

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Lisa Kalynchuk, chair, planning and priorities committee

DATE OF MEETING: October 22, 2015

SUBJECT: **Update on the Third Integrated Plan (IP3)**

COUNCIL ACTION: For information only

PURPOSE:

The planning and priorities committee received a progress report on the university's *Third Integrated Plan (IP3)* on September 30, 2015. In accordance with the committee's mandate to report to Council on university-wide planning, the attached report is provided to Council for information.

DISCUSSION SUMMARY:

The committee's discussion of the progress report focused on the principle of setting meaningful targets at the outset that are specific enough to benchmark the university's progress against its stated goals. This was most apparent to the committee in discussing the university's progress in building research intensity and tri-agency funding. Any progress the university makes in its standing is relative to the progress of its U15 competitors and the zero-sum game in which the U15 is held to as a group. Even when we improve our standing on some benchmarks, so do our U15 competitors, leaving our relative standing in the group unchanged. The committee noted that although some of the reported metrics show decreases, this is measured over a relatively short period of time (i.e., 3 years), and in a changing environment in which the total amount of tri-agency funds has not increased, but the manner in which these funds are apportioned has changed to favour larger grants awarded to teams of research investigators.

ATTACHMENTS:

1. *Promise and Potential:* The Third Integrated Plan Progress Update



Promise and Potential: The Third Integrated Plan

Progress Update

Institutional Planning and Assessment

October 2015



Executive summary

The University of Saskatchewan's third integrated plan, Promise and Potential, encompassed the years 2011/12 to 2015/16 (now 2016/17) and is guided by strategic directions developed in 2002. This report is a comprehensive update on thirty-two "by 2016" statements and how they link to eight priorities for action announced in September 2015. The statements fall under four categories, or areas of focus:

- Knowledge creation: Innovation and impact;
- Aboriginal engagement: Relationships, scholarship, programs;
- Culture and community: Our local and global sense of place; and
- Innovation in academic programs and services

These areas of focus highlight the importance of research and scholarship, supporting Aboriginal success through engagement and inclusion, developing innovative responses to local and global issues through academic programs, providing a diverse and inclusive environment for all staff and students, and ensuring programs and services reflect our priorities.

The University of Saskatchewan has made significant progress in achieving the "by 2016" statements outlined in the third integrated plan, although more work is required to fully complete these initiatives by 2017, the end of the current planning cycle.



Setting the context

Strategic directions and *Renewing the Dream*

The four strategic directions of the University of Saskatchewan, enshrined in a 2002 document titled *Renewing the Dream*¹ have shaped university policies since they were developed and were intended to provide a guide for the university as it became a world-class institution. During development, the university community agreed the U of S, in its second century, would be known for its international standards, academic pre-eminence, and sense of place.

The four strategic directions are:

1. *Attract and retain outstanding faculty*
2. *Increase campus-wide commitment to research, scholarly and artistic work*
3. *Establish the University of Saskatchewan as a major presence in graduate education*
4. *Recruit and retain a diverse and academically promising body of students, and prepare them for success in the knowledge age*

In April 2010, President Peter MacKinnon provided an update on the strategic directions and reflected on the changes in the Canadian context since they were developed². At that time, the university had made significant progress in its strategic directions and goals that had been reached were revised.

A Framework for Action: the first integrated plan

A Framework for Action is the University of Saskatchewan's first integrated plan (IP1), encompassing the years 2003/04 to 2006/07. A number of initiatives were identified in this plan that would move the U of S "closer to becoming one of Canada's top 10 medical-doctoral research universities, dedicated to international standards, known for areas of academic pre-eminence, and committed to the future of the Province of Saskatchewan."³

In 2009, a final report card for IP1 was released⁴. Out of 6 categories, seventy-one initiatives were identified. As of 2009, 50 of those initiatives were completed or in progress. Sixteen of those initiatives were assigned to continue on into the second planning cycle, and five initiatives were no longer being pursued.

Toward an Engaged University: the second integrated plan

The second integrated plan, *Toward an Engaged University*, was approved May 2008, encompassed the years of 2008/09 to 2011/12, and committed the U of S to focus on three priorities⁵:

- Improve the undergraduate and graduate student experience, both inside and outside the classroom
- Enhance the university's profile in research, scholarly and artistic work
- Work together more effectively across unit and institutional boundaries

Twenty commitments within the plan, called "by 2012 statements", were identified to help move the university towards becoming more engaged through its integration of teaching and research, university and community, and students, faculty and staff. The university had significant success in achieving goals set for these priorities. Key highlights include funding to support Centennial Chairs, increased funding for graduate student scholarships,


¹ http://www.usask.ca/ipa/documents/planning/strategicdirections_2002.pdf

² http://www.usask.ca/ipa/documents/planning/strategicdirections_update_2010.pdf

³ http://www.usask.ca/ipa/documents/integrated-plans/IP1_summary_version.pdf

⁴ http://www.usask.ca/ipa/documents/integrated-plans/IP1_final_report_card_2009.pdf

⁵ http://www.usask.ca/ipa/documents/integrated-plans/IP2_full_version.pdf



funding for undergraduate student learning communities, and the release of a draft campus sustainability plan. One significant outcome from IP2 was the development of six distinctive research areas, or “signature areas”⁶, where the U of S can have outstanding achievement. These signature areas are:

- Aboriginal peoples: Engagement and scholarship
- Agriculture: Food and bioproducts for a sustainable future
- Energy and mineral resources: Technology and public policy for a sustainable environment
- One health: Solutions at the animal-human-environment interface
- Synchrotron sciences: Innovation in health, environment and advanced technologies
- Water security: Stewardship of the world’s freshwater resources

Promise and Potential: the third integrated plan

The Third Integrated Plan (IP3) continues to be guided by the strategic directions developed in 2002. The IP3 planning cycle originally encompassed the years 2011/2012 to 2015/2016. Four areas of focus, informed by college, school and unit plans, were identified:

- 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

Thirty-two “by 2016 statements” were identified as key commitments to achieving the goals set out in IP3. In February 2014, the provost’s committee on integrated planning (PCIP) extended the IP3 planning cycle to 2016/17 in order to compensate for time dedicated to the TransformUS project to ensure the university had enough time to meet its IP3 commitments.

