



# A Framework for Action

## University of Saskatchewan Integrated Plan 2003-07

### Executive Summary

The University of Saskatchewan embarked on Integrated Planning in November 2001 when President MacKinnon first presented the initial draft of *Renewing the Dream*, the *Strategic Directions* document, to a group of over 150 members of the University community (faculty, members of Council committees, deans, department heads, staff, members of Senate, representatives of government, and students) at a Saturday planning forum. Over the next five months the *Strategic Directions* were developed and refined with the benefit of several meetings and discussions involving more than 750 members of the University community. They were approved by all three governing bodies of the University in April/May 2002.

A series of Foundational Documents, discussed in the *Provost's White Paper on Integrated Planning (2002)*, have also been developed in a number of strategic areas. Beginning in the fall of 2002 colleges and administrative units began developing their plans for delivery to the University community by the summer of 2003. In November 2003, the task of review and evaluation of college and administrative unit plans began in earnest. University Council created the College Planning Review Committee (CPRC) which assessed individual plans, identified cross-cutting themes, and assisted with the development of the University-level plan. The Administrative Committee on Integrated Planning (ACIP), comprised mainly of the Associate Vice-Presidents of the University, contributed primarily to identifying ways in which administrative practices could be changed or streamlined.

This Integrated Plan builds on all of this work. It synthesizes the ideas presented in a host of documents and identifies areas that will be the focus of attention during

the first four year planning cycle, 2003/04 to 2006/07. The plan is inspired by an emphasis on change, community, and collaboration. It begins with a consideration of core themes (Section A) that have emerged in the college and unit plans and their subsequent consideration in Council. These themes include the impact of Systematic Program Review (SPR), the need to achieve critical mass in our programming, the obvious appeal of interdisciplinary work as a spur to innovation, and the importance of making the most of our limited resources.

The Integrated Plan describes a series of strategic initiatives (Section B) in the areas of health; science, technology, and society; environment; business and entrepreneurship; extending community; and public policy which address our sense of place within Saskatchewan, Canada, and the world. The emphasis on community, on change, and on collaboration is particularly evident in this part of the plan. Significant programmatic and organizational change is outlined. New degrees in the health sciences, new programs in business, new centres in environmental studies, and a new School of Public Policy are among the projects proposed. This section concludes with a tentative outline of the commitments that must be made to ensure that these initiatives come to fruition within this planning cycle.

The Plan also describes, in Section C, a series of investments which are geared to ensure that we provide faculty and students with essential supports. On the student side, the major focus is on financial support at the undergraduate and graduate level. But our efforts will extend beyond financial support to retaining students and preparing them for success in the knowledge age. On the faculty side, the document outlines a

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For an electronic copy of this Plan, related documents, and more information about Integrated Planning and the University of Saskatchewan's 2003-07 multi-year operating budget framework, go to:

[www.usask.ca/vpacademic/integrated-planning](http://www.usask.ca/vpacademic/integrated-planning)



series of investments in research and teaching support. Assistance in the preparation of grants, the management of intellectual property, and communication of research accomplishments are all featured initiatives. The document also proposes a new learning initiative which expands and strengthens the mandate of the Gwenna Moss Teaching and Learning Centre and promises to provide faculty with research opportunities in this area.

Section D of the Integrated Plan identifies a series of academic and administrative practices which must be changed to ensure we make the best use of the resources we have available to us. It recognizes that in some quarters there is duplication of effort and that addressing inefficiencies will allow a more effective use of resources. Changes to academic and business practices are also focused on aligning our decision making procedures with the goals of the *Strategic Directions*. The joint consideration of academic and administrative decision-making is made possible by the strong support for Integrated Planning shown by an increasingly professional support staff.

Section E identifies our most advanced building projects and the infrastructure supports required to sustain a high quality student experience. It proposes some methods to ensure accountability in the area of major projects and a capacity to prioritize among our many pressing needs. Section F suggests how we will measure our success over this planning cycle in terms of the initiatives outlined in this Plan and against the goals of the *Strategic Directions*. Much work remains to be done in this area and we intend to draw on the efforts of sister institutions as we develop performance indicators and

benchmarks. Section G discusses the need for structural change. It suggests a number of starting points, including the need to organize and deliver interdisciplinary programming and to provide more substantial opportunities to discuss student concerns.

This document must be read in the context of the fiscal environment in which we find ourselves. One of the benefits of Integrated Planning is that we are able to take a longer view, using a multi-year timeframe, to identify our sources of revenue and our priorities for expenditure. Implementation of the initiatives contained in this plan during this planning cycle will depend on our ability to attract funding support from the provincial government and from other funding partners. This document must be read, therefore, in the context of the multi-year budget approved by the Board of Governors.

Many of the initiatives described in the Integrated Plan are new, collaborative, activities among units, crossing colleges in many cases. However, the Integrated Plan could not have even been contemplated without the plans and initiatives developed in the colleges and units. It builds on these initiatives and profiles selective collaborative initiatives that move the University forward during this planning cycle. In 2006/07, as we prepare for the second planning cycle we will have another opportunity to identify priorities for development, to confirm existing priorities, and to build on our accomplishments. In the meantime, this Integrated Plan contains a series of critical initiatives and changes in operating procedures which we believe are required to place the University of Saskatchewan among distinguished universities in Canada and the world.

## Introduction

The University of Saskatchewan has spent the last two years considering its past, taking stock of the present, and thinking about the future. The future is captured in the document entitled *Renewing the Dream*, also referred to as the *Strategic Directions*. That document, crafted by the President and the University community and endorsed by all of the University's governing bodies, outlines in bold terms the future of the University. The University of Saskatchewan is to be a major research university that serves the people of the Province, provides a quality education to all of its

students, and supports the work of its faculty.

Having outlined four key objectives to help realize this vision, the *Strategic Directions* left many critical implementation decisions for the Integrated Planning process. This process has engaged the entire community for the past two years. Guided by *Renewing the Dream*, and a growing number of Foundational Documents, the colleges and administrative units have all fashioned plans for the current planning cycle from 2003/04 – 2006/07. These in turn have been subjected to scrutiny and criti-



cal comment, but in the end they have deeply informed this first ever University-level plan.

This University-level plan draws disparate elements together, identifies institutional priorities, and speaks to the common concerns of faculty, students, and staff. It does not address all of the issues and ideas that have emerged in each of the college and unit plans. Many of these are worthy projects which should, and can, proceed without the imprimatur of this document. This University-level plan has the ambitious task of speaking to the entire institution and moving it toward the aspirations captured in *Renewing the Dream*.

Throughout this document there is an emphasis on community, on change, and on collaboration. This document has drawn inspiration from the ideal of “Sense of Place” invoked in *Renewing the Dream* and from the constant reminders in college and unit plans that this University serves the people of the Province. That ideal of service to the community is intentionally emphasized here. Change is emphasized as well. We know that we must compete for students, faculty, research support, and even attention. That means we have to make changes to our programs, our practices, and our organization. But we also know, in part

because our Systematic Program Review (SPR) process has told us that we have many strong programs that are currently serving, very effectively, our students and our community. Change will occur, but it will be selective and respectful of the great work that our colleagues are already engaged in. And we know that the success of our efforts are greatly enhanced when we work together to build critical mass for our activities, when we acknowledge and include the work of others from across the University, when we collaborate with our colleagues both on campus and around the globe. The theme of collaboration means that we advance the University of Saskatchewan, not individual units or departments, or programs.

This plan will require time to be implemented. Some parts can become a reality very quickly. In fact, this speed is required. Others will take until 2006/07, i.e., the entire planning cycle, and possibly beyond. At critical points, this plan must articulate with the Capital Campaign the President is currently leading. Allowing for slippages in details and design, all of the new initiatives, and all of the changed practices, should be in place by 2007, the University’s one hundredth anniversary.

## A. Core Themes

Integrated Planning has given us a chance to share with one another our perspectives on the future of the University of Saskatchewan. Our University-wide perspective has been formed around the *Strategic Directions* and the Foundational Documents. The college and unit level perspectives have been expressed in their individual plans and these have been critically important in shaping this Integrated Plan. Where college and unit plans have been unable to capture the full range of possibilities, other planning documents have emerged from groups of faculty and staff.

All of this work has been shared, refined, and reviewed. At the college and unit levels, many hours have been spent fashioning plans and making compromises. At the University level, the Council committees have carefully reviewed the plans, offered judgments, and made suggestions.

Certain core themes have emerged:

### Adherence to the *Strategic Directions* and Foundational Documents

Strong efforts have been made by all units to connect their individual plans to the goals of *Renewing the Dream* and the various Foundational Documents. These documents commit us at the level of the institution; that commitment has been translated into objectives articulated at the college and unit levels. The University community at large has sought to increase research intensiveness, recruit and retain outstanding faculty, expand graduate programming, respond to our sense of place, and preserve the quality of the undergraduate experience at the University of Saskatchewan. The University-level plan translates these ideas into concrete programmatic and organizational changes.



## The Effect of Systematic Program Review

Many of the proposals for new directions in academic planning have emerged from the process of Systematic Program Review (SPR). The highly qualified, and remarkably generous, reviewers who have visited the University and assessed our programs over the past five years have left their mark. Across the campus colleges are reconsidering programs and practices and looking for ways of innovating. Our planning efforts at the college level would have been significantly weaker without the guidance of this process. We have been made aware, in this regard, that many of our programs are very strong and could be made even stronger. That is why the changes we are contemplating must be sure to build on genuine institutional strength.

## Innovation, Flexibility, and Interdisciplinary Programming

While the college plans were initially cautious in their commitment to interdisciplinary programming, Deans and Council have drawn a number of possibilities together to suggest ways in which the University of Saskatchewan can better capitalize on its strengths for the benefit of its current and future students. A consensus has emerged that the program mix at the University of Saskatchewan, while suiting the institution very well over the past decades, no longer suits the highly competitive student recruitment market or the intellectual ferment of the early years of the 21<sup>st</sup> century. In this document, the University signals its intention to support interdisciplinary programming more substantially than in the past. In doing so, we are indicating to colleges and departments that interdisciplinary programs require strong and clear commitment of resources. The number of Schools, Institutes, and Centres proposed in various plans suggests that changes will also be required in organizational arrangements.

## Critical Mass

The University of Saskatchewan needs new programs. Several possibilities are outlined in Section B. The University also needs fewer programs. We have to consolidate our efforts and resist the temptation to mount a myriad of small programs aimed at handfuls of students. It is easy, and even popular, to add new programs, additional positions, and extra facilities. It

is unpopular, often extremely so, to remove programs (even if they have few graduates), shift faculty positions (even though student demand may have fallen dramatically), or close facilities. But Integrated Planning and SPR have both shown that the University continues to do more in the academic and administrative areas than it can properly sustain. We will, and must, make decisive judgments about our institutional priorities and follow up on these decisions by shifting resources from areas of lowest priority (even though these may still represent valuable intellectual and instructional activities) to fields of greatest need and opportunity. By the end of this planning cycle, we will have shifted resources to areas of institutional commitment, even though this will mean change for a variety of programs, positions, and even facilities that have served this institution well in the past.

## Pathways for Students

The success of our students is a major theme in this plan. We have made significant investments in the student experience, both inside and outside the classroom, but we realize that more is required. Capitalizing on major Information and Communications Technology (ICT) investments and improving the quality of student advising are clearly priorities across the institution. Increasing the visibility of student opportunities and the effectiveness of support systems is in the best interests of the University community. This Integrated Plan builds on commitments at the college and unit levels by providing more funding for students and student-based projects.

## Effective Use of Limited Resources

In the course of the Integrated Planning exercise a concerted effort has been made to identify ways of saving resources or deploying them more effectively. Some of the changes required to do so will take time to implement. But the examination of plans and practices has helped isolate areas in which we need to rethink original suppositions. It is axiomatic that the University of Saskatchewan does not have enough resources to do all that it wishes to do or, in fact, all that it needs to do. It is less well understood that there are sources of revenue—gained through fund-raising, targeted programming, external grants and contracts, cost-recovery activities, and the like—that have not been fully exploited. These revenues have to be seen as part of the



University's overall financial resources and all academic and administrative units have to be encouraged to capitalize on suitable and available opportunities. To this end, the University has made a determination to rely on partnership funding wherever deemed appropriate, wherein colleges and administrative units will, in all but a small number of instances, be required to identify funding sources other than the University's operating budget to match central contributions for new initiatives.

These and other themes have emerged in the journey that Integrated Planning has fostered. They are connected by the widespread understanding that we must change, innovate, economize, and invest in order to

compete in the post-secondary environment of the 21st century. We cannot operate in a vacuum. We know that our future is closely connected to our ability to meet the needs of the Province of Saskatchewan and to ensure our place in the top rank of the research intensive universities in Canada. The central purpose of Integrated Planning was to identify a clear direction for the institution—this was done through the *Strategic Directions*—and to bring together our academic and budgetary planning in support of our goals. The primary function of this document, which identifies our priorities for the 2003/04 - 2006/07 planning cycle, is to fashion a framework for decisions which will help realize the vision outlined in the *Strategic Directions*.

