granting of transfer credit and the approval of articulation agreements resides with colleges, whereas our primary role is to facilitate the process. We can provide policy and infrastructure, facilitate common terminology and communication, identify possible areas for the expansion of transfer credit and articulation opportunities, and support transfer credit and articulation processes. We will take an important first step in this direction in the months ahead by developing a transfer credit policy which we hope to take to University Council next year. However, any progress on transfer credit, dual degrees and two-plus-two programs relies on the engagement and commitment of colleges; to date, with a couple of notable exceptions, such engagement and commitment has not been forthcoming. We hope that we will be able to make significant progress in this area within the next planning cycle.

Finally, we believe that SESD has been a responsible steward of university resources by constantly reassessing and reallocating existing financial resources to divisional and university priorities (such as the Manager of Planning, Program Development and Assessment position and the Student Affairs Case Manager). As well, we have been fortunate to have been successful in a number of PCIP requests particularly in international recruitment, Aboriginal recruitment, and support for Aboriginal and international students. It is worth noting that the U of S has been losing ground against other medical doctoral universities (according to Maclean's) with respect to the percentage of total operating expenses allocated for student services; we were ranked as high as number 8 out of 15 universities in 2006 and have slowly slipped into a tie for number 11 for the last 2 years, with only Alberta, UBC, and Montreal ranked lower. As the demographics of our student population change (e.g. more Aboriginal, international and other non-traditional students) and as we move to more distributed models of course and program delivery, it is certain that our resources are going to be stretched even further as we work to support their

needs, and more funds will almost certainly be required. In conclusion, we want to reiterate the following points:

1. SESD has been good stewards of the university's resources and shifted those resources to meet emerging needs.
2. We have been very fortunate to receive strong support from PCIP for initiatives to support student needs.
3. We are resourced, relative to our medical-doctoral peers, at a lower level for student services and we anticipate that striving to support the changing demographics of our student population will be very challenging without additional resources.

Thank you for this opportunity to comment on your report. We are excited by recent progress on some of our initiatives and we look forward to further collaborations with colleges and units to further our work on university and divisional priorities.

Sincerely,

David Hannah

UNIT PLANS REVIEW COMMITTEE REPORT – STUDENT AND ENROLMENT SERVICES DIVISION (SESD)

Alignment with Areas of Focus

A high priority in the area of Knowledge Creation is the development of an assessment framework so that SESD and other units, colleges and schools have evidence to guide decisions. The Manager of Planning Program Development and Assessment has a key role in developing the framework and facilitating data collection. Development of a reporting mechanism to inform the University community about the work of SESD and to disseminate the data on students that is being collected is noted in the plan. This is seen as a key element in the improved communications framework for internal and external audiences that is mentioned as a goal in the plan.

A new model for service delivery and a revitalized mandate for the Aboriginal Students' Centre is outlined in the plan, which will focus on providing an inclusive gathering space for Aboriginal students to help foster a sense of belonging, to partner with others to create a continuity of care throughout their time at university, and facilitate cultural connection for Aboriginal students and an awareness of Aboriginal cultures within the University community. Ensuring that the Aboriginal recruiter works with colleges that have Aboriginal support programs will be important to ensure messages are aligned. Each unit within SESD has been asked to assess its practices and articulate how they will change their services and/or ensure that Aboriginal students are utilizing their services. Integrating this initiative within the assessment framework and measurement strategies outlined for all students is suggested.

SESD is committed to continuous improvement of the student information system and continued implementation of DegreeWorks. The distributed health sciences education model has challenged SESD to investigate other methods of service delivery to enhance support services for students not on the Saskatoon campus.

The theme of enhancing support for Culture and Community relates to a diverse student body, including Aboriginal students, international students, and study abroad and exchange programming. A holistic support model in partnership with the Aboriginal Students' Centre, the International Student and Study Abroad Centre, and the University Learning Centre is outlined. Close integration with colleges and cross-unit cooperation is an important consideration for this initiative. Another distinct and emerging group of students that SESD should consider in future planning are newly arrived immigrants and their children who require assistance transitioning to

the province, the city, the education system and the work world. This group requires a different set of services from the University in terms of assessing academic credentials, language training, and gap training.

Unit Priorities and Progress during the Second Planning Cycle

SESD has made progress across its portfolio. Highlights relate to enhanced admissions and scholarships, improved enrolment reporting, the amalgamation and reorganization of units to better align resources with priorities, and increased collaboration with colleges related to recruitment and orientation. The unit contributed to policy development leading to a revised Nomenclature Report, a new Student Code of Conduct, a Disability Accommodation Policy, an Academic Courses policy and an Admissions Policy. Several new positions were created to support assessment activities and the management of critical student incidents. An outstanding initiative is the development of an Ombudsperson Office, which will continue to be explored in the upcoming cycle.

Unit Priorities for the Third Planning Cycle

The unit-specific priorities outlined in the SESD plan support the Areas of Focus. Significantly, the development of a Strategic Enrolment Plan, in collaboration with other administrative units and colleges, is highlighted to set clear, specific and achievable enrolment goals. Ensuring the integrated plan is forward-thinking and anticipates service delivery needs is suggested as an important contribution from SESD. Market-specific recruitment and marketing strategies are planned. Other initiatives relate to facilitating the transition of specific student groups, such as international students through the UStart International Program, and Aboriginal students through the creation of an Aboriginal Student Transition Coordinator position. Additionally, the Study Abroad Program is being reviewed and revised/adapted. An array of programs and services are targeted toward enhancing student well being (student financial literacy and physical, mental and social well being). With Human Resources, a Healthy Campus initiative to raise awareness of health issues and promote a healthier campus for faculty, staff and students is proposed.