The eight priorities for action

On September 9, 2014, the TransformUS project was set aside and the U of S refocused itself on IP3 in the form of eight priority areas. These priorities are closely related to the learning and discovery mission of the university. The eight priority areas are⁷:

1. Accelerate the delivery on our commitment to Aboriginal achievement
2. Continue the restructuring of the College of Medicine
3. Deliver on the promise of inter-professional health education and inter-disciplinary health research.
4. Advance the reorganization and strengthening of graduate studies and support for graduate students.
5. Continue the capital project for the transformation of our library collections, facilities, capital and services.
6. Complete the reorganization and revitalization of centrally organized teaching and learning activities and functions.
7. Focus on the creation of inter-disciplinary and cross-college academic programming
8. Align our academic services culture to support and facilitate our academic mission

Since the development of the *Strategic Directions* in 2002, a key principle of each integrated plan has been to ensure the proper environment exists to enable the plan’s success. Appropriate resource support, in the form of people, financial and capital resources, have been essential to all of the University of Saskatchewan’s integrated plans.

⁶ <http://www.usask.ca/vpresearch/workshop/areas.php>

⁷ <http://www.usask.ca/president/documents/pdf/2014/UofS%20Priorities%20for%20Action%202014>





As part of IP3, an institutional people plan is in development, and this will help ensure that our people resources are aligned with institutional priorities. In short, ensuring that the right people are doing the right work in the right places. We continue to value the results of the annual *Employee Opinion Survey* and *Achievement Record*.

The Multi-Year Budget framework, developed as a component of the third integrated plan, provides a comprehensive overview of consolidated university revenues from 2012-2016 and a detailed projection of both revenues and expenses in the operating budget across the planning period. Work is still ongoing on a multi-year budget framework that includes *all* university revenues and expenses. The university is also in the process of transitioning to responsibility-center management, which, with the help of the Transparent, Activity-Based Budget System (TABBS), will increase the information available about the financial resources of the university and will place decisions in the hands of those who are best to make them – the deans and unit leaders themselves.

Capital investments across the university since the beginning of the third integrated plan have strengthened our ability to progress in our learning and discovery mission. The Multi-Year Capital plan details how we will tackle our deferred maintenance challenge. Strategic capital projects, such as a new childcare centre and the Gordon Oakes-Redbear student centre are in progress and will help us support student success.

This report intends to update the university community on progress made to date on the thirty-two “by 2016” statements categorized as completed or on track and behind schedule, as well how these link to the eight priorities for action. Please refer to the appendices for a summary of progress on the “by 2016 statements”.

	Completed or on track
	Behind schedule

Knowledge creation: Innovation and impact

We will establish a pervasive culture of research and scholarship throughout the institution. By implementing a comprehensive suite of research initiatives at the institutional and college levels encompassing the key functions of recruiting, supporting and networking existing and new researchers, and strengthening strategic focus, we will round out research engagement throughout the institution and ramp up outcomes and impacts generally as well as specifically within selective areas aligned with the six signature areas of research.

Commitments

- Recruit the best
- Support faculty and graduate students to succeed
- Strengthen strategic focus

Progress on the eight priorities is helping us to reach these commitments. Priority one will help us to recruit the best Aboriginal scholars. Self-declared Aboriginal faculty and staff have increased by approximately 4% since 2010/11. In June 2015, the university committed \$2.04 million to Aboriginal initiatives, including implementing an Aboriginal faculty chair program, increasing the Aboriginal post-doctoral fellows, supporting community and academic partnerships, and creating a senior Aboriginal leader position and college-level Aboriginal leader positions.

Our faculty and graduate students will be supported through work being done on priorities four and five. A comprehensive review of the administration of graduate students and post-doctoral fellows was released in



January. Campus consultations based on this review are ongoing, and a recommendation will be made to University Council in fall 2015. Significant reorganization of teaching and learning activities has taken place, including moving non-credit courses from the Centre for Continuing and Distance Education into colleges, transitioning the University Learning Centre into the University Library, and centralizing some libraries. Ongoing work on this front will ensure students receive faster and higher quality service.

The strategic focus of the university continues to guide the institution’s activities. Continuing the restructuring of the College of Medicine (priority two) with strengthened leadership and new governance will help us work towards becoming one of the top medical-doctoral universities in Canada. Similarly, the appointment of a vice-provost, health and initiatives implemented by the Council of Health Science Deans will increase our strength in inter-professional health education and interdisciplinary health research (priority three). Work on developing interdisciplinary and cross-college academic programming has started in the environmental studies area (priority seven). Success in the environmental studies cohort will inspire and inform us to do the same in other areas across campus.

The progress detailed below in the “by 2016” statements indicate more specifically how the U of S is working towards achieving these commitments.

Progress to date

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. ●

In 2010/11, the U of S received \$83,882,000 in total Tri-Council funding (\$85,856 per full-time faculty member). In 2014/15, the amount received in Tri-Council funding was \$58,571,000 (\$58,688 per full-time faculty member), placing us 15th in our peer group of the U15. In order to have an ‘above average’ ranking, the university would need to receive \$126,343,000 (\$94,688 per full-time faculty) in Tri-Council funding (2014/15 peer average).

Increased the proportion of research-appointed faculty holding Tri-Agency funding and/or supervising graduate students in all departments, colleges and schools. ●

In 2010/11, the proportion of faculty holding Tri-Council awards was 37.4%. In 2014/15, this proportion was 34.7%. Faculty supervising graduate students in all departments, colleges and schools increased from 53.9% in 2012/13⁸ to 56.3% in 2014/15.

