

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Bob Tyler, Chair

DATE OF MEETING: June 20, 2013

SUBJECT: **First Year Report on the Third Integrated Plan**
Promise and Potential

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

In 2012, the University's Third Integrated Plan *Promise and Potential* committed the University to focus on four priority areas in the third planning cycle:

- *Knowledge Creation: Innovation and Impact;*
- *Aboriginal Engagement: Relationships, Scholarship, Programs;*
- *Culture and Community: Our Local and Global Sense of Place;*
- *Innovation in Academic Programs and Services.*

DISCUSSION SUMMARY:

Throughout the planning cycle, the Planning and Priorities Committee receives progress reports on the implementation of the University's integrated plan. The attached first year progress report was received by the Priorities Committee at its meeting on May 1st.

In light of ongoing operating budget adjustments, the approach to implementation of the Third Integrated Plan is much less process intensive than was that of the Second Integrated Plan. The strategy has been to create a reasonable set of activities that are manageable within a one- year time frame. These are highly directed, highly focused projects with limited time frames and key outcomes. Highlights of these activities at the college, school and administrative unit level are available at www.usask.ca/plan.

ATTACHMENTS:

1. First Year Report on *Promise and Potential*

First Year Report on *Promise and Potential*

Following unanimous approval by both University Council and the Board of Governors (March 1 and March 6, 2012 respectively), implementation of *Promise and Potential*, the Third Integrated Plan, began with the recognition that, in this transition year between presidents and with significant focus on operating budget adjustments, attention should be focused on discrete, well-defined projects, many of which build on the work done in the second planning cycle. Identified projects were designed to deliver short-term and long-term visible change as part of the on-going work to reshape the university.

The overall implementation strategy for the planning cycle builds on the experience with implementation of the two previous integrated plans and on the results of a survey of participants involved in the implementation process for the Second Integrated Plan (completed by the office of Institutional Planning and Assessment, IPA, in Fall 2011). Thinking coalesced around a blended approach, using the best features of both previous implementation models, and the creation of process and project commitments.

- a. **Process commitments** are those which would most closely resemble the implementation strategy for the *Second Integrated Plan*. They would borrow heavily from the commitment leader model, to ensure that the broadly-based campus community is engaged in determining the appropriate direction or outcomes which are not known at the beginning of the planning cycle. Examples include: distributed learning and the next stages of Aboriginal engagement.
- b. **Project commitments** are those which have agreed upon outcomes and which can be more easily assigned to a person, office or group of persons/offices to complete within a specified timeframe. Examples include implementation of a faculty mentorship program and Student Financial Aid.

Plan implementation in the first year consisted of four elements:

- 1) The identification of the process and project commitments for year one of the planning cycle;
- 2) The completion and delivery of a set of planning parameters for colleges, schools and administrative units;
- 3) The launch of a new website to report out on plan implementation and initiatives at both the university and college/school/unit levels; and
- 4) The actions and initiatives undertaken at the college, school, administrative unit and other levels within the university which align with and support the key goals and priorities outlined in *Promise and Potential*.

This report highlights the work performed in the first three elements. Highlights of activities at the college, school and administrative unit level are available at www.usask.ca/plan. Communications in this planning cycle are being driven through the www.usask.ca/plan website, rather than annual reports. This allows for regular updating of data, project terms of reference and reports.

Projects Initiated in the First Year of Implementation

Knowledge Creation: Innovation and Impact

Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Development of college and school strategic research plans and metrics, under the leadership of the Associate Deans Research</i></p>	<p>Develop individual college/school research strategies to guide growth and development of unit research activities and success. These strategies will provide a multi-year vision of college/school research goals, establish a framework for decision-making to ensure a focus on research priorities, and facilitate shared or cooperative approaches to initiatives, programs/services and areas of focus.</p>	<p>(1) Development of a research strategy for each college and school which includes: Jun 2013</p> <ul style="list-style-type: none"> • Areas of research focus • Highly Qualified Personnel (HQP) planning • Environment to support research success • Research metrics <p>(2) Collaborative development of a strategy to capitalize on unit-level synergies and common areas of interest</p>	<p>December 2012 – September 2013</p>
<p><i>UnivRS: Implementing of the University Research System, Kevin Schneider, ICT research advisor to the Vice-President Research, Susan Blum, director, Research Services, Monisha Shukla, director, ICT Applications</i></p>	<p>Implementation of a new electronic research administration and management system (UnivRS) to address external regulatory requirements, enable harmonization of ethics protocol approvals, and provide accurate data to address internal and external demands. This transformative initiative was identified as one of the top 3 priorities of SPEP and will provide critical management capacity for a research-intensive environment.</p>	<p>(1) Board of Governors (BoG) Approval in Principle (Board 1 Approval) (2) Board of Governors Approval of Funding (Board 2 Approval) (3) System implementation</p>	<p>September 2012 - June 2017</p>



Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Strategic development of programs and services for researchers</i></p>	<p>To provide excellent, client-oriented services and programs commensurate with a U15 research-intensive university that will facilitate researcher success. Over the next 1-2 years, the OVPR will be reviewing and refining our suite of programs to ensure a robust system of researcher support. Initiatives will include implementation of:</p> <ol style="list-style-type: none"> 1) a comprehensive, high quality internal review program for Tri-Agency grant proposals; 2) a Matching Grants program to leverage external funds for large collaborative grants; 3) a sustainable, long-term strategy for research facilitation; and 4) programs/services based on an on-going assessment of researcher needs. 	<ol style="list-style-type: none"> (1) Increased Tri-Agency success rate; (2) Increased participation and engagement in Tri-Agency and other funding opportunities across all units; (3) Increased number and success rate of research proposals; and (4) Increased success of large-scale collaborative research proposals. 	<p>Fall 2011 – Summer 2013</p>
<p><i>Implementation of a faculty mentorship program, Jim Thornhill, acting associate vice-president – health and Jim Germida, vice-provost, faculty relations</i></p>	<p>This program will provide a mentorship team for all new faculty members for their first five years of appointment, as well as professional research development workshops for both mentors and mentees.</p>	<p>Increased research success for faculty in the first five years of their appointment. These would include:</p> <ul style="list-style-type: none"> • peer reviews publications; • Tri-Agency funding, • non-Tri-Agency, peer-reviewed funding outside the University; • training of graduate students; • research awards; • committee members/chairs for Tri-Agency grant panels. 	<p>Throughout the planning cycle</p>



Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Signature Area Strategic Development - One Health: Solutions at the Animal-Human-Environment Interface</i>, Bruce Reeder, professor, Community Health and Epidemiology, and Hugh Townsend, professor, Department of Veterinary Microbiology</p>	<p>“One Health: Solutions at the Animal-Human-Environmental Interface” is one of six Signature Areas of research and scholarship at the U of S. Over IP3 the Office of the Vice President Research will work to develop this distinct area of research impact. In the short term, efforts will focus on:</p> <p>1) securing internationally-recognized research leadership (CERC in Integrated Infectious Disease Mitigation (IIDM)); and 2) developing a strategic plan to accelerate One Health research across colleges.</p>	<ul style="list-style-type: none"> (1) Establish U of S and Canada as a global leader in One Health (2) Contribute to improved prediction, prevention, diagnosis and control of infectious diseases (3) Increase the Canadian capacity to address urgent One Health issues and manage emergency situations (4) Provide unique training opportunities for leadership in integrated approaches to One Health problems 	<p>Spring 2012 – May 2013</p>
<p><i>Signature Area Strategic Development – Agriculture: Food and Bioproducts for a Sustainable Future</i>, Ernie Barber, Deputy Executive Director and Chief Operating Officer, GIFS</p>	<p>“Agriculture: Food and Bioproducts for a Sustainable Future” is one of the six Signature Areas of research and scholarship at the U of S. Through establishment of a Type B centre in partnership with the Saskatchewan government and PotashCorp, the U of S will accelerate and expand research in this area. The Global Institute for Food Security (GIFS) will be developed as a world-renowned centre of excellence in agriculture and food-system related research and will position the U of S and the associated bio-cluster in Saskatoon as a world leader in research, technologies, and policies related to safe, nutritious, and sustainable food production.</p>	<ul style="list-style-type: none"> (1) Increase the quality of research and training in food security at the U of S. (2) Increase recognition of the U of S as a “go-to” place for science, technology, policy and discussion around food security challenges. (3) Increase the university’s capability to attract and retain top flight researchers and students examining food security issues. 	<p>Spring 2012 – January 2014</p>

