

## Task Force Results relevant to Teaching, Learning and Academic Resources Committee terms of reference

### 1. [Academic Programs Task Force](#) - recommendations relevant to teaching and learning

**Aboriginal programming** From the time of the first integrated planning exercises, the university has acknowledged the importance of offering a positive learning environment to the increasing number of Aboriginal students seeking post-secondary qualifications ... there are particular challenges in recruiting faculty with relevant expertise, and we are confident that decision-making bodies of the university would take this into account in appraising whether a particular program should continue or how it can be strengthened. As our assignments of programs indicate, some programs focused on Aboriginal issues are flourishing and merit continued institutional support. A number of units have taken innovative steps, and have established instructional and research programs, as well as centres, that confirm that the university is making progress in fulfilling the ambitions it has articulated

**Graduation rates and completion times.** For a number of programs included in the review, the task force noted a concern with graduation rates in comparison to the headcounts recorded. . . . the number of programs with low graduation rates (or in the case of graduate programs, long completion times) was a cause for concern for many obvious reasons, including the additional burden placed on students with extra time in program and the extra resources required to support them.

**Service teaching.** Service teaching in itself makes an obvious contribution to the mission of the university by exposing students at both the undergraduate and graduate level to perspectives beyond their chosen field of study. The information about service teaching also gave us an insight into the wide range of activities to which some units are committed, and the basis these activities might create for links across disciplines or administrative entities.

**Standardized Central Data.** Though the task force had the benefit of extensive and illuminating data in the prioritization process, we suggest that future iterations of the process would be enhanced by continuing institutional strategies to develop standardized ways of reporting and tracking data for such things as instructional activities and research metrics.

### 2. [Support Services Task Force](#) - quintile scores and recommendations

#### Overview of Quintile scores for activity within teaching, learning and academic resources

Unit	Function	Q	Comments
CCDE - USLC	Part Time ESL	2	
Medicine	Instructional Support – Postgraduate Medical Education	2	
Medicine	Distributed Medical Education	2	
WCVM	Dean’s Office – Instructional Support	2	

CCDE - DOC	Distance Development – Degree Credit Class	4	CCDE could be the campus leader for distance delivery ie a central support unit, working with academic units to deliver courses. However, CCDE mandate would need to be reconsidered to ensure it is meeting the needs of academic units. Revenue sharing model should be reviewed.
CCDE - DOC	Distance Delivery – Degree Credit Class	4	See above
CCDE - DOC	Off-Campus Delivery – Degree Credit Class	4	See above
CCDE - PDCE	Community Education	4	Some very popular and valuable programs associated with this service, but it needs to be determined which ones should be delivered by the university and which by others eg the private sector, community groups, academic units. Should be evaluated and prioritized against all other outreach activities of the university to determine value and effectiveness
CCDE - USLC	Certificate – English for Academic Purposes (Full Time ESL)	4	An important service for international students but needs to be reviewed with respect to cost recovery, whether recruitment is necessary, alternative structure for delivery of service on campus eg could this service be delivered through an academic unit?
eMAP	Equipment Services	4	Further investment in dquipping classrooms with technology may reduce costs of mobile technology delivery.
eMAP	New Media (websites, etc.)	4	An important service. More of the activity perhaps could be outsourced. Fee-for-service model restricts access to service.
ULC/GMCTE	Undergraduate Student Support and Development	4	Is there a role for the College of Education here?
Medicine	Instructional Support – Undergraduate Medical Education	4	Service would be better classified as academic overhead. Make better use of technology. Reconfigure to improve outcomes for medical graduates
Nursing	E-Learning Support Services	4	Need to maximize interaction and sharing of services with all units on campus engaged in distance learning delivery

ICT	Supporting Teaching and Learning	4	This service needs to be considered when the mandate, etc of units reporting to the VPTL are reviewed.
VPTL	Executive Office – VPTL and Project Position	5	Functions and authorities be reviewed in conjunction with clarification of the mandates and review of the funding models, eg operating budget vs fee-for-service, of the units that report to this office (EMAP, CCDE and ULC/GMCTE) The goal would be to eliminate overlap, duplication, and competition among these units and with other units on campus (colleges, ICT) hence improving efficiency and effectiveness of service delivery and enhancing accessibility to services. It is not clear that creating a senior administrative position to oversee these units has resulted in better outcomes..
CCDE	Executive Director’s office	5	The services delivered by CCDE are of high quality, and many have good demand. Substantial cost recovery with some services appears to subsidize delivery of less profitable and often lower priority endeavours. The mandate of CCDE and its linkage to the rest of the university need to be reconsidered. Better integration of activities such as distance delivery with similar activities in other units needs to be explored. All support services – HR, IT, facilities – also should be integrated. The fit of each service/program offered by CCDE with university priorities needs to be confirmed and most closely tied to the academic work in departments. The task force recommends a review of the structure, mandate and funding model of all units reporting to the VPTL with a view to reducing overlap, duplication and costs
CCDE	Unit Support (e.g., Financial, HR)	5	Better integration of this service with those of SESD and other administrative units on campus is recommended

