February 3, 2012

<Administrative Unit Head>

Dear <>,

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

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

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

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

We look forward to receiving your response to our report.

Sincerely,

Bob Tyler, Chair
Unit Plans Review Committee

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

Sandra,

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

Bob

**UNIT PLANS REVIEW COMMITTEE REPORT – CAMPUS SAFETY**

<u>**Alignment with Areas of Focus**</u>

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

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

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

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

**Unit Priorities and Progress during the Second Planning Cycle**

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

**Unit Priorities for the Third Planning Cycle**

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

**Collaboration and Cooperation with Other Units (Academic and Administrative)**

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

**Summary**

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

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

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

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

Hi Sandra,

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

Page 2, Unit Priorities for the Third Planning Cycle
Third Sentence. Begins "The Centre has initiated . . ." Should read "The Language Centre has initiated . . . "

Page 2, Collaboration and Cooperation with Other Units (Academic and Administrative)
Third Sentence. Begins "A bridging program proposal . . ." Should read "An ESL bridging program proposal . . ."

Page 3, Summary
Third paragraph, Second Sentence. I believe this sentence would be a more accurate reflection of what is in our plan if it added mention of the College of Education and read instead: "Much of the discussion in the plan refers to work within the Colleges of Arts and Science and Education."

Page 3, Summary
Fourth paragraph, Fourth Sentence. Begins "Changing from a cost-recovery model . . ." Should read "Changing the degree credit delivery unit within the CCDE from a cost-recovery model . . ."

That's it.


Bob Cram

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

## Alignment with Areas of Focus

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

## Unit Priorities and Progress during the Second Planning Cycle

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

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

## Unit Priorities for the Third Planning Cycle

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

## Collaboration and Cooperation with Other Units (Academic and Administrative)

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

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

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

## Summary

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

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

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

As identified in the plan, the success of the unit depends in large part upon its ability to establish and sustain successful partnerships with others – colleges, related support units, government, organizations and companies. A potential risk the Centre faces is the competition arising from the increased distance education offerings from other institutes and the likelihood of extension of degree-granting approval to SIAST and other institutions in the province.
The complement plan for priorities is resource intensive, with funding and positions required to support most initiatives. Changing the degree-credit delivery unit within the CCDE from a cost-recovery model to a support centre model under TABBS will mean significant changes for the CCDE, presenting both opportunities and potential drawbacks related to the loss of flexibility the Centre currently has to respond to fluctuating enrolments. Ongoing concerns and uncertainty

regarding the Centre's financial stability and future will be alleviated by the finalization of the financial model, which will guide the operations of the Centre. The Centre is encouraged to reconsider the costs incurred by its Seniors Programs, and how these programs could generate sufficient revenue to make them viable.

➤ **Director**
Consumer Services
102 Qu'Appelle Hall Addition   99 Campus Drive   Saskatoon SK   S7N 5E8   Canada
Telephone: (306) 966-6785   Facsimile: (306) 966-7897

Bookstore
Marquis Hall
97 Campus Drive
Saskatoon SK  S7N 4L3
Phone: (306) 966-4468
Fax: (306) 966-7416
bookstore@usask.ca

Campus ID Card Office
Marquis Hall
97 Campus Drive
Saskatoon SK  S7N 4L3
Phone: (306) 966-4468
Fax: (306) 966-7416
bookstore@usask.ca

Culinary Services
Marquis Hall Room 227
97 Campus Drive
Saskatoon SK  S7N 4L3
Phone: (306) 966-6789
Fax: (306) 966-6784
food.services@usask.ca

Hospitality Services
Saskatchewan Hall Room 131
91 Campus Drive
Saskatoon SK  S7N 5E8
Catering: (306) 966-6794
Summer Housing: (306) 966-8600
Fax: (306) 966-8599
hospitality@usask.ca

Mail Room
General Purpose Building
124 Veterinary Road
Saskatoon SK  S7N 5E5
Phone: (306) 966-6591
Fax: (306) 966-6596

Parking and Transportation
Services
Animal Science Building
72 Campus Drive
Saskatoon SK S7N 5B5
Phone: (306) 966-4502
Fax: (306) 966-2714
parking@usask.ca

Post Office
Arts Building
9 Campus Drive
Saskatoon SK  S7N 5A5
Phone: (306) 966-6590
Fax: (306) 966-5914

Printing Services
General Purpose Building
124 Veterinary Road
Saskatoon SK  S7N 5E5
Phone: (306) 966-6639
Fax: (306) 966-8777
printing.services@usask.ca

Residence
Saskatchewan Hall Room 128
91 Campus Drive
Saskatoon SK  S7N 5E8
Phone: (306) 966-6775
Fax: (306) 966-6911
residence@usask.ca

February 8, 2012


Bob Tyler, Chair
Unit Plans Review Committee
University of Saskatchewan

Dear Dr. Tyler,

Thank you for the opportunity to meet with the Unit Plans Review Committee (UPRC) in November to discuss Consumer Services' Third Integrated Plan, for UPRC's report, for inviting us to respond with any clarifications or additions.

We are very pleased with the positive response that our plan has generated with UPRC and with the campus community. Consumer Services continues to make progress in developing, growing, and positioning our units to support the strategic directions of the university particularly in the areas of recruitment and retention goals and overall service orientation and support to our students, faculty and staff.

We do recognize the risks that UPRC has outlined in its report and we are committed to mitigating or eliminating these risks and in taking advantage of the opportunities available to us that these risks present. We would like to expand and update, where applicable, on the progress we are making in addressing the three key risks that UPRC identified.

1. Vacancy risk – Residence Marketing Plan and Short-Term Stay for academic and non-academic university programs.  This week we have selected the consultant to complete a Residence Marketing Plan by July 2012. A key component of our plan will involve engaging the university community to understand and to capture the opportunity to house students, faculty, and staff in short-term university programs.
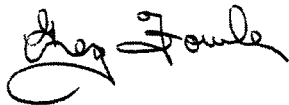
   We share your view of the added benefit that our residences can provide in terms of community building.  Our residences currently have a strong residence student life component in their programming developed through Resident Assistants and Residence Life Coordinators.  We agree that this residence life component also needs to be part of any short-term stay program.

2. Declining Textbook Sales – Last week we issued a Request for Proposals (RFP) to select a consultant that will assist us in developing an overall retail vision and business plan which considers trademark licensing approval processes, the changing environment of textbook products and sales, the uses and changes in technology, and the needs and interests of our customers, particularly students.

3. Decreased demand for pay parking – As we indicated on our plan, last year Parking Services changed its name to Parking and Transportation Services. This change was required to address the issue of serving a broader transportation service than parking, which was an issue UPRC identified in its reports. Although we also recognize the impact that increased rates and alternative transportation initiatives will have on parking, we recognize that Parking Services is well positioned to implement and service the campus community with alternative transportation initiatives such as the Eco Pass, bike lockers and car share (a short-term car rental program). The first two services; Eco Pass and bike lockers have already been implemented on a trial basis, and our plan is to implement a trial car share program for students living in the College Quarter for the fall of 2012.

Once again, on behalf of Consumer Services I want to express my appreciation to the UPRC for reviewing the Division's Integrated Plan, the general support for the plan, the valuable comments provided that have helped us take initiatives to address, and for the opportunity to discuss and provide clarifications and more information on our plan.

Sincerely,

Greg Fowler
Director, Consumer Services

**UNIT PLANS REVIEW COMMITTEE REPORT – CONSUMER SERVICES DIVISION**

## **Alignment with Areas of Focus/Unit Priorities for the Third Planning Cycle**

The vision of Consumer Service Division is to continue its alignment with student recruitment and retention. Following a period of investment over the second planning cycle, the Division is now well positioned to deliver on commitments to improved services to the campus community. Over the next planning period, the focus is on staffing and operations to ensure it is meeting its service goals and financial outcomes. Division-wide and organizational-unit-specific priorities are described from four perspectives: service strategy and financial performance; focus on student and customer service in a changing environment; integration of technology in enhancing services; and environmental and social responsibility. Unit priorities are supported by sound financial plans and financial projections. Division-wide initiatives focus on the use of social media in marketing to meet projections, particularly in residences, employing market-based pricing, using surveys and other data to evaluate service, providing increased online services, continuing sustainability efforts to offset environmental impact, and instituting a comprehensive recycling program.

Specific organizational unit initiatives are highlighted below. Specific financial goals for each unit are included in the plan, but are not commented on here.

*Student Residence initiatives:* Renewal of the Voyageur Place and McEown Park residences will continue until 2020. Planning has begun for the transition to new residences, including the additional services required for assisted-living suites. A community garden is envisioned within the College Quarter and programming for international students and their families is planned in partnership with the Varsity View Community Association.

*Food and Culinary Services initiatives:* Development of the successful food retail outlet plan, focused on Tier 1 franchises, will continue. The culinary direction set for Marquis Hall will be fully implemented, and a marketing strategy will be initiated to promote dining options. Transitioning to local food sources will be undertaken, wherever possible.

*Hospital Services initiatives:* Catering for on-campus customers will provide enhanced service. Improvements to online conference booking and registration are planned.

*Parking and Transportation Services initiatives:* A parking lot improvement plan will be developed, and a study to determine best practices for parking and transportation to optimize parking lot space will be undertaken. New technological applications will provide improved

payment options. Continuing initiatives will be directed towards alternate transportation modes, e.g. Eco Pass, bike lockers.

*Printing Services initiatives:* Refinement of the on-line ordering and delivery system will continue. The units capacity for digital printing and electronic document design will be promoted. Technological process enhancements are planned throughout the unit to enhance customer service and to achieve internal efficiencies.

*Bookstore initiatives:* A business plan based on a retail vision will be prepared and implemented. The Bookstore will transition to more digital courseware content. Development of the on-line store will continue, and will include merchandise sales.

## Unit Priorities and Progress during the Second Planning Cycle

At the time of the preparation of the second integrated plan, Consumer Services Division was identified as an underperforming unit. As a result, its focus over the second planning cycle was to develop the infrastructure necessary to provide for enhancements in service and to support the strategic priority of improving the student experience. Four inter-related priorities were identified: development of new student housing and renewal of existing student housing; positioning Marquis Hall as a dining and events centre; revitalizing Consumer Service Division's operations; and establishing a reinvestment and contribution model.

The Division has made remarkable progress, as evidenced by the doubling of student residence beds, boosting the percentage of students housed in residences from 6% to 12% by 2013 (the average for most universities is 13%). The development of Graduate House as a designated residence for graduate students has the potential to be a major recruitment tool, given that presently 70% of the University's graduate student population comprises international or out-of-province students.

Marquis Hall has been renovated to provide premier facilities and to promote its new culinary direction, focused on affordable healthy options, variety and international cuisine, and with upgraded multimedia capabilities to expand its ability to host special events. The Bookstore also has been renovated, and now includes an on-line store, with a searchable textbook feature, and the capability to manage digital course materials. Restructuring of Printing Services and streamlining of services resulted in the elimination of satellite copy centres, permitting

conversion of this space into teaching and student space. The transition of parking rates to market-based rates will enable paving and lot improvement to proceed.

Consumer Service Division's goal to establish a financial contribution and reinvestment plan has resulted in an improvement in its financial performance, a reduction in its operating budget, incremental investment in renewal, and additional monetary contributions to the University. Significantly, this occurred over a planning period characterized by disruption to services due to major operational changes and construction.

**Collaboration and Cooperation with Other Units (Academic and Administrative)**

Working in consultation and co-operation with other units is essential to the ability of Consumer Services to meet its service mandate. For example, in developing new student residences, Consumer Services collaborated with SESD, Disability Services, Graduate Studies, Facilities Management Division, Corporate Administration, Financial Services, and the USSU and GSA student executives.

**Summary**

Consumer Services Division is committed to improving the campus environment and the experience for students through the services it offers in relation to student housing, parking and transportation, printing services, hospitality, food services and the Bookstore. The goal of the unit is to support recruitment and engagement of a diverse body of students, faculty and staff through the array of services it offers.