There is an ongoing need to improve the provision of information to prospective and current students, and the University's website could do much more in this regard. Re-organization and

ensuring relevant information is readily available is suggested as an additional priority for consideration.

Collaboration and Cooperation with Other Units (Academic and Administrative)

SESD has made a major leap forward over the last planning cycle in collaborating with many units and is encouraged and supported to continue its efforts. It is collaborating more closely with colleges in recruitment, orientation, Experience US and, more recently, the implementation of Degree Works, as the University's new degree audit system. The College of Graduate Studies and Research is integrating its student information systems within SiRIUS.

In light of growth in the need for the services of Disability Services for Students, having some of the initial steps related to identification and collection of information performed by students is suggested. This would support the philosophy in Support Services of encouraging students to be responsible for their own well being, increase the capacity of students, staff and faculty to support students, and may lessen the need for students to access professional services.

Summary

The mission of Student and Enrolment Services Division is "*Student Success.*" The operations of the unit are integrated across campus, and the 13 departments within SESD cover a broad range of student-related support services, illustrated through their organization as follows: Aboriginal Students' Centre (ASC), Admissions and Transfer Credit, International Student and Study Abroad Centre (ISSAC), Undergraduate Recruitment, Awards and Financial Aid, Registrarial Services, Student Central Support Services, Student Information Systems (SIS), Disability Services for Students (DSS), Student Employment and Career Centre (SECC), Student Critical Incidents Advisor, Student Health, Student Counselling Services, and Information Technology and Communications (ITCOM).

Challenges exist on a number of fronts related to the changing nature of the University's student population, with an increasingly diverse student body consisting of more Aboriginal, out-of-province and international students, students with disabilities who require accommodation, and students who present with mental health difficulties. Many students enter university unprepared for academic life. Increasing numbers of students take courses in non-traditional modes and at off-campus locations. SESD is challenged to be flexible, responsive and collaborative with colleges in supporting and retaining these students. In addition to ensuring

support for students at risk, SESD is asked to consider how as a University we might also more effectively recruit and retain the very best possible students who will help us to realize our goal of becoming a pre-eminent institution. Shifting from a problem-based approach to a possibility-driven one would widen the spectrum of possibilities for supporting student success.

There is continuing tension between how much service should be provided centrally and how much should be provided in partnership. Implementation of the University's new activity-based budgeting system has the potential to lead to a proliferation of recruitment and retention activities. Individual efforts exist within many colleges at present. SESD is encouraged to more fully consider with colleges and schools the appropriate balance between centralized and decentralized services for recruitment and retention services, in order that the University's resources can be applied most effectively and efficiently.

Much of the emphasis in the plan is on analyzing relationships within the unit, rather than reaching out to collaborate across colleges. More broadly-based approaches have been developed at a variety of levels, and there is a continuing need for transformation within the unit and development of partnerships with others.

The plan indicates that SESD continues to work on enhancing transfer articulation procedures to improve the transfer credit process. This is an area which has gained in immediacy due to enrolment pressures and the potential for degree-granting authority to be granted to other institutes. SESD is strongly encouraged to make this area a priority over the next planning cycle, in conjunction with the Vice-Provost Teaching and Learning. The plan is silent on the contribution SESD could make to joint academic programming (dual degrees, two-plus-two programs), and it is encouraged to consider how it might contribute towards these new emerging avenues for student recruitment and mobility. A focus within the plan is the collection of data to inform the programs, services and practices of SESD. This initiative is still very much in its early stages, and the unit is encouraged to think broadly of how the data it collects can be used institutionally.

SESD is largely dependent on resource infusions to advance initiatives, and many new positions are identified within the plan. The amalgamation of some units over the last cycle led to the opportunity for the unit to reassign resources to new initiatives. SESD is encouraged to continue to seek opportunities to be innovative and independent in its use of resources.

E-mail response dated February 3, 2012, from Dr. Jim Greer, Director of the University Learning Centre and Academic Lead, Gwenna Moss Centre for Teaching Effectiveness

Hi Bob/Sandy

Thanks to you and to the UPRC for this feedback on our plan. I was happy with the comprehensiveness of your response and the supportive reaction to our planned activities.

One very small point should be raised. When commenting on the Aboriginal area of focus, there is a reference to experiential learning for Aboriginal students, but perhaps it would be more accurate to mention that this is part of our overall commitment to expanding experiential learning opportunities for all students.

The advice you offer in the last paragraph of the response - to work to engage more senior faculty in a program of teaching improvement - is indeed good advice. We have some tangible ideas about how this may be accomplished through engaging these faculty in an exercise of carefully and rigorously assessing the real learning gains of students as they move through their undergraduate program. Research has shown that this type of activity often has an impact on changing teaching practices among those faculty members engaged in the assessment of student learning.

Again thanks for the encouraging response.

Jim

**UNIT PLANS REVIEW COMMITTEE REPORT – UNIVERSITY LEARNING CENTRE
(ULC) and GWENNA MOSS CENTRE FOR TEACHING EFFECTIVENESS
(GMCTE)**

Alignment with Areas of Focus

It has become commonplace in universities across the country for faculty to expend some of their research effort on the teaching role in which they are engaged. The GMCTE assists faculty members who conduct research in educational practice by providing assistance with respect to methodological approaches, study design and advice on ethical protocols for faculty who may not be familiar with the rigour associated with research in the area of teaching and learning. Building a community of scholars interested in research on the scholarship of teaching and learning and facilitating their ability to publish their work in peer reviewed outlets will contribute to knowledge creation in this important area.

The Centre recognizes the important contributing role it can play in supporting Aboriginal engagement through the development of treaty education resources and through direct support of the learning needs of Aboriginal students and their transition to a university setting. Through its commitment to support experiential learning opportunities for all students, the Centre has the opportunity to reach out to Aboriginal students to enhance their learning experiences. As a central resource, the Centre plans to work with colleges and schools to infuse Aboriginal knowledge into the curriculum of all units. The continuation of the educational initiative for faculty related to cultural competencies is supported, with the encouragement that this be expanded to include delivery to off-campus faculty members.