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 ranking systems. ●

There are several different indicators of performance in the various ranking systems including scores based on publications and citations. Research Infosource is a ranking of Canadian institutions and calculates scores for the number of publications and the impact, or number of citations, coming from those publications. For

⁸ Data on faculty supervising graduate students was not available until 2012/13.



international rankings, The Academic Ranking of World Universities (ARWU) provides a score for publications score, but not for citations. In this case, an additional international ranking, Times Higher Education (THE), was used as a citation score. According to the scores below, there has been improvement in some areas but decreased performance in others. As the commitment is to increase placement in rankings tracking toward comparators, the rank relative to other U15 universities on that same indicator are also presented. There has been no change in rank since 2011 and the university seeks to improve its publications output in order to improve in ranking compared to its peers.

2011

	National (Research Infosource)	International (ARWU/THE)
Publications	3.2 (15 th)	32.5 (15 th)
Citations	16.4 (15 th)	12.0 (15 th)

2014

	National (Research Infosource)	International (ARWU/THE)
Publications	3.0 (15 th)	32.7 (15 th)
Citations	16.8 (15 th)	28.0 (15 th)

Established new targeted institutes and hired the faculty and staff required to move them forward. ●

The U of S boasts a number of institutes that help support our learning and discovery mission.

The Global Institute for Water Security⁹, officially launched in 2011, prioritizes research on sustainable use of the world’s water resources and protection against natural hazards such as flood and drought. The institute’s work addresses water issues worldwide, but places an important focus on Western Canada. Funding for this institute is through the Canada Excellence Research Chair in Water Security, a \$30-million, joint federal-provincial-university commitment over seven years.

The Global Institute for Food Security¹⁰ was launched in 2012 and is a unique public-private partnership with the U of S, the Government of Saskatchewan, PotashCorp, and Viterra. The research goals, or pillars, of the institute are: seed biology and plant development, the interface between soil, micro-organisms and root systems, and digitization of agriculture. The institute intends to do internationally compelling research with large scale impacts.

The Sustainability Education Research Institute (SERI) was established in 2012 in the College of Education. The institute’s goals are to “further research and action on land, place, environment and sustainability in relation to

⁹ <http://www.usask.ca/water/index.php>

¹⁰ <http://gifs.ca/>



educational research, policy and practice”¹¹. Contributing to the university’s signature areas, SERI has strong partnerships with the national and international research and governance community through the Sustainability and Education Policy Network, which is funded by a \$3 million Social Sciences and Humanities Research Council partnership grant.

Established a fully subscribed and effective mentorship program for new and early-career faculty. ●

The Research Mentorship program¹² was implemented in July 2012 and supports new faculty to become more successful in reaching their research goals and potential through workshops and conversations with mentors. The goals of this program are to assist new faculty in developing a research plan and networking skills, and to provide advice to help new faculty achieve research success. Workshops held in 2014/15 have covered topics including graduate recruitment, grant writing, and work/life balance, and were attended by anywhere from 30 to 150 faculty members (both new and current). Personalized research mentorship teams support the mentee and provide advice to help implement the research vision and plan of the new faculty member. This program is a joint venture with the offices of the vice-provost, faculty relations and the vice-president research. The program continues to be adjusted to ensure topics are relevant and attendance is increased.

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.

Due to transition in the leadership in the Advancement and Community Engagement portfolio, this commitment has been difficult to assess at this time. It is expected that the next IP3 progress report will have more information on this item.

Increased internally funded graduate scholarships by a further \$1 million and; ●
increased by 10 per cent the number of Tri-Agency-funded graduate and undergraduate students. ●

In June 2015, the University of Saskatchewan allocated \$1.5 million from the Strategic Funding Envelope to support initiatives in the College of Graduate Studies, which will include some scholarship support. This is in addition to investments made since 2011 that have increased graduate scholarship funding from \$10.5M to \$11.6M in 2014.

In 2011, 972 graduate students (26.3 per cent of the total graduate population) received Tri-Council funding; in 2014, 923 students (24.0 per cent) of students received this funding. One hundred and ninety-six undergraduate students, or 1.1 per cent of the undergraduate population, received Tri-Council funding in 2011. In 2014, 181 students received funding (1.0 per cent of the population).

¹¹ <http://www.seri.usask.ca/about/About%20SERI.php>

¹² <http://research.usask.ca/for-researchers/index.php>



Increased enrolments in PhD programs by 10 per cent to support our more intensive research culture.



In 2010/11, the University had 891 PhD students; a 10 per cent increase would result in 980 students. As of 2014/15, the U of S had 1,030 PhD students, an increase of over 15 per cent.

Established a baseline and increased by 50 per cent the number of undergraduate students participating in research.



The U of S launched an Undergraduate Research Initiative in 2012. Its goals are to ensure meaningful curriculum-based research experiences, mentored student research experiences through faculty-supervised assistantships, and celebrating and showcasing undergraduate research experiences¹³. This initiative is focused on supporting meaningful research experiences for 100-level students. In 2014/15, approximately 1700 students were expected to participate in curriculum-based undergraduate research. These students were all from three initiative-leading colleges – Agriculture and Bioresources, Arts and Science and Kinesiology. Additional colleges are looking towards incorporating undergraduate research into their curriculums for 2015/16.

Next steps

The U of S will continue to make progress on these commitments through 2017. Specific targets include increasing the amount of tri-council funding held by students and faculty, increasing our place in various rankings and supporting our faculty and students through expanding the faculty mentorship program, increasing graduate scholarships, and expanding opportunities for undergraduates to participate in research. The office of the vice-provost research has put in place a number of initiatives to help reach this goal, including a Research Connections Café, which aims to collaboratively develop our research in order to be nationally and internationally competitive.