## B. Strategic Initiatives

Over the past eighteen months, the campus community has responded to the challenge of Integrated Planning with a host of initiatives, many of which build on strength and capitalize on opportunities. Even though many of these initiatives are not featured in this document, they should become the basis for renewal and innovation at the college and unit levels. The initiatives that are discussed below are advanced as sufficiently important, relative to the *Strategic Directions* and the planning criteria we have employed, to warrant institutional endorsement and support. As outlined in the previous section, support is not unconditional. These initiatives all require refinement, adjustments, partners, and in some cases, formal Council and Board of Governors approval. They do represent, however, our attempt to set clear priorities for the current planning cycle. Success in these initiatives (and success in the other activities presented in this plan) will move us closer to our goal of establishing the University of Saskatchewan as one of Canada's top ten research universities, dedicated to international standards, known for areas of academic pre-eminence, and committed to the future of the Province of Saskatchewan.

### Our Sense of Place

The University of Saskatchewan has demonstrated a strong commitment to the community and the people of Saskatchewan from its early days to the present. Over this planning cycle, the University will take steps

to strengthen that commitment. The programmatic and organizational changes outlined below are premised on an extended concept of engagement of the University with Saskatchewan and Canada. Engagement means communication, partnerships, openness, and attentiveness. It involves putting the knowledge inside the University at the disposal of the people of the Province and beyond.

That knowledge is needed now more than ever. The challenges facing the Province and the country are daunting. Arresting environmental degradation, ensuring economic growth, nurturing healthy populations, promoting inclusiveness, and generating sound public policy are challenges to which our University can and will rise. Of course, these are global challenges and all universities have a contribution to make. Our contribution is made with the needs of the people of Saskatchewan in mind. This marriage of the local and the global is less paradoxical than it may appear. No local challenge, that deserves the word, is without its global manifestation; no global challenge fails to touch us where we live. And we live in Saskatchewan, a province that has nurtured a major public university in the hope and expectation that this university will assist in meeting these challenges.

Future directions at the University of Saskatchewan, detailed in the following pages, will involve interdisciplinary initiatives and programs oriented towards specific, often local or regional, communities and



environments. The University of Saskatchewan will excel in policy, trade, and business issues vital to Saskatchewan and environments like it in the world. We will pursue excellence in health outcomes in communities, developing made-in-Saskatchewan solutions to the perceived crisis in health (disease prevention and health promotion) and health care (acute/chronic medicine). And this University's research and education will contribute to solving problems of climate change, natural resources, and environmental understanding, particularly of sensitive environments like those found in our own region. None of this is possible without building on our current considerable strengths and the expertise we have in many associated areas.

These strategic initiatives are drawn from among many proposals developed by different colleges and units of the University. At the moment, they are proposals only. The colleges/departments asked to lead these initiatives still need to develop and implement their plans. We realize that, in the meantime, other compelling and complementary initiatives will emerge. A modern university is a large and complex institution with many possibilities, not all of which can be summed up under a few strategic headings. The intention of this plan is to spur and guide common and collaborative effort around several key priorities that have emerged through the Integrated Planning process.

## Health

One of the most pressing problems facing society today is health and health care, and, in Canada, a national crisis is widely perceived. The University of Saskatchewan, with its significant investment in health sciences education and research—the broadest array of health science programs in Canada including Medicine, Nursing, Pharmacy, Nutrition, Dentistry, Physical Therapy, Veterinary Medicine, and Kinesiology—is uniquely positioned to develop made-in-Saskatchewan solutions. Our goal must be to bring teaching and research programs together in a more focused and collaborative way aimed principally at addressing pressing issues of importance to the people of Saskatchewan and to the country at large. The human and physical capital found on this campus should be focused on the development of integrated undergraduate and graduate education in health sciences, community-oriented health research, and basic research which takes advantage of the unique opportunities available here, including the Canadian Light Source synchrotron and recent and

proposed investments in science infrastructure (such as the Saskatchewan Structural Sciences Centre, INTERVAC and VIDO expansions, and the proposed Saskatchewan Academic Health Sciences Centre).

Our commitment to health-related activities extends well beyond the existing health science departments and colleges. Community-University Research Alliances (CURA-SSHRC) grants based in Geography and Sociology and Community-Alliance Health Research (CAHR-CIHR) grants based in Kinesiology have significant health elements. Community-based research initiatives, such as RESOLVE, SPHERU,

Institute of Agricultural Rural and Environmental Health (I.ARE.H), as well as work in the Departments of Economics and Community Health and Epidemiology represent major commitments to this field. In the College of Arts and Science, faculty with health-related teaching and research interests can be found in the Departments of History, English, Women's and Gender Studies, Geography, Sociology, Psychology, Chemistry, Biology, Languages and Linguistics, Mathematics and Statistics/Mathematical Sciences Group, Computer Science, and Geological Sciences. Faculty members in the College of Commerce have interests in health care administration. Faculty in the College of Agriculture, especially those in Food Science, contribute to the foundation of health sciences and human well-being through their research and teaching in a wide range of topics including food safety, nutritional and functional attributes of foods and diets, biotechnology, engineering, and environmental aspects of processing and packaging. This large and growing group of faculty members outside the health science colleges represents a superb foundation for undergraduate and graduate programming in health.

This general commitment is, however, in need of increased focus and collaboration. Despite its range of professional programming and life science research, the University of Saskatchewan does not have integrated graduate or undergraduate programs in the health field. Research groups are in their infancy and there is significant unmet demand in the biomedical science, social science, and humanities areas. Excellent opportunities exist to marshal resources in a manner that responds to changing student expectations. A multi-college and

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multi-disciplinary initiative in health has the potential to enhance the University's reputation for health programming, attract additional undergraduate students to the institution, increase our research funding from national granting councils, and capitalize on existing and planned faculty resources in the Colleges of Medicine and Arts and Science among others.

Broadly, our goals in the area of health are to: a) establish and build a stronger interdisciplinary awareness of health and health care issues among the student population; b) create synergies among our researchers; c) become a leader in interprofessional health care education; d) build critical mass in innovative undergraduate education programs; e) take full advantage of interdisciplinary opportunities available through new and planned facilities; f) capitalize on opportunities for innovative graduate programs bringing together students and faculty from across the health sciences; and g) draw on the full range of expertise across the campus by focusing on nutrition, quality of life, primary health care, and physical activity.

The following initiatives should be given high priority over this planning cycle.

### 1. *Interdisciplinary Research and Graduate Programming*

In the health area, there are many strong research groups in social, population, and cultural determinants of health (SPHERU, CUISR, IPHRC, I.ARE.H); some research groups are currently being established in the biomedical sciences (molecular design, cardiovascular, immunology, neural systems and plasticity, cancer proteomics). The University has strength in biomedical engineering and in community-based health programs, including nutrition and rural and remote health. The University has a number of instructional programs which could benefit from greater collaboration and consolidation.

By the end of this planning cycle, the University of Saskatchewan will develop a set of teaching and research programs that take advantage of existing research strengths and improve our participation in Tri-Council research. We will do this through a series of initiatives, including:

- forming at least ten major research groups with faculty appointments made with these groups as points of reference. In this regard, special attention will be paid to infectious diseases, the

relationship between the human and animal sides of health care, and the development of the medical beamline at the Canadian Light Source synchrotron.

- creating an interprofessional *Masters program in Public Health* with a focus on human-animal health. The Colleges of Medicine, Nursing, and Veterinary Medicine will be key players in this initiative.
- creating an interdisciplinary graduate program in Infection, Immunity, and Vaccination that capitalizes on the proximity and research performed by staff at the Vaccines and Infectious Diseases Organization (VIDO) and that draws upon faculty in university departments.
- creating an *Interprofessional Health Sciences Council* with staff capable of leading the process of curriculum reform across colleges.
- creating a *School of Biomedical Sciences*, a critical component of the College of Medicine's Integrated Plan and such changes to the organizational framework of the college as are necessary to facilitate interdisciplinary programming.

### 2. *Common Health Sciences Curriculum*

All of the professional health sciences programs are in high demand by students. We need to develop and offer a magnet program in the health sciences with a common curriculum for the first two years of study to give students greater choice but also to use our existing resources more effectively. Planning, development, and delivery of this curriculum should be a matter of priority for all of the professional colleges in the health area. Conditional admissions to professional programs can still be provided for direct entry colleges, but a strong emphasis needs to be placed on ensuring a common educational experience in the life sciences as preparation for all health science disciplines. This programming needs to be informed by research and the research groups mentioned above. Room should be made in the curriculum to expose students in the first two years to the research being conducted in the health sciences area. Depending on its precise terms of reference, the Interprofessional Health Sciences Council could take the lead in the develop-





ment of this common curriculum, which should be approved for implementation by July 1, 2006 at the latest.

### 3. *Bachelor of Science in Health/ Bachelor of Arts in Health*

Under the sponsorship of the Colleges of Arts and Science and Medicine two new overlapping degrees in Health should be established. The fundamental principle behind these programs is the commitment to combining a liberal arts and life science appreciation of major and developing issues in health and health care. While students from these programs may wish to apply for professional degrees in the health sciences, these interdisciplinary degrees are intended as preparation for a host of careers in the health sciences. This also presents a real opportunity for the University to incrementally increase its undergraduate student population through magnet programs aimed at attracting students from across Canada to these program offerings.

The Bachelor of Science in Health is expected to focus on providing an advanced understanding of the biomedical foundations of health and health care. Students will examine human health and wellness from a variety of disciplinary perspectives, based in the biomedical sciences, and will be challenged to understand the relationship between different scientific fields of inquiry as these investigations relate to human health. In addition, this degree will provide students with sufficient social science and humanities background to understand the social, political, cultural, and economic context of the contemporary health care system. Graduates from this program will have a solid, multi-disciplinary foundation in Biomedical/Health Sciences which would position them favorably for advanced study in a discipline-specific area in the Biomedical Sciences, potential professional school training, or employment in the rapidly expanding health care sector. Included in this degree will be:

- courses providing a substantial background in the biomedical sciences
- courses providing a social science and humanities perspectives on health and ethics
- integrated first year and graduating year courses (including science, social science and humanities)

- an interdisciplinary graduating year capstone research course, with teams established of science and social science/humanities students

At the core of the Bachelor of Arts in Health is expected to be the development of advanced understanding of the social aspects of human health and health care. Students will examine health and health care from a number of disciplinary perspectives, based in the humanities and social sciences, and will be challenged to understand the economic, social, cultural, gender, political, and historical context in which contemporary debates about health and health care occur.

The intention of the degree is to explore the manner in which different societies view both human health and wellness and strategies, programs,

and techniques used for addressing health care concerns. The social determinants of health will also be explored. In addition, this degree will provide students with sufficient scientific background to understand major developments in health and health care. Graduates from the program will have a solid, multi-disciplinary foundation in health and health care which would position them favorably for advanced study in a discipline-specific area in the social sciences or humanities, potential professional school training, or employment in the rapidly growing health care and health policy sector. Included in this degree will be:

- courses providing a substantial background in social sciences and humanities perspectives on health
- courses providing the fundamentals of a biomedical appreciation of health
- integrated first year and graduating year courses (including science, social science, and humanities)
- an interdisciplinary graduating year capstone research course, with teams established of science and social science/humanities students

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## Science, Technology, and Society

The University of Saskatchewan has an opportunity to position itself as a national and international leader in the study of science, technology, and society. For example, we are one of only a few Canadian universities with a long and respected tradition of agricultural research, including veterinary medicine. We are the home of the Canadian Light Source synchrotron, the largest scientific

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installation in Canada in a generation and the only synchrotron in the country. The University has made recent investments in faculty and research chairs to ensure that it fully participates in the science and research associated with this new facility when it becomes operational later this year. A number of research groups associated with the CLS are also

developing and there is strong potential for even greater participation in the CLS and CLS-related research in the future. The University has built, through the leadership of many individuals, departments, and research groups, a national presence in several key areas of science and creative arts infrastructure, including the structural sciences, materials science, Aboriginal education, biotechnology, toxicology, infectious disease, rural health, and many aspects of environmental sciences and public policy. Without exception, the Natural Science disciplines and Engineering are solid research performers generating Tri-Council funding at levels that are competitive with other major medical-doctoral universities in Canada. Aspirations in the SSHRC and CIHR disciplines are to generate a similar profile relative to benchmark institutions such that the University of Saskatchewan joins those peer institutions as a top ten research university. This level of research intensiveness has been sometimes achieved in less than ideal conditions, particularly when the research facilities and infrastructure available over the past decade are taken into account. Our highly successful CFI proposals, and other key infrastructure development, have created important new facilities which serve to focus future research investment and activity. We need to ensure that we continue

to attract and retain the high quality faculty necessary to achieve our research aspirations; clearly, faculty in these areas are critical to our future success.

The University's recent major investments in faculty, research chairs, scientific equipment, and facilities will be matched by additional investments in areas that draw the humanities, social sciences, fine arts, and professional schools into a greater engagement with the questions of science, technology, and society. Areas such as biotechnology, synchrotron science, and computer science, in which we can claim leadership, all raise significant questions of appropriate application, ethical choices, and social returns. There are other areas where the University could make an important contribution at the national level, such as science and technology assessment. One thing is certain: the University must strive to make this broad, multi-disciplinary, field of study a hallmark of the institution in both academic and research programs.