An important initiative undertaken by the Centre has been the development of formalized teaching instruction for graduate students. A goal for the Centre is to formalize these training opportunities into credentials that graduate students could use to further their careers. Over the upcoming planning cycle, the Centre intends to expand its graduate student offerings into for-credit courses and certificate programs. Long term, there is the potential to partner with the College of Education to ladder these offerings into degrees in teaching in higher education.

The Centre views itself as a catalyst for academic program innovation. Given the focus on program innovation in the *Third Integrated Plan* and the many academic units engaged in curriculum review and the development of new programs, this is an important and exciting role. The Centre is encouraged to communicate its willingness to engage in the program, curriculum

and course-delivery undertaken by academic units to ensure the expertise offered by the Centre is fully utilized to advance units' efforts to revitalize their curricular offerings.

Unit Priorities and Progress during the Second Planning Cycle

Over the last planning cycle, the Centre has strengthened its partnerships with ICT/ITS, eMAP, the Library, CGSR, Education, and Arts and Science. The Learning Commons, a partnership with the Library, has flourished and a sustainable model for new GSR courses in professional skills and mentored teaching was developed. A teaching diploma for graduate students is in the planning phase and work on graduate student outcomes for the College of Graduate Studies and Research is progressing. The plan cites many new initiatives, including faculty development on Aboriginal issues, community-service learning, academic integrity, the establishment of a Curriculum Innovation hub, and the development of Learning Communities within a number of colleges. The activities of the Centre are diverse, effective and impressive, particularly in light of the fact that the Centre was established at the beginning of the last planning cycle.

Unit Priorities for the Third Planning Cycle

As emphasized in the plan, the Centre does not have priorities independent of those of other units, and the activities and immediate goals of the Centre are constantly being negotiated and integrated into the activities and priorities of others. Therefore, the Centre has identified only one unit-specific priority related to realizing the Centre's mission, to place learning at the centre, through four foci: encouraging proficiency and effectiveness; connecting theory and practice; using mentorship as a foundation; and fostering a culture shift. The plan outlines specific initiatives in support of each of these focal areas, related to improving its academic help services for students, implementing credit certificate programs on teaching, supporting curricular innovation, coordinating the application of learning technologies, and promoting the scholarship of teaching and learning. Strengthening work towards indigenizing the campus learning environment is a key priority for the Centre in support of the University's engagement with Aboriginal cultures and ensuring the campus is welcoming and inclusive for Aboriginal students.

Collaboration and Cooperation with Other Units (Academic and Administrative)

The success of the Centre is dependent on its ability to collaborate and work in co-operation with others, and the Centre has been extremely successful to date in this regard. Coordination

with other units results from a culture of good will and effort on the part of the Centre to realize the value of these partnerships. The Centre works closely with other academic support units (eMAP, CCDE, ITS, SESD), with colleges on the Learning Communities initiative, Aboriginal Engagement and faculty development, and on various educational initiatives across the Health Sciences. In addition to its work with other units, the Centre engages in individual consultations with faculty and staff on teaching and curricular assessment. The Vice-Provost Teaching and Learning plays a vital role in ensuring that academic support units work together so that units are not working at cross purposes or duplicating efforts, and, importantly, provides a vision for these units related to serving teaching and learning.

Summary

The University Learning Centre (ULC) focuses on student learning, whereas the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) focuses on teaching. The mission of the Centre is “*to place learning at the centre.*” The Centre is unique among its peers in that it combines faculty development and student support within a single entity.

The Centre has a leadership role and is well appreciated for its work in faculty and student development and in the preparation of graduate students to be future faculty members. The Centre views itself as a catalyst and incubator, undertaking, for example, pilot projects with the potential to be applied more broadly. It is in this incubator role that the Centres sees itself as most valuable to the institution at large.

The plan articulates the broad range of services provided by ULC and GMTCE to the University, along with the increasing difficulty of meeting the exponential growth in demand for these services and the new curricular and assessment initiatives that engage the Centre. The Centre has experienced dramatic growth over the last planning cycle. The nature of the Centre’s engagement with others requires investment in growing and sustaining relationships at multiple levels – with colleges, departments, other academic support units and, importantly, at the individual level with faculty, staff and students. These relationships are deemed essential to supporting the Centre’s mission and the effectiveness of its programming. However, they are in jeopardy of being eroded due to the increasing strain on the Centre’s resources.

The Centre is in some danger of burnout due to demand. In the face of mounting demand and limited resources, several possibilities are presented. Making some of the Centre’s services

which are outside of its core mandate available using a cost-recovery model is one possibility, embedding services within colleges is another. Both approaches would require careful consideration. The Centre has operated on the basis that its services are freely available to all, and moving to a cost-recovery model diminishes the value of the Centre as a “common good” and central resource. Moving some of the Centre’s activities to the college level, such as the community-service learning programming presently operated within the ULC, and renewing the Learning Communities within colleges, supports the concept of the Centre as an incubator. However, concerns regarding this approach relate both to the dilution of the model at the college level and the requirement for college resources to sustain the model. An additional approach suggested is to pace the Centre’s activities so that incremental change occurs with sustained effort over a period of time. This approach must be accompanied by the realization that the growth and success of the Centre will, by necessity, proceed at a more moderate level.