Aboriginal engagement: Relationships, scholarship, programs

We will be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings and intercultural engagement among faculty, staff and students.

Commitments

- Co-ordinate and strengthen university-community relationships
- Increase visibility of Aboriginal culture and symbols on campus
- Celebrate success and leverage internal expertise

Progress on the eight priorities is helping us to reach these commitments. Our commitment to Aboriginal achievement (priority one) is an ongoing process. The recent \$2.04 million approved by the university to support Aboriginal initiatives includes a commitment to increasing research in areas of interest to the Aboriginal people of Saskatchewan and Canada. These funds also include a commitment to provide funding to develop community and academic partnerships.

¹³ <http://research.usask.ca/undergraduate/about-us/Report%20November%202014.pdf>




Increasing the visibility of Aboriginal culture and symbols on campus was initiated with the Aboriginal symbols project¹⁴, and the opening of the Gordon Oakes-Red Bear student centre in fall 2015 will connect all students to the Aboriginal community. Its significant presence on campus and strong symbolic design will create a cultural destination for the campus and the broader community.


Cultural ceremonies and celebrations such as the annual Powwow and Aboriginal Achievement Week highlight our Aboriginal scholars and spotlight the Aboriginal community. The U of S's first Aboriginal Symposium, titled *Part 1: Taking Stock*¹⁵, took place in March 2013 and was designed to raise awareness of Aboriginal achievements across campus.

The progress detailed below in the "by 2016" statements indicate more specifically how the U of S is working towards achieving these commitments.


Progress to date

Increased the institutional first to second year direct-entry retention rate of Aboriginal students by 10 per cent, on track to achieving the goal of Aboriginal enrolment at 15 per cent of total enrolment by 2020. 

In 2011/12, the first to second year direct-entry retention rate of Aboriginal students was 58.2 per cent, indicating that 89 of 153 students enrolled for a second year at the U of S. A target of 64.0 per cent was set. As of 2013/14, the retention rate was 59.5 per cent. The university will continue to work towards its target.

Increased the graduation rates of self-identified Aboriginal students in a wider array of programs. 

In 2011, the proportion of self-identified Aboriginal undergraduate and graduate students in that year's graduating class was 8.3 and 4.0 per cent, respectively. As of 2014, the proportion of graduating self-identified Aboriginal undergraduate and graduate students was 11 and 5.7 per cent, respectively. In 2011, there were Aboriginal graduates in 50 different programs. In 2014, there were Aboriginal graduates in 57 different programs. This number reflects both degree and non-degree programs.

Implemented a registry and/or portal documenting Aboriginal initiatives, programs, services and partnerships. 

The U of S's first Aboriginal Symposium, titled *Part 1: Taking Stock*¹⁶, took place March 15, 2013 and was designed to raise awareness of Aboriginal achievements across campus. Part of the celebration included the launch of a geographic information system powered community engagement map¹⁷. This map was developed out of a partnership with University Advancement, the University Data Warehouse and the Spatial Initiative, and helps to visualize Aboriginal students, activities, engagement and communities in Saskatchewan. It is continually being updated.


¹⁴ <http://aboriginal.usask.ca/events/symbols.php>

¹⁵ http://aboriginal.usask.ca/events/pdf/20130530_Aboriginal%20Symposium%20Poster%20Package_FINAL.pdf


¹⁶ Ibid.

¹⁷ <http://webgis.usask.ca/aMap/aMap2013032015.html>




Increased the visibility of Aboriginal culture, language and symbols throughout the campus, beginning with the Gordon Oakes-Red Bear Student Centre and including institutional, college, school and unit websites, on roadways and signage, and on and within buildings. 

A substantial part of this commitment was completed with the Aboriginal symbols project¹⁸, where feedback from the campus community resulted in the development of twelve symbols representing Aboriginal culture from across Saskatchewan. These symbols will play an integral part in achieving the remainder of the IP3 commitments. The Gordon Oakes-Red Bear Student Centre will open in fall 2015 and will be an inclusive gathering place for both Aboriginal and non-Aboriginal people alike. A smudging policy¹⁹ was approved by the Board of Governors in March 2015. This policy is intended to promote, protect, and facilitate the practice of time honored indigenous traditions and ceremonies and provide guidance to the campus in undertaking these traditions.

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. 

During Aboriginal Achievement week, awards are presented to Aboriginal students in each college, recognizing their accomplishments. In February 2015, awards were presented to students for outstanding work in their communities, academics, and leadership²⁰.

In June 2015, PCIP approved funding for a new Aboriginal initiative of \$2.04 million; an equal amount is requested from the Government of Saskatchewan in the 2016/17 Operations Forecast. Part of this initiative includes celebrating and recognizing inspirational Aboriginal initiatives through targeted awards and recognitions.

Established initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage with counterparts in other regions of the world. 

The International Centre for Northern Governance and Development (ICNGD) was established in 2009 to provide research and outreach programs tailored to Northern Saskatchewan, the provincial norths, and the circumpolar north²¹. The centre is part of the University of the Arctic consortium, an international network of educational and research institutions focused on the study of the North. The Master of Northern Governance and Development is a graduate program offered through ICNGD that is focused on helping prepare students to become leaders within northern communities. This program is highly sought after and has a high successful completion rate. Students are drawn overwhelmingly from northern Saskatchewan and northern regions in Canada and internationally. One of the major projects the ICNGD is currently involved in is the Northern Capacity Building through Aboriginal Entrepreneurship. This project seeks to develop beneficial strategies to address the low income and specific challenges facing the mostly Aboriginal population of Saskatchewan's north

¹⁸ <http://aboriginal.usask.ca/events/symbols.php>

¹⁹ <http://policies.usask.ca/policies/health-safety-and-environment/smudging-and-pipe-ceremonies.php>

²⁰ <http://words.usask.ca/news/2015/02/23/aboriginal-achievement-week-2/>

²¹ <http://www.usask.ca/icngd/about-us/about-us-new/index.php>




through comparison to Scandinavian communities. The findings of the project will help to advance policy and practice in Aboriginal Entrepreneurship²².