### 1. Science Education

The University of Saskatchewan provides a wide variety of fine, but undersubscribed, undergraduate programs in many of the science disciplines. It is crucial that enrolments in science expand in the coming years. New degree combinations should be considered, including the development of a combined BSc/BEEd degree and a BA/BSc degree. The former would assist the Province of Saskatchewan to address a serious shortage of trained science and mathematics educators; the latter could be targeted at academically talented students who are seeking a creative way to combine their interests and abilities. Science departments with low enrolments are encouraged to partner with Student and Enrolment Services Division (SESD) in its recruitment efforts and to reconsider policies that establish unjustifiable roadblocks to the sharing of students and faculty resources. Undergraduate students should be exposed to synchrotron science through a student internship program offered in collaboration between the CLS and the Division of Science as well as through a new undergraduate program in biomolecular structures (the final initiative approved as part of the Priority Determination Process) currently under development.



## 2. Computer Engineering

Our commitment to the provincial technology enhanced learning initiative has provided new resources and opportunities and our colleges have responded well in this field. The College of Arts and Science obtained ongoing funding support in 2001/02 for enhanced ICT programming. The University will support the joint initiative of the Colleges of Engineering and Arts and Science through their departments of Electrical Engineering and Computer Science to establish a computer engineering program during the planning period. This activity has the potential to reinforce existing strengths in the two colleges and to build programmatic and research strengths between the disciplines. Furthermore, an enhanced presence in computer engineering will strengthen relationships with the provincial ICT industry, thus creating new opportunities for students, graduates, and faculty, and contributing to the growth and diversification of the provincial economy.

## 3. New Media Centre

In recent years, ICT has brought dramatic changes in the fine arts and humanities. Creative artists and literary analysts have found numerous and exciting ways to capitalize on information and communications technologies to expand the horizons of the visual and performing arts and to examine literary texts and human communications in new and illuminating ways. The work has unique and powerful interdisciplinary elements. Literature specialists work with geographers; musicians and composers collaborate with computer scientists; visual artists work with mathematicians in finding new ways of presenting statistical concepts. University faculty and graduate students are only beginning to explore the creative potential of information and computing technologies, and it is vital that they have the tools to explore these new means of expression and analysis. Faculty members across the campus have been involved in the conceptualization of a New Media Centre. This facility will provide faculty and graduate students with a first-rate research and development opportunity. The centre will encourage interdisciplinary collaboration and will support the cultural life on campus.

## 4. Biotechnology

Over the past four years, the University has made significant investments in undergraduate programming in biotechnology through the Priority Determination process. This initiative has seen some accomplishments, particularly the growth of majors outside of the sciences, especially in Commerce. There have been some disappointments as well, including the small number of majors in the science disciplines. The availability of external funding reduced the cost of this initiative to the University in the short-term, but this funding is coming to an end and it is time to assess our commitments in this area. Biotechnology will remain a crucial part of the University's future. At the same time, some new directions are called for.

**Undergraduate program:** Consideration should be given to collapsing the existing undergraduate degree programs that currently exist in various science departments into a single Bachelor of Science program in Biotechnology. This program must retain the academic contributions of the social sciences, humanities, and commerce, (these are the areas that make this program distinctive), but should focus primarily on the scientific aspects of this field. If this is deemed academically sound, and if colleges and departments are willing to resource this program, then the virtual College of Biotechnology (vCB) can be strengthened as a vehicle for coordination and promotion of this undergraduate degree. If, on the other hand, departments wish to retain the existing structure, the vCB should shift its focus to developing graduate programming and resources will be provided to the vCB commensurate with that role.

**Graduate Concentration in Biotechnology:** It is crucial that the University establish a graduate presence in biotechnology. The most likely area for this development is in the science and technology field, where issues of commercialization, trade, regulation, and ethics combine to create perplexing problems of public policy. The vCB leadership is urged to explore the possibility of developing a professional Masters program in this area, perhaps in collaboration with other, linked programs, and perhaps under the umbrella of the proposed School of Public Policy.



## Environment

Our footprint on the planet is significant; climate change, soil degradation, water quality, toxins, erosion, ecosystems and habitat preservation are issues of global interest and increasing urgency. New methods of natural-resource management figure prominently among

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possible solutions to pressing environmental issues, many of which are driven by technologies and human impacts. Both problems and solutions require informed scrutiny and careful research.

Many universities pursue science, but comparatively few focus in a sustained, critical, interdisciplinary

ary, way on the intersection of science, communities, and environment. This intersection is a place where the University of Saskatchewan can make a distinctive contribution. We can do this in part by studying local examples that are close at hand, building on the province's natural environments and geography as well as its long experience with natural-resource economies. In doing so, the University is uniquely positioned to lead a transformational initiative which would underline Canada's response to the Kyoto Accord and propel our teaching and research activities on the global stage.

The University has made a significant commitment to the study of the environment in recent years, coinciding with the growing academic and public interest in this field of inquiry. At present, however, our teaching efforts lack focus and coordination. Courses, programs, and faculty members are distributed across the campus. There is considerable overlap between academic offerings and a resulting lack of instructional synergy. At a time when other institutions have established the study of the environment as a key programmatic focal point, SPR reviewers suggest our efforts remain diffuse and ill-coordinated, even though specific programs are praised and our research initiatives are impressive.

It is critical that the University establish a more collaborative and formal presence in this area. The following initiatives should be given high priority in this planning cycle:

### 1. *A Coordinated Environmental Sciences Undergraduate Program*

The colleges of Agriculture and Arts and Science, both of which have degrees with strong environmental emphases, should develop a single Environmental Sciences program, drawing on existing resources and on instructional models from other institutions. This will likely mean that several existing programs will be phased out or incorporated into the new program. The new program can, and should, include alternative streams that permit students to concentrate in particular areas to properly reflect the unique strengths of the University of Saskatchewan, particularly in the natural resources area. All courses beyond first year should bear an Environmental Sciences designation, even if that designation is used in combination with others. Critical to this effort is the need to develop a common first year for these students, and a common capstone experience. Existing interdisciplinary programs—such as Environmental Earth Sciences and LUEST—that are currently under-resourced should be folded into this umbrella making sure to preserve their distinctiveness. Similarly, general environmental training currently offered by the College of Engineering through several of its departments should be amalgamated where possible to embed related environmental science and complementary study courses into a new undergraduate environmental option.

### 2. *Interdisciplinary Environmental Science Centres*

Interdisciplinary environmental science centres will play a central role in advancing our teaching and research agenda in the environmental sciences. The Toxicology Centre at the University of Saskatchewan has enjoyed a national reputation in the recent past. With the approval of the Northern Ecosystems Toxicology Initiative (NETI), and the addition of four new faculty members associated with it, Toxicology is regaining its national stature at the graduate level and growing at the undergraduate level. That growth needs to continue, with the recruitment of a Canada Research Chair and attention to space needs. Over this planning cycle, the Toxicology Centre will become a magnet for students and research and an illustration of what can be accomplished in interdisciplinary programming.



In a similar vein, the proposed Centre in Hydrology will address Saskatchewan's water sustainability problems and provide national leadership in hydrological research and training. The Centre will coordinate graduate student training, outreach, and research, and develop major funded programs addressing water and environmental change. It will provide shared laboratory and experimental research basin facilities to researchers from the colleges of Agriculture, Arts and Science, and Engineering, and from the National Water Research Institute.

The University also needs to capitalize on its new investments in faculty positions in the environmental sciences through the Canada Research Chairs program. Building on the Canada Research Chairs in hydrology, climate change, toxicology, and geology, new interdisciplinary research centres will be encouraged to foster studies in such areas as water resources, hydrology, environmental, and climate change. The Canada Research Chairs are expected to provide the leadership and focal point for the development of these initiatives.

### 3. *A Collaborative Graduate Concentration in Environmental Sciences*

The new interdisciplinary centres discussed above, and others that might emerge over the next three years, should jointly develop, manage, and take responsibility for, a multi-disciplinary graduate concentration in environmental sciences. This should include the offering of multi-disciplinary graduate courses, monthly seminars, and special lectures to students who are registered in discipline-based graduate programs. Technological solutions to soil, air, and water pollution that challenge our industries and communities are under active research and development and are supported by significant industrial and Tri-Council grants. In this regard, the multidisciplinary environmental science graduate initiative across campus would be greatly strengthened by integrating the Environmental Engineering Division (spanning activities in Agricultural and Bioresource, Civil, Geological, and Chemical Engineering) into the effort. The College of Graduate Studies can assist in coordination, but the centres themselves must champion these activities and share the responsibility for developing and

implementing a viable and collaborative graduate concentration in environmental sciences. This will provide opportunities for our own environmental science graduates and attract students from across the country and around the world to our programs.

Environmental problems, and their solutions, ultimately stem from the way in which humans interact with their environment. While these initiatives emphasize scientific approaches to environmental problems—reflecting the substantial existing strengths and investments of the University—they also will incorporate consideration of the human dimension of these problems. These initiatives also stand as a challenge to develop opportunities for students to integrate coursework in the environmental sciences with complementary coursework in the social sciences, health sciences, and policy studies.

### **Business and Entrepreneurship**

The University of Saskatchewan is a key element in the economic, social, and cultural development of the Province of Saskatchewan. A mandate to serve the interests of Saskatchewan governed the establishment of the University and remains a cornerstone of its support and identity. As thoroughly as the University has delivered on that mandate, we must make a renewed commitment to Saskatchewan to compete in the 21<sup>st</sup> century. Some of that commitment can be met by continuing to study and foster the Province's social economy, including the voluntary and not-for-profit sectors that contribute to our strong sense of community. Some can be met by providing students with opportunities to understand and participate in business.

Demand for business education is on the rise across North America and internationally. Much of this demand is met in colleges of Commerce or faculties of Business Administration, but efforts are now being made to provide students from a variety of areas with an opportunity to encounter business practices and principles while they devote themselves to other programs of study. The need to expand business education is particularly pressing at the University of Saskatchewan where the College of Commerce is unable to accommodate all qualified students and where the students it does admit still have the need for a strong background in arts and science. The latter point, the need for arts and science preparation, has been made in SPR reports of several Commerce programs, while



the growth of the Business Economics program in Economics testifies to a strong preference on the part of some Arts and Science students for education in business. At the same time, the College of Commerce is intent on strengthening its graduate programs, once again to respond to SPR results, to improve the quality and quantity of our research. Enhancing opportunities for students to pursue careers in the business side of the arts and humanities, for example in publishing, gallery and museum management, and theatrical production is also required.

To better serve the needs of our students, to enhance collaboration among our colleges, and to strengthen the colleges' research and graduate programs, the following initiatives deserve attention over the planning cycle:

### 1. *BComm Combinations*

The College of Arts and Science and the College of Commerce should enter into discussions designed to create a flexible five-year degree program that would permit students to earn both an Arts (or Science) degree and a B.Comm. In addition, more counselling and encouragement should be provided to students who wish to make use of existing opportunities for doing joint degrees such as a B.Comm. and B.S.A. or a B.Comm. and L.L.B. Accommodation of these degree combinations may require the College of Commerce to expand its enrolment, although this expansion should not be significant.

### 2. *Entrepreneurship Programs*

The University of Saskatchewan should place increased emphasis on business and entrepreneurial education. Learning opportunities provided to a broad range of students on campus can assist in retaining graduates in Saskatchewan by giving them some of the tools required to start businesses in the province or bring a combination of business skills and critical acumen to other employment opportunities.

During this planning cycle, the Colleges of Agriculture, Arts and Science, Commerce, and Engineering should bring on stream entrepreneurship programs that are currently under preparation. These include an Entrepreneurship option in Engineering jointly offered by the College of Engineering and the College of Commerce; an Entrepreneurship program in Agriculture offered

jointly by the College of Agriculture and the College of Commerce; a Business minor for many programs in Arts and Science offered jointly by the College of Arts and Science and the College of Commerce; an Entrepreneurship major in the College of Commerce; and a package of five basic business courses offered by the College of Commerce but designed for non-Commerce students who may wish to take some or all of them as electives.

### 3. *Graduate Education in Business*

The University of Saskatchewan is a national leader of innovation in accounting education. Building on its successful MSc Program, the College of Commerce introduced the Masters of Professional Accounting (MPAcc) program in the late 1990's. This program offers a broad and more interdisciplinary approach to professional accounting education that is unique in the country. The size of the program has increased rapidly: 60 students were accepted for 2004, 120 were turned away. The 2003 SPR report described the two current graduate programs in Accounting—the MSc in Accounting and the MPAcc—in glowing terms. It is clear that the College of Commerce has a national reputation in this area and the possibility of establishing it as an area of pre-eminence inside the University is compelling.

The College should, during this planning cycle, develop a PhD program proposal with the intention of having it in place by July 1, 2006 or earlier. There is a strong demand for this level of training in the accounting community and among universities that seek accounting faculty. Part of our contribution, as a post-secondary institution, to business education in Canada should be support for the college in its plan, particularly those initiatives related to accounting.

### 4. *Commercialization*

In 2003, the University created the Office of Industry Liaison (ILO) to serve both our faculty and students and the interests of the Province of Saskatchewan. Service involves, fundamentally, connecting the needs of companies in the province with the research being conducted at the University. Interactions involve material transfer arrangements, disclosure agreements, option agreements, and license negotiations.