The use of undergraduate students as peer mentors is applauded as an innovative approach to increasing the capacity of the Centre. The Centre also demonstrates efficiency in the use of resources through its building of a community of people who support each other as teachers. However, many faculty members access the Centre prompted by their consideration for promotion and tenure and do not continue to utilize the Centre once achieving these goals. Promoting the opportunities the Centre offers to engage in life-long learning and to more fully integrate the Centre’s activities across campus is suggested to address the uneven involvement of faculty in the Centre and to emphasize its mandate to ensure that learning is at the heart of the institution.

9 February 2012

Dr. Bob Tyler, Chair
Unit Plans Review Committee

Dear Dr. Tyler:

I would like to extend my sincere thanks both to you and your colleagues on the Unit Plans Review Committee. The time and thought that have gone into reviewing and commenting on the numerous unit plans submitted this cycle is apparent and is key to development of a strategic University plan. I would also like to commend the Committee for recognizing that an essential element of planning is ongoing dialogue about priorities, actions, and issues. In this light, I am pleased to respond to the UPRC's report on the Vice-President Research' Strategic Plan.

Goal Setting and Process

My Office took the responsibility of developing the strategic plan very seriously. We considered the University goals for research intensity – goals set not by the Vice-President Research, but by the collegium itself through its foundational documents – and proposed a strategic, ambitious plan for moving the U of S towards these goals. I would like to emphasize that the strategies (to enhance research intensity) outlined in the VPR Plan were developed from a thorough and comprehensive examination of the research environment in which our University functions, best practices at other – particularly top 10 research – universities, and feedback obtained through internal and external assessments. A summary list of the nature and type of evidence that informed development of the VPR plan is enclosed at the end of this letter.

As your report points out, the Associate Deans Research were, and will remain, important contributors and partners in research planning. In addition, I would like to flag the critical engagement of Centre Directors and members of the research community in development of the plan and its strategies. I am committed to continuing a collaborative approach to planning and execution of a research strategy. In IP3, I hope to extend these collaborative relationships to include better and focused opportunities to engage with the Deans around research.

Signature Areas

In IP2, the University identified six signature areas in which the U of S can make a significant, global impact through research. IP3, in part, will focus on development of these areas. I want to emphasize,

however, that the intent is not to develop these areas as “research hubs.” The signature areas are envisioned as distributed clusters or clouds. By identifying existing and promising areas of strength distributed throughout a number of academic units, we can ensure that: the work of individual researchers in these areas have greater / broader impact; identify and develop new opportunities for collaborations; and increase the visibility of these areas to attract new intellectual, academic and funding partners.

Your report provides recommendations related to development of the *One Health* and the *Aboriginal Peoples* signature areas. At the time of the writing of the plan, development of a “go-forward strategy” for these two areas was still at the incubation stage. I am pleased to report, that I have since struck a Working Committee under the leadership of Dr. Bruce Reeder to develop a strategic plan for advancing the *One Health* signature area. The membership of the Working Committee encompasses the breadth of the health colleges on campus; this will facilitate clear connections between the initiative and the research being undertaken in these units. In the upcoming year, I anticipate striking a similar committee to develop a strategic plan for the *Aboriginal Peoples* area. I will, as your report recommends, ensure that the membership reflects the myriad of opportunities in this area.

Researcher-focused Programs and Services

Thank you for emphasizing the commitment of my office to ensure that our programs and services are sensitive to the unique and often different (across career stage and discipline) needs of researchers. It is vitally important that we respect and recognize the complexity of our research environment in developing new initiatives and programs. This is also an important consideration in the services offered by the full range of units with the Office of the Vice-President Research – Research Services, Research Ethics, Research Communications, Industry Liaison, Awards Facilitation and International.

Again, thank you for your comments and the opportunity to continue a discussion about the strategies and initiatives through which our collective research goals can be met. I look forward to ongoing dialogue and debate.

Warm regards,

A handwritten signature in cursive script that reads "Karen Chad".

Karen Chad, Ph.D.
Vice-President

Evidence Informing Plan Development

Strategic planning and development in the OVPR emphasizes evidence-informed decision-making.

Review of best and promising practices leading to IP3 has included:

- Completed environmental scans and site visits to top 10 institutions (U-15 members and medical/doctoral peer group).
- Participated in national workshops and forums
 - E.g. Centre for the Advancement of Health Innovation, WestVPR, Community-Based Research Canada, Research Impact, national workshop on efficient administrative systems.
- Commissioned external reviews of our process, structures and strategies
 - E.g. Springboard West analysis of industry-sponsored clinical research; PricewaterhouseCooper (PwC) review business processes, Centre Reviews, Research Services External Review.
- Monitored strategic documents and best-practice literature and data
 - E.g. Canadian Medical Schools Data, Stats Canada, Tri-Agency strategic documents, Canada's S & T Strategy.
- Consulted with experts, partners and stakeholders
 - Federal government (e.g. NRCan, DFAIT, Industry Canada, Agriculture Canada, Environment Canada, Cdn Heritage, WD, INAC); provincial government (e.g. Advanced Education, Agriculture, Innovation Saskatchewan); Tri-Agencies & Presidents; industry (e.g. CNR, Research-Based Pharmaceuticals, PCS), AUCC.

UNIT PLANS REVIEW COMMITTEE REPORT – VICE-PRESIDENT RESEARCH

Alignment with Areas of Focus

The plan outlines development in a number of strategic areas, including an undergraduate research strategy and the development of a strategic plan to support international activities. It describes the intent to recruit world-recognized scholars in each of the University's signature areas of research to complement the current Canada Excellence Research Chair in Water Security. Leadership at this level will accelerate research, training and knowledge transfer in each of the areas and build research clusters which profile the University's expertise in each area and attract additional resources, both intellectual and financial.