The Indigenous Land Management Institute (ILMI) is a research centre housed at the U of S that seeks to “work with Indigenous Peoples to realize a more prosperous future through optimal land and resource management.”²³ The ILMI has three research areas: wealth creation, environmental and community sustainability, and governance of land. A current project, “Cross-border dimensions of Vuntut Gwich’in food security”, examines the social and political dimensions of food security and food sovereignty for the Gwich’in Nation, which is divided by the Canada/United States border.

There are a number of international agreements in progress at the U of S, including a Memorandum of Understanding (MOU) among the U of S, University of Hawai’i at Mānoa, the University of North Carolina at Pembroke, and Swinburne University of Technology (Australia). This MOU has the explicit aim of developing Indigenous Studies programming to advance knowledge in the field of Indigenous Studies through the work of faculty, staff and students. A cooperation agreement between the University of Tromsø and the U of S for a joint Master in Governance and Entrepreneurship in Northern and Indigenous Areas links a number of schools, colleges and centres at both institutions. This program involves travel and study in both countries and will result in a jointly awarded degree for the student. Faculty mobility and exchange is also part of this program.

The U of S continues to develop more programs and MOUs in the pursuit of this commitment.

Established a baseline for courses providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities or organizations.	
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As of 2013, there are 7 courses or internships that provide undergraduate students with experiential learning opportunities involving Aboriginal communities or organizations. These courses span a variety of disciplines, including nursing, science and medicine.

Established a baseline for research partnerships or projects happening in and with Aboriginal communities.	
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Work on this commitment is at an early stage. Research projects related to specific thematic areas, including Aboriginal communities and peoples, may be able to be tracked through UnivRS once the pre- and post-award system is fully implemented campus-wide by mid-2016. This would then allow a baseline to be set for this commitment.

Next steps

The U of S will continue to support our Aboriginal students through continuing to recognize accomplishments in Aboriginal learning, and providing opportunities and support to students through scholarships, targeted research and study programs. The U of S will continue to work towards the decolonization of the curriculum.

²² <http://www.usask.ca/icngd/research/major-projects/northern-capacity-building-through-aboriginal-entrepreneurship/index.php>

²³ <http://ilmi.usask.ca/>



Culture and community: Our local and global sense of place

We will model innovation through creative responses to challenging environmental, social and economic problems. To do so will mean that we are open to possibility, take chances on new ventures and on innovative ideas, and expect a mixture of success and failure as a rite of passage.

Commitments

- Celebrate and promote diversity (inclusiveness)
- Model sustainability and practise effective stewardship of institutional resources

Progress on the eight priorities is helping us to reach these commitments. The recent \$2.04 million approved by the university for Aboriginal initiatives includes a commitment to growing the numbers of Aboriginal faculty, leaders, undergraduate and graduate students, and post-doctoral fellows on campus (priority one). The commitment of \$2.5 million to support internationalization initiatives at the university includes funding for international undergraduate and PhD students to study at the U of S. The implementation of recommendations from the review of graduate studies (priority four) will ensure students that do come to the U of S are supported and that our diversity goals are achieved.

The University is making strong strides in its goal to model sustainability and reach a ‘silver’ rating in the Sustainability Tracking, Assessment and Rating System (STARS) program (see below for more details). Aligning administrative services to support our academic mission (priority eight) starts with the service design and delivery model, which has undergone significant consultation and will be presented to deans for approval in summer 2015.

The progress detailed below in the “by 2016” statements indicate more specifically how the U of S is working towards achieving these commitments.

Progress to date

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



The U of S’s first Aboriginal Symposium, titled *Part 1: Taking Stock*²⁴, took place March 15, 2013 and was designed to raise awareness of Aboriginal achievements across campus. The event included a poster display of academic, research, and cultural programs taking place across campus, the signing of a partnership between the Saskatoon Tribal Council and the Department of Art and Art History, a cultural gathering with a blessing from an elder, and a round dance. A second symposium called “*Moving Forward*” was held on June 12, 2013 and engaged one- and off-campus Aboriginal education experts in discussions to support the development of a renewed Aboriginal foundational document.

The Indigenous Voices²⁵ staff and faculty development program is a partnership between the College of Education and the Gwenna Moss Centre for Teaching and Effectiveness, with the help and support of local Elders and community members. This program aims to create a shared space for dialogue, learning, and

²⁴ http://aboriginal.usask.ca/events/pdf/20130530_Aboriginal%20Symposium%20Poster%20Package_FINAL.pdf


²⁵ <http://www.usask.ca/indigenousvoices/>




collective action to catalyze individual and systemic change at the U of S. This program was renewed for the 2015/16 year. The pilot program received significant positive feedback from participants, citing it as highly relevant to all areas of their professional work²⁶.

To celebrate the cultures of our international students, the International Student and Study Abroad Centre (ISSAC) has hosted International Education Week, which aimed to shed the light on the importance of international education within Canada. In collaboration with our student associations, the Global Village and the Carnival of Solidarity celebrate multiculturalism and global connections. In 2012, the Carnival of Solidarity welcomed over 300 members of the university community²⁷. Specific celebrations such as Chinese New Year, Holi, and student-led events, such as Parichay (Indian Students' Association Welcome), support and welcome our international students. The ISSAC also is involved in staff training for intercultural awareness, as well as training on cross-cultural issues for outbound study abroad students.

The Building Bridges program²⁸, a partnership with the Aboriginal Students' Centre is a program designed to expand understanding between international, domestic and Aboriginal students on campus. This program was implemented in 2013 and is a safe space that fosters open discussion and respectful inquiry, provides an opportunity to build relationships, and empowers our future leaders to initiate change.