During this planning cycle, the ILO will increase its professional staff and its capacity to understand the research potential of the University and add value to it via commercialization. Working with partners inside and outside of the University, the ILO will review and revise existing policies to ensure that they are facilitating the movement, where appropriate, of research products to commercial application. This involves obtaining statutory protection, prototype development funds and marketing intelligence.

It is expected that this Office will be generating a revenue stream for the University sufficient to offset its direct costs by the end of this planning cycle, or the beginning of the 2007-2011 cycle.

## Extending Community

Many people look to the global economy to find prosperity and development, and yet, at the same time, global influences destabilize and sometimes threaten communities and values. Saskatchewan knows this as well as most places in the world: since the early days of the First Nations, people here have lived by trading and have been exposed to the impact of international forces. One of the challenges today, not only in Saskatchewan, is to achieve competitiveness, productivity, and business innovation sufficient to support a desired standard of living, while at the same time achieving other things essential to quality of life. We want a civil society in a global economy (perhaps also a civil economy in a global society).

On the one hand, the University of Saskatchewan can help the province to compete in the 21<sup>st</sup> century by developing the knowledge, human talent, and innovation needed by businesses; on the other hand, the University can assist with other key elements in development and quality of life. These include the social economy: community-based businesses such as co-operatives and nonprofit voluntary associations, a field in which Saskatchewan excels although it is of growing interest across Canada and internationally. These also include the performing arts, literature, culture and civilization, physical activity and sport, particularly where these succeed in bringing a higher quality of life to the citizens of the province. Other focal points for the University include Aboriginal educational programs, outreach and engagement with social and economic issues, and internationalization.

The University of Saskatchewan is well-positioned to develop initiatives in all of these areas.

## 1. *Aboriginal Academic Programs*

The Province of Saskatchewan has a growing and important Aboriginal sector with attendant teaching and research needs. The University of Saskatchewan has emerged in recent years as a national and international leader in the field of Aboriginal research and teaching. Several colleges have established this field as a top academic priority and it is to be expected that our commitment in this area will grow. We have, at the undergraduate level, several key instructional programs, many of which cannot meet the existing demand. As a result of this combination of pre-eminence in research and teaching and sustained demand, the University is prepared to make additional investments in this high priority field.

**Aboriginal Secondary Teacher Education Program (ASTEP):** The University of Saskatchewan has, for a generation, been a leader in the education of Aboriginal elementary teachers. We believe this programming should be expanded to the secondary level. There is tremendous provincial and national demand for Aboriginal high school teachers that is largely unmet by existing offerings. This initiative can only be achieved in partnership with federal agencies, especially the Department of Indian and Northern Affairs, and Saskatchewan's bands and tribal councils. The ASTEP would be coordinated with first and second year programming in the College of Arts and Science, with a goal of ensuring that Aboriginal students are able to study in all teaching areas in the arts and sciences.

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**Department of Native Studies:** The Department of Native Studies is responsible for one of the highest demand programs on campus and requires an injection of resources. The University needs to support scholarship specifically focused on Aboriginal community issues and centered on Native Studies, but the department has been in transition for the



better part of the past decade. The department is completing a review of its curriculum, with a view to working out formal arrangements with other departments that have significant Aboriginal programming. This coordination will eliminate duplication, establish coordination with other initiatives (including the Indigenous Peoples and Justice Program), and allow for the clarification of the distinct academic mission of the department. When that review is complete, and it is possible to re-establish admissions to the graduate program, the University will increase resources to Native Studies, consistent with the College of Arts and Science overall allocation process. All of this, including the additional resources, should be in place by the end of the planning cycle.

**Aboriginal Education Research Centre:** Virtually every First Nations, Inuit, and Métis community in Canada has identified Aboriginal education as a top priority. While there are numerous innovative programs and support initiatives, there is as yet no coordinated research activity on Aboriginal education. The University of Saskatchewan is uniquely positioned to take on this role, with the College of Education well-poised to take the lead. An

Aboriginal Education

*The University of Saskatchewan has emerged in recent years as a national and international leader in the field of Aboriginal research and teaching.*

Research Centre will be supported by the University and the College of Education, with appropriate collaborations with other colleges and units. The Centre will take a broad and comprehensive approach to the study of Aboriginal education, focusing on issues of pedagogy, policy, social, and economic determinants of educational attainment, historical and cultural contexts, and related areas. This will be a flagship unit for the College of Education and the University as a whole.

**Agricultural Outreach:** In recent years, First Nations and Métis groups across the country have made significant investments in agriculture and agriculture-related businesses. The College of Agriculture has demonstrated a determination to assist Aboriginal communities, companies, and organizations with the development of agricultural practices and opportunities. This outreach initiative, which is consistent with the deep tradition of agri-

cultural extension at the University, will be strongly encouraged in the coming years. This engagement will, in turn, encourage faculty members to engage in research of particular interest to Aboriginal communities and should result in additional Aboriginal students enrolling in diploma and degree programs in the College of Agriculture.

## 2. Outreach and Engagement

Faculty and staff at the University of Saskatchewan make a point of connecting their work to the needs of the province across a wide range of research and teaching activities. Critical parts of that work have been undertaken by the Extension Division, including the delivery of continuing education programs, university level instruction in non-traditional formats, and scholarship in fields such as adult education and distributed learning. But extension is not just the job of the Division of Extension. It is everyone's business at this University, and it is in our collective interest that it be done well. Changes in the model of extension delivery used in other jurisdictions oblige us to think about our own structure. We have not changed our approach to extension for many years, and in the interim a greater emphasis is being placed by others on ensuring that we respond to new and emerging needs in ways that are compatible with our academic strengths. Put another way, if the University is to better enable the people of the Province to meet their goals, ideas of extension and outreach must be reconsidered, refined, and refocused.

**Continuing Education:** The University serves many of its students by offering non-credit opportunities to those who wish to learn more about particular topics or to secure a certificate indicating a level of proficiency in a specialized area. In virtually all Canadian universities these non-credit courses are offered on a cost-recovery basis. They are an important service, but not one which typically relies on operating budget support. The operating budget exists primarily to support degree-based programs and the research associated with them. Accordingly, the University will establish a new Continuing Education Unit and charge it with the responsibility for delivering non-credit and certificate programming either on its own or in conjunction with colleges. These programs will rely for support on tuition revenues as well as external grants and





sponsorships. It is important that a genuine cost-recovery operation be established.

**Outreach and Engagement:** In the United States, major state and land-grant institutions have advanced the idea of an 'engaged' institution as a means of rethinking and reorienting traditional mandates in outreach. While 'extension' implies the mobilization of university resources for the benefit of communities beyond the boundaries of the institution, 'engagement' envisions mutually beneficial partnerships, 'two-way streets', and a commitment to ensuring that the community and students gain access to new knowledge. The development of close community partnerships is consistent with the concept of the social economy referenced above, and it is clearly a strength of the University of Saskatchewan as evidenced in recent successes in Community-University Research Alliance (CURA) and similar research projects. Engagement involves our province's economic development and is clearly illustrated in attempts to introduce the community to the innovative capacity of our researchers. It involves our students who are looking for ways of combining their university education with opportunities to serve in, and learn from, the community in which they live. Engagement is part of what the arts community has long dedicated itself to, by training performance artists and writers and assisting the community to provide a rich cultural experience for its members.

In our determination to reach out to our communities, we cannot forget the essential role those communities could play in the instructional programs that we offer. We know from discussions around the Enrolment Plan that the University has few opportunities for students to experience the "real work" environment. A student-oriented initiative focusing on experiential learning with a special emphasis on guided community service as a valid educational experience (deserving of credit) should be a feature of our activities in this area.

Engagement, as defined above, is properly the responsibility of all colleges and units across the University. It needs to be tightly integrated with our teaching and research programs; it should not be the exclusive responsibility of a single entity. The precise organizational form we adopt needs to be the product of thoughtful consideration across the campus.

To assist in defining the scope and possibilities of the engagement challenge, the University, through Council, will develop a Foundational Document on Outreach and Engagement. This document should address, in broad terms, the engagement capabilities of the institution and review our existing strengths, including our CURA and CUISR successes and the work of the Social Research Unit. Over time, and guided by the Foundational Document on Outreach and Engagement, measures will be taken to reassign the work of the faculty in the Extension Division so that, where possible, their activities are better integrated with the outreach and engagement priorities of colleges and units.

### 3. *International Studies*

The Foundational Document, *Globalism and the University of Saskatchewan*, pointed out, among other things, that the University needs to significantly expand its international programming. At the same time, another Foundational Document, *Bridging to 2010* (the Enrolment Plan), anticipates a significant increase in the size of our international student population. The Province of Saskatchewan is a major commodity exporter and relies on its trade ties for prosperity. Saskatchewan students need to be supported in their efforts to learn about international development and the international political economy. The following initiatives should be addressed over this planning cycle.

**International Studies Program:** The SPR report on the International Studies program in the College of Arts and Science pointed out that while the program is popular among students, it has very few dedicated resources. Core departments providing courses for the program include Economics, Sociology, History, Geography, Religious Studies and Anthropology, and Political Studies. Two departments which have significant international dimensions and should be fully engaged with this program – Languages and Linguistics and Religious Studies and Anthropology – face significant problems including a small number of majors or inadequate faculty resources.

During this planning cycle, serious attention should be given to the possibility of creating, within the College of Arts and Science, a School of International Studies. This School would assume responsibility for staffing a revamped International



Studies program in which faculty resources currently deployed supporting departmentally based programs would be re-engaged in expanding and enriching the offerings in International Studies. The program needs to be sustained either by permanent faculty assignments to the School, or by permanent commitments of teaching and administrative support obtained from cognate departments within the college.

**Masters of International Trade:** International trade is of critical economic and social importance in Canada as well as globally. Nevertheless, the number of Canadians possessed of applied expertise in this area remains regrettably small. As a result, the Canadian government and business sectors are forced to rely heavily on the expertise of non-Canadians for the purposes of developing government and business policies and strategies, and of advancing Canadian interests in the world of international trade. A similar need for the education of individuals equipped to address issues associated with international

trade exists in many countries around the world. Few Canadian institutions of higher education offer programs designed to address the need for knowledge and expertise in this field.

*... If the University is to better enable the people of the Province to meet their goals, ideas of extension and outreach must be reconsidered, refined, and refocused.*

Interdisciplinary course and program offerings are non-existent in Canada and there are very few offered elsewhere.

The proposed program is designed to enable students to acquire an integrated understanding of the interrelated legal, economic, political, and business issues involved in international commercial transactions and enterprise, and to prepare them to respond effectively to those issues. The University of Saskatchewan possesses a fortuitous combination of expertise and interest to recommend the creation of this professional Masters program. It is the product of collaboration among various colleges, including Law, Commerce, Arts and Science, and Agriculture, and it enjoys support in the community, specifically from the Estey Centre for Law and Economics in International Trade, located in Saskatoon. As currently conceived, most of the

program would be delivered on-line, thus drawing on the expertise of distributed learning specialists in Extension. Once fully operational, the program is intended to recover its costs. Space requirements are minimal, but assistance is required in meeting start-up requirements. This program deserves the support of the University for its capacity to engage a niche area and the opportunity it presents to project our strengths beyond the province.

## Public Policy

The potential and promise described in each section above would be considerably strengthened if the University of Saskatchewan were to capitalize on its existing strength in public policy. In a number of departments and colleges faculty members at the University of Saskatchewan research and write on public policy topics. The University of Saskatchewan already has a solid base to build from, including a long tradition of involvement in rural and community economic development. It has a leading centre of national/international prominence, the Centre for the Study of Co-operatives, as well as the Community-University Institute on Social Research (CUISR), which has done important work on housing and neighborhood development among other topics. This is not to mention numerous other community-development initiatives related to Aboriginal people, health, and other examples mentioned elsewhere. In short, the University is uniquely positioned to make an important and growing contribution to the understanding and the development of public policy in Saskatchewan and Canada.

Public policy is, by its nature, interdisciplinary. It involves collective decision-making regarding means and ends in an atmosphere of uncertainty. Discipline based knowledge of policy content is vital to an appreciation of the possible choices, but policy making also involves a broad understanding of human behavior. It has empirical and normative dimensions and is amenable to different methodological treatments. What unites students of public policy is the desire to understand and critique the decisions of public bodies charged with exercising political authority.

The University of Saskatchewan should make the creation of a School of Public Policy a high priority. This School would complement, advance, profile, and sustain other research and graduate programs on campus



that focus on public policy and governance. It would also develop new strengths in research, particularly in areas that involve science, technology, and society. It would identify a particular niche for Saskatchewan, such as areas where science and society converge, and list a set of priority areas for development. It should certainly reinforce our initiatives and focus on health, environment, and biotechnology policy along with policy issues related to other areas described above.

The School should make the creation of a one year, professional, graduate program in Public Policy its initial objective. This program would be interdisciplinary in nature targeting those who presently hold policy positions in businesses, NGOs, industry, arts policy, and trade associations as well as government. Courses focusing on research methods, the economics of public policy, and the political dimension of politics should be core, but the School would add courses in a variety of policy areas—health policy, science policy, trade and resources, labor, etc.—developed in concert with faculty from across the University.