The Division is a significant enterprise, consisting of a $40 million dollar operation over all of its organizational units and employing 350 staff members. The unit is to be commended for the approach taken in the development of its plan in support of the financial outcomes projected. The plan provides information on the unit's financial health, loan commitments, and revenue contributions to University operations. The inclusion of a renewal plan to address deferred maintenance needs is forward-looking and speaks to its long-term vision.

CSD's recognition of its service role is the cornerstone of its operations and a key element of its successful revitalization. The Division is responsive and innovative in its approach to market trends and social and technological changes and advances. In addition, Consumer Services Division has displayed generosity, and is to be commended for its recognition as a responder to situations requiring emergency housing, such as forest fires requiring re-location of Northern

residents. This willingness to serve in a time of need speaks to its overall commitment to exemplary customer service, expressed in the plan as *"timely, friendly, empathetic and student focused."*

Significant investments were made in infrastructure for the Division's operational units in the second planning cycle, and the gains made in the development of new student residences in the College Quarter and the renovations within McEown Park, Marquis Hall and the Book Store, along with the reconfiguration of Printing Services, are noteworthy. However, there are risks related to the Division's ability to meet its financial goals, for example through failure to meet projected occupancy rates, declining textbook sales as print media is replaced with electronic media, and decreased demand for pay parking in the face of increased rates and more environmentally conscious modes of transportation. Overall, student expectations are on the rise, and it is not clear that the investment in improvements will give the University the differential advantage anticipated. In addition to the multi-year marketing plan for student housing planned as a means to counter the risks associated with vacancy and rental rates, particularly over the summer, the Division is encouraged to consider creatively utilizing short-term stays over the summer, linked to short courses or other programs, to boost occupancy. Added benefits would be the sense of community which could be built among these short-term residents and their exposure to the campus environment, both potential recruitment tools.

**E-mail response dated February 9, 2012, from Ms. Judith Yungwirth, Director, Corporate Administration**

Sandra,

Thank you for the letter, and the opportunity to provide a response.  We are generally in agreement with the report, however have the following comments:

1. In the alignment with areas of focus, the statement is that it is the unit's core responsibility to support the university's business operations and reduce operational risk. It would be more accurate to say it is our core responsibility to support the university's business operations and effective management of risk.
2. In the same alignment section, it outlines specific examples including lease and property management.  We believe it would be more accurate to say lease and real estate management.

Once again, thank you for providing us with the opportunity to review the report.

Judith M. Yungwirth

**UNIT PLANS REVIEW COMMITTEE REPORT – CORPORATE ADMINISTRATION**

## Alignment with Areas of Focus

The plan does not present any new themes, but builds on previous priorities and refines these relative to the unit's core responsibility to support the University's business operations and effective management of risk. Specific examples are provided related to the unit's role to provide governance support for the University's incorporated entities, enterprise risk management, the coordination of crisis and emergency measures planning, legal assistance, and lease and real estate management in support of research and academic programming initiatives. The unit supports the University's Aboriginal Engagement by facilitating agreements with Aboriginal bands to permit programming for Aboriginal students on reserves for the ITEP program. Most recently, an agreement made possible the establishment of the University's Office of Aboriginal Initiatives at the English River First Nations urban reserve.

## Unit Priorities and Progress during the Second Planning Cycle

The unit is most visible through its real estate activities, having completed phase 3 of the Preston Development Crossing and attaining approval for the *Vision 2057* land designation system and the College Quarter Master Plan. The unit has responded to new research initiatives advanced in partnership with the Vice-President Research, such as the Canadian Centre for Nuclear Innovation, Dairy Research Centre, Beef Research Unit, Canadian Ecotoxicity Testing and Screening Inc. (CETES) and the Saskatoon Centre for Patient Oriented Research (SCPOR). The University is considered a leader in its adoption of an Enterprise Risk Management system, which triages the University's top risks and is managed within the unit through Risk Management and Insurance Services. Contract advice and assistance has been enhanced and various internal processes streamlined to provide more efficient service.

## Unit Priorities for the Third Planning Cycle

Corporate Administration is guided by the priorities of the Vice-President Finance and Resources to provide quality administrative services, enhanced stewardship of physical and financial resources, and foster a high-performance culture. Unit-specific priorities focus on continuing momentum in the College Quarter, with a view to development of commercial space, a hotel and twin-pad ice arena, athletics fields, and parking. The end of 2012 is planned to mark the completion of Phase IV of the Preston Crossing Development, with a future strategy to be explored for Phase V. With the City of Saskatoon, the unit will prioritize the future development

of endowed lands in conjunction with the City's *Future Growth Strategy*, exploring the potential for residential development as outlined in the *Vision 2057* plan.

Campus-wide initiatives relate to the completion of a revised University Emergency Measures Policy and master plan, and the implementation of a campus-wide emergency training program. Copyright policies, guidelines and procedures will be revised as the law evolves and copyright changes will be communicated broadly to the university community. Educational sessions on compliance with privacy legislation and best practices will be delivered.

## Collaboration and Cooperation with Other Units (Academic and Administrative)

Corporate Administration has strong external relationships with business partners and municipal authorities, and within city communities. Internally, it works with academic and administrative units in the assessment of risks, provision of advice related to copyright, the negotiation of off-campus leasing of space, and institutional support for campus crisis and emergency management needs. The unit is encouraged to counter the weakness identified in the plan related to the limited knowledge of the public and the campus community relative to the role of Corporate Administration, attributed in part to its limited on-line presence with respect to the services it performs.

## Summary

This is the first plan for Corporate Administration, which previously reported through the Vice-President Finance and Resources integrated plan. The goal of Corporate Administration is to support innovative and effective best practices in the development and stewardship of resources, business opportunities and partnerships, and management of risk. The unit provides professional legal, business, insurance and contracts services, protection of privacy and access to information services, and ensures revenue opportunities are optimized through responsible risk taking.

The role of Corporate Administration has expanded due to a number of environmental changes. The unit has increased responsibility to ensure institutional compliance with copyright law, following upon the decision not to renew the University's Access Copyright agreement. The appointment of a Crisis and Emergency Measures Coordinator within the unit signals the intent to provide a broader training program and to revise emergency measures. This appointment provides the opportunity to clarify responsibility for crisis preparedness given the number of

units (Campus Safety, SESD, Workplace Safety and Environmental Protection) that contribute to planning for campus safety needs and the reflection of various aspects of emergency preparation across the administrative unit plans.

Corporate Administration is to be commended for its initiative in developing the *Vision 2057* land designation system, which mapped out the potential use of University lands over a 50-year period as either core lands or endowed lands. The investment in University-owned urban lands which benefit the university through scholarship funds and other revenue will increase with the next phase of Preston Crossing and the commercial development planned for the North East Precinct of the College Quarter. The plan provides evidence of strong external relationships with City planners, Saskatoon City Council and the Meewasin Valley Authority, as well as with business groups and associations. The unit has the potential to widen its sphere of influence with the City of Saskatoon, and is encouraged to do so, given that 20 percent of the City's core comprises University lands.

There appears to be an opportunity for the unit to take a greater leadership role in the development of a framework for the types of entities being established recently in collaboration with external partners of various types (government, not-for-profit, industry), such as the Canadian Centre for Nuclear Innovation (CCNI) and the proposed global food security institute. As learning expands to distributed campuses, Corporate Administration will have a larger role in identifying additional opportunities from a business point of view, securing locations and ensuring due diligence on the part of the University.

Room B526
Health Sciences Building
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK S7N 5E5

College of Dentistry

College of Kinesiology

College of Medicine

College of Nursing

College of Pharmacy and Nutrition

School of Public Health

Western College of Veterinary Medicine

February 8, 2012

Dr. Bob Tyler
Unit Plans Review Committee

Dear Dr. Tyler,

Thank you for providing the opportunity to respond to the UPRC's review and comments on the Council of Health Science Deans' (CHSD) Integrated Plan submission.

The CHSD found that the summary report accurately reflected the highlights of the plan although in a very brief fashion. The summary doesn't appear to recognize the complexity or magnitude of the scope of its responsibilities and goals that are outlined within the plan. It was also felt that it also underplays the strong leadership role required by the Council in order to realize the goals of its Integrated Plan.

The Council appreciates the time and effort that your committee has put into summarizing all of the submissions and truly recognizes the enormity of its work.

Sincerely,

Electronically submitted

David Hill
Chair, Council of Health Science Deans

**UNIT PLANS REVIEW COMMITTEE REPORT – COUNCIL OF HEALTH SCIENCE DEANS**

## Alignment with Areas of Focus

The Council, as stewards of the Academic Health Sciences Complex (AHSC), will institute an interprofessional model for the education and training of health care professionals at the University of Saskatchewan. Interdisciplinarity will underpin research, outreach and engagement, and infrastructure management. Implementation of the model is underway, but to a significant extent will parallel the completion of the AHSC and the physical relocation of some academic units. The Council has catalyzed a focus on interdisciplinary research, with a collaborative approach to research and interprofessional education as hallmarks of the new paradigm. Enhanced collaboration in research between basic and clinical faculty is also a high priority. The research enterprise will be  expanded through improved success in grant applications, enhanced start-up packages and balanced caseloads to provide adequate time for clinical faculty to engage in research.

The plan outlines goals related to diversity in the student body and in programming. The Aboriginal Access and Rural Health Engagement experience is designed to expose students to different Aboriginal cultures in the province. The Council sponsors an experience in La Ronge which provides students with first-hand exposure to the health care of Aboriginal peoples in a remote location. In the next cycle, the Council plans to establish an Aboriginal Sciences Access Unit to foster the entry of Aboriginal students into the professional health sciences through a more coordinated approach. Access is essential to the building of a critical mass of Aboriginal health care providers. The Council is now challenged to further its approach and to consider connecting Indigenous knowledge throughout the health sciences curriculum.

## Unit Priorities and Progress during the Second Planning Cycle

The Council already has experienced success in promoting the extension of a distributed health sciences education model throughout the province and supporting an integrated experience for students across the professional health sciences. The new construction within the Academic Health Sciences Complex will soon house its first occupants. The Council has been successful in supporting this major capital undertaking, along with the development of the shared support model and space allocation plan under which the facility will operate.

**Unit Priorities for the Third Planning Cycle**

The majority of priorities link directly to the Council's goals within the Areas of Focus. Much of the Council's activity to date has focused on the connection of the health science colleges and schools to the AHSC, which has been a significant task. The focus at the start of the planning cycle as the first occupants relocate will be the rationalization of support services, including common resources related to information technology, classroom support including access to the Clinical Resource Centre, animal care, research laboratory management, and receiving and distribution of research materials. The formation of its own technology unit will ensure all programs have equal access to technological support services and will support the Council's goal of extend health care education across the province using distributed learning methodologies. Strategically, the Council plans to establish a Health Sciences Aboriginal Access Unit to foster entry of Aboriginal students into the professional health sciences. Over the course of the planning cycle, the Council seeks to renew its governance structure and enhance its external relations activities. Specifically, the Council seeks to contribute more directly to Saskatchewan Health Care Policy, establishing a more active presence within the Saskatchewan Academic Health Sciences Network (SAHSN) and direct consultation with the Ministry of Health.

**Collaboration and Cooperation with Other Units (Academic and Administrative)**

Consultation continues with the colleges and schools under the purview of the Council. The research clusters being formed within the new research wing have the potential to overcome existing barriers between colleges. The scientific advisor position created to manage the specialized equipment within the facilities will be linked through the Council's Research Advisory Committee to other research areas on campus. The Council intends to further its collaborative relationships with University Advancement, Facilities Management, eMAP, the Gwenna Moss Centre for Teaching Effectiveness, SESD, ITS and Human Resources. An example is the plan to develop a charter with University Advancement to support management of development, communications, alumni relations and government relations.