Increased the number of self-identified Aboriginal employees from the current 2.6 to 4 per cent. 

In 2011, the number of self-identified Aboriginal employees was 2.6 per cent. As of 2014, this number was 6.1 per cent.

Implemented a Campus Climate Survey to assess the level of welcome our campus environment provides to its increasingly diverse population. 

The first ever Campus Climate Survey was launched in November 2013 and results were released November 2014²⁹. More than 5,200 students at the U of S shared their thoughts on how welcome, respected and supported they felt on campus. Students were overall satisfied with the campus climate, felt safe and comfortable on campus, had positive classroom and faculty/staff experiences, were satisfied with support services, and few students reported experiencing negative behaviours on campus.

While the campus climate was perceived positively by most survey respondents, some students in minority groups had less positive experiences, especially some Aboriginal students, other visible minority students, sexual minority students, and some students with a disability, particularly those with a self-reported mental health condition. It was also found that some students were unsure of where to go for help. The university will work to gain a deeper understanding of the experiences of minority group students, determine what additional supports are needed, and ensure that students know where to go for help.

Set 2020 targets for diversity among the student and employee populations. 

²⁶ <http://www.usask.ca/indigenousvoices/sites/default/files/Results%202012.pdf>

²⁷ http://artsandscience.usask.ca/news/n/2678/Carnival_of_Solidarity_Celebrates_Culture_Diversity

²⁸ <https://usaskbuildingbridges.wordpress.com/>

²⁹ http://www.usask.ca/ipa/documents/institutional-effectiveness/survey_campusclimate_2014_summaryreport.pdf



As part of the planning for IP3, targets through 2016/17 were established for undergraduate and graduate Aboriginal and international students. Those targets and the progress made towards them in 2014/15 are reported below.

Student diversity group	2015/16 targets (% of student population)	2014/15 annualized enrolment (% of student population)
Undergraduate		
Aboriginal	13.8%	12.5%
International	7.0%	7.0%
Graduate		
Aboriginal	6.8%	6.0%
International	30.6%	32.5%

The U of S's Aboriginal faculty recruitment initiative provides central support to colleges and schools to hire Aboriginal faculty members and scholars. In 2014, this initiative assisted in the recruitment of approximately seven Aboriginal faculty members. This initiative aims to hire five to ten new Aboriginal faculty members per year through 2020.

In terms of employee diversity targets, the university has set a goal of increasing the number of self-identified Aboriginal employees from 2.6 (in 2011) to 4 per cent. As noted above, this goal has been reached.

The 2016/17 Operations Forecast as submitted to the Government of Saskatchewan included a number of commitments that will help us continue to increase diversity among our student and employee populations: increase the proportion of Aboriginal undergraduate students to 15 per cent by 2019; implement an Aboriginal faculty chair program to increase the number of Aboriginal scholars by seven faculty members per year; increase the proportion of Aboriginal graduate students to nine per cent of the graduate population by 2019 and attract five new Aboriginal post-doctoral fellows; create a senior Aboriginal leader position, coupled with additional Aboriginal leadership positions within colleges; and increase international undergraduates to a total of 10 per cent of the population by 2019. Included in these initiatives are scholarships to support Aboriginal and international students. Funding for these initiatives were approved by PCIP in June 2015.

Set 2020 targets for retention and graduation rates for provincial, international and out-of-province undergraduate and graduate students.	
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The U of S does not currently have targets set for student retention or graduation rates. In the next phase of enrolment planning, intake, enrolment, and completion targets will all be considered.



Demonstrated an increase of our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.



In 2010/11, the U of S had a STARS rating of 34.8 (bronze). As of 2014/15, the university acquired a rating of 43.88 (bronze)³⁰. Significant progress has been made in the last two years, and the university is hopeful it will reach its goal of a silver rating (>45) by the target year of 2020.

Next steps

The U of S will continue to support intercultural awareness and understanding through cultural celebration and programs to expand cultural understanding. Ensuring the employee and student body is as diverse as possible will help to achieve these goals. The university will continue to support sustainable actions and work towards achievement of its STARS goal by 2020.

Innovation in academic programs and services

We will implement a strategic approach to enrolment by creating a mix of programs and learners that reflect deliberately chosen academic priorities, builds synergies with our signature areas of research, facilitates student movement between degree programs and mobility between institutions, addresses low enrolment programs, and supports college and school goals to rethink programs profoundly.

Commitments

- Actively shape our student body
- Focus on learner-centred programming and curricular innovation
- Foster student creativity and innovation
- Demonstrate effectiveness

Progress on the eight priorities is helping us to reach these commitments. In terms of actively shaping our student body, the recent \$2.04 million approved by the university for Aboriginal initiatives includes a commitment to growing the numbers of Aboriginal undergraduate and graduate students and post-doctoral fellows on campus (priority one). The commitment of \$2.5 million to support internationalization initiatives at the university includes funding for international undergraduate and PhD students to study at the U of S.

Curricular innovation in the form of cross-college academic programming (priority seven), is underway. Although the environmental studies area will be piloted initially, other areas will be implemented in the future. This initiative will also foster student creativity and innovation. Indigenizing and decolonizing the curriculum, part of the university's commitment to Aboriginal initiatives (priority one) is an important part of curricular innovation.

The implementation of recommendations from the review of graduate studies (priority four) will ensure U of S students receive the support they need.


The progress detailed below in the "by 2016" statements indicate more specifically how the U of S is working towards achieving these commitments.

³⁰ <https://stars.aashe.org/institutions/university-of-saskatchewan-sk/report/2015-01-30/>

Progress to date

Defined learning outcomes for all undergraduate and graduate programs. 