A major goal of the School would be the development of a seminar series involving high profile speakers, and the sponsorship of conferences and workshops to which members of the community would be invited. The School should connect with counterparts across the country, including policy think tanks, to ensure that students and faculty are provided with opportunities to engage in policy forums with experts in particular areas.

The School would serve as a focal point for existing research projects and groups. It would initiate new research projects and sponsor applications for major grants including those that involve large research teams. The School would be expected to concentrate on areas particularly pertinent to the Western region, but it should also be encouraged to generate partnerships with other research bodies and to become involved in consulting work as appropriate.

Currently research on policy issues is distributed about the campus, sometimes located in centres such as the Centre for the Study of Cooperatives, at other times in particular departments and colleges. Where appropriate, every effort should be made to co-locate these initiatives inside the School, retaining their distinctive

missions and clientele, but ensuring a strong measure of coordination and the use of common facilities and infrastructure. The School should have a central presence on campus and it should be possible to appoint faculty members directly to it. Its director should have a University-wide appointment and be expected to participate in University planning and decision-making bodies.

## Commitments

The initiatives outlined above will require assistance and resource commitments. These must come from the University and from the colleges and units. For the most part, the programmatic initiatives require first and foremost a reallocation of resources that currently exist. In some cases new resources will be required to fill critical gaps and, in most cases, these will come from the Academic Priorities Fund. In all cases provision must be made for leadership and coordination. These initiatives cannot be permitted to flounder for lack of logistical support at the college and University levels.

*The University is uniquely positioned to make an important and growing contribution to the understanding and the development of public policy in Saskatchewan and Canada.*

Among the financial supports that will be supplied at the University level to support the strategic initiatives described above are the following:

- Funding of at least \$5 million from the Capital Campaign to create up to five funded Chairs in several of the critical areas outlined above: Aboriginal, Environmental Science, Public Policy, Health (including public health and biotechnology) and Computer Engineering. These Chairs will require matching funds on the part of the colleges involved and their exact location will take into account those opportunities.
- Commitment for additional chairs in Accounting, Rural and Remote Health, and Toxicology, again subject to matching funds on the part of the colleges involved.
- Graduate scholarship funding support in the amount of at least \$1.0 million in new funds (ongoing, by 2007) conditional on the College



of Graduate Studies and Research reshaping its existing Devolved Scholarship program (see Sections C and D below).

- Resources to establish and maintain the Interprofessional Health Science Council on the understanding that this Council will be responsible for graduate and undergraduate health science programming and be inclusive of the colleges involved.
- Modest overhead support to coordinate the Environmental Sciences program and the work of the centres.
- Incremental base-budget support to assist in the hiring of new faculty in the Department of Native Studies and in the Department of Electrical Engineering for the proposed Computer Engineering program.
- Base budget support for a revamped International Studies program contingent on the College of Arts and Science eliminating or consolidating programming to release college resources in support of this initiative.
- One-time funding to establish a properly outfitted New Media Centre, in space identified within the College of Arts and Science.

- Funding support through this planning cycle to assist in the development and delivery of entrepreneurship courses and combination business programs.
- Start-up funding to design and support the introduction of the Masters program in International Trade.
- Start-up funds required to support the creation of the Aboriginal Education Centre.
- Space and infrastructure support for the initiatives described above.

It is recognized that these financial commitments may have to be augmented by others if we wish these initiatives to proceed in a timely fashion. Changes to these commitments also may be required in the event that our financial situation worsens. However these initiatives unfold, we recognize that support for them cannot be merely rhetorical. Energy must be devoted to making them happen; resource reallocations must occur. And the work does not end here. Colleges and departments will need to obtain matching funds, research overheads, and partnership funding for many of these initiatives. They will need to fully cooperate in the elimination of programming made redundant by these initiatives, and in the assignment of duties consistent with them. They will also need to identify space to accommodate some of these initiatives within existing facilities.

## C. Supporting Success

The University recognizes that in addition to the changes required in academic programming, extra efforts must be made to attract and retain both faculty and students. This was a clear message delivered in the *Strategic Directions* and one which was heard repeatedly in the college plans. There is a host of ways in which the University can better serve its students and its faculty; not all of them can be managed at once. The areas outlined below represent those in which a strong consensus has developed, and in which we have made commitments through the Foundational Documents. During this planning cycle we expect to make progress under all of the headings, but we are conscious that progress is contingent on our budgetary situation. This section reflects keenly the limitations of resources. Mentioned here are the supports that are most likely

to be resourced, plus those that will be targets for resources if our budgetary situation improves beyond that which we currently anticipate in the multi-year framework.

### Investing in Students

We begin with our most important resource: our students. Their success reflects on us and it is imperative that we do everything we can to make sure that they are able to access the kind of education that can only be delivered by a major research university. That means we have to support their academic needs and their need for personal growth. Highlighted below are some critical investments that we expect to make during this planning cycle.



## Graduate Student Support

Establishing the University of Saskatchewan as a major presence in graduate education in Canada was one of the four objectives outlined in the *Strategic Directions*. To make that happen, the University will increase its support for graduate students on our campus. At the same time, it is important to ensure that any new funds are employed to further the research goals of the University and bolster areas of pre-eminence and priority. Changes to the manner in which both existing and new funds are allocated are outlined in Section D below. This section deals with adjustments in the level of support.

In the budget year 2001-02, \$1 million was set aside from the Academic Priorities Fund to support graduate students. Much of this new funding was aimed at improving the level of support for each scholarship-funded student; some of it was targeted to new recruitment. In the course of this planning cycle, a minimum of \$1 million of additional ongoing funding will be provided for recruitment and support of graduate students. In 2005/06, \$500,000 will be provided to support a new scholarship program described below, and in 2006/07 an additional \$500,000 will be made available to areas of focus and pre-eminence, allowing them to recruit more graduate students. In addition, in the 2004/05 academic year \$200,000 will be available to provide a much needed supplement to the New Faculty Award Program. These latter funds will be expended over the planning cycle.

A major portion of these new funds will be used to create new Ph.D. and Masters Scholarships to be known as the Dean's Graduate Scholarships. A Dean's Scholarship will be offered to a student who has an outstanding academic record, shows research promise, and is registering for the first time in a thesis- or dissertation-based graduate program, with preference given to Canadian students. Nominations for the Dean's Scholarships will be made by faculty or academic units to the College of Graduate Studies and Research, with preference given to faculty holding external (especially Tri-Council) funding, who wish to recruit a new student. A Dean's Ph.D. Scholar will receive \$20,000 for a one-year term, with a possible 12-month renewal year pending satisfactory academic standing. A Dean's Ph.D. Scholar's department or supervisor will guarantee an additional year of funding which may require some service depending on the source of funding. A Dean's Masters Scholar will receive \$18,000 in the first year of their program and

their department or supervisor will guarantee an additional year of funding which may require some service depending on the source of funding. The College of Graduate Studies and Research will use part of its existing funds to implement a 'top-up' program for national award-holders in recognition that these students are of the highest quality and, in coming with their own funding, less costly to the University.

## Undergraduate Student Support

The University is aware that our level of undergraduate student support is lower than it needs to be in light of the competition for students across the country and the growth in tuition fees here and elsewhere. We have made the acquisition of a matching program of scholarship support a high priority in discussions with the provincial government. To date, no serious progress has been made on that front. For that reason, the University will make available, from the Academic Priorities Fund, \$500,000 each year for the next two years to fund a program aimed at gifted students. In 2006/07, it is expected that ongoing funding support for this program will shift from the Academic Priorities Fund to the revenues generated from the Preston Crossing retail complex.

*In the course of this planning cycle, a minimum of \$1 million of additional ongoing funding will be provided for recruitment and support of graduate students.*

The financial assistance plan that has been developed for undergraduate students outlines five priority areas. These areas, in order of importance, are:

- Merit-based Awards to Entering Students
- Merit-based Awards to Continuing Students
- Needs-based Awards to Entering and Continuing Students
- Financial Assistance to Aboriginal Students
- Financial Assistance to International Students

These priority areas, and the order in which they appear, have been determined through a review of relevant literature, our own research, and feedback from students. A more thorough discussion of the priorities and the accompanying initiatives will be found in the *University of Saskatchewan Financial Assistance Plan (2003-2007)* document, anticipated to be submitted to the Board of Governors in June 2004.



The financial assistance plan will ensure that new resources are dedicated to programs that are priorities from a campus-wide perspective. It is a platform for being competitive amongst our peers, as well as recruiting and retaining a diverse and academically promising body of students through a combination of targeted and strategic awards.

### *Recruitment and Retention*

The Enrolment Plan has committed the University to increasing the size of the student body, attracting more students from out-of-province, and increasing the number of international students attending our institution. It has also identified retention as a serious problem which needs to be addressed in this planning cycle.

The University is prepared to assist in funding additional recruitment efforts and a study of retention. A fund of \$320,000 was initially allocated from the 2001/02 Saskatchewan Universities Funding Mechanism (SUFM) phase-in adjustment to support initiatives

*The urgency of the post-secondary challenge facing Aboriginal people in Saskatchewan is likely the greatest in Canada.*

emanating from the Enrolment Plan. These resources will now be allocated permanently to SESD to support these recruitment and retention initiatives.

In addition, resources will be made available, on a one-time basis, to allow SESD to significantly improve international recruitment efforts, as part of the University's proposed Global Commons, over the next two years. Following this period, anticipated increases in international student enrolments will be used to fund these new initiatives.

On the retention front, given the lack of concrete data/information on which to base our activities, the University will begin by sponsoring a study of retention issues aimed at determining the major obstacles to students continuing their academic studies at the University of Saskatchewan. In addition, during this planning cycle serious consideration will be given to the establishment of an Academic Skills Centre which will consolidate, perhaps in the Main Library, units like the Writing Centre, Math Help Centre, IT Ready, and Library Instruction and Information. The University's expanded academic assistance initiatives for Aboriginal Students, including the SMARRRT program for Science and Mathematics preparation, could also work through the Academic Skills Centre. Such a Centre would pro-

vide all students on campus with the kind of timely, course-based, assistance in writing, communications, and mathematics that they require. It would also provide a significant opportunity for student employment as tutors and mentors for students. A study of the feasibility of such a Skills Centre will be led by SESD in close collaboration with faculty and staff members in several colleges. If it should be deemed feasible, the budget of the Centre will be augmented to allow more graduate students to be employed in tutorial roles.

### *Supporting Aboriginal Students*

The University of Saskatchewan has articulated a strong institutional commitment, through the *Strategic Directions* and the Aboriginal Foundational Document, to meeting the needs of Aboriginal students and communities. Individual colleges and units have, through their integrated plans, indicated that they share this commitment and are determined to meet the objective of solidifying the University of Saskatchewan's standing as one of the leading institutions in the world in this important field.

We do this out of a shared belief in the important insights and learning to be gained through closer collaboration with Aboriginal communities and our commitment to serving the Aboriginal people of Saskatchewan and Canada. The urgency of the post-secondary challenge facing Aboriginal people in Saskatchewan is likely the greatest in Canada. We are convinced that the experience and approaches developed in this province will provide a model than can be adopted (and adapted) in other parts of the country.

A number of initiatives are possible during this planning cycle, but two are profiled below as indicative of the kind of work that needs to be done. In both cases, indeed in all matters related to programming for Aboriginal students, it is imperative that we have partners and programs. Partners are needed because the kinds of programs that work are the ones that meet the needs of Aboriginal peoples. Programs are needed because we must have a means of identifying our goals, establishing the community we intend to serve, and monitoring our progress. But if we are to make significant progress in assisting the community of Aboriginal students, we will require programs that can be evaluated so that deficiencies are demonstrable and success is tangible. This does not suggest deletion of other, more general, services which would continue to be available.



**A Mathematics and Science Transition Program:** Because of their cumulative nature, the sciences present unique challenges to students during the transition to university study. These challenges are faced by the entire student population, but are more acute for Aboriginal students. We know from experience with the Mathematics Readiness Program in Arts and Science that key components of a successful science transition program include individualized detailed diagnostic of students' entry knowledge and skill level and instructional approaches which accommodate the existing skill/knowledge level of students en route to the established curriculum goals.

Foundational work has already been done on diagnostic assessment within Mathematics. Experienced dedicated instructors with a record of teaching excellence can overcome the instructional challenges if they are given a clear mandate, discretionary flexibility, and appropriate class sizes. A science transition program containing a fixed set of courses only available through the transition program would enable a team of dedicated instructors to carry out a coordinated, adaptive, and holistic effort to confront common instructional challenges, since students would have identical course registration. Other academic and non-academic aspects of transition would be incorporated into the program based on the extensive experience gained across the campus from existing transition programs for Aboriginal students. Further advantages would be gained from the peer support that naturally develops within a cohort of students following a common program.

The set of courses contained in such a transition program would need careful consideration. Discussions on an appropriate balance between science, humanities, and social sciences would be necessary. If a goal of the transition program is to prepare students for pre-professional training for transfer to the health sciences programs (e.g. dentistry, medicine, nutrition, pharmacy, physical therapy) then Biology 110.6 and Chemistry 112.3 are common to all program requirements, and should definitely be included. For those destined to the Colleges of Education (see below), Agriculture, or Engineering, the course content would be a bit different. But with the addition of mathematics and computer science, students would then be able to begin study across the entire range of scientific and technological disciplines.

