



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,



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.

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Innovation in Academic Programs and Services

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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.

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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.

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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.

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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 incented 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 play 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

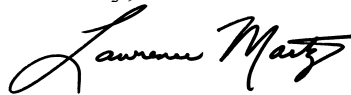
I greatly appreciated your recognition that the *Innovation in Service* element of our plan is only partly about improving administration. The most important reason for its introduction is to foster an enhanced sense of ownership and a deeper engagement with graduate program across campus.

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.