In its first full year of operation at the Gwenna Moss Centre for Teaching Effectiveness, the curriculum development group worked with 12 colleges, 3 schools, 46 departments and the University Library on aspects of curriculum development and instructional design. Learning outcomes in professional colleges are closely tied to accreditation requirements. Program- and college-level learning goals are evident in all of the direct entry colleges (the Colleges of Agriculture and Bioresources, Arts and Science, Engineering and Kinesiology, and the Edwards School of Business). In May 2013, the College of Graduate Studies and Research approved learning outcomes for each of the four graduate degrees (Post-Graduate Diploma, Post-Graduate Degree Specialization Certificate in Corrections, Master's, and Doctoral)³¹. There is clear alignment and overlap between the articulation of program-level learning goals within colleges and the core goals outlined in the University of Saskatchewan Learning Charter³². Work in moving from a higher level of goals to learning outcomes at the departmental level (where appropriate) continues. Some colleges (e.g. Engineering and Arts and Science), have advanced to the stage of creating and piloting assessment rubrics for the purpose of evaluating whether learning outcomes are being achieved.

Established a baseline and increased by 20 per cent the number of students engaging in experiential learning, including community-service learning, internships, undergraduate research, international student exchanges and co-op experiences within their academic programs. 

The teaching, learning and academic resources committee of council (TLARC) struck an experiential learning working group in 2015 with the express purpose of moving forward on this commitment. The committee is working on two initiatives concurrently.

The first initiative is aimed at building student awareness of experiential learning opportunities that exist on campus. It sets out to do this by adding “experiential learning” as an available descriptor in the attributes column of the online course catalogue, which will allow students to search for courses based solely on the descriptor. It will also facilitate future reporting on our experiential learning course inventory directly from the student information system. This system enhancement was put in place in June 2015 and is considered to be in a pilot year; further work is being done to expand and promote this initiative.

The second initiative is aimed at building awareness for both faculty and students through the development of a comprehensive website link to U of S specific information on experiential learning. This initiative also intends to support faculty with information on curriculum planning, financial support options, and other procedural and policy documentation. In addition to the flagging initiative mentioned above, the portal will support students as they seek out specific details on the various experiential learning options that exist, such as study abroad, field course, and internship opportunities. Preliminary work to inventory our existing web-based experiential learning information and resources has been completed, as has an environmental scan of many U15 and other universities to examine how they have approached this vital communications work. The website will also provide a home for two experiential learning videos that were developed in collaboration with Media Production. Showcasing students telling their stories of experiential learning, these videos represent another opportunity to build awareness.


³¹ <http://www.usask.ca/cgsr/policy-and-procedure/degree-level-learning-outcomes.php>

³² <http://www.usask.ca/secretariat/documents/LearningCharter.pdf>




The Experiential Learning Fund was created to support academic units in providing student access to experiential learning opportunities³³. This initiative is part of the Academic Innovation Initiatives approved in 2011. This program has funded 29 projects since 2012³⁴.


The University of Saskatchewan Undergraduate Research Journal (USURJ)³⁵ is an online, peer-reviewed journal featuring original work by U of S undergraduates and publishes high-quality research and review articles written by undergraduates in all disciplines and colleges. The USURJ has published two issues since the first call for submissions in the fall of 2013.

Achieved the goal of institutional graduate enrolment at 20 per cent of total enrolment. 


In 2010/11, institutional graduate enrolment at the U of S was 16.4%. This number represented the number of graduate students compared to undergraduate students on campus. In 2014/15, this number was 17.3%.

Obtained improved student satisfaction ratings associated with student advising on national and international surveys. 

The Canadian University Survey Consortium (CUSC) is a group of universities working together to gain a better understanding of the Canadian undergraduate student population. Each year, a survey is presented to a specific group of undergraduates to collect feedback and understand their experiences. In 2011, the CUSC score for the U of S for students who were satisfied with their advising experience was 81 per cent. In 2014, the CUSC score for the same indicators was still 81 per cent.

Increased the number of external transfer students by 10 per cent. 

The U of S defines external transfer students as those students transferring into the university with a minimum of 18 credit units from another institution. In 2010/11, there were 1,988 of these students on campus; a ten per cent increase would require 2,186 students. In 2014/15, there were 1,984 external transfer students at the U of S.

Established a baseline and increased by 10 per cent the number of students and faculty engaged in international research and development work and in study-abroad programs. 

Since 2011/12, the number of students studying abroad in various forms (i.e., term abroad, internships, residencies, conferences, and extra-curricular) has increased from 519 to 709, an increase of over 35 per cent. In addition to longer study abroad programs, there are other taught-abroad programs offered to students, including a Certificate in Global Health program offered to students in the College of Medicine, and a number of short courses abroad.

³³ <http://www.usask.ca/gmcte/awards/experiential>

³⁴ http://www.usask.ca/gmcte/awards/experiential_recipients

³⁵ <http://www.usask.ca/urj/index.php>



Information about international research collected by the University of Saskatchewan generally captures project information that does not include the number of faculty involved, and there is no database for collecting faculty mobility as there is for student mobility (above). The U of S will strive to reach this portion of the commitment by 2017. The U of S currently has 291 active agreements with international educational and research institutions, and 21 in preparation. There are a number of types of agreements, including faculty-led programs abroad, where students are supervised abroad by a home-institution faculty member; faculty exchanges, where faculty are mobile and participate in a variety of activities, and research programs. The university has two active international agreements for faculty-led programs abroad (institutions in Uganda and China); nine faculty exchange agreements (institutions in Ecuador, India, Japan, Turkey and Brazil). There are currently 153 researchers affiliated with the U of S that are Primary Investigators in International projects. The UnivRS system³⁶ is a web-based system that will allow the research community within and outside the U of S to collaborate on research projects in a secure manner. The pre- and post-award system will allow comprehensive data tracking on international faculty research and will be operational campus-wide by mid-2016.