The plan describes the development and implementation of strategic plans in the *One Health* and *Aboriginal Peoples* signature areas. A broad perspective is encouraged in the development of the *Aboriginal Peoples* strategic plan given the myriad of issues to be addressed. The scope of the *One Health* signature area is unclear in the plan. A plan with clearly articulated goals and a strategy for engagement of researchers is desired, as references to this signature area in the college and school plans tended to be superficial. The leadership of the VPR is essential in this regard.

The University presently ranks in the bottom third of medical/doctoral universities in terms of the size and number of Tri-Agency grants per faculty member (success rates in 2010-11 were 23%, 58% and 37% for CIHR, NSERC and SSHRC, respectively). Tri-Agency success determines access to other federal funding, such as the Indirect Costs of Research program, Canada Research Chairs (CRC) program, Canada Excellence Research Chairs Program (CERC). A multi-faceted approach to increase performance, including facilitation teams, Tri-Agency leaders, support programs and internal review has been launched. Mentorship is outlined as a broad institutional goal. A consideration related to the internal review process is that it continues to be supportive of the research efforts of faculty members, particularly young faculty, balanced against the need to ensure the readiness of research proposals for Tri-Agency consideration. Additionally, clarifying the relative importance of maximizing the participation rate of faculty in funded research activity and maximize Tri-Agency research revenue is desired. Developing a performance indicator on participation rates is proposed as an additional important indicator of research performance. The plan speaks to the need to be sensitive to the unique needs and interests of researchers. The plan also articulates a changing research environment, which is increasingly based upon the "*inter-cluster synergies and collaboration*" of researchers. Ensuring

that the disciplinary research interests of faculty continue to be supported is highlighted as an important consideration.

Unit Priorities and Progress during the Second Planning Cycle

The plan outlines progress made across the goals for the second planning cycle related to Student Experience in Research and Community-Based Research. A number of new entities were established under the direction of the VPR, e.g. the Geographic Information System (GIS) Centre, Saskatoon Centre for Patient Oriented Research (SCPOR), Canadian Centre for Nuclear Innovation (CCNI), and the Global Institute for Water Security (GIWS). Significantly, the University was awarded a Canadian Excellence Research Chair in Water Security. Future growth and opportunities relate to strategic public, private and post-secondary partnerships aligned with the University's signature areas of research, to be realized initially realized through the establishment of a global food security institute.

The plan speaks of the critical under-performance in Tri-Agency funding, with improved Tri-Agency performance a key goal for the third planning cycle. Much of the plan focuses on strategies to achieve this goal and includes an array of approaches designed to support researchers related to infrastructure development, internal strategic grant review, service improvements, expanded ethics training and a team approach to grant/contract management. Positive results reported include an increase in commercialization of inventions and a third-place ranking among medical/doctoral universities in research revenue growth.

Unit Priorities for the Third Planning Cycle

The plan's unit-specific priorities were embedded within the Areas of Focus section of the plan as directly relevant to and supporting this section of the plan. The development of strategic plans across of a number of areas illustrates the leadership role for the Vice-President Research, in consultation with others. This is balanced against the need for operational strategies which focus on supporting research success across a spectrum of approaches, many to be initiated through the services offered by Research Services and related to the ability of this office to be responsive, efficient, client-centred and proactive. Other initiatives relate to external pressures, such as the development of a new research administration management structure, necessitated by the need to address external regulatory requirements.

Collaboration and Cooperation with Other Units (Academic and Administrative)

The success of the Office of the Vice-President Research and its ability to realize its goals is dependent upon collaborative ventures with others – researchers, departments, colleges/schools, industry, other research institutes, health regions, government agencies. The shared position of the Associate Vice-President Research Health University of Saskatchewan and Vice-President Research and Innovation Saskatoon Health Region illustrates the approach of building collaborative relationships to foster closer working relationships and eliminate barriers. Other examples include the shared research facilitation model established with co-funded and co-supervised research facilitators placed directly within colleges and schools, and the collaborative commercialization process through the Industry Liaison Office (ILO) to transfer research inventions to industry and society.

Summary

The vision of the Vice-President Research is to establish the University of Saskatchewan as one of the top ten medical doctoral universities in Canada. The plan is focused on strategies to make this goal a reality. A multi-faceted approach is outlined around the thematic areas of *“focus, people, enabling success, international.”*

The plan reflects the present stage of the University as seeking to boost its research performance through a variety of strategies and is written from the perspective of the cultural shift needed to advance the University’s research goals. Priorities are presented within a comprehensive list of areas. The plan boldly includes the goal of doubling research revenue by the end of the planning cycle. This goal is a “stretch” in light of the gap between the University’s present research funding performance and the performance target. As a recent member of the U15, a group of 15 leading research-intensive universities in Canada, it is appropriate that the University look to others to determine best practices for advancing its own research intensity.

The Associate Deans Research group has become an important consultative body for the Vice-President Research in determining approaches and disseminating information. The group has identified cross-unit and cross-college collaborative groups, interdisciplinary and multi-disciplinary achievement, the use of community resources, industry linkages, and community partnerships as fundamental to the University’s achieving its research goals.

February 13, 2012

Professor Bob Tyler, Chair
Unit Plans Review Committee

Dear Professor Tyler,

Thank you for the opportunity to meet with you and your colleagues on UPRC regarding the University Advancement integrated plan, and for the thoughtful feedback provided in your report of February 3. The perspectives of your committee members were helpful and pertinent. I am particularly conscious of the heavy workload faced by your committee members over the past several months, and want to take this opportunity to both thank them and congratulate them on what I believe has been a highly collaborative and successful process.

As your report points out, nothing that is accomplished within University Advancement can be done without close collaboration with many other units and colleges on campus. Our work is a means to an end, not the end in itself. We might help to establish productive relationships with donors, but it is the prospect of supporting students, contributing to new discoveries, and transforming innovative programs and facilities that causes donors to give. We might help to attract the attention of news media or community stakeholders to the University of Saskatchewan, but it is the research discovery, the scholarly work, or the student achievement that builds the reputation of our University.