**An Aboriginal Achievement Program:** In 2003-04, the University introduced a transition program aimed at Aboriginal students entering the University of

Saskatchewan for the first time. The purpose of this program was to create a supportive community of Aboriginal students and, in so doing, address the panoply of social, financial, and cultural challenges that await Aboriginal students first encountering the University of Saskatchewan.

It is our hope that, with the assistance of federal funding partners, this program might be extended into an Aboriginal Achievement program modeled on the partnership programs that have emerged in the USA in the last decade. These programs are premised on the provision of financial support to students who are meeting their academic goals. We are currently discussing the possibility of augmenting our present first year transition program with a specific mentoring and monitoring component focused on achievement of academic goals.

### *Expanding Work-Based Learning*

Students, employers, and academic departments have discovered the value and diversity of work-based learning experiences. The University of Saskatchewan has made available some work-based learning experiences for students; these measures can be viewed as modest at best since most students cannot take advantage of these opportunities. We have small Cooperative Education programs and small career internship programs in the College of Arts and Science, Agriculture, and Engineering; practicums associated with professional programs in most of the health sciences and Education; and a significant number of courses that integrate work experience with classroom activities. Students have made it clear that they are eager for additional work-related experiences. Numerous departments have concluded that experiential learning can add significantly to the quality of an undergraduate degree. Over this planning cycle, the University of Saskatchewan must find additional ways of integrating work-based learning experiences into undergraduate programs and assessing those experiences once implemented.

One example of the kind of programming that could be developed is the proposed expansion of the Career Internship Program in the College of Arts and Science. With the assistance of the SESD, the college will expand its existing program over this planning cycle, with invitations extended to all departments and colleges interested in participating and willing to provide credit for supervised work-based courses. Building from its existing small credit offering provided to approximately



two dozen students per year, the program will grow substantially while retaining its current features: a supervised work experience (approximately 10 hours per week for a semester), academic oversight based in the department providing credit for the course, supervisors' reports of student progress, and a student essay on the experience. Placements will be identified throughout Saskatoon, the province, and Canada, including on-campus work opportunities and positions with provincial and federal government agencies, private companies, and non-government organizations (with particular emphasis on cultural agencies). Students will be provided with workplace orientation seminars and follow-up career planning, coordinated by the SESD.

While the University will assist in the development of these programs, the expectation is that these programs will be self-funding. Tuition from the course registrations is retained by the program in order to cover supervisory and coordination costs and private sector participants will pay a fee for having the student available to their organization. In the Arts and Science case, the SESD will prepare an extensive plan for the expanded Career Internship Program, with a target of 200 participants by 2005/06 and additional growth beyond that time.

### *Global Commons*

The University of Saskatchewan operates in a global environment, recruiting hundreds of international undergraduate and graduate students each year, mounting numerous courses and programs with strong international content. Despite this solid record, there is a strong consensus on campus that our international efforts should expand: we should recruit more international students, provide all students with opportunities to study abroad, and improve support programs for those who come to us from other countries. In these areas our current administrative arrangements are complex and structurally divided. Moreover, there is considerable duplication of effort across the campus.

Through the discussions leading to the adoption of the International Foundational Document, it became clear that the University of Saskatchewan has to review its internationalization structures and programs and make significant strides to stay competitive in this increasingly important area. To this end, the Provost's Office is proposing the establishment of a Global Commons to coordinate all student-related international activities at the University. The idea of a "Commons" suggests

friendly, open, and shared space in which complementary activities can flourish. There is no requirement that everyone associated with the Commons must share reporting relationships. What they need to share is the common mission outlined in the Foundational Document. The objectives of the Global Commons will include:

- attracting a larger and more diverse group of international students.
- supporting the physical, social, and academic development of all international students, including those who begin their time at the University of Saskatchewan as participants in our English as a Second Language program.
- developing and promoting increased opportunities for Canadian students to pursue international study, work, and travel experiences.
- promoting internationalization across the University.

The Global Commons will be a focal point for the recruitment and retention of undergraduate and graduate students. The Global Commons will also provide enhanced services to incoming international students, many of whom begin their careers at the University of Saskatchewan with the Centre for Second Language Instruction (CSLI). It will include the International Students Office, which is concerned with the academic and social well-being of international students and a Global Education Office, which will support an expanded range of study-abroad opportunities, manage all University student exchange relationships, and provide advice to students and faculty regarding risks associated with travel abroad.

Drawing these services together is intended to foster a consolidated, service-based, approach to international opportunities for domestic students, helping the University meet its target of encouraging greater international engagement of the student body. Ultimately, the Global Commons could be closely associated with academic programming, including the International Studies Program discussed in Section B above.

### *Improved ICT Services for Students*

Our new campus portal, PAWS (Personalized Access to Web Services), is an excellent example of technology that supports both the academic mission of the





University and delivery of business services. With links to learning management tools, information resources, and a range of campus services, PAWS provides personalized “one-stop shopping” for everyone on campus. A critical element of our new vision for on-line, on-demand service delivery, it is a major component for SESD’s Student Central operation, a cornerstone of our service delivery model for student computing, and the means by which our users will access our new administrative support systems. Despite a quiet roll-out, 12,000 students, faculty, staff, and alumni used PAWS in its first six months of operation, and our community of content and service providers continues to expand as more units see the potential of this technology. PAWS is being used, for example, to manage and distribute course content, to provide “single sign-on” linkages to the Library and other services, to provide University-wide tools for e-mail and electronic calendaring, and to support communities with shared interests, from research groups to squash players.

We recognize the need to improve ICT services for our students, and we will do so through a system which they support and which they readily access. We will continue to enhance the ICT services for students in other ways, such as by investing in technology to support the growing needs of students who bring their own computers to campus. By the spring of 2005, for example, we will have almost 100 wireless “hot spots” throughout the campus. As another example, network connections will be installed in the on-campus residences for the Fall 2004 term. Our vision for student computing extends beyond the services offered through our college-based and open-access laboratories. We will continue to monitor student needs and interests and work to establish services which they value and utilize.

## Investing in Research and Teaching Support

Mindful of the breadth and diversity of the research interests and activities of its faculty, during this first planning cycle the University of Saskatchewan will invest in research and teaching initiatives consistent with the *Strategic Directions*. College and unit plans all support the collegial pursuit of research strengths and excellence (including the concept of ‘areas of pre-eminence’) using, in particular, the opportunities afforded by increased investments in research infrastructure (e.g. Indirect Costs Program and the CFI Operating Fund). Key initiatives include purpose-designed programs to

support researchers and scholars, an examination of ways in which to enhance the undergraduate learners’ experience of research, an expanded mandate for the Gwenna Moss Teaching and Learning Centre, and an increased investment in research chairs and graduate scholarships (as described above). The importance of research funding of all types, but particularly Tri-Council grants, a greater emphasis on knowledge transfer, intellectual property management, and research governance and compliance at all levels, are recognized as forces re-shaping the research and learning environment for faculty and students. All deserve attention during this planning cycle.

*The formation and maintenance of research groups—an important structural development—will be supported, and new ways of improving the linkage between research and teaching will be explored.*

## Leveraging Ideas

We will continue to offer programs to support research grant preparation and research group development begun under the federal Indirect Costs Program through the leadership of the Vice-President Research (Proposal Development Awards, Collaborative Grant and Research Group Development Awards, the IC College Priorities Fund, Matching Grant Program, New Faculty Start-ups). These programs, together with investments in Grant Development Officers, Technology Transfer Officers, and new SSHRC and NSERC Coordinators, represent a significant enhancement of the University’s capability to assist researchers in responding to grant opportunities, new competitions, and calls-for-proposals, and in developing key partnerships, mentoring, and support systems. More concerted effort is required in research communications and celebration of research excellence. A review of research policies and, for example, practices concerning contract research overhead and research appointments, is essential to ensure that our support structures are adequate to achieve the goal of increased research intensiveness. The formation and maintenance of research groups—an important structural development—will be supported, and new ways of improving the linkage between research and teaching will be explored. A renewed emphasis on international development—with the goal by the end of this planning cycle of increasing our international research activity five-fold—will be launched in the Office of Vice-President



Research. The Office of the Vice-President Research, and more specifically the new Industry Liaison Office (ILO), will play a strategic role in facilitating the establishment of research alliances (within the University but also with external private and public organizations) by linking U of S researchers together and with outside collaborators. Successful partnerships with external organizations at the front-end of the research enterprise are more likely to yield productive back-end outcomes (e.g. commercialization of research results, licensing agreements, spin-off companies, etc.).

A key linkage that will be strengthened in this planning cycle is the relationship between the Office of the Vice-President (Research) and the College of Graduate Studies and Research. Our institutional goal of increasing research intensiveness cannot realistically be achieved without considering together faculty, postdoctoral fellows, and graduate student issues, currently widely dispersed among several different

administrative bodies. A new structure may be necessary to ensure essential leadership for initiatives that affect the academic research community and gradu-

*The University of Saskatchewan must dedicate itself to excellence in teaching as well as research.*

ate students. Recently, an Associate Vice-President (Research) position was combined with the position of Dean of Graduate Studies and Research, reporting to the Provost and Vice-President Academic. This tie between the research and the academic portfolios has proven useful but has not fostered a comprehensive approach to the issues. A new Associate Vice-President (Research) position will be created in the Office of the Vice-President (Research) as a full-time administrative and managerial opportunity (fully funded by the Indirect Costs Program) with responsibilities to work closely with the AVP(R)/Dean of Graduate Studies and Research and (with appropriate consultation) to develop a strong and functional relationship aimed at the interface between graduate students and research policy administration. The incumbent will have a clear mandate to bring forward ideas and practices that will help graduate students and faculty support the common goal of increasing research intensiveness.

### *A New Learning Centre*

The University of Saskatchewan must dedicate itself to excellence in teaching as well as research. Many college

plans identified improvements to their teaching methods and experiential learning opportunities for students as important goals for the University over this planning cycle. The Gwenna Moss Teaching and Learning Centre, established just over three years ago, has attracted a strong following of primarily new faculty members and graduate students to the range of programs and services it provides. It has not, however, attracted existing faculty in any number. This is not the fault of the Centre; a lack of clear institutional direction has impeded development of both strategy and structure for teaching and learning at the University of Saskatchewan. Instead of concentration and coherence, we have scattered entities and disparate initiatives. Elements of a strategy exist, but they lack a clear focus. In short, we have many of the pieces (in both structures and individuals), but we lack the plan that brings them together.

During this planning cycle a Foundational Document on Teaching and Learning will be developed through a broadly consultative process. It will address the University's commitment to teaching and learning, outline expectations of all faculty in the area of teaching, describe best practices in teaching and teaching methodologies, indicate appropriate technologies, and highlight evaluation systems. The general goal will be to help create new ways in which to enhance the undergraduate learning experience at the University of Saskatchewan. For example, it will be necessary to examine ways in which key information literacy objectives are met at the University of Saskatchewan, how students experience research in different academic settings, and how improvements to curricula and the overall learning environment might be implemented and measured. A particular focus will be to help students and faculty understand the impact that research can have on teaching and learning at each stage in the educational process – to enhance the experience of research by undergraduates and thereby ensure they receive the benefits, and appreciate the potential (including the opportunity of graduate study), of attending a research-intensive university.

As this Foundational Document is being constructed, organizational changes will be made to enhance our capacity to help faculty meet their teaching and learning responsibilities. Specifically, immediate consideration will be given to creating a new Learning Centre, likely located within the Main Library, which will reinforce and build on the work of the Gwenna Moss Teaching and Learning Centre. This work will be expanded to



create the critical mass needed to ensure that teaching and learning, in all of its dimensions, are examined and models are provided. This Learning Centre, which will be an academic/administrative unit, will:

- promote and encourage scholarship and innovation in teaching, with a view to improving learning.
- assist departments and colleges in identifying and applying best practices in teaching.
- embrace and support the full gamut of instructional approaches, including face-to-face, distributed learning, blended learning, problem-based learning, and experiential learning.
- include an instructional design component to help individual faculty, departments, or colleges pursue innovative approaches to course delivery.
- be both a service unit and a research centre on teaching and learning.
- include existing units, in whole or in part, and existing personnel.
- assume responsibility for some current institutional commitments to external organizations (e.g., TEL program, Campus Saskatchewan, and COHERE).
- have a significant physical presence (as indicated above, most likely in the Library).

We are not alone in seeking to provide this type of facility. We must ensure that we take full advantage of the experience of other universities, such as Calgary, where services have been consolidated and scholarship emphasized.

The Gwenna Moss Teaching and Learning Centre (GMTLC) will be central. The Centre for Distributed Learning (CDL), the Instructional Design Group (IDG), those parts of Extension Credit Studies (ECS) that support distributed learning, and other scholars in the Division with interests in distributed learning are obvious candidates for inclusion. The Division of Media and Technology (DMT), components of Information Technology Services (ITS), and the Library itself are all possible additions, with attention paid to appropriate organizational divisions.