Aboriginal Engagement: Relationships, Scholarship, Programs

Strategy and Leaders	Description	Expected Outcomes	Timeline
<i>Engagement with the provincial K-12 system</i> , Lynn Lemisko, associate dean, College of Education and Candace Wasacase-Lafferty, director, Aboriginal Engagement, University Advancement.	Through dialogue and partnership building, we will be building our capacity to better engage the provincial K-12 system, with an initial focus on schools in Aboriginal communities or with large number of Aboriginal students	(1) A set of protocols for productive engagement between school divisions and the university; and (2) an online mapping tool to collect and community engagement initiatives.	Mapping tool: March 2013 Other timelines are TBD.
<i>The Way Forward – the next steps for the University in Aboriginal Engagement</i> , Brett Fairbairn, provost and vice-president academic	There are two aspects to this: a project focused on two key events (1) Taking Stock – a celebration of our programs and accomplishments to date, and (2) Moving Forward – an intensive one-day consultation session with external stakeholders and a process to engage the campus community in the refreshing the Aboriginal Foundational Document.	(1) A celebration of what our university has accomplished over the past number of decades (2) Strengthened campus; community knowledge, understanding and engagement in this area; (3) Conversations with external stakeholders and experts on possible future steps for the University of Saskatchewan; and (4) A refreshed Aboriginal Foundational Document.	September 2012 – June 2013 Fall 2014
<i>Aboriginal languages and symbols on university websites and publications</i> , Ivan Muzychka, associate vice-president, communications	Under development	Under development	Under development
<i>Increase visibility of Aboriginal culture and symbols on-campus</i> , Colin Tennent, associate vice-president, Facilities Management Division and Joan Greyeyes, special advisor on Aboriginal initiatives	Increased signage and naming in Aboriginal languages of buildings, pathways, rooms or increased reflection of Aboriginal culture in physical symbols by 2015/16	(1) Develop a strategy and funding plan (with three different options– ideal, medium and minimal) for PCIP to consider	September 2012 – June 2013



Strategy and Leaders	Description	Expected Outcomes	Timeline
<i>Increase the presence of Aboriginal art on campus, Vicki Williamson, dean, University Library</i>	Beginning in fall 2013	Beginning in fall 2013	September 2013 – September 2014
<i>Incorporate Aboriginal culture in formal university ceremonies and university-sponsored events, Lea Pennock, university secretary and Russ Isinger, university registrar Upon Dr. Pennock's retirement, the new university secretary will replace her on this committee.</i>	This project will result in an increased presence of Aboriginal culture in formal ceremonies and university-sponsored events by 2015/16	(1) Increased presence of Aboriginal culture in formal university ceremonies and University-sponsored events; and (2) Guidelines for the university community in incorporating Aboriginal culture into formal University ceremonies and University-sponsored events.	September 2012 – October 2013

Culture and Community: Our Global Sense of Place

Strategy and Leaders	Description	Expected Outcomes	Timeline
<i>Model sustainability and practice effective stewardship of institutional resources, Colin Tennent, associate vice-president, Facilities Management Division</i>	Under development	Under development	
<i>Aboriginal Self-Identification of Faculty and Staff</i>	The aims of this project will be addressed through "I Declare Day" which is part of Aboriginal Achievement Week		

Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Financial Management Strategy</i>, Laura Kennedy, associate vice-president, Financial Services Division and Mary Buhr, dean, College of Agriculture and Bioresources</p>	<p>To ensure that financial management responsibilities are carried out effectively and efficiently across the organization within the right unit, with work done at the right staff level, and carried out with appropriate support, the university is undertaking a financial management framework project. By reviewing the current status, interviewing academic and administrative staff, by learning from other institutions, by conducting research of leading practices, and most importantly by consulting with university leadership, the team will develop a new organizational framework for financial management.</p>	<p>The project will develop the framework which will include the following:</p> <ol style="list-style-type: none"> (1) Clarity regarding roles and responsibilities for individuals and units; (2) An outline of a possible matrix reporting structure for finance officers; (3) Guidelines regarding monthly/annual activities (4) Guidelines regarding oversight of department activities and departmental support; (5) Enhanced communication/publication of standard reports; (6) Standard financial management accountabilities, job responsibilities and minimum qualifications for specific financial management positions; (7) Orientation and training materials and a training schedule; and (8) Service level standards for financial services provided by the Financial Services Division and chief financial officers. 	<p>November 2012 – September 2013</p>

Innovation in Academic Programs and Services

Strategy and Leaders	Description	Expected Outcomes	Timeline
<p><i>Strategic Enrolment Management</i>, Dave Hannah, associate vice-president, student affairs</p>	<p>Strategic enrolment management is a framework for aligning strategies and approaches to ensure the institution, as well as colleges and schools, reach their goals in terms of type, quality and mix of students.</p>	<ol style="list-style-type: none"> (1) A strategic enrolment management plan for the institution for 2012-2016, including goals and strategies; and (2) Building of capacity on campus for this type of planning 	<p>November 2011 – September 2013</p>

Strategy and Leaders	Description	Expected Outcomes	Timeline
<i>Distributed Learning Coordination and Strategy Document</i> , Dan Pennock, acting vice-provost, teaching and learning	The purpose of this project is to develop a recommendation for the Provost for a strategy that will guide the governance, implementation and growth of distributed learning (that is learning done by students at a distance from the Saskatoon campus) programming for the University of Saskatchewan through the next planning cycle (2012 – 2016).	The sole outcome of this project will be the publication of a recommendation for a strategy that must then be used to guide the governance, implementation and growth of distributed learning programming.	September – December 2012 <i>The implementation of the recommendations of this project will be a separate project under the leadership of Patti McDougall, vice-provost, teaching and learning</i>
<i>Northern STEM Initiative</i> , formerly Dan Pennock, acting vice-provost, teaching and learning, Patti McDougall, vice-provost, teaching and learning	Under development	Under development	
<i>Red Tape Commission</i> , Beth Bilson, professor, College of Law	Under development	Under development	