As such, we place a very high value on the quality of our relationships within the University. Your report rightly encourages us to continue to strengthen our collaborative relationships with other units, academic units in particular, to ensure our mutual success.

At the same time, we are very conscious of the need to be sound stewards of the public resources entrusted to our care. For most of us in Advancement, and here I include the deans and college-based staff as well, our challenge is to balance the desire to see a demonstrable return on the resources invested in advancement, with the reality that our work may take years to ultimately bear fruit. I believe that ensuring we have the right metrics in place, and that we pay close attention to them, is critical. For example, because we track our donor interactions on a monthly basis, I know that our total number of asks is down, but our number of personal contacts is up markedly, which should translate into a corresponding increase in number of asks in the next 12 months as those conversations progress. If we focused solely on dollars in we would be only looking at one piece of the picture, albeit of course an important one.

A further complexity is that our mission is to ensure the University of Saskatchewan has the reputation, relationships, and resources necessary to be one of Canada's most distinguished universities, and the reality is that none of these can be accomplished without the others. Reputations affect relationships, relationships affect resources, resources affect reputations. Again, balance is necessary, and attention to metrics is critical.

February 13, 2012
Professor Bob Tyler
Page 2

It is within this framework that decisions regarding resource allocation must be made. Our ambitions will always outpace our resources, and setting priorities is inescapable. We agree with UPRC that these priorities should be set in collaboration with our colleagues, by weighing the relevant factors, and with the evidence of progress or lack of progress in hand. This may lead to some shifting of resources, but the long-term health of the University and its component parts will be the ultimate goal which will benefit us all.

Once again, thank you for your thoughtful response to our plan, and warmest congratulations to you and your colleagues for the work you have done in advancing our university.

Sincerely,

A handwritten signature in black ink that reads "H Magotiaux". The signature is written in a cursive, flowing style.

Heather Magotiaux
Vice-President, University Advancement
University of Saskatchewan

UNIT PLANS REVIEW COMMITTEE REPORT – UNIVERSITY ADVANCEMENT

Alignment with Areas of Focus

University Advancement has received permanent funding to establish an office of Community Outreach and Aboriginal Engagement. The mandate of this office is “to engage local, provincial, national and international communities, particularly Aboriginal communities, in core activities of community outreach, engagement, service learning and research partnerships.” The office offers exciting potential to advance the University’s priorities related to Aboriginal engagement. The next step is to realize this potential by developing goals and strategies in support of the office’s mandate.

In light of its multiple responsibilities for fund raising and alumni relations, communications, and outreach and engagement, University Advancement is well positioned to support University- and unit-level strategies related to all of the areas of focus. One of its primary challenges is to strengthen its collaborative relationships with other units, academic units in particular, such that the greatest possible degree of synergy can be achieved and the mutual and individual needs of University Advancement, the University, and academic and administrative units are recognized and addressed.

Unit Priorities and Progress during the Second Planning Cycle

The plan details numerous initiatives which advance the goals of the University and its units with respect to communications, alumni and donor relations, and fund raising. Advancement has made good progress against its goals and is flexible and responsive, having developed new reporting structures and undertaken an organizational restructuring with increased funding in 2009-10.

Unit Priorities for the Third Planning Cycle

University Advancement employs a principle-based approach to guide its planning, based upon leveraging existing capacities, mitigating risks and capitalizing on opportunities, employing cost/benefit analyses, and assessing the infrastructure growth necessitated by growth in business activity. Four goals are identified in the plan: to review its organizational framework beginning with an institutional audit; to increase donor giving and determine institutional priorities for fundraising in preparation for the University’s next major campaign in 2016; to reinforce the University’s position; and to develop collaborative and mutually beneficial partnerships.

The plan is grounded in the intent to develop indicators to measure effectiveness in fund raising and progress related to core strategies, to ensure the effective use of resources, and to project the feasibility of securing the level of fundraising support envisioned for campaigns. Concrete measures and metrics are identified in the plan with respect to fundraising potential and effectiveness. Further work is needed to address the measurement of effectiveness of communication and outreach and engagement initiatives.

There is a need to balance the necessity for an overarching University communications strategy and centralized messaging with the proliferation of communication that occurs from academic and administrative units. This may include consideration of a shared model, similar to that of the shared advancement officer model, with communications specialists placed within colleges and schools and administrative units, apart from the communications offices already created within SESD, Research, Human Resources and Financial Services. The vision for an AVP Communications is not well integrated within the plan. Now that an incumbent has been successfully appointed, the impact of this position on the various communications needs identified will be considered and developed.

Collaboration and Co-operation with Other Units (Academic and Administrative)

Collaboration and co-operation with other units is an imperative for University Advancement given that its mandate extends across the campus. Communications initiatives require collaboration with units such as Institutional Planning and Assessment, Human Resources Division and SESD, along with colleges/schools and research centres. Most Development and Alumni Relations initiatives require collaboration with colleges/schools. Advancement provides support for many academic-unit-based initiatives; however, there is tension regarding what is excellence versus capacity building, between University-level goals and unit-specific initiatives, and with respect to the vulnerability of colleges/schools that are dependent on the shared model for placement of advancement officers. The previous comment relates to the statement in the plan that University Advancement will reduce or eliminate services to college and units that do not have a joint reporting arrangement or that do not demonstrate a reasonable rate of return. University Advancement is encouraged to advance its goals for greater productivity in collaboration with others in order that the mutual goals for enhanced fundraising opportunities and Advancement's goal "to build a strong and unifying identity for the University of

Saskatchewan” are realized. As suggested, some degree of administrative restructuring may be called for in order to achieve the goals articulated.