CCDE	Marketing and Communication	5	Better integration of this service with those of SESD and other administrative units on campus is recommended
CCDE-DOC	Administration	5	Serves mostly undergraduate students. A valuable service for small academic units engaged in distance delivery. Should revisit delivery model ie what is the role of the department in distance education? How is revenue used?
CCDE-DOC	Certificate – Adult and Continuing Education	5	See CCDE general comments.
CCDE-DOC	Certificate – Teaching English as a Second Language	5	Is an example of a unique, high quality program that should be able to cover all of its costs, including overhead. What, if any, is the role of the College of Education in provision of this service?
CCDE-DOC	Certificate Level Programs – Prairie Horticulture	5	Few if any students nos in PHC. Concept is good but certificate programs would benefit from a stronger link to academic home. Ladder certificate programs into degree programs.
CCDE-PDCE	Administration, Registration	5	Seems to be duplication with ESB and HR. Could this service be provided by other units at the university or outsourced?
CCDE-PDCE	Other Programs	5	See CCDE general comments
CCDE-PDCE	Professional Development (e.g., Leadership)	5	Important service with respect to community engagement but is it CCDE's role to deliver this service? Apparent overlap with ESB. Should be evaluated and prioritized against all other outreach activities at the university to determine value and effectiveness.
CCDE-USLC	Administration	5	See CCDE general comments
CCDE-USLC	Other Languages (casual study of Spanish, etc.)	5	Need to review with respect to fit with university priorities, value as outreach instrument, and potential for greater revenue generation.
eMAP	Director's Office	5	It is recommended that the structure, mandate of and services delivered by this unit be reviewed to improve integration and reduce overlap and competition with units on campus offering some of the same services eg CCDE, ICT,

			Communications. The fee-for-service funding model for some services in this unit restricts access to core services. The task force recommends a review of the structure, mandate and funding model of all units reporting to the VPTL with a view to reducing overlap, duplication and costs
eMAP	Unit Support (e.g., Financial, HR)	5	Administrative costs seem high given size of unit. Cost recovery model generates administrative costs
eMAP	Media Production	5	Mandate is unclear. Activities should be aligned better with university priorities, with a reduced focus on revenue generation eg external work. Important to better integrate services with activities of ICT and distance delivery activities on campus.
ULC/GMCTE	Director's Office	5	This unit provides valuable and high quality services,. However, demand for services, more so with GMCTE than with ULC, is not commensurate with the resource allocation. The task force recommends a review of the structure, mandate and funding model of all units reporting to the VPTL with a view to reducing overlap, duplication and costs
ULC/GMCTE	Unit Support (e.g., Financial, HR)	5	See ULC general comments
ULC/GMCTE	Curriculum Development and Instructional Design	5	A useful service for smaller academic units in particular. Demand is low relative to resource allocation
ULC/GMCTE	Educational Development	5	Demand is low relative to resource allocation. Multiple programs; are they reaching the right audience? Is there a role for the College of Education here?

### Overview of Quintile scores for activity within Academic Advising

College	Function (template)	Q1	Comments
Kinesiology	Student Advising	1	
WCVM	Student Advising	1	
Ag + Bio	Student Services (includes advising)	2	
Arts + Science	Student Advising and Student Services	2	
Dentistry	Student Services	2	
Pharm + Nutrition	Associate Dean Academic (responsible for academic advising)	2	
Edwards S of B	Student Services (includes academic advising)	2	
Law	Dean's Office (Associate Dean responsible for academic advising)	2	
Nursing	Student Advising	3	Resource allocation to advising is very large. Do all off-campus locations require the same level of resources? Do all advisors need to be RNs?
Education	Program Office (responsible for advising)	3	Budget allocation seems large
Engineering	Academic Program Administration and Student Support	4	Consider reconfiguration to improve effectiveness and improve student outcomes, eg retention
Medicine	Student Advising	5	Actually appears to be a counselling service. This service is available from Student Affairs

### Overview of Quintile scores for activity within College level IT

College	Function (template)	Q1	Comments
Arts + Science	Information Technology Services	2	
Kinesiology	IT Services	2	
Education	Information Technology Services	3	Opportunity to reconfigure, make greater use of centrally available services, reduce duplication of services available elsewhere
WCVM	Information Technology Services	3	Resource allocation seems large. Should revisit agreement with IT for this service.
Library	Information Services	3	Consider a greater degree of self service, more tutorials and classroom teaching vs. one-on one or small groups

Library	Information technology	3	Consider greater use of IT services available centrally and eliminate any overlap with other library services. Budget allocation seems relatively large
Edwards	Technology Support	4	Budget allocation seems large and recent increase was not explained. May benefit from greater utilization of services available centrally
Nursing	E-Learning Support Services	4	Need to maximize interaction and sharing of services with all units on campus engaged in distance learning delivery
Engineering	Information Technology	4	Have restructured already. Should take greater advantage of centrally-available IT services, website development expertise and data systems.
Medicine	Information Technology Services	4	Budget allocation seems large. What is the explanation for the surplus? Explore an expanded role for ICT in delivery of IT services in the college.
Ag + Bio	Information Technology Services	5	Have already phased out position in college and now contract with ICT for services.

Note: Dentistry, Pharmacy and Nutrition, Law embed IT inside the cluster of “Financial Services - Human Resources – Communication – Information Technology – Facilities – Alumni and Development” and were not included on the table.

#### Legend of Acronyms:

CCDE – Centre for Continuing and Distance Education  
 DOC – Distance Learning, Off-Campus and Certificate  
 eMAP – Educational Media Access and Production  
 GMCTE – Gwenna Moss Centre for Teaching Effectiveness  
 ICT – Information and Communications Technology  
 PDCE – Professional Development and Community Education  
 ULC – University Learning Centre  
 USLC – University of Saskatchewan Language Centre  
 VPTL – Vice-Provost, Teaching and Learning

#### Quintiles:

Q1 – Candidate for enhanced resourcing  
 Q2 – Maintain with current resourcing  
 Q3 – Retain with reduced resourcing  
 Q4 – Reconfigure for efficiency/effectiveness  
 Q5 – Candidate for phase out, subject to further review