Planning Parameters delivered

Planning parameters describe PCIP's expectations for each college, school and unit over the planning cycle. These documents comment on the plans that were submitted, provide key messages about each of the areas of focus as well as university resources, and confirm enrolment targets for the end of the planning cycle. Draft documents were distributed to each college, school and unit in early July 2012 and finalized documents were transmitted in November 2012. The provost and members of IPA will meet with each college, school and unit on a regular basis over the planning cycle to receive updates on progress towards these expectations. The first of these meetings will be held in September 2013. These documents are available, under NSID protection, at www.usask.ca/plan.

Launch of a new website to report on plan implementation

In September 2012, IPA launched a much revised www.usask.ca/plan. The site now contains information on the various projects initiated in the first year of the planning cycle (described above), up-to-date reporting on plan metrics, news stories from colleges, schools and units about progress against their plans or their participation in university-wide priorities. To date, 51 stories about college, school and unit initiatives have been posted, and pages on this site have been visited 1,549 times (as of January 29, 2013). Story topics range from Johnson-Shoyama students undertaking international internships in Asia to community-service learning in College of Kinesiology to the undertaking of the Taking the Pulse survey. The site also contains the college, school and unit plans and planning parameters under NSID protection. This website is designed to be a "one-stop shop" for plan implementation.

Reporting against "By 2016" statements

Metrics populated with existing data

Students

- Increased enrolments in PhD programs by 10% to support our more intensive research culture
 - In 2010/11, we had 891 PhD students (25.4% of all graduate students)
 - In 2011/12, we had 956 PhD students (25.9% of all graduate students) **Please note that the overall graduate student population grew by 181 students over this time.*
- Increased the institutional first to second year direct-entry retention rate of Aboriginal students by 10%, on track to achieving the goal of Aboriginal enrolment at 15% of total enrolment by 2020
 - 61% of the 2010/11 cohort was retained into fall 2011
 - 58.2% of the 2011/12 cohort was retained into fall 2012
- Achieved the goal of institutional graduate enrolment at 20% of total enrolment
 - In 2010/11, the student population was 16.4% graduate and 83.6% undergraduate
 - In 2011/12, the student population was 17.0% graduate and 83.0% undergraduate
- Increased the graduation rates of self-identified Aboriginal students in a wider array of programs

- In 2011, 4% of graduate degrees and 8% of undergraduate degrees were awarded to self-identified Aboriginal students

Employees

- Increased the number of self-identified Aboriginal employees from the current 2.6 to 4%
 - In 2010/11, the percentage was 2.6%
 - In 2011/12, the percentage was 4.3%

An Engaged University

- Demonstrably increased our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020
 - Baseline Date: Bronze Rating, Score of 34.8 (2010/11)

Metrics under development – baseline data expected in 2013

Research

- Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.
- Increased the proportion of research-appointed faculty holding Tri-Agency funding and/or supervising graduate students in all departments, colleges and schools.
- Increased the number, citations and impact of faculty publications tracking toward national and disciplinary comparators and improved placement for the university in major national and international rankings systems.
- Established a baseline and increased by 50% the number of undergraduate students participating in research.
- Established a baseline for research partnerships or projects happening in and with Aboriginal communities.

Students

- Increased internally funded graduate scholarships by a further \$1M and increased by 10% the number of Tri-Agency funded graduate and undergraduate students.
- Established a baseline for courses providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities or organizations.

An Engaged University

- Engaged a significant proportion of faculty, staff and students in activities designed to increase intercultural awareness and understanding and improve cultural competencies.

Activity Measures – these measures will not have data attached to them

Research

- Established new targeted institutes and hired the faculty and staff required to move them forward.
- Established a fully subscribed and effective mentorship program for new and early career faculty.

Students

- Increased externally funded trusts to support a more comprehensive array of funding supports for graduate students approaching the national average at medical-doctoral peer universities, e.g., teaching assistantships.
- Set 2020 targets for retention and graduate rates for provincial, international and out of province undergraduate and graduate students.

An Engaged University

- Implemented a registry and/or portal documenting Aboriginal initiatives, programs, services and partnerships.
- Increased the visibility of Aboriginal culture, language and symbols throughout the campus, beginning with the Gordon Oakes – Red Bear Student Centre and including on institutional, college, school and unit websites, on roadways and signage, on and within buildings.
- Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.
- Established initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage with counterparts in other regions of the world.
- Implemented a Campus Climate Survey to assess the level of ‘welcome’ our campus environment provides to its increasingly diverse population.
- Set 2020 targets for diversity among the student and employee populations.