**Summary**

The Council of Health Science Deans is comprised of the Colleges of Medicine, Nursing, Pharmacy and Nutrition, Dentistry, and Kinesiology, the Western College of Veterinary Medicine, the School of Physical Therapy, and the School of Public Health. This is the first plan

submitted by the Council, which was formed in 2009 to *"provide collaborative leadership for the health sciences and strategic direction with respect to interprofessional curricula, research, service and infrastructure."*

The metaphor of a *"building with wheels"* aptly conveys that the Council is more than its constituent bodies. The Council's model for interprofessional health science leadership is unique nationally. A challenge is maintaining the specific identify of the individual colleges and schools which comprise the Council, while at the same time maintaining a truly integrated health sciences facility. The move into the Academic Health Sciences Complex will change the landscape, both literally and figuratively, for some health science units on campus. The Council of Health Science Deans is well positioned to facilitate this transition through its commitment to interprofessional education and interdisciplinary collaboration. The Council is encouraged to further develop its plan through the development of specific outcomes and targets that support the strategic goals of the plan.

eMAP response to the Unit Plans Review Committee report                    February 8, 2012

Thank you for reviewing our plan. We are pleased with your compliment on the quality and readability of our plan.

Overall, you have captured the essence of our plan in your report and there are just a few areas that we would like to comment on. Firstly, we want to clarify that the Teaching Resources fund that we recommended in our plan would need to come from PCIP. We have suggested this fund as a way to overcome the shortage of discretionary funds in the operating accounts because the shortage creates a barrier for us in supporting teaching and learning. We are in favour of PCIP creating a similar fund for researchers who would like to develop media-rich submissions to web-based journals. eMAP does not have resources to establish either of these funds.

While we certainly are not opposed to collaboration with the library, the Aboriginal content that we have created and preserved in our archives is not freely available because, in many cases, we do not own the copyright. We have been contracted to produce the content in collaboration with clients. Content produced for off campus clients belongs to them while content produced for campus clients is often jointly owned by the client and eMAP. We can certainly work with the library if they wish to purchase an Aboriginal program from our archives.

We agree that the work that we are doing for the Resources HSEMS Collaborative project has wide applicability potential and we intend to pursue these opportunities since we would like to work with all units on campus to develop safety material, emergency messaging, and communication alerts. We are the experts in determining best practices in the use of multimedia to advance understanding of concepts. As such, we will continue our discussions with campus departments on the benefits of using video and audio but again, as iterated in our plan, we cannot be involved unless the department can provide funding.

We would welcome a review of our mandate to clarify our role in the university community and to settle any territorialism or lack of clarity between eMAP and ITS, in particular. We would like to suggest that if the CIO and AVP ICT review our mandate, the Vice-Provost, Teaching and Learning should also be included. Beyond this, it is our responsibility to ensure that the campus is aware of and understands the services and products available from eMAP.


Elizabeth Lulchak
Director
Media Access and Production (eMAP)

**UNIT PLANS REVIEW COMMITTEE REPORT – EDUCATIONAL MEDIA ACCESS AND PRODUCTION (eMAP)**

## Alignment with Areas of Focus

The main areas presented in the plan are: Media Production, New Media and Equipment Services. Mobile technologies development is an exciting new focus area for eMAP's New Media unit as it expands its capabilities in the area of mobile website development and conversion of existing web page content to mobile format for smart phone and tablet access.

The plan expresses the unit's commitment as a support and service unit to enhance the teaching, learning, and research environment, through initiatives such as the Multimedia-Rich or "Glass" Classroom, created to demonstrate the pedagogical uses of technology to instructors. Consideration of a graduate course in multimedia pedagogy is suggested as an additional opportunity. The plan contains an initiative to create a Teaching Resources Fund funded by PCIP to allocate funding to faculty members in support of classroom media projects. The unit is encouraged to consider establishing a comparable Research Resources Fund to complement the unit's work with researchers on the submission of journal publications with media content.

Gathering and preserving Aboriginal content is an ongoing priority for eMAP. This is a rich source of material that appears underutilized. Connections exist between eMAP's archival stewardship of Aboriginal people's narratives and the University Library's Indigenous Studies Portal, and the unit is encouraged to explore these natural linkages to make this material more widely available to the degree possible, in light of the copyright provisions that apply.

## Unit Priorities and Progress during the Second Planning Cycle

Over the second planning cycle, eMAP continued with the implementation of its classroom capital plan to install multimedia equipment in teaching learning spaces across campus, achieving a 50% completion rate, with a goal of 80% of classrooms equipped in the next planning cycle. The unit has contributed to new programming, launching a Media Literacy Training series and aiding the development of a new minor in Digital Culture and New Media offered by the College of Arts and Science. The unit has engaged in the development of best practices for instructional design and fostered internal professional development for unit staff. The goal of placing equipment technicians in zones throughout campus buildings was stalled, but will be carried forward into the next planning cycle. The use of a collaborative, distributed model for the zoning of equipment technicians is suggested to advance this initiative, as has been done

with the research facilitator positions shared between colleges and schools and Research Services.

## **Unit Priorities for the Third Planning Cycle**

The plan outlines initiatives related to media literacy, i.e. increased awareness of the uses of multimedia. The development of an eMAP Mobile APP is part of a marketing strategy to inform the campus of the services and products that eMAP provides and to provide user support. Through the Resources HSEMS Collaborative Project, eMAP is collaborating with the Health, Safety and Environmental Management System to demonstrate best practices through video and audio resources. There is the potential for this project to be effectively utilized by Facilities Management Division and other units and personnel, including visitors, for emergency situations, communication alerts and information management. The unit is encouraged to make these units aware of the opportunities this project presents.

Unit-specific priorities are supported by a number of strategies, related to marketing, business practices and customer focus.

## **Collaboration and Cooperation with Other Units (Academic and Administrative)**

The unit collaborates with the Centre for Continuing and Distance Education (CCDE), Information Technology Services (ITS), the College of Medicine and the College of Nursing to realize the health sciences distributed education model. Collaboration with the Academic Health Sciences and the need for technical expertise will increase over the planning cycle as the model becomes operational. The plan contains numerous other instances and descriptions of collaboration with other units where the unit provides both technical expertise and support for a wide array of projects and initiatives.

## **Summary**

eMAP's mission statement is *"leadership, service and stewardship in the provision of media to advance scholarship at the University of Saskatchewan."* The unit's overall strategy is to *"grow eMAP into a highly successful, productive and valued support unit for the University"* resulting in greater awareness and utilization of the services eMAP provides.

The unit has faced significant challenges over the last planning cycle related to the loss of staff in response to required budget reductions. eMAP also identifies significant limitations in its cost-recovery model related to the inability of departments to afford the services the unit offers, and the lack of awareness of the unit and its services. As a result, departments often contract with outside production companies.

The unit is committed to the provision of excellent service and support to academic units, as shown by the impetus to develop the Glass Classroom to mentor faculty in the use of multimedia. Future growth is projected in the use of mobile technology. A challenge is the difficulty of projecting new developments beyond the four-year time frame of the plan, particularly given the focus of the unit on responding to the needs of others to sustain its cost-recovery model. In addition, there is a large element of risk in its investment in technology, which becomes obsolete rapidly. However, the redistribution of resources is suggested to allow the unit to dedicate resources to becoming leaders in the adoption of new learning technologies, in addition to being the stewards of existing technologies. Greater clarity and purpose regarding interaction and the boundaries between eMAP, the Library, ITS and Communications is desired. Review of the unit by the CIO and AVP ICT and the Vice-Provost Teaching and Learning for this purpose may be helpful.

The unit will continue in its mission to equip classrooms with up-to-date multimedia equipment. Uniformity in capabilities in classrooms across the campus would be improved if college-controlled spaces were placed under the purview of eMAP. The plan calls for substantial investment in new positions related to the maintenance and support of classroom equipment.

**E-mail response dated February 3, 2012, on behalf of Mr. Colin Tennent, Associate Vice-President, Facilities Management Division**

Sandy,

Thank you, Sandy for the feedback on FMD's IP3. Attached is the PDF document with some revisions along with revised wording for paragraph 4 on the first page. This feedback is invaluable to ensuring alignment with the university's areas of focus.

Again, thank you for providing the reflection on our plan.

Angela

Revised wording for paragraph 4:

Workplace Safety and Environmental Protection (WSEP) staff, in collaboration with the Human Resources Division's Health, Safety and Environmental Management System (HSEMS) and other campus stakeholders will lead the initiative to Develop, Implement and Support New Key Health and Safety Institutional Systems and Standards. Operating under FMD, WSEP (formerly the Department Health, Safety and Environment reporting to the VP Finance and Resources) continues to be the central institutional unit supporting health, safety and environmental protection for the campus community. WSEP will continue to help create a strong institutional culture focused on injury prevention, supporting regulatory compliance and developing and delivering programs and services that help the campus community more effectively manage health, safety and environmental protection.

# UNIT PLANS REVIEW COMMITTEE REPORT – FACILITIES MANAGEMENT DIVISION (FMD)

## Alignment with Areas of Focus/Unit Priorities for the Third Planning Cycle

The plan incorporates unit-level priorities in the section on areas of focus, and therefore these sections are combined in this report. Unit priorities directly support the areas of focus identified for the *Third Integrated Plan.* There are 16 initiatives outlined, representing an ambitious agenda and one that requires additional resources.

Facilities Management Division has signaled its intent to develop and implement the RenewUS Deferred Maintenance Strategy as its highest priority over the next planning cycle. This is designed as a comprehensive multi-year program with multiple funding sources, including operating funds, which will identify and prioritize critical deferred maintenance needs and harmonize these with renewal of academic buildings and programs in the core campus. The approach of creatively combining academic renewal with infrastructure renewal is innovative, with the potential to attract wide support. A major barrier identified in the plan relates to the potential for financial support from the province to be insufficient and for donations to be at a level less than anticipated. If this is the case, FMD will be challenged to recast this initiative.

A desire to become more efficient and effective with respect to space utilization is reflected in proposed initiatives to develop and implement a Space Management Strategy, a Capital Vision and Long Range Capital Plan, and an Infrastructure Master Plan. Other unit-specific priorities are the development of a Maintenance Management Program and Strategy, and a Customer Relations Plan. A Communications Plan will be one of the most significant components within the Customer Relationship Plan, and FMD has done much work already to gather feedback from clients to improve its services.

Workplace Safety and Environmental Protection (WSEP) staff, in collaboration with the Human Resources Division's Health, Safety, and Environmental Management System (HSEMS) and other campus stakeholders will lead the initiative to Develop, Implement and Support New Key Health and Safety Institutional Systems and Standards. Operating under FMD, WSEP (formerly the Department of Health, Safety and Environment reporting to the VP Finance and Resources) continues to be the central institutional unit supporting health, safety and environmental protection for the campus community. WSEP will continue to help create a strong institutional culture focused on injury prevention, supporting regulatory compliance, and developing and delivering programs and services that help the campus community to more

effectively manage health, safety and environmental protection. The Gordon Oakes-Red Bear Student Centre will be a focal point for FMD for Aboriginal engagement. Beyond, the introduction of an Apprenticeship Program is intended to provide an open door at FMD for Aboriginal people in the trades area. In addition, the initiative to replace retiring journeyman-qualified employees with trades technicians, wherever possible, opens up the candidate pool to greater numbers of Aboriginal candidates.