The U of S has commitments in place to continue to support this goal. The 2016/17 Operations Forecast as submitted to the Government of Saskatchewan detailed a number of commitments for international research and development, including: increase the number of students studying abroad by 35 per cent by 2019; increased international research partnerships in areas of provincial priority by 10 per cent by 2019; and increase the leadership capacity and expertise at the university with the aim of achieving these goals. Included in these initiatives are scholarships to support students participating in academic experiences abroad, a global innovation fund to stimulate innovative partnerships and support multilateral research collaborations, and a global ambassador program to sponsor faculty members to travel with students to engage in teaching or participate in a summer research institute or a short course, workshop, or forum. Funding for these initiatives was approved by PCIP in June 2015.

Benchmarked the administrative efficiency of administrative/academic support units against comparators.



This information is captured in the University of Saskatchewan Achievement Record³⁷. This measurement captures administration and general expenses at the U of S as a percentage of the university's total consolidated expenses. Administration and general expenses include all activities provided in direct support of instruction and non-sponsored research, including costs of central university administrative units (such as financial services and research administration) and centralized units supporting academic and research programs (such as the vice-presidents' offices). The university's administrative cost ratio is compared to all Canadian universities (including the U of S), as well as our comparator group, the U15³⁸. For 2012/13, the most recent dataset available, the U of S's administrative cost ratio is 5.0 per cent, less than both comparator groups (all Canadian universities as well as the U15).

Obtained improved student ratings on their learning environment through improvements in National Survey of Student Engagement (NSSE) scores.



³⁶ <https://wiki.usask.ca/display/itsproject217/UnivRS+Home>

³⁷ <http://www.usask.ca/achievementrecord/working-together/administrative-efficiency.php>

³⁸ The peer average is the weighted average of the U15 universities: Alberta, British Columbia, Calgary, Dalhousie, Laval, Manitoba, McGill, McMaster, Montreal, Ottawa, Queen's, Saskatchewan, Toronto, Waterloo and Western. Benchmark data is sourced from the Canadian Association of University Business Officers (CAUBO).



The NSSE is a survey that measures the level of engagement a first- and final-year student has with their institution. This survey is given to undergraduate students in both Canada and the United States and asks questions about their participation in programs and activities that institutions provide for their learning and personal development. The survey is conducted on a three-year cycle; in 2013, the questionnaire and engagement indicators were revised. To allow comparison of results from the old and new versions, only the results from six questions common to both versions are used. Additionally, only results from senior-year students are reported. Although there are a number of themes within NSSE, the results reported below are under the theme of ‘campus environment’, which includes the quality of interactions with staff and faculty, and the support received academically, non-academically, and socially on campus.

In 2011, NSSE reported an average score of 55 for the campus environment theme. In 2014, this score was 54.

Implemented the recommendations of a joint Council-Provost Task Force on student financial aid.



A report on graduate student funding was submitted to the provost in May 2015; it will factor into the provost’s considerations on graduate funding. In the fall of 2015, work will begin on a report related to undergraduate student funding.

Next steps

The U of S will continue to work towards innovation in academic programs by finalizing defined learning outcomes for all programs, increase opportunities for experiential learning and study abroad for students, increase student satisfaction, increases to student financial aid and increasing the number of graduate students on campus.

Looking ahead

The U of S has made significant progress towards its commitments for the third integrated plan. A number of commitments have been exceeded or met, although some will require a concerted effort in order to be completed by 2017.

As the university prepares to launch into planning for the fourth integrated plan, it will be important to reflect on the lessons learned from the IP3 planning and reporting process, and to ensure that commitments made for IP4 are easily measurable.

Appendices

- A. Summary report card



Appendix A – Summary report card

Knowledge Creation: Innovation and Impact

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 ranking systems.	●
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.	●
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.	
Increased internally funded graduate scholarships by a further \$1 million and;	●
increased by 10 per cent the number of Tri-Agency-funded graduate and undergraduate students.	●
Increased enrolments in PhD programs by 10 per cent to support our more intensive research culture.	●
Established a baseline and increased by 50 per cent the number of undergraduate students participating in research.	●



Aboriginal Engagement: Relationships, Scholarship, Programs

Increased the institutional first to second year direct-entry retention rate of Aboriginal students by 10 per cent, on track to achieving the goal of Aboriginal enrolment at 15 per cent of total enrolment by 2020.



Increased the graduation rates of self-identified Aboriginal students in a wider array of programs.



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 institutional, college, school and unit websites, on roadways and signage, and 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.



Established a baseline for courses providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities or organizations.



Established a baseline for research partnerships or projects happening in and with Aboriginal communities.





Culture and Community: Our Local and Global Sense of Place

Engaged a significant proportion of faculty, staff and students in activities designed to increase intercultural awareness and understanding and improve intercultural competencies.	●
Increased the number of self-identified Aboriginal employees from the current 2.6 to 4 per cent.	●
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.	●
Set 2020 targets for retention and graduation rates for provincial, international and out-of-province undergraduate and graduate students.	●
Demonstrated an increase of our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.	●



Innovation in Academic Programs and Services

Defined learning outcomes for all undergraduate and graduate programs.	●
Established a baseline and increased by 20 per cent the number of students engaging in experiential learning, including community-service learning, internships, undergraduate research, international student exchanges and co-op experiences within their academic programs.	●
Achieved the goal of institutional graduate enrolment at 20 per cent of total enrolment.	●
Obtained improved student satisfaction ratings associated with student advising on national and international surveys.	●
Increased the number of external transfer students by 10 per cent.	●
Established a baseline and increased by 10 per cent the number of students and faculty engaged in international research and development work and in study-abroad programs.	●
Benchmarked the administrative efficiency of administrative/academic support units against comparators.	●
Obtained improved student ratings on their learning environment through improvements in National Survey of Student Engagement (NSSE) scores.	●
Implemented the recommendations of a joint Council-Provost Task Force on student financial aid.	●