Summary

University Advancement has identified its mission as establishing a national and international reputation for the University as a distinguished university. Its mission now includes outreach and engagement, along with advancement and communications. The unit has identified that key to achieving success is the establishment of the relationships and the acquisition of the human and financial resources necessary to achieve its goals, and structuring and positioning itself to address the priorities of the University and those of individual colleges and units.

During the second planning cycle, University Advancement focused on establishing the University’s brand and building the University’s reputation and relationships. In the third planning cycle, it outlines its intent to expand beyond the province to implement annual national campaigns targeted at key stakeholders. University Advancement is to be complimented on its vision and optimism and its ambitious goals, given the reality that while the University garners considerable recognition within the province, there is significantly lower recognition elsewhere. University Advancement is also to be recognized for its energy and enthusiasm in garnering new resources to support University-level and unit-level initiatives related to outreach and engagement, given their critical importance with respect to experiential learning, community engagement in research, student recruitment and Aboriginal initiatives. In advancing the reputation of the University, seeking venues to foster public recognition of the University, in addition to the Maclean’s reputational ranking, is suggested.

In the end, the degree to which University Advancement is successful in achieving its goals and targets will be dependent to a very significant extent on its success in building and strengthening its relationships with academic and administrative units, alumni, and the communities it serves.

UNIVERSITY COUNCIL
BYLAWS COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Gordon Zello
Chair, Bylaws Committee

DATE OF MEETING: February 16, 2012

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

DECISION REQUESTED: *Notice is given that at the March meeting of Council the
following decision will be requested:*

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

PURPOSE:

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

CONTEXT AND BACKGROUND:

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

CONSULTATION:

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

IMPLICATIONS AND FURTHER ACTION REQUIRED:

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

ATTACHMENTS:

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



**UNIVERSITY OF
SASKATCHEWAN**

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

MEMORANDUM

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

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

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

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

Sincerely,

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

Ernie Barber, PEng, PAg
Dean, College of Engineering

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

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

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

UNIVERSITY COUNCIL
BYLAWS COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Gordon Zello
Chair, Bylaws Committee

DATE OF MEETING: February 16, 2012

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

DECISION REQUESTED: *Notice is given that at the March meeting of Council the
following decision will be requested:*

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

PURPOSE:

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

CONTEXT AND BACKGROUND:

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

CONSULTATION:

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

IMPLICATIONS AND FURTHER ACTION REQUIRED:

Since membership of council committees is described in the Bylaws of Council (Part Two), this change constitutes a change to Council's bylaws and requires a 30-day notice of motion. A motion to approve the proposed changes will be brought forward to the March 2012 meeting of Council.

ATTACHMENTS:

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

ATTACHMENT

Revised draft of change to TLCC terms of reference and membership

TEACHING AND LEARNING COMMITTEE

Membership

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

One sessional lecturer

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

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

Ex Officio

Provost & Vice-President Academic

Associate Vice-President Student and Enrolment Services

Dean of Libraries

Director of the Centre for Continuing and Distance Education

Director of the University Learning Centre

Director of Educational Media Access and Production

Director of the Centre for Discovery in Learning

President (non-voting member)

Chair of Council (non-voting member)

Administrative Support

Office of the University Secretary

The Teaching and Learning Committee is responsible for:

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

Summary of the rationale for this change:

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

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

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

At the recommendation of the Bylaws Committee, the additional mandate to review reports was expanded to include the following other units which also deal intensively with teaching and learning: University Learning Centre, Gwenna Moss Centre for Teaching Effectiveness, Centre for Continuing and Distance Education.

UNIVERSITY COUNCIL
BYLAWS COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Gordon Zello
Chair, Bylaws Committee

DATE OF MEETING: February 16, 2012

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

DECISION REQUESTED: *Notice is given that at the March meeting of Council the following decision will be requested:*

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

PURPOSE:

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

CONTEXT AND BACKGROUND:

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

CONSULTATION:

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

IMPLICATIONS AND FURTHER ACTION REQUIRED:

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

ATTACHMENTS:

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

III. GOVERNANCE BYLAWS COMMITTEE

Membership

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

Ex Officio

University Secretary

Administrative Support

Office of the University Secretary

The ~~Bylaws Governance~~ Committee is responsible for:

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

UNIVERSITY COUNCIL
INTERNATIONAL ACTIVITIES COMMITTEE
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Stephen Urquhart, Research, Scholarly and Artistic Work
Committee Chair
Hans Michelmann, International Activities Committee Chair

DATE OF MEETING: February 16, 2012

SUBJECT: *Report on Principles and Strategies in Support of
Internationalization*

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

Internationalization is central to the mandate of the International Activities of Council, which is responsible for recommending to Council on “*issues relating to international activities at the University of Saskatchewan.*” The Research, Scholarly and Artistic Work Committee of Council also has an overlapping interest in international research and the activities of international graduate students relative to its mandate to recommend to Council on “*issues relating to the conduct of research, scholarly and artistic work and its translation within the University and community.*”

Piqued by the announcement of the appointment of country advisors for the China, India and the USA, as the three countries designated as strategic partners for engagement at an institutional level the two committees held a joint meeting on November 18, 2011. At the meeting, the committees discussed what principles or guidelines might be put in place to support internationalization within China, India, and the USA and those countries not designated as institutional partners, sometimes referred to as the fourth “basket” of countries. The question of support for internationalization throughout the institution more broadly was also considered relative to the mandates for both committees.

DISCUSSION SUMMARY:

The attached report distills the discussion at the meeting into a set of principles and recommended strategies that are submitted to Council for consideration. The goal is to

engage Council in discussion of how internationalization might be advanced more broadly and to provide guidance to those offices directly responsible for internationalization and to the University at large on Council's thinking in this regard.