A Campus Sustainability Plan, following from the work of the Sustainability Commitment Working Group, will provide a unified strategy and clearer direction regarding sustainability. Related to this work is the initiative to support the University's commitment for a Climate Action Plan, following upon the University and College Presidents' Climate Change Statement of Action for Canada, which the University signed on October 1, 2010. The commitment entails demonstrated leadership in the reduction of greenhouse gas emissions. The Leadership in Energy and Environmental Design for Existing Buildings: Operations and Maintenance (LEED EBOM) project holds significant leadership potential for the University, in partnership with colleges, to enhance the operational performance of buildings to meet LEED EBOM standards. Depending upon results obtained from the pilot project planned for the Education Building, there is the potential for the LEED EBOM initiative to be integrated within the RenewUS strategy. Other initiatives are internally focused and support divisional reporting, streamlined business functions and processes, and the development of a plan to ensure human resources are aligned with and support strategic goals. FMD is a large unit doing very critical work. Given that FMD presently has 452 FTE's, with 519 FTE's projected by 2015-16, ensuring the efficient and effective use of human resources has manifold benefits.

**Unit Priorities and Progress during the Second Planning Cycle**

Impressively, FMD managed over half a billion dollars in construction projects over the second planning cycle. In light of the complexity and immensity of capital projects, such as the Academic Health Sciences Complex and VIDO-InterVac, their successful completion is a tremendous accomplishment, particularly when balanced against the ongoing work of FMD related to emerging capital opportunities and ongoing maintenance of the University's buildings and grounds.

The plan very clearly articulates the initiatives from the second planning cycle, progress made, and the intent to further realize the initiatives in the third planning cycle. Many of the initiatives are strategic in nature and result in long-range and multi-year plans related to resources, space planning, project management, support for sustainability, capital infrastructure needs and the provision of core services from FMD. For example, the initiative to revitalize the Core Area Campus Master Plan led to the completion of core area relief projects during the second integrated plan and will be further advanced through the development of a Capital Vision and Long Range Capital Plan over the next planning cycle. The initiative to develop a Buildings and Infrastructure Maintenance Plan in the last plan led to the hiring of a Manager, Maintenance Management, and the early-stage initiation of a maintenance strategy. In the next planning cycle, FMD will develop and implement the RenewUS Deferred Maintenance Strategy and fully develop and implement a Maintenance Management Program and Strategy. Numerous other examples are evident in the plan.

**Collaboration and Cooperation with Other Units (Academic and Administrative)**

FMD works collaboratively through a number of avenues, by partnering with students on sustainability initiatives, by the initiation of College Facility Managers meetings, and through the development of campus committees and project working groups. FMD has close ties with Financial Services Division and Corporate Administration. Externally, key partnerships exist with the Saskatoon Health Region, Royal University Hospital and the City of Saskatoon, among others.

**Summary**

In its plan, FMD confirmed its goals of stewardship, sustainability, service quality, quality of work life and streamlined processes. The unit also refined its vision and mission statements to underscore its mandate to consistently provide proactive and efficient services and to create a safe and sustainable environment at the University of Saskatchewan.

FMD is the most fundamental support unit for the continued existence and expansion of the physical infrastructure of the University. While its influence on progress in the four areas of focus is usually indirect, it is undeniable that the Division provides the underpinning that allows almost all innovations utilizing physical space to take place. The plan is forward-looking and the gains made over the second planning cycle and linkages to the third planning cycle are

impressive and speak to the strategic vision of the unit. Indeed, many of the initiatives from the second integrated plan have become operational and are now part of the culture of FMD, enhancing the opportunity for these initiatives to be further refined and integrated over the upcoming cycle.

FMD faces a number of ongoing and future demands related to increasing code, regulatory and environmental requirements, the accommodation of learning off campus, an aging campus, economic uncertainty, and continued escalation of construction, operating and utility costs. The implementation of operational components of the Campus Sustainability Plan by FMD will be a key strategy in meeting the increasing demand for a commitment to sustainability. Extending the life of buildings by creating space in a flexible rather than a specific purpose way, due to the cost associated with retrofitting buildings in the future, is advocated to the degree possible. Given the movement toward distributed education and the increasing challenges of delivering programs off campus, often in borrowed facilities, FMD is challenged to move to a more proactive approach to remote campuses. There is an issue of role clarity relative to the long-range capital plan, and to what degree FMD is responsible for and should take leadership in this area, and to what degree the plan should be situated centrally at the institutional level and within Saskatchewan more broadly in terms of a province wide master plan.

**E-mail response dated February 8, 2012, from Ms. Laura Kennedy, Associate Vice-President and Controller, Financial Services Division**

Hi Sandy,

Thanks very much for the feedback on our plan and the opportunity to comment. I appreciate the time that all of you, and particularly Bob, have devoted to IP3 related activities this year.

I have just a few comments to provide minor corrections, and also to clarify the intent.

Alignment with Areas of Focus Section:
- 3rd last line, "streamline and **simplify** processes. FSD will consider and develop new approaches to provide information/services, eg. creating "apps", flexible support hours, just-in-time service, e-mail reports for review. FSD will develop/revise policies and practices as a result of the resource allocation model implementation, eg. comprehensive vs. line-by-line budgeting, creating a fee-for-service policy, developing new reports. FSD will collaborate with other administrative units to increase systems integration and develop systems enhancements.

Progress during the Second Planning Cycle.
I have no suggested changes regarding this section.

Unit Priorities for the Third Planning Cycle
I would suggest the following opening sentences to replace the first 3 sentences: "FSD's priorities fit within two themes: Stewardship Engagement and Responsive Service Delivery. The theme of stewardship engagement relates to establishing a leading practices internal control framework and a stewardship aware culture. The primary objective for the for the upcoming planning cycle is "To address provincial Auditor's recommendations pertaining to financial management and financial administration, provided those recommendations are also sanctioned by the Board." To achieve this goal, FSD intends to work with financial officers and Audit Services to develop and implement required policy/procedural changes and to enhance training and communication efforts. The theme of responsive service delivery….."

Collaboration and Cooperation with Other Units
In the fourth line please add the "finance officer forum" as one of the groups we consult with. This group is referenced as CRMIC and is the group of college and administrative finance officers.
In the section "FSD departments have regular meetings with…" please delete "Student Accounts and Treasury" as this is one of the FSD departments. To this list could be added " IPA (budget development & management" (I can't believe we didn't mention that in our plan!).

Summary
I was pleased to see the discussion about stewardship and challenges of our environment in this section.

Page 3 – 1<sup>st</sup> full paragraph , 4<sup>th</sup> line , suggest adding a few words to this sentence..”A concern is the level of financial **monitoring and** reporting **responsibilities** undertaken…”
Page 3 – 2<sup>nd</sup> full paragraph.  The 2,000 financial managers, should be reflected as 1,500 (we've discounted anyone with just an APEF).

Please call or e-mail should you have any questions regarding these suggestions.

Laura

**UNIT PLANS REVIEW COMMITTEE REPORT – FINANCIAL SERVICES DIVISION**

**Alignment with Areas of Focus**

Financial Services Division (FSD) supports knowledge creation by assisting in the establishment of governance structures and providing financial and analytical support for major research projects, in both capital and operating budget aspects. The unit will contribute to the development of the University's new research administration system and support leading guideline and policy changes. Improved payments and billings for Aboriginal students and elders will be implemented. Given the wide array of financial supports provided by FSD and the diversity of the institution, there is much scope for innovative practices. To contribute to service innovation, FSD will continue to streamline and simplify processes. FSD will consider and develop new approaches to provide information/services, e.g. creating "apps", flexible support hours, just-in-time service, e-mail reports for review. FSD will develop/revise policies and practices as a result of the implementation of the resource allocation model, e.g. comprehensive versus line-by-line budgeting, creating a fee-for-service policy, developing new reports. FSD will collaborate with other administrative units to increase systems integration and develop systems enhancements.

**Unit Priorities and Progress during the Second Planning Cycle**

FSD has made good progress against the four university-wide initiatives proposed in its second integrated plan: assess and improve the internal control framework; enhance transparency and expand financial information to the University community; increase focus on training; and contribute to the University's resource planning and utilization of resources. Significantly, FSD has been the major contributor to the development and implementation of a new resource allocation model for the University, namely TABBS (Transparent, Activity-Based Budget System). These initiatives and themes will continue into the third planning cycle.

**Unit Priorities for the Third Planning Cycle**

FSD's priorities fit within two themes: Stewardship Engagement and Responsive Service Delivery. The theme of stewardship engagement relates to establishing a leading practices internal control framework and a stewardship aware culture. The primary objective for the upcoming planning cycle is *"To address Provincial Auditor's recommendations pertaining to*

*financial management and financial administration, provided those recommendations are also sanctioned by the Board.*" To achieve this goal, FSD intends to work with financial officers and Audit Services to develop and implement required policy/procedural changes and to enhance training and communication efforts. The theme of responsive service delivery relates to providing financial information and services to the University community in a manner that is accessible, timely, relevant and understood, and includes improving training and communications efforts. Specific target goals and measurable outcomes for each theme are outlined in the plan.

## Collaboration and Cooperation with Other Units (Academic and Administrative)

In achieving its overarching goal of providing direction in the stewardship of the University's financial resources, the unit must call upon shared governance arrangements and a distributed administrative support structure. The plan outlines the unit's commitment to promoting a culture of collaboration by continuing to consult with colleges (Deans' Council, Department Heads Forum, Finance Officer Forum) and administrative units regarding programs and services and areas in need of improvement. FSD departments have regular meetings with: Research Services (research administration), Facilities Management Division (project management and sustainability), Institutional Planning and Assessment, Student and Enrolment Services Division, College of Graduate Studies and Research, SI and ITS (systems issues), Human Resources (pension working group, salary and benefit changes, including benefit governance review, processing issues), and Audit Services (internal control project). The unit has engaged in broad consultation regarding the resource allocation model project. Regular meetings are held with various college, school and administrative unit staff to ensure on-going communication/collaboration on joint initiatives.

## Summary

Financial Services Division (FSD) supports the University's core business and plays a critical role in providing financial inputs into decision-making models.

FSD has experienced significant external challenges over the last planning cycle, including the economic downturn in 2008-09 and the resulting budget measures, the economic boom in Saskatchewan, investment in new organizations and scientific facilities and the accompanying financial support required, and requirements for increased legal and regulatory compliance (Tri-

Council requirements), along with changes in the internal environmental and new areas of focus (e.g. TABBS, internal controls). FSD provides both a support/service role in supporting the core business functions of the University and an institutional leadership role in ensuring compliance with financial legislation and regulations and the adoption of leading practices in financial management. Resource allocation decisions are guided by ensuring legislative, regulatory and contractual compliance, maintaining core business services (financial analysis, reporting, training), providing ongoing support and guidance to colleges and units ,and supporting emerging priorities (e.g. policies, pension strategy analysis).

The principle of subsidiarity and devolution of authority makes the structure of the University's financial environment complex, as each unit is responsible for its own financial management. This greatly increases the level of training and education required to ensure financial literacy and the adoption of systems based on main users having only a very basic knowledge of accounting. A concern is the level of financial monitoring and reporting responsibilities undertaken by those that are neither adequately trained nor appropriately remunerated, as is whether there are enough qualified staff in place to be accountable for the financial responsibilities with which the University is entrusted. There is a need to ensure that staff have the right competencies, skills and talents. Numerous colleges and units rely heavily on their chief financial officers. The plan refers to retaining an external consultant to review FSD's organizational structure, due to the pending retirements of senior staff. Such a review is encouraged.

A challenge for FSD is balancing the sometimes conflicting requirements of internal control and good stewardship with the need for timely and efficient financial and payment services. The Division's role also is complicated by the University's desire to be more innovative and flexible, while at the same time meeting the expectation of donors, regulators and auditors that consistent quality be maintained within a centralized structure. Failure to address the internal control issues identified by the provincial auditor would be a risk, hence the requirement for more than 1,500 financial managers to show evidence of review of their accounts. Challenges relate to consistency in training, varying skill levels, and financial and administrative support within units. There is also the communications challenge of conveying an understanding and appreciation of the importance of demonstrating financial due diligence at all levels. Promoting the relationship between good controls and good service is a fundamental goal.