Serious consideration must be given to including in the Centre's mandate the stimulation and fostering of research about teaching and learning. Faculty from across the campus whose research bears on teach-

ing, learning, and higher education should be able to acquire an affiliation with the Centre, perhaps as Associates or Adjuncts. At the same time, the Centre cannot be only a research entity. There is an important role to play in supporting innovation in pedagogy, in pursuing best practices, and in connecting with external organizations. In addition, the Centre should play a critical role in course development, exploring new pedagogical approaches with faculty, assisting them in presenting their content in more effective ways, and evaluating delivery methods. To manage all of this the Centre must have an academic leader; it must also continue to be closely associated with Gwenna Moss, the first Associate Vice-President Academic, and a leader in instructional development at the University of Saskatchewan.

This Centre is in the early stages of conceptualization and development. There will be time, during this planning cycle, to craft its key features. We fully anticipate a transition period for adjustments and greater precision.

### *University of Saskatchewan Chairs*

Specific investments at the University of Saskatchewan in research and teaching will be considered in the form of University of Saskatchewan Chairs to be awarded throughout the University in this planning cycle and beyond. The purpose of these chairs is to provide academic leadership either in areas of pre-eminence or in areas in which programmatic change is required. Five of these Chairs were discussed earlier in Section B. They represent a commitment to support existing and new research and teaching across disciplines with the goal of achieving national or international recognition.

Beyond these initial five, the University intends to use the current Capital Campaign to create additional opportunities for strategic investment in our research and teaching programs. A collegial process will be established to determine the distribution of these Chairs, paying close attention to emerging areas of pre-eminence, and the recognized needs of the colleges and research centres on campus. Each Chair will be accompanied by an increased investment in student funding, perhaps in the form of Graduate Teaching Fellowships specifically aimed at providing PhD students with appropriate teaching opportunities. Key measures of success will be improved grant performance, increased undergraduate and graduate student involvement in the research activities of the chair holder, program and curriculum development in the area of the chairholder, and



increased graduate student supervision. The University will create an evaluation protocol to ensure that these critical success factors, including institutional leadership and teaching, have been achieved prior to renewal.

### *Enhancing Research Structures*

The University of Saskatchewan has many research networks, centres, institutes, groups, and other structures that are of enormous value to the institution. For example, a handful of research centres, reporting to the Vice-President Research, accounted for more than 16 per cent of the total research revenue generated in 2003. These and other research groups and centres contribute to the intellectual life of the University through direct research, state-of-the-art facilities, communication and public outreach activities, and services that promote or enhance particular research themes and techniques.

It is no longer feasible or sensible to regard research centres as peripheral to the activities of the University;

*It is no longer feasible or sensible to regard research centres as peripheral to the activities of the University; instead, these centres should assume greater prominence within larger research networks.*

instead, these centres should assume greater prominence within larger research networks. A new initiative is required to explore and implement the appropriate research structures – networks and collaborative

centres – that are needed to allow these contributions to be fully realized and integrated with institution-level activities of colleges and other units.

Part of this integration involves governance and management structures. This work can build on the University Council's recently approved policy on research centres, but it also needs to map to the comprehensive oversight structure designed for the Integrated Planning initiative, with each centre mapping to a college or Vice-Presidential portfolio and with designated deans for multi-college research centres. Part of this integration also involves a thoughtful consideration of incentives and structures to ensure that the management of research centres is guided by the *Strategic Directions* and priorities of the University. Building on this base, the University will undertake a comprehensive discussion of governance arrangements, during this planning cycle, with the goal of increasing coordination

and accountability without compromising the flexibility that our organizational units require to compete for funding and support.

On the management side, the integration of financial and human resource systems also needs to be considered, where integration represents the opportunity for significant savings. Most important, all of the research entities must have the opportunity to engage in graduate programming beyond the current system of adjunct supervisory appointments. Where it is academically sound, the authority for graduate programs, including supervision and support, should be located in the unit with the greatest influence and contribution to the academic mission. The College of Graduate Studies and Research will, naturally, retain responsibility for the academic integrity of these programs, but where appropriate responsibility for intellectual vitality and quality should be located in the centres themselves.

### *Libraries*

For many disciplines on campus, the Library is central to their academic vitality. Over the last several years the University has endeavored to provide the Library with an annual increase of five percent in its acquisitions budget. Coupled with other actions, these increases have enabled the Library to slow down the serials cancellation project, although the systemic gap between the budget increases and price increases continues to make such measures necessary. To strengthen its service to scholarship, the Library has taken the lead in acquiring electronic journals, in significantly increasing electronic access both on and off campus, and in making the Library a welcoming place for faculty and students.

In each of the next three years over this planning cycle, the University will continue to provide a five percent increase to the Library's acquisitions budget. This funding commitment acknowledges the Library's role as a critical resource for faculty and students and recognizes the Library's activities in supporting, strengthening, and extending the academic mission of the University, in both research intensiveness and in education of undergraduate and graduate students. It is also made on the understanding that the Library's services and collections will continue to evolve to serve the changing needs of faculty and students. Of particular importance in this regard is the Learning Centre discussed earlier. Given that the Library represents a central resource



which could be used to provide an expanded set of services that the entire campus can access, its location, and its representation of the ideals and practices of the University community as a whole, the Library would

provide a fitting home for the Learning Centre, extending the contributions of the Gwenna Moss Teaching and Learning Centre already located on the ground floor.

## D. Changing Practices

Integrated Planning originated with a promise that the University of Saskatchewan would review all of its practices and priorities. Discussions about the *Strategic Directions* and Foundational Documents provided clear and instructive guidance to the University about our academic, instructional, and community service obligations. To date, there has been less conversation about how we organize our internal activities. While administrative unit heads are concerned about ongoing business improvements and have initiated many service enhancements in their individual units, there has been no systematic review of business practices across the University.

Over the past decade, the University has made significant changes in its resource allocations. We have secured provincial funding for expanded programs in computer science, nursing, and medicine and we have shifted resources within and between colleges. Significant differential cuts have been applied to colleges and administrative units. More recently, we have had the first sustained discussion about the reality of a structural budget deficit and the need to attend very carefully to the patterns of enrolment and retention at the University of Saskatchewan. We have, in the process, become far more aware of the nature of our financial allocations, inconsistencies in our commitments to departments and units, and rigid adherence to historical patterns of funding and support. Integrated Planning has taught us about the fundamental importance of monitoring our resource use very carefully and has convinced us of the need to take steps to attend to our institutional priorities, in part, by revisiting some of the budgetary practices and financial arrangements that have governed the University for many years. We must be prepared to make changes – in some cases significant changes – in order to meet our institutional objectives. No area of the University should or will escape scrutiny as part of the ongoing evaluation of the institution's resources and expenditure patterns. As stewards of the public's money, the University of Saskatchewan has a fiduciary and moral responsibility

to apply its resources to the institution's top priorities in terms of teaching, research, and community service.

In recent months, institutional business practices have been examined by the Associate Vice-Presidents, through the Administrative Committee on Integrated Planning (ACIP). Commencing in 2004 and building on the work of the Associate Vice-Presidents, significant changes in our business practices will be made. Changes to the practices described below could result in significant savings from a more efficient and targeted use of resources, a more entrepreneurial environment, administrative efficiencies, postponed expenditures on facilities, redeployment of resources, and the allocation/reallocation of funds and personnel to areas of potentially high return. Savings and revenue generated from these administrative and financial changes will be applied, directly or indirectly, to the core teaching and research mission of the University of Saskatchewan.

What follows represents the first phase of our new business practices and allocation procedures. As the planning cycle unfolds, we will be identifying other areas where significant changes may be required. Our purpose here is clear: to become a more responsive, more flexible, cost-effective, and well-managed institution, better able to attach our resource allocations to the highest institutional priorities.

### Graduate Funding Allocations

Commencing in 2005/06, the College of Graduate Studies and Research will change the allocation of funds under the Devolved Scholarship Program, which currently assigns \$4.2 million in graduate support to specific academic units. While the details of this change have yet to be worked out and the college has yet to consult widely, it is clear that the current arrangements cannot, and should not, be sustained. To date, graduate scholarship funding has been driven largely by historical commitments and student enrolments. In the future, resources will be allocated in greater proportion to areas of institutional priority and high academic achievement.



We need to ensure that our graduate scholarship program parallels the *Strategic Directions* and supports the program commitments outlined in this Integrated Plan. Simply put, we need to move to a different model.

Over the coming months, the Dean of Graduate Studies and Research will engage the Graduate Council in a discussion of the policies that should accompany the

*No area of the University should or will escape scrutiny as part of the ongoing evaluation of the institution's resources and expenditure patterns.*

new graduate student funding arrangements. While the policies have yet to be finalized, it is anticipated that a maximum of 50% of the funding currently available through the

Devolved Funding Program will continue to be available in the future on the existing basis, with transition to the new allocation process phased in starting in 2005. The remainder of the funding (which will be increased by a minimum of \$1.0 million as described in Section C above) will be distributed to departments and academic units on the basis of criteria which have yet to be confirmed and which may include:

1. the quality of the eligible students, as determined by the proportion of students with Canada Scholarships, Tri-Council Scholarships, or other national/prestigious scholarships;
2. the proportion of students registered in the highest possible degree granted in the discipline. In most instances, this will be the PhD, while, for some disciplines, such as Law and Fine Arts, it may be a Masters degree;
3. the success rate of graduate students, as illustrated by the proportion of graduate students who complete their degree requirements in a timely fashion;
4. the quality of the academic program, as determined by SPR;
5. the quality and quantity of research, scholarly and artistic work conducted in the department, the proportion of faculty with Tri-Council or other competitive funding (compared to national averages for the discipline), and the availability of a critical mass of faculty and students.

The College of Graduate Studies and Research will begin discussions shortly to reach agreement on the proposed criteria (identified above) and to determine an appropriate relative weighting of each factor to establish unit allocations for the 2005/06 academic year. Units will continue to be advised well in advance of their annual allocation. Implementation details will be widely communicated once finalized.

While phasing in this new approach will allow departments to meet their obligations to current students, the University is determined to ensure that the nature of graduate student support changes to a differential allocation model aimed at supporting the primary objectives described in the Strategic Initiatives section (above) and in the *Strategic Directions* (i.e., increasing research intensity and making the University of Saskatchewan a major presence in graduate education).

## Tuition and Fees

The University of Saskatchewan affirms its determination to assess tuition fees for undergraduate programs using the 'national norm tuition policy' throughout this planning cycle. While some tuition fees for undergraduate programs may be assessed differentially, tuition will stay within the national norm for specific programs. For example, students in Commerce programs can expect to pay more than students in Arts programs because, across the country, commerce and business programs are assessed at a higher rate than other programs. The University will undertake a review of the policy in 2006/07 as it gears up for the next planning cycle.

At the graduate level, a review of the current graduate tuition fees policy will be undertaken early in the planning cycle by the Dean of Graduate Studies and Research in collaboration with PCIP and the Budget Committee of Council to ensure that the existing policy continues to be justified. This review will involve the development of a series of policies related to professional Masters programs, including a definition of these programs, a fee structure to support these programs, and consideration of student eligibility for scholarships and other funding support. It may also include a review of the variety of Masters programs (thesis, non-thesis/project, and professional master's) to ensure that legitimate costs are recognized and appropriate supports are available to students.



## International Services

The University of Saskatchewan is undertaking a major reorganization of its international services, in line with the insights gained through the creation of the International Foundational Document. Through the campus-wide discussions, it became clear that the current arrangement, centralized in University of Saskatchewan International (USI), was not meeting campus wide expectations. Duplication of services across the University, limited resources, and a complicated mandate made it difficult for USI to promote and support international activities at the University. Over the past ten years, the University has fallen behind comparatively-sized institutions in terms of international engagement and significant steps have to be taken to support and expand our commitments in this vital field. To this end, USI's three main functions – assisting with the internationalization of the student experience, supporting international research, and coordinating international events and visits – will be located in larger, cognate, units.

### *Internationalizing the Student Experience*

USI's current commitments to supporting domestic students wishing to study overseas will be assigned to the Global Commons. The Global Commons will draw together staff and resources currently assigned to SESD, the College of Graduate Studies and Research, and the Centre for Second Language Instruction (CSLI), as well as several colleges and USI. This new unit, which will coordinate recruitment, support for international students, and opportunities for domestic students, will have a mandate to increase the University's overall international student enrolment from 4% to 8%, with a primary emphasis on undergraduate students, and to double the participation of domestic students in international activities by 2007.

### *Promoting International Contract Research and Training*

Responsibility for the promotion of international contract research will be relocated to the Office of the Vice-President (Research). The new International Research Office (IRO) will be charged with spearheading the coordination, promotion, and implementation of international contract research activities, with a view to encouraging a dramatic expansion in our success in this area. The University of Saskatchewan should be a major

participant in international research, training, development, and academic consulting work; at present, we will play a very minor role in this field. In addition, we will need to attract major contracts where we are the major executing agency. While the IRO will have the modest goal of doubling our international research activity by 2007, its unofficial target will be several times that level.

### *Protocol and International Visits*

The University of Saskatchewan hosts dozens of representatives from other countries and other institutions each year. The task of managing these high profile and often very ceremonial activities will be moved from USI to the University Secretary in the Office of the President. The Protocol Office will also assist with the administrative support for the International Affairs Committee of Council and will serve as the central clearinghouse for all international academic agreements.