As a general background, the importance of internationalization is captured in the University's foundational document on internationalization: [Globalism and the University of Saskatchewan: The Foundational Document for International Activities at the University of Saskatchewan \(2003\)](http://www.usask.ca/ip/inst_planning/foundational_docs/index.php) [www.usask.ca/ip/inst_planning/foundational_docs/index.php]. Following through from the foundational document, in 2009 the following reports were released: [Implementation Plan for the Foundational Document for International Activities](http://www.usask.ca/vpacademic/policies/index.php) [www.usask.ca/vpacademic/policies/index.php] and the [Final Report of the Task Force on International Research and Development](http://www.usask.ca/vpresearch/strategic/index.php) [www.usask.ca/vpresearch/strategic/index.php].

ATTACHMENTS:

Report on *Principles and Strategies in Support of Internationalization*

PRINCIPLES AND STRATEGIES IN SUPPORT OF INTERNATIONALIZATION

The following principles are suggested, with the first being that principles themselves be established to provide clarity and transparency in relation to the University's international priorities.

- 1. That principles be established and communicated, which support and guide the University's international priorities. This should include the principles that guide institutional support for activities located within the list of designated countries of focus (India, China, USA), activities within the "fourth basket" (other countries that represent a strategic interest to the U of S), as well as the nature of support for activities in countries not identified as a priority by the University.**

Recognition is given that the impetus to designate specific countries is to take advantage of the many relationships already established in these countries in order to build on existing synergies and to streamline resources by coordinating visits and exchanges. Institutional resources are limited, and therefore focus is needed so that more substantial outcomes can be realized in a set of countries, rather than diluting efforts. There are dozens of countries, in addition to the three designated countries, where faculty members are conducting international work. The intent is to also recognize and support the work undertaken in these countries.

Communicating broadly that the principle supporting the selection of the three countries was quantitatively-based, rather than qualitative in any sense, and providing the assurance that those individuals engaged in research, teaching and scholarly work in other countries will continue to be supported is suggested. The hope is that these messages will alleviate any anxiety on the part of researchers with respect to being marginalized if their work takes place in countries other than China, India, or the USA.

- 1. That clarity regarding the intent, process, and support for MOU's with other countries be established and communicated.**

MOU's can be important instruments that articulate statements of intention; however, presently there are no principles or guidelines for either accepting or declining to sign a MOU with another institution. Many MOU's do not result in an ongoing, long-term relationship; in some cases MOU's are only intended to establish programs with a limited scope (such as student exchanges). In many cases, there is little follow-up activity after an MOU is signed, which may represent an opportunity lost.

Not all MOU's are created equally or have the same goals. The University has limited resources within the International Office and International Research Office to provide support related to the signing of MOU's and activities that follow from the MOUs. Ensuring MOU's for international exchanges of students are signed with institutions at the same or a higher level is important to ensure reciprocity in terms of the quality of the exchange. A broader strategy to include accepting the best students from regional institutes is suggested. A challenge is that individual units do not have the authority on their own to complete a MOU to bring fully-funded students from another institution to the University.

2. That a coordinated approach be developed to promote the University to other countries.

Greater coordination of efforts to promote the University internationally is desired, while continuing to recognize that individuals will always have the freedom to make individual connections. Coordinating of approaches ensures the most effective use of limited resources, eliminates duplication, and allows for meaningful connections, which build on prior interactions and exchanges.

3. That the support available (at the individual level, at the unit level, and at the university-level) to support internationalization be defined and communicated at all levels.

It is presently unclear what resources are available to support the efforts of individuals, units, and colleges in their pursuit of international work. As a result, much individual time and energy is expended in pursuing resources which may or may not exist. Where resources do exist, lack of knowledge of their existence potentially leads to inequities in their distribution. Broadly communicating the financial and non-financial support available in support of internationalization and the criteria for allocation of this support is suggested to ensure transparency, equity and to promote the full use of those resources available.

4. That strategies be developed to promote that each undergraduate student spend a portion of their time as an undergraduate student in another country.

Compared to other institutions, the University has one of the smallest percentages of undergraduate students who spend some time abroad during the course of their program. Potential barriers exist relative to lack of student funding, limited faculty encourage of student exchange programs, difficulty of matching curricula and integration within programs, and student reluctance to seek an international experience due to loss of time in program. Consideration of how these and other barriers might be eliminated is encouraged to support greater internationalization within the undergraduate student body.

The following strategies are suggested in support of internationalization:

- 1. That a repository of effective practices be compiled to guide individuals (faculty, staff, students) seeking international engagement;**
- 2. That an interactive database be developed to make individuals aware of where international activity is occurring and of those involved. Presently, information on international research projects is housed on the International Research Office website as a *World Map of International Research*. Ensuring the *World Map* is regularly and systematically updated, fully covers the spectrum of international research activity, and is promoted to researchers as a source of information is**

supported. Development of a searchable database, which would incorporate international research and international teaching, learning and service activity is seen as an additional step which would enhance the work already undertaken by the International Research Office.

[The *World Map of International Research* can be found at:
www.usask.ca/research/research_services/international/list_int_projects.php]

- 3. That consideration be given to expanding the model adopted by some colleges of having an international facilitator to promote international funding opportunities and strategic partnerships;**
- 4. That further thought be given to the need and cost associated with extending reciprocal hospitality towards international guests;**
- 5. That the *International Student Pre-Arrival and Arrival Guides* be promoted as excellent orientation tools for international students;**

[The *International Student Pre-arrival and Arrival Guides* can be found on the International Student and Study Abroad Centre (ISSAC) website at:
<http://students.usask.ca/current/international/arrival/settlement.php>]

- 6. English as a second language is often the biggest stumbling block for international studies. Continued language supports for international students and other international visitors are encouraged.**