The implementation of TABBS will encourage colleges and schools to engage a financial planner to assist senior administration in becoming financially strategic. This may have unintended and unanticipated resource implications for the University in terms of recruitment, retention and compensation. A comprehensive communications network and revised policies and practices will be required. Other implications of TABBS for FSD are anticipated but cannot be identified with any certainty at this point.

**TO:**         Bob Tyler, Chair, Unit Plans Review Committee (UPRC)

**FROM:**     Barb Daigle, Associate Vice-President, Human Resources

**DATE:**      February 7, 2012

**SUBJECT:**  Response to the UPRC Report on the Human Resources Division Multi-year Plan

Thank you for sharing the UPRC's report summarizing the committee's response to the Human Resources Division Multi-year Plan. The UPRC's overview of Human Resources' (HR) priorities and strategies for the next four years was well summarized, and we appreciate UPRC's compliments on the quality and readability of the plan.

The feedback regarding the complement plan section was noted. The complement plan was indeed written with an inward focus, however, we will ensure any requests for resources as a result of this plan identify more clearly how the additional positions will assist us with achieving HR's goals in support of the university's directions, and therefore, how those positions more broadly benefit the institution. Thank you for this feedback.

In summary, we appreciate the UPRC's acknowledgement that "the Human Resources Division is committed to the success of the University through its role in guiding and supporting the implementation of best-practice people strategies across the institution, in support of the University's strategic directions". The recognition of the wide range of complex issues faced by HR on a daily basis and the resulting affect on workloads was also appreciated.

Please extend our thanks to the entire UPRC for taking the time to review our plan, meet with us to raise questions, and provide this report.

Regards,

Barb Daigle
Associate Vice-President, Human Resources

BD/jh

cc:     Dr. Richard Florizone, Vice-President, Finance and Resources
        Dr. Brett Fairbairn, Provost and Vice-President Academic

**UNIT PLANS REVIEW COMMITTEE REPORT – HUMAN RESOURCES DIVISION**

## Alignment with Areas of Focus/Unit-Specific Priorities

Comments on the Areas of Focus and Unit-Specific Priorities are combined in this report due to their direct relationship to the plan as written.

A strategic priority for the Division is to support the recruitment and retention of outstanding faulty and staff who will contribute to the University's strategic directions and build the University's reputation as an employer of choice for Aboriginal people. The plan outlines the intent to provide advice and guidance on best practices for recruitment to ensure the integrity of the selection process, the development of guidelines for spousal hires, and the creation and maintenance of job profiles across the University. Contributing to a safe, healthy and positive work and learning environment will assist in recruitment and retention of employees. The development of an exit interview process will assist in identifying the causes of employee turnover and provide support for succession planning.

Other key initiatives are the delivery of programs that encourage leadership and career development among faculty and staff, support for health and wellness, and building a diverse and inclusive culture. Support for strategic and operational planning at the unit level will address gaps and improve alignment with university priorities, addressing issues such as organizational structure, role clarity, employee performance, and barriers which might exist for Aboriginal employees. The unit will collaborate with Financial Services Division to assess and develop strategies to address pension risk and that lead to more efficient administration of pension plans.

Supporting strategies for the unit's priorities are Labour Relations, Information Technology and Communications. Human Resources will continue to support a proactive labour environment. Making more information available on-line and ensuring accurate and timely reporting will be supported by IT upgrades. Strategic communications that increase awareness of HRD's role and services provided, along with the development of a strategic communications plan, renewal of the HR web site and greater interface with PAWS, will enhance accessibility to information and services.

## Unit Priorities and Progress during the Second Planning Cycle

The plan reports on progress made against the Comprehensive People Strategy to provide support across five strategic initiatives: recruit; align; develop; engage; and reward, with communications, technology, and labour relations as supporting strategies. Initiatives to support

desired change across processes, practices and institutional culture included the introduction of the Employee Opinion Survey, a new job performance framework, health, wellness and safety programs, leadership development, crisis management ,and realigned compensation models, among many other positive initiatives. HRD continues to support a principled approach to labour relations, in keeping with University priorities.

**Collaboration and Cooperation with Other Units (Academic and Administrative)**

The plan refers to external review of HRD, and the identification of *"campus-wide engagement in the HR Plan as perhaps the single greatest barrier to integrating the HR division's strategic initiatives across the university."* Through the external review and the People Resources Commitment, HRD has made an effort to increase its collaboration and consolation with colleges and administrative units, and to encourage participation in its initiatives. There are numerous examples in the plan that support the collaborative approach taken by the unit. These would include: collaboration with Financial Services Division to provide support to colleges and units affected by the implementation of financial adjustments; collaboration with ITS on a major systems upgrade, expansion of self-service technology and integration with PAWS; development of a standardized department head position profile in consultation with deans and department heads; and strategic leadership development undertaken with the Provost's Office and Deans' Council.

**Summary**

The Human Resources Division is committed to the success of the University through its role in guiding and supporting the implementation of best-practice people strategies across the institution, in support of the University's strategic directions. The unit provides a wide range of supports, in consultation with colleges, schools and other administrative units. Improvements within HRD related to increased expertise within its consultant/analyst model, leadership development, health and wellness activities, technology and communications, and a positive labour environment all have contributed to increased engagement with and within the unit.

Human Resources Division faces many complex issues on a daily basis. Emerging issues for its professional staff relate to collective bargaining, mental health, co-worker harassment and conflict, pension solvency and leadership crisis. New legislation governing occupational health

and safety and essential services has increased workloads within the unit. There are increasing expectations of HRD related to strategic leadership and support.

The plan indicates that the University's current allocation of resources to HRD is insufficient to meet the growing demands for the services it provides and to enable it to be responsive to the needs of the University's changing demographics and the unit's commitment to best-practice people strategies. The complement plan is focused inwardly, however, and it is not clear whether or how some of the additional positions requested will benefit the institution more broadly.

**E-mail response dated February 8, 2012, from Mr. Troy Harkot, Director, Information Strategy and Analytics**

Hi Sandy,

The intent of this email is to provide my "official" response to the UPRC report on the office of Information Strategy and Analytics IP3 unit plan.

I am in agreement with the comments, opinions, and observations offered by the UPRC regarding ISA's plan. My primary take-away from the UPRC response is that they are in agreement with, and endorsing ISA's plan unequivocally….which is reassuring to my office as we move forward into IP3. The observation regarding the adequacy of ISA's staff resources and ability to complete stated objectives is a warranted one given the many demands on my office. However, I am confident that we will be able to fulfill the objectives and initiatives set out in our plan with current resources, barring any major projects or initiatives that are assigned to ISA during IP3 (that we are unaware of at this time).

One small correction to offer relates to the first line under the "Summary" section on Page 2 that reads: "The 2012-16 ISA plan was the inaugural one for this office, which was established in 2008." Technically, the office of ISA was established in January 2009 as a result of the acceptance of the information strategy and a re-organization of the Provost's portfolio. As such, I would ask that the sentence be updated to state the office was established in 2009 to be consistent with other references/documents that discuss the creation of ISA.

Other than that, I would like to thank the UPRC providing me with the opportunity to discuss ISA's plan and for their support of ISA's proposed priorities and initiatives for IP3.

Regards.

Troy Harkot

# UNIT PLANS REVIEW COMMITTEE REPORT – INFORMATION STRATEGY AND ANALYTICS (ISA)

## Alignment with Areas of Focus

Information Strategy and Analytics, in collaboration with other units, will support all areas of focus by providing comprehensive data and enhanced reporting and analysis to better inform, monitor, assess and predict the impact of the various initiatives related to the focal areas.

## Unit Priorities and Progress during the Second Planning Cycle

The unit has made very good progress over the second planning cycle following its genesis as a strategic initiative in the Information and Communications Technology 2008-12 plan. Significantly, ISA has created a campus-wide data warehouse, the University Data Warehouse (UDW), which is designed to integrate data from diverse campus systems into a central data repository designated as the University's authoritative data source. The University's Achievement Record is a key outcome of the UDW, as it was based on institutional data and definitions developed by ISA in conjunction with Institutional Planning and Assessment and University Advancement.

## Unit Priorities for the Third Planning Cycle

The unit has four priorities: establishment of a data governance program; implementation of academic analytics, i.e. business intelligence in an academic setting; enhanced delivery of institution and college/unit specific data and analytics; and continued refinement of the UDW. The unit's priorities are aligned with institutional strategies and priorities as set out by the Provost as the University Data Steward.

Central to advancement of the unit's priorities is the goal that data be *"accurate, reliable, accessible and well-defined."* Increasing data users' awareness and understanding of the definitions employed by ISA prior to applying data in support of decisions is a governance and communications goal of ISA. The ISA intends to communicate its mission through a variety of means, including town hall meetings and consultation with unit executive teams.

The concept of business intelligence is fully integrated in the corporate world and is now being advanced in higher education as a means to allow *"an organization to more easily access, understand, analyze, collaborate, and act on information."* Providing easy access to on-line data in a format that provides for drill-down capacity to colleges and units will support unit-level decision making. The ISA will continue to work to refine the UDW to further integrate

institutional data and data from external sources, and thereby enhance the capacity of the data warehouse. It is suggested that ISA begin to identify statistics related to the University's students studying abroad to better inform the University's internationalization initiative.

**Collaboration and Cooperation with Other Units (Academic and Administrative)**

The unit's success depends upon its collaborations with colleges, schools and administrative units as the users of data. In addition, the U-15 concept allows the University to share data with 14 other collaborating institutions and will enable the University to benchmark its progress and success relative to its medical-doctoral peers.

**Summary**

The 2012-16 ISA plan was the inaugural one for this office, which was established in 2009. As stated in the plan, *"The establishment of ISA under the portfolio of the Chief Information Officer (CIO) and Associate Vice-President, Information Communications and Technology was a major initiative of the Information Strategy and signaled the University of Saskatchewan's intention to view data/information as an institutional asset that, when managed effectively, can be leveraged in ways to significantly enhance various planning, decision-making, and performance monitoring activities."*

The ISA plan is clear and concise, and based on well articulated and relevant priorities and initiatives that will resonate with the campus community at large. The success of the plan is based upon the premise that over the next four years, existing operations can be maintained and new priorities and initiatives undertaken successfully with the unit's existing financial and human resources. Data governance has been identified as key to providing clarity regarding access to and use of data. Likewise, engendering trust of and reliance on the UDW as the authoritative source of institutional data is seen to be essential to the advancement of the core priorities that ISA has been created to facilitate, including the implementation of the Transparent Activity-Based Budgeting System (TABBS), Strategic Enrolment Management and the University Achievement Record. The additional goals of increasing the profile of ISA, enhancing productivity, and educating the campus community with respect to the definitions used in data collection and tabulation and the limitations and appropriate use of data sets, will bring increasing stress upon this small, high-functioning unit, despite its stated confidence in its ability to be more efficient and to engage institutional systems in support of its goals. The increasing

desire for real-time applications to track data will create additional demand for the services of ISA. There is significant risk associated with the ability of the unit to achieve, with its existing resources, its priority goals as set out in the plan. Hence, demands on and expectations of the unit should be carefully monitored over the planning cycle. The unit appropriately identifies its ability to attract and retain high quality personnel as essential to its success, and has emphasized the importance of maintaining an exciting and challenging workplace, along with providing access to ongoing professional development opportunities, as internal priorities.

**E-mail response dated February 9, 2012, from Mr. Ed Pokraka, Director, Information Technology Services**

Hi Sandra,

On behalf of ITS, please pass on our thanks to the UPRC for their work in reviewing our unit plan and for meeting with us to discuss the plan. Your questions and feedback were helpful and thoughtful.  We appreciate your positive statement regarding ITS becoming more active in campus-wide leadership in the strategic planning and deployment of IT, in addition to our support/service delivery role.

Your report provides an excellent summary of the ITS unit plan.

I have a suggestion for an additional sentence in the "Alignment with Areas of Focus" section. While that section outlines accurately ITS' plans in the areas of research, teaching and learning, it does not mention our plans relating to academic support (administrative) systems. The suggested sentence is:

ITS will also work with administrative units and colleges to help improve university services and/or the efficiency of university operations; this includes enhancements to existing enterprise academic systems (e.g. SiRIUS, Unifi), implementation of new systems (e.g., a system to improve the processes around research grant application, ethics approvals and reporting) and the adoption of workflow and document management technologies.

Please feel free to modify the above statement above (or ignore my suggestion) as you see fit.

Thanks
Ed

**UNIT PLANS REVIEW COMMITTEE REPORT – INFORMATION TECHNOLOGY SERVICES (ITS)**

## Alignment with Areas of Focus

The plan connects strongly to the areas of Knowledge Creation and Innovation in Academic Programs and Services and numerous initiatives and strategies are outlined in both focal areas. The unit plans to increase its support of the University's research computing infrastructure to continue to provide high performance computing resources, server resources, large-scale data storage and visualization facilities, in addition to directly assisting researchers with research related IT needs. ITS is committed to improving its *"suite of tools"* for colleges and departments to support innovation in academic programs, and also will directly provide experiential learning opportunities. ITS will also work with administrative units and colleges to help improve university services and/or the efficiency of university operations. This will include enhancements to existing enterprise academic systems (e.g. SiRIUS, UniFi), implementation of new systems (e.g. a system to improve the processes around research grant application, ethics approvals and reporting) and the adoption of workflow and document management technologies.

## Unit Priorities and Progress during the Second Planning Cycle

The plan outlines progress made on a wide array of initiatives in support of the University's IT environment for teaching and learning, research success, improved business services, enhanced security and institutional reporting. The implementation of upgrades to the University's major administrative systems (e.g. SiRIUS, UniFi) and selection and implementation of new systems (e.g. SharePoint, Cascade) is an important and ongoing role for the unit, requiring a significant investment of the its resources. Progress was made in all identified areas, with the exception of the goal of consolidating its 20 locations across campus to fewer locations to improve the efficiency of its operations, including relocating the ITS Help Desk in proximity to the Learning Commons and University Learning Centre.

## Unit Priorities for the Third Planning Cycle

ITS has identified six unit-specific priorities which support its broader mandate to provide innovative IT services and solutions and deliver these in an efficient manner in collaboration

with others. Unit priorities are centred upon delivering high quality responsive service in support of the University's mission, identifying opportunities for technologies that hold promise campus-wide, and strengthening the leadership role of the unit in providing strategic planning and consulting. Priorities identified by the CIO and AVP ICT, among others, are directed towards promoting ICT security, enhanced support for distributed learning and increased delivery of core services on mobile devices.

**Collaboration and Cooperation with Other Units (Academic and Administrative)**

By its nature, the unit provides services in consultation with colleges and administrative units in support of teaching, learning, research and administration. In addition, ITS consults with various campus stakeholder groups, such as the Campus Advisory Board for Institutional Systems. The unit actively collaborates with University Communications, the University Learning Centre (ULC), eMAP and CCDE in the use of learning technologies, and the plan outlines the intent to clarify the roles of ITS, eMAP and ULC to eliminate any overlaps in service provision. Externally, ITS sustains industry partnerships with numerous commercial companies that benefit the University, and as a member of provincial and national networks is able to pool resources and provide wider access to services.

**Summary**

Information Technology (IT) provides campus-wide institutional support for information technology and is integral to the functioning of the University. This is the first plan submitted independently by the unit. In the second planning cycle, ITS initiatives were incorporated within the Information and Communications Technology (ICT) unit plan submitted by the Associate Vice-President ICT.

As stated in the introduction to the plan, *"The University is becoming increasingly reliant on information technology for almost everything it does – teaching, learning, research, communication, planning and administration. IT influences, enables and even transforms these and other university activities, and is integral to the University's success. As a result, the University community requires, and expects, more IT services."*

Similar to all universities, ITS at the University of Saskatchewan faces continuous challenges to remain on top of evolving information and communications technologies while considering disinvestments from existing services. The major challenge for ITS is keeping up

with demand for technology and services as the pace of dependency increases, evidenced by the statement in the plan that the use of the internet and the wireless network doubles every two years, or sooner. In the adoption of new technology, ITS is faced with determining the appropriate level of integration, the degree of centralized and decentralized services, and what should be developed internally versus obtained externally. New models for shared service offer opportunities for reducing the cost of delivering IT services. However, it is not clear from the plan how the unit will manage the large number of new services it wants to contribute to the University with respect to what can be done with existing resources and what requires new resources.

The ITS plan is very well written and clearly presents ongoing progress and future plans. Following upon the external review of ITS, the CIO and AVP ICT and ITS have begun work on the definition of the set of core IT services that should be provided and funded centrally for the campus, and the creation of a formal IT governance structure with PCIP as the foundation of the structure. This work is not yet evident in the plan, and is encouraged as a necessary step towards achieving greater facility within ITS. The plan depicts ITS as a support unit, responsive to the needs of others. This is entirely appropriate and fundamental to its mandate; however, there is also the opportunity, as referenced in the plan, to provide campus-wide leadership in strategic planning for technological change and adaptation, based upon the capacity and expertise within ITS. The unit is encouraged to pursue this opportunity.

**E-mail response dated February 6, 2012, from Ms. Pauline Melis, Assistant Provost, Institutional Planning and Assessment**

Thank you, Sandy for sending this to me. I appreciate it very much.

As a newcomer to this part of the process, i.e., direct feedback on my plan, I need to state at the outset that I appreciate the opportunity to respond. A couple of small corrections would make me happier to have this version released more broadly:

1) Under the section, alignment with areas of focus, it is important for me to state, categorically, that the selective international speakers and conferences to further the campus understanding of planning and assessment functions is a proposal that the IPA would fund through its own resources, or possibly through partnerships with others. I think that there was a small misunderstanding at the committee that we would sponsor conferences put on by others – we are not doing that. All of our work and focus will be on supporting planning and also on the activities that we are doing either on our own or in collaboration with others. To that end, the UPRC should know that we will be hosting, in collaboration with ISA, the next U15DE group meeting in Spring 2013. We are also collaborating with the University of Regina to be the program chair for the CIRPA 2013 conference in Regina. We also anticipate hosting a symposium/forum on affordability and accessibility within the next twelve months in collaboration with other partners, to be confirmed.

2) Under unit priorities and progress during IP2, I would state categorically that ALL of the Foundational Documents will be up for discussion early in this planning cycle, not just the Aboriginal Foundational Document. If anything, I would suggest that this latter document has considerable traction currently although I certainly understand that some 'refreshing' may be in order to more clearly articulate the priorities and the progress that we have made. Parenthetically, I would note that you reference refreshing all of the Foundational Documents under 'unit priorities for IPC3'. I also agree that there is a strong need for increased collaboration with ISA over the next planning cycle.

3) A small point under collaboration and cooperation with other units – It is important to note for the record that the budget measures process in 2009 – 2011 was co-led by Laura Kennedy and myself.

4) Under the summary – our five areas of priority are institutional planning, financial planning, capital planning, assessment, and decision support for PCIP.

Bob and Sandy – I would see these are minor comments on what is overall an impressive summary of the office's goals and priorities. Thank you for the opportunity to comment.

Pauline M. Melis

**UNIT PLANS REVIEW COMMITTEE REPORT – INSTITUTIONAL PLANNING AND ASSESSMENT (IPA)**

## Alignment with Areas of Focus

Institutional Planning and Assessment envisions collaborating with academic units to create knowledge and provide an educational focus for the University in the area of higher education or higher education planning in Canada. Through opportunities provided by its administration of surveys, IPA will lend its support to Aboriginal initiatives through the University's growing body of data and analysis on Aboriginal peoples and post-secondary education. IPA will continue to draw upon best practices from the higher education landscape and adapt these to the University. In support of culture and community, the IPA, on its own or potentially in partnership with others, will sponsor a selective set of international conferences and speakers to further the campus community's understanding of planning and assessment functions, notably hosting the U15 Data Exchange Group Annual Meeting, a group which comprises the 15 leading research intensive universities in Canada.

## Unit Priorities and Progress during the Second Planning Cycle

Numerous milestones associated with IPA's responsibilities to design and provide oversight for the implementation of the *Second Integrated Plan* and prepare for the creation of the *Third Integrated Plan* are listed in the plan. Over the second planning cycle, the IPA has been responsible for the first *Multi-Year Capital Plan*, the first *Survey Synthesis* representing the collection and analysis of a decade of student opinion, the first *Achievement Record for the University of Saskatchewan*, the *Teaching and Learning Foundational Document*, the *Framework for Assessment: Beyond Systematic Program Review,* and the development and launch of a systematic process for graduate program review (in collaboration with the College of Graduate Studies and Research). The *Faculty Complement Foundational Document* remains under development. In light of the potential for transformation of the University arising from the emphasis on Aboriginal engagement in the *Third Integrated Plan*, a review of the foundational document, *Forging New Relationships: The Foundational Document on Aboriginal Initiatives at the University of Saskatchewan* (2003) is supported in particular, as part of the intent of the IPA to refresh all of the foundational documents.

The contributions made by IPA in advancing the University's assessment capabilities have been very significant, with the unit providing analysis of institutional-level, national and

international benchmark and rankings surveys and coordinating the administration of surveys, such as the *Globe and Mail* Canadian University Report, Canadian University Survey Consortium, and the National Survey of Student Engagement (NSSE). The relationship between IPA and ISA has been clarified, with IPA responsible for planning, assessment and institutional research functions, and ISA responsible for gathering, integrating and providing information. In the next planning cycle, even greater synergy between these two offices in the provision of timely, insightful and accurate data and analysis is anticipated.

## Unit Priorities for the Third Planning Cycle

Over the second planning cycle, the IPA has shifted toward an outcomes based orientation. The organization of its work is primarily around the priorities of the Provost. The Office continues to provide support for PCIP and the PCIP Advisory Committee. Establishment of the new resource allocation process will more clearly link planning and budgeting, and it will require integration within the planning process. The unit is challenged to continue to adapt its work plans to respond to emerging needs and priorities.

In addition to its ongoing work in support of planning (development of planning parameters, support for the commitment leader model, evaluation of plan outcomes), the IPA will work on a new *Strategic Directions* statement with the new President and refresh all of the existing foundational documents. Refinement and sophistication of assessment functions will continue. The IPA will engage in a limited number of studies on students on topics such as affordability and accessibility for post-secondary studies and student retention, and on longitudinal studies of students in programs. Financial planning and capital planning priorities will continue to focus on the institutional landmarks associated with these areas related to resource planning, the Saskatchewan Universities Funding Mechanism, the capital and budget multi-year frameworks, and environmental scans.

## Collaboration and Cooperation with Other Units (Academic and Administrative)

IPA has been successful through careful attention to maintaining and developing relationships within the University and beyond. Key administrative partners are ISA, University Advancement, SESD, Corporate Administration, ITS and eMAP. Structurally, the responsibility of IPA for institutional, financial and capital planning makes it critical for the unit to integrate its work with that of the Provost's Office, FSD and FMD. For example, IPA participated in the

development of the Financial Scenario Analysis project, and the implementation of the budget measures that followed, co-led by FSD and the IPA. IPA also contributed to the development of the new Resource Allocation project, now known as TABBS (Transparent Activity-Based Budget System), and will continue to play a significant role in its ongoing development and implementation.

### **Summary**

This is the first plan for the Office of Institutional Planning and Assessment (IPA), which was transformed in 2008 with the dissolution of Institutional Analysis and the creation of IPA and Information Strategy and Analytics (ISA). The role of IPA is to provide support to the Provost, PCIP, the Planning and Priorities Committee and the governing bodies of the University in five areas: institutional planning, financial planning, capital planning, assessment and decision support for PCIP. The vision for IPA is to *"support the University of Saskatchewan to be regarded as an international leader in the functions of integrated planning and assessment."*

The Office has undergone considerable change over the last several years in defining its core mandate of institutional planning, financial planning and capital planning, and the integration of these functions at a high level. As indicated in the plan, further emphasis will be placed on environmental scanning and trends analysis, documentation of processes from a project management focus, enrolment planning, budget analysis and succession planning. IPA also has the opportunity to build upon its efforts to increase awareness of national and international trends in higher education. The area of planning communications has been developed at the University and does not exist in counterpart offices. As suggested in the plan, there is the potential IPA to establish itself nationally with respect to assessment initiatives and planning processes. Greater recognition of the role of the IPA in developing and adopting leading practices in support of the University's planning efforts would be desirable.

A challenge throughout the planning cycles has been engagement at the grassroots level of faculty, students and staff in the University's planning process. Although progress has been made, as integrated planning becomes more and more a part of the culture of the University, providing opportunities for continued engagement is encouraged, particularly at the departmental level. Despite the fact that integrated planning is a collective exercise, providing recognition of individual voices and views is critical in encouraging campus-wide engagement. Emphasizing

the role of IPA in facilitating implementation strategies for goals set by the governing bodies of the institution is an important message to communicate.

February 8, 2012

Dr. Bob Tyler, Chair
Unit Plans Review Committee

Dear Dr. Tyler,

On behalf of Student and Enrolment Services Division, I appreciate this opportunity to comment on, and clarify, several points made in the Unit Plans Review Committee's report on SESD's Third Integrated Plan. Overall, we agree with the committee's report and thank the committee for their work on providing a thoughtful response to our Integrated Plan.

**Alignment with Areas of Focus**

We agree with the comments made in this section. The implementation of an assessment framework and the development of reporting mechanisms to inform the University community about the work of SESD will be key initiatives in the next planning cycle. Additionally, as the report suggests, a very important part of SESD's work will be responding to the needs of an increasingly diverse student population. We recognize that this diversity will include many different non-traditional student groups such as Aboriginal students, international students, students with disabilities, and students from other countries who have finished their secondary education within Canada. Close collaboration with colleges and cross-unit cooperation will be vital in addressing these needs. We would like to emphasize that the holistic support model referenced in your document would include the units named in the report (the Aboriginal Students' Centre, the International Student and Study Abroad Centre, and the University Learning Centre) but would also include all of the other service units within SESD including Student Employment and Career Centre, Disability Services for Students, Awards and Financial Aid, Student Health, and Student Counselling. The impact of the influx of non-traditional students is being felt across the division and a robust response to these needs will be necessary to ensure these students' success.

**Unit Priorities and Progress during the Second Planning Cycle**

We believe the comments in this section accurately reflect our progress through the Second Planning Cycle. The Ombuds Office initiative is one that we continue to explore, but further development on this initiative will require the collaboration and support of many colleges and units on campus.

**Unit Priorities for the Third Planning Cycle**

We agree that the unit-specific priorities described in our plan also support the Areas of Focus. We are already making progress on the Strategic Enrolment Management Plan, working with external consultants who have already done some initial data gathering on the current enrolment and retention practices on campus. We look forward to continuing to engage with colleges and other administrative units, as well as with the external consultants, on this initiative. We appreciate the comments on the provision of information to prospective and current students, and, since the submission of this plan, we have already begun work on a complete re-design of the prospective student website. In addition, the current student website has been realigned. SESD's IT and Communications unit continues to work with partners across campus on existing committees (the Online Advising Committee, the Internal Communications Working Group) to address this issue. We recognize the efforts of different partners on campus and are supportive of their efforts. However, we believe and wish to note that the institution as a whole also needs to work towards developing greater consistency in content, functionality, and visual design on websites across campus, including college and administrative unit websites. This will require the engagement and commitment not just of SESD, but also of colleges and administrative units across the university, and is thus beyond the scope of what our unit can undertake. One example we may wish to look to is the recent work being done at the University of Western Ontario to communicate to stakeholders in clearer and more consistent ways through all visual communication media, including their website.

We would like to point out that, since the submission of the plan, our work with the College of Graduate Studies and Research has continued and we are exploring the potential further integration of several CGSR systems and processes with those of SESD.

We would like to clarify one point around the identification of students with disabilities. The recently approved Disability Accommodation Policy (section 4.4.1.1) articulates the procedures that must be followed in the identification of students who require accommodation on campus (which would preclude the use of student interns for this process). However, we welcome the suggestion of exploring the possibility of training student interns and student mentors to support our work across several of SESD's support services, including Disability Services for Students (e.g. tutoring, educational assistance, invigilating, scribing and reading exams). We have already begun this dialogue around training students to support peers, and will continue to explore, and perhaps pilot, some of those models throughout the Third Planning Cycle.

**Summary**

We strongly agree that there are a number of challenges presented by the increasing numbers of non-traditional students on campus. We need to continue to have conversations with colleges and schools on how we can best work with them to support retention activities, with SESD's role focusing on addressing the important non-academic factors that affect student persistence and success.

Additionally, we agree that, as we begin a new budgeting process, there will be tension caused when trying to determine the appropriate balance between centralized and decentralized services for recruitment and retention. We are committed to working collaboratively with colleges and other administrative units to find an effective, efficient balance that will promote student success

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and to better coordinating centralized and decentralized services. One of the first initiatives we are undertaking to seek that balance is the recent establishment of a Recruitment Advisory Board that is just beginning to meet in order to clarify roles and coordinate centralized and decentralized activities with respect to student recruitment.

We support the idea that we need to be flexible, responsive and collaborative with colleges in supporting and retaining students. We believe that we are strong collaborators and work with many different units in the university community; however, we acknowledge the need to continue to work on increasing our collaborations with colleges.

We would also like to comment on the idea of recruiting the very brightest students to our campus. We will be reviewing our recruitment strategies for all target groups of students as we work to develop a Strategic Enrolment Plan grounded in data. We believe that we currently do very well in recruiting bright students, especially those from within our province, as evidenced by our having the fourth highest entrance average of medical doctoral universities (after McGill, Queen's and UBC), according to Maclean's (2011 University Rankings). However, the number and value of renewable competitive scholarships currently available for these students negatively impacts our ability to recruit elite academic students, particularly those from outside of the province. If the University were to identify this group of students as among our highest recruitment priorities, we believe that a significant investment in additional continuing undergraduate scholarships would need to be made to attract those students.

Additionally, we agree on the importance of improving and expanding our transfer credit and articulation processes, but would like to note this can only be accomplished through close collaborations with colleges. Colleges also need to embrace this as a priority because academic authority with respect to the granting of transfer credit and the approval of articulation agreements resides with colleges, whereas our primary role is to facilitate the process.  We can provide policy and infrastructure, facilitate common terminology and communication, identify possible areas for the expansion of transfer credit and articulation opportunities, and support transfer credit and articulation processes. We will take an important first step in this direction in the months ahead by developing a transfer credit policy which we hope to take to University Council next year. However, any progress on transfer credit, dual degrees and two-plus-two programs relies on the engagement and commitment of colleges; to date, with a couple of notable exceptions, such engagement and commitment has not been forthcoming. We hope that we will be able to make significant progress in this area within the next planning cycle.

Finally, we believe that SESD has been a responsible steward of university resources by constantly reassessing and reallocating existing financial resources to divisional and university priorities (such as the Manager of Planning, Program Development and Assessment position and the Student Affairs Case Manager). As well, we have been fortunate to have been successful in a number of PCIP requests particularly in international recruitment, Aboriginal recruitment, and support for Aboriginal and international students. It is worth noting that the U of S has been losing ground against other medical doctoral universities (according to Maclean's) with respect to the percentage of total operating expenses allocated for student services; we were ranked as high as number 8 out of 15 universities in 2006 and have slowly slipped into a tie for number 11 for the last 2 years, with only Alberta, UBC, and Montreal ranked lower. As the demographics of our student population change (e.g. more Aboriginal, international and other non-traditional students) and as we move to more distributed models of course and program delivery, it is certain that our resources are going to be stretched even further as we work to support their

needs, and more funds will almost certainly be required. In conclusion, we want to reiterate the following points:

1. SESD has been good stewards of the university's resources and shifted those resources to meet emerging needs.
2. We have been very fortunate to receive strong support from PCIP for initiatives to support student needs.
3. We are resourced, relative to our medical-doctoral peers, at a lower level for student services and we anticipate that striving to support the changing demographics of our student population will be very challenging without additional resources.

Thank you for this opportunity to comment on your report. We are excited by recent progress on some of our initiatives and we look forward to further collaborations with colleges and units to further our work on university and divisional priorities.

Sincerely,


_____
David Hannah

# UNIT PLANS REVIEW COMMITTEE REPORT – STUDENT AND ENROLMENT SERVICES DIVISION (SESD)

## Alignment with Areas of Focus

A high priority in the area of Knowledge Creation is the development of an assessment framework so that SESD and other units, colleges and schools have evidence to guide decisions. The Manager of Planning Program Development and Assessment has a key role in developing the framework and facilitating data collection. Development of a reporting mechanism to inform the University community about the work of SESD and to disseminate the data on students that is being collected is noted in the plan. This is seen as a key element in the improved communications framework for internal and external audiences that ismentioned as a goal in the plan.

A new model for service delivery and a revitalized mandate for the Aboriginal Students' Centre is outlined in the plan, which will focus on providing an inclusive gathering space for Aboriginal students to help foster a sense of belonging, to partner with others to create a continuity of care throughout their time at university, and facilitate cultural connection for Aboriginal students and an awareness of Aboriginal cultures within the University community. Ensuring that the Aboriginal recruiter works with colleges that have Aboriginal support programs will be important to ensure messages are aligned. Each unit within SESD has been asked to assess its practices and articulate how they will change their services and/or ensure that Aboriginal students are utilizing their services. Integrating this initiative within the assessment framework and measurement strategies outlined for all students is suggested.

SESD is committed to continuous improvement of the student information system and continued implementation of DegreeWorks. The distributed health sciences education model has challenged SESD to investigate other methods of service delivery to enhance support services for students not on the Saskatoon campus.

The theme of enhancing support for Culture and Community relates to a diverse student body, including Aboriginal students, international students, and study abroad and exchange programming. A holistic support model in partnership with the Aboriginal Students' Centre, the International Student and Study Abroad Centre, and the University Learning Centre is outlined. Close integration with colleges and cross-unit cooperation is an important consideration for this initiative. Another distinct and emerging group of students that SESD should consider in future planning are newly arrived immigrants and their children who require assistance transitioning to

the province, the city, the education system and the work world. This group requires a different set of services from the University in terms of assessing academic credentials, language training, and gap training.

## **Unit Priorities and Progress during the Second Planning Cycle**

SESD has made progress across its portfolio. Highlights relate to enhanced admissions and scholarships, improved enrolment reporting, the amalgamation and reorganization of units to better align resources with priorities, and increased collaboration with colleges related to recruitment and orientation. The unit contributed to policy development leading to a revised Nomenclature Report, a new Student Code of Conduct, a Disability Accommodation Policy, an Academic Courses policy and an Admissions Policy. Several new positions were created to support assessment activities and the management of critical student incidents. An outstanding initiative is the development of an Ombudsperson Office, which will continue to be explored in the upcoming cycle.

## **Unit Priorities for the Third Planning Cycle**

The unit-specific priorities outlined in the SESD plan support the Areas of Focus. Significantly, the development of a Strategic Enrolment Plan, in collaboration with other administrative units and colleges, is highlighted to set clear, specific and achievable enrolment goals. Ensuring the integrated plan is forward-thinking and anticipates service delivery needs is suggested as an important contribution from SESD. Market-specific recruitment and marketing strategies are planned. Other initiatives relate to facilitating the transition of specific student groups, such as international students through the UStart International Program, and Aboriginal students through the creation of an Aboriginal Student Transition Coordinator position. Additionally, the Study Abroad Program is being reviewed and revised/adapted. An array of programs and services are targeted toward enhancing student well being (student financial literacy and physical, mental and social well being). With Human Resources, a Healthy Campus initiative to raise awareness of health issues and promote a healthier campus for faculty, staff and students is proposed.

There is an ongoing need to improve the provision of information to prospective and current students, and the University's website could do much more in this regard. Re-organization and

ensuring relevant information is readily available is suggested as an additional priority for consideration.

## Collaboration and Cooperation with Other Units (Academic and Administrative)

SESD has made a major leap forward over the last planning cycle in collaborating with many units and is encouraged and supported to continue its efforts. It is collaborating more closely with colleges in recruitment, orientation, Experience US and, more recently, the implementation of Degree Works, as the University's new degree audit system. The College of Graduate Studies and Research is integrating its student information systems within SiRIUS.

In light of growth in the need for the services of Disability Services for Students, having some of the initial steps related to identification and collection of information performed by students is suggested. This would support the philosophy in Support Services of encouraging students to be responsible for their own well being, increase the capacity of students, staff and faculty to support students, and may lessen the need for students to access professional services.

## Summary

The mission of Student and Enrolment Services Division is *"Student Success."* The operations of the unit are integrated across campus, and the 13 departments within SESD cover a broad range of student-related support services, illustrated through their organization as follows: Aboriginal Students' Centre (ASC), Admissions and Transfer Credit, International Student and Study Abroad Centre (ISSAC), Undergraduate Recruitment, Awards and Financial Aid, Registrarial Services, Student Central Support Services, Student Information Systems (SIS), Disability Services for Students (DSS), Student Employment and Career Centre (SECC), Student Critical Incidents Advisor, Student Health, Student Counselling Services, and Information Technology and Communications (ITCOM).

Challenges exist on a number of fronts related to the changing nature of the University's student population, with an increasingly diverse student body consisting of more Aboriginal, out-of-province and international students, students with disabilities who require accommodation, and students who present with mental health difficulties. Many students enter university unprepared for academic life. Increasing numbers of students take courses in non-traditional modes and at off-campus locations. SESD is challenged to be flexible, responsive and collaborative with colleges in supporting and retaining these students. In addition to ensuring

support for students at risk, SESD is asked to consider how as a University we might also more effectively recruit and retain the very best possible students who will help us to realize our goal of becoming a pre-eminent institution. Shifting from a problem-based approach to a possibility-driven one would widen the spectrum of possibilities for supporting student success.

There is continuing tension between how much service should be provided centrally and how much should be provided in partnership. Implementation of the University's new activity-based budgeting system has the potential to lead to a proliferation of recruitment and retention activities. Individual efforts exist within many colleges at present. SESD is encouraged to more fully consider with colleges and schools the appropriate balance between centralized and decentralized services for recruitment and retention services, in order that the University's resources can be applied most effectively and efficiently.

Much of the emphasis in the plan is on analyzing relationships within the unit, rather than reaching out to collaborate across colleges. More broadly-based approaches have been developed at a variety of levels, and there is a continuing need for transformation within the unit and development of partnerships with others.

The plan indicates that SESD continues to work on enhancing transfer articulation procedures to improve the transfer credit process. This is an area which has gained in immediacy due to enrolment pressures and the potential for degree-granting authority to be granted to other institutes. SESD is strongly encouraged to make this area a priority over the next planning cycle, in conjunction with the Vice-Provost Teaching and Learning. The plan is silent on the contribution SESD could make to joint academic programming (dual degrees, two-plus-two programs), and it is encouraged to consider how it might contribute towards these new emerging avenues for student recruitment and mobility. A focus within the plan is the collection of data to inform the programs, services and practices of SESD. This initiative is still very much in its early stages, and the unit is encouraged to think broadly of how the data it collects can be used institutionally.

SESD is largely dependent on resource infusions to advance initiatives, and many new positions are identified within the plan. The amalgamation of some units over the last cycle led to the opportunity for the unit to reassign resources to new initiatives. SESD is encouraged to continue to seek opportunities to be innovative and independent in its use of resources.

**E-mail response dated February 3, 2012, from Dr. Jim Greer, Director of the University Learning Centre and Academic Lead, Gwenna Moss Centre for Teaching Effectiveness**

Hi Bob/Sandy

Thanks to you and to the UPRC for this feedback on our plan. I was happy with the comprehensiveness of your response and the supportive reaction to our planned activities.

   One very small point should be raised. When commenting on the Aboriginal area of focus, there is a reference to experiential learning for Aboriginal students, but perhaps it would be more accurate to mention that this is part of our overall commitment to expanding experiential learning opportunities for all students.

   The advice you offer in the last paragraph of the response - to work to engage more senior faculty in a program of teaching improvement - is indeed good advice. We have some tangible ideas about how this may be accomplished through engaging these faculty in an exercise of carefully and rigorously assessing the real learning gains of students as they move through their undergraduate program. Research has shown that this type of activity often has an impact on changing teaching practices among those faculty members engaged in the assessment of student learning.

Again thanks for the encouraging response.

Jim

# UNIT PLANS REVIEW COMMITTEE REPORT – UNIVERSITY LEARNING CENTRE (ULC) and GWENNA MOSS CENTRE FOR TEACHING EFFECTIVENESS (GMCTE)

## Alignment with Areas of Focus

It has become commonplace in universities across the country for faculty to expend some of their research effort on the teaching role in which they are engaged. The GMCTE assists faculty members who conduct research in educational practice by providing assistance with respect to methodological approaches, study design and advice on ethical protocols for faculty who may not be familiar with the rigour associated with research in the area of teaching and learning. Building a community of scholars interested in research on the scholarship of teaching and learning and facilitating their ability to publish their work in peer reviewed outlets will contribute to knowledge creation in this important area.

The Centre recognizes the important contributing role it can play in supporting Aboriginal engagement through the development of treaty education resources and through direct support of the learning needs of Aboriginal students and their transition to a university setting. Through its commitment to support experiential learning opportunities for all students, the Centre has the opportunity to reach out to Aboriginal students to enhance their learning experiences. As a central resource, the Centre plans to work with colleges and schools to infuse Aboriginal knowledge into the curriculum of all units. The continuation of the educational initiative for faculty related to cultural competencies is supported, with the encouragement that this be expanded to include delivery to off-campus faculty members.

An important initiative undertaken by the Centre has been the development of formalized teaching instruction for graduate students. A goal for the Centre is to formalize these training opportunities into credentials that graduate students could use to further their careers. Over the upcoming planning cycle, the Centre intends to expand its graduate student offerings into for-credit courses and certificate programs. Long term, there is the potential to partner with the College of Education to ladder these offerings into degrees in teaching in higher education.

The Centre views itself as a catalyst for academic program innovation. Given the focus on program innovation in the *Third Integrated Plan* and the many academic units engaged in curriculum review and the development of new programs, this is an important and exciting role. The Centre is encouraged to communicate its willingness to engage in the program, curriculum

and course-delivery undertaken by academic units to ensure the expertise offered by the Centre is fully utilized to advance units' efforts to revitalize their curricular offerings.

## Unit Priorities and Progress during the Second Planning Cycle

Over the last planning cycle, the Centre has strengthened its partnerships with ICT/ITS, eMAP, the Library, CGSR, Education, and Arts and Science. The Learning Commons, a partnership with the Library, has flourished and a sustainable model for new GSR courses in professional skills and mentored teaching was developed. A teaching diploma for graduate students is in the planning phase and work on graduate student outcomes for the College of Graduate Studies and Research is progressing. The plan cites many new initiatives, including faculty development on Aboriginal issues, community-service learning, academic integrity, the establishment of a Curriculum Innovation hub, and the development of Learning Communities within a number of colleges. The activities of the Centre are diverse, effective and impressive, particularly in light of the fact that the Centre was established at the beginning of the last planning cycle.

## Unit Priorities for the Third Planning Cycle

As emphasized in the plan, the Centre does not have priorities independent of those of other units, and the activities and immediate goals of the Centre are constantly being negotiated and integrated into the activities and priorities of others. Therefore, the Centre has identified only one unit-specific priority related to realizing the Centre's mission, to place learning at the centre, through four foci: encouraging proficiency and effectiveness; connecting theory and practice; using mentorship as a foundation; and fostering a culture shift. The plan outlines specific initiatives in support of each of these focal areas, related to improving its academic help services for students, implementing credit certificate programs on teaching, supporting curricular innovation, coordinating the application of learning technologies, and promoting the scholarship of teaching and learning. Strengthening work towards indigenizing the campus learning environment is a key priority for the Centre in support of the University's engagement with Aboriginal cultures and ensuring the campus is welcoming and inclusive for Aboriginal students.

## Collaboration and Cooperation with Other Units (Academic and Administrative)

The success of the Centre is dependent on its ability to collaborate and work in co-operation with others, and the Centre has been extremely successful to date in this regard. Coordination

with other units results from a culture of good will and effort on the part of the Centre to realize the value of these partnerships. The Centre works closely with other academic support units (eMAP, CCDE, ITS, SESD), with colleges on the Learning Communities initiative, Aboriginal Engagement and faculty development, and on various educational initiatives across the Health Sciences. In addition to its work with other units, the Centre engages in individual consultations with faculty and staff on teaching and curricular assessment. The Vice-Provost Teaching and Learning plays a vital role in ensuring that academic support units work together so that units are not working at cross purposes or duplicating efforts, and, importantly, provides a vision for these units related to serving teaching and learning.

## **Summary**

The University Learning Centre (ULC) focuses on student learning, whereas the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) focuses on teaching. The mission of the Centre is *"to place learning at the centre."* The Centre is unique among its peers in that it combines faculty development and student support within a single entity.

The Centre has a leadership role and is well appreciated for its work in faculty and student development and in the preparation of graduate students to be future faculty members. The Centre views itself as a catalyst and incubator, undertaking, for example, pilot projects with the potential to be applied more broadly. It is in this incubator role that the Centres sees itself as most valuable to the institution at large.

The plan articulates the broad range of services provided by ULC and GMTCE to the University, along with the increasing difficulty of meeting the exponential growth in demand for these services and the new curricular and assessment initiatives that engage the Centre. The Centre has experienced dramatic growth over the last planning cycle. The nature of the Centre's engagement with others requires investment in growing and sustaining relationships at multiple levels – with colleges, departments, other academic support units and, importantly, at the individual level with faculty, staff and students. These relationships are deemed essential to supporting the Centre's mission and the effectiveness of its programming. However, they are in jeopardy of being eroded due to the increasing strain on the Centre's resources.

The Centre is in some danger of burnout due to demand. In the face of mounting demand and limited resources, several possibilities are presented. Making some of the Centre's services

which are outside of its core mandate available using a cost-recovery model is one possibility, embedding services within colleges is another. Both approaches would require careful consideration. The Centre has operated on the basis that its services are freely available to all, and moving to a cost-recovery model diminishes the value of the Centre as a "common good" and central resource. Moving some of the Centre's activities to the college level, such as the community-service learning programming presently operated within the ULC, and renewing the Learning Communities within colleges, supports the concept of the Centre as an incubator. However, concerns regarding this approach relate both to the dilution of the model at the college level and the requirement for college resources to sustain the model. An additional approach suggested is to pace the Centre's activities so that incremental change occurs with sustained effort over a period of time. This approach must be accompanied by the realization that the growth and success of the Centre will, by necessity, proceed at a more moderate level.

The use of undergraduate students as peer mentors is applauded as an innovative approach to increasing the capacity of the Centre. The Centre also demonstrates efficiency in the use of resources through its building of a community of people who support each other as teachers. However, many faculty members access the Centre prompted by their consideration for promotion and tenure and do not continue to utilize the Centre once achieving these goals. Promoting the opportunities the Centre offers to engage in life-long learning and to more fully integrate the Centre's activities across campus is suggested to address the uneven involvement of faculty in the Centre and to emphasize its mandate to ensure that learning is at the heart of the institution.