## Enrolment Incentives and Revenue Enhancements

The University of Saskatchewan has used a variety of means, from official quotas to complex revenue sharing arrangements, to manage revenue transfers relating to enrolment. All of these pre-dated the implementation of the Saskatchewan Universities Funding Mechanism (SUFM). The implication of this funding mechanism must now be fully appreciated by the University community, in particular, the fact that our activities drive the resources allocated under SUFM. During this planning cycle, each college will be given a set of planning parameters indicating, among other things, enrolment expectations (undergraduate, graduate, and international). These are based on the Enrolment Plan, specifically the intent to increase overall student enrolments, and offer opportunities for some colleges to secure additional resources or avoid base budget reductions.

From 2004/05 forward, base budgets allocations will take into account changes to enrolment and, for selected colleges, introduction of differential tuitions. Other things being equal, higher enrolments will result in higher base budgets; declining enrolments will, accordingly, result in reduced budgets. All changes will be phased in and the University will ensure that contractual obligations are met and activities deemed to be in the institution's collective best interest are funded.

The University will make significant changes in the allocation of funds secured through the differential



fee assessed on undergraduate international students. Instead of the fixed budget established in 2002/03, the University will provide funding based on course enrolments, which are expected to increase dramatically as the institution's recruiting efforts in this area expand. The revenue will be shared between the central administration, which will provide specific and fixed funding to the SESD and the colleges teaching the students.

### Faculty Position Management

Although the Complement Plan is still under development and is expected to address a full range of issues related to faculty recruitment and retention, it is clear that some fundamental changes to the management of faculty positions are required. Currently, the faculty complement is managed on a position-by-position basis as the requests are submitted. Seldom do these requests ask for anything other than replacement in the same discipline in which the vacancy arose. There is a strong sense of position entitlement and little opportunity for the Provost's Office to evaluate the priority of requests. Our history has been that all existing allocations are assumed to be ongoing and the highly symbolic use of position numbers has reinforced the notion that faculty positions "belong" not just to departments but to sub-disciplines within departments.

As of 2004, faculty positions will be managed more strategically and the decisions about allocations to departments and/or disciplines will be made at the college level. Effective July 1 2004, the use of faculty position numbers will be terminated.

Commencing in 2004, the management of faculty positions will proceed in the following fashion:

1. In April-June 2004, the Provost's Office will provide each college with an indication of its financial resources over the rest of the planning cycle.
2. Based on this resource allocation, each college will present the Provost's Office with a complete prioritized list of desired faculty appointments. The priority list will indicate how the college intends to respond to planned retirements, unexpected resignations, and manage the funding. Where appropriate, the college will also indicate the rank and salary expectations associated with specific positions. The prioritized position list will explicitly address equity and diversity issues.

3. At the end of each academic year, the colleges will submit to the Provost's Office a report of appointments made, an explanation of how the college plan has been implemented or amended, and an updated and prioritized list of planned academic appointments for the next academic year (prepared in anticipation of receiving a budget as outlined in the planning cycle allocation).

### Assignment of Duties and Recognition of Graduate Teaching

In an increasing number of colleges and departments, the assignment of duties now recognizes different forms of contribution. Formulaic approaches to teaching assignments are giving way to a focus on equitable workloads that take into consideration research, teaching, and service contributions. It is critical that this process continue until all academic units on campus can demonstrate a commitment to equity in workload among its academic staff. In this regard, it is essential that the University of Saskatchewan take decisive action to formally recognize graduate teaching. The work associated with in-class lecturing, instruction of reading courses, teaching in one-on-one situations, research supervision, and service on advisory committees at the graduate level is clearly of enormous significance our achieving the *Strategic Directions* and is highly valued by faculty across the institution. Without this recognition, it is most unlikely that we will be successful in establishing the University of Saskatchewan as a major presence in graduate education.

Beginning in 2004/05, Deans will be required to report on workload assignments in some detail (department by department in the case of departmentalized colleges) and on progress toward equity in assignment of duties. These reports will form part of the evaluation process for deans.

### Addressing Low Enrolments

The University of Saskatchewan has not completed a substantial review of its program and course structure for many years. We continue to offer a broad array of courses and programs, a small number of which attract very few students. It is imperative that the University be more intentional about the use of its limited resources and hold colleges and departments responsible for enrolment patterns that cannot be sustained.





While implementation details have yet to be finalized, programs which graduate a small number of majors each year – even if they were rated highly under SPR – will be examined by the Provost’s Office and Council committees with a view to closing and/or amalgamating many of them in the coming three years. All students in these programs will be assured of the courses they require to graduate. While all of the criteria have not been fully established, one important component of this examination will be the ‘service’ teaching provided by these units. In the same vein, low enrolment courses will also be the subject of review with colleges required to establish a minimum base of student numbers for the offering of any specific course.

## Managing Classroom Resources and Timetables

The University’s classrooms, laboratories, and studios are among the most crucial physical resources available to the institution. It is imperative that we make good and effective use of these facilities, while responding as systematically as we can to student demands and needs. Over the remainder of the planning cycle, the University will develop a proactive, responsive, and efficient means of allocating classroom resources. This will require better use of “non-peak” times, including early morning, late afternoon/early evening, and weekends. We should consider expanding our spring and summer session offerings, after a careful review of demand, and we must do more to ensure that the course offerings match identified need. We should also consider increasing the number of single-term courses so that we can better regulate our intake of new students over the course of the academic year.

More flexible approaches to scheduling of courses and student admissions will also be considered to ensure that the University makes maximum use of available faculty and classroom time. These reviews will, in all probability, identify the need for significant shifts. They are also expected to capitalize on appropriate opportunities to employ technology enhanced learning methods and facilities, both to assist on-campus students and to meet the needs of students studying at a distance. The University must make a greater effort to offer courses outside of preferred times, and potentially in different formats than has been the norm. In all such cases, care will be taken to ensure that appropriate pedagogical considerations are taken into account in making final determinations.

More flexible approaches will also be required to the delivery of instructional programs. With a grant from the Pew Charitable Trusts, over 30 colleges and universities in the United States have used technology to provide an alternative, blended, learning environment for large enrolment, introductory, courses in multiple disciplines, including the humanities, quantitative subjects, social sciences, and natural sciences. In addition to providing relief on spaces for large enrolment courses, the Program in Course Design has reduced costs, increased course completion rates, improved student retention, and increase student satisfaction with the mode of instruction. Such an approach might relieve some of the pressure on classroom space we currently experience. Proposals arising from the proposed Teaching and Learning Foundational Document may also inform our thinking in how students experience instruction at this University.

*Departments and colleges will be expected to participate in the effective and efficient allocation of classrooms and other teaching spaces.*

It is possible that with selected limited renovation of existing classroom space, such as knocking out walls, some existing classrooms might be converted into rooms that would accommodate larger class sizes. However, given the length of the planning period and the time associated with construction projects, with the exception of some colleges where small amounts of instructional space may be added, the University does not anticipate increasing instructional facilities in this planning cycle. It is therefore imperative that we ensure that our available classroom space is effectively managed. Departments and colleges will be expected to participate in the effective and efficient allocation of classrooms and other teaching spaces. SESD and Facilities Management will review our current use and configuration of teaching facilities and will report their findings to the Provost’s Office, Deans’ Council, and University Council. It is anticipated that changes in scheduling, room allocation, room configurations, and room usages will be operational by the end of this planning cycle.

## Human Resource Management

While describing an organization’s human resources as its greatest asset is so commonplace as to become almost trite, it is surely true for a modern univer-



sity. Our academic reputation rests on the teaching, research, and professional abilities of our faculty. The quality of our graduates is determined in large measure by the talents of our instructors. The integrity of our financial, registrarial, and other administrative systems depends on the skills of our staff members. And the quality of the physical environment reflects the contributions of the facilities management personnel. We must value, reward, recognize, support, and otherwise cultivate our employees, in order to ensure that they remain active, contributing, members of the University community. That means creating positive and productive work and learning environments. We must ensure, as a matter of first principle, that we are a highly valued employer, known for our integrity, compassion, and genuine commitment to our employees. Within this context, several key fiscal and managerial considerations stand out:

1. We require a comprehensive Complement Plan that recognizes diverse employee groups on campus, in order to ensure that we are forward-looking in our preparations in all areas of employment.
2. Given that salaries account for a significant portion of our budget, the University has to seek the delicate balance between an increasingly competitive labor market and the available resources. We must constantly review our compensation packages to ensure they are competitive in the local, national, and international context.
3. We require a detailed assessment of the short and long-term challenges associated with being competitive across the institution. In a growing number of areas, the University faces extraordinary pressures in its attempts to hire and retain faculty and senior staff. We cannot approach these challenges on a case by case basis; we need to consider the longer-term implications of the changing national and international marketplace.
4. The University needs to review its approach to benefits, to balance the need to provide support for the health and wellness of individual employees with ensuring that we are making the most efficient use of our expenditures. The primary emphasis in this area will be to improve design of benefit programs, review administrative practices, consolidate benefit plans, and contain costs.

## Increasing Cost Recoveries

The University of Saskatchewan supports an array of ancillary services, government programs, and other activities on the campus. While we are pleased to welcome these various organizations and programs—the vast majority of which contribute significantly to the success of the academic enterprise—we have to ensure a full accounting of the cost of hosting them at the University. A variety of non-university agencies are located on the campus, including Agriculture and Agri-Food Canada, the National Research Council, and Innovation Place. Apart from a close association with the University as part of its physical campus, these agencies benefit from landscaping, snow removal, street lighting, and other “municipal-like” services at much reduced cost. The University will examine the current “municipal” levy assessed against our “tenants” to ensure that the charge fully addresses the cost of providing service.

Judgment is required. Where these activities are directly tied to the academic endeavors of our faculty, students, and staff these expenditures are justified. Where they are more tangential to our core mission, the support needs to be carefully examined. If the direct benefit to the academic mission cannot be clearly demonstrated, the University must look for a more complete recovery of actual costs. Over the planning cycle, the University will complete an audit of all support provided to each tenant, non-academic, and affiliated unit and will assess their overall contribution to the University’s core missions. Where appropriate (and where possible), the levies, payments, and fees secured from these organizations will be re-examined and increased.

## Increasing Research Contract Recoveries and Revenues

The University has a set of policies and procedures on research contracts and overheads related to research activities. While we have not been systematic in the application of these policies and procedures, it is important that the University community understands that these rates will increase and that they will be more consistently applied to ensure that they provide appropriate revenues to the University. The Vice-President Research will engage the Budget Committee and the Research, Scholarly and Artistic Committee in this review which will include intellectual property agreements, procedures regarding outside consulting work, and our gen-



eral approach to contract research. Perhaps more importantly, once the review is completed, the University will insist that agreed-upon rules be systematically applied across campus. At the same time, significant investments (funded through the Indirect Costs Program) in commercialization of research should help foster a more entrepreneurial institutional culture.

## Managing Student Registration and Fees

The University of Saskatchewan collects millions of dollars each year in tuition and related fees. The management of this income must be carefully reviewed and evaluated, particularly as significant institutional practices are not yet aligned with national norms and international practice. In particular, the University will consider the following:

1. the adoption of a registration deposit for all applicants;
2. a revised policy on tuition refunds;
3. an examination of athletic fees for part-time students;
4. greater coordination of non-academic fees, charges, and refunds;
5. an examination of the University's practices on bad debts;
6. new assessment procedures for graduate registrations; and
7. a comprehensive review of all student fees, such as special examination fees, invigilation fees, and other activities which are currently provided without charge.

The revised fee schedule and policies should be implemented by the 2005/06 academic year.

## Standardizing Systems

While individual, departmental, and college autonomy is a much valued hallmark of the University of Saskatchewan, the proliferation of systems, practices, and expenditures on campus costs the institution a substantial amount of money in lost efficiencies and incompatibilities. The University must give careful consideration to standardizing systems and centralizing

expenditures while recognizing the needs for flexibility and diversity. Given that the University's registrarial, student information, and financial systems will be consolidated around the Banner platform, colleges and administrative units will be strongly encouraged to use these central systems for these activities.

Beginning in 2005, separate registration arrangements for graduate, undergraduate, summer session, off-campus, and other students will be consolidated. In addition, the University will consider standardized approaches to Information Technology (hardware and software), elimination of redundant or duplicated services, centralized volume purchasing, and the consolidation of stores and purchasing offices on campus.

## Maintaining the Campus Buildings and Grounds

The University of Saskatchewan is justifiably proud of its remarkable environment, including its physical plant. The greystone buildings and green spaces are a major feature of the institution and help attract students, faculty, and staff to the campus. We must proceed prudently and cautiously with our expenditures in this area, respecting the need to protect our long-term investment and minimize life-cycle costs while balancing the need to meet pressing demands in other areas of our operation. The University will look for additional savings through sustainable development including energy conservation and management, recycling, changes to design practices and customization of operations, changes to landscaping and maintenance standards, and other changes in our current operations. We will examine, on a building by building basis, the current maintenance standards to ascertain our willingness to adjust our expenditure levels. At the same time, the University must be a responsible steward of these valuable assets; it cannot compromise on several key areas, particularly human safety, regulatory requirements, and life-cycle costing.

## Outsourcing of Services

As part of our ongoing review of service arrangements and contracts, the University will adopt a very simple policy: if the University of Saskatchewan cannot provide a service at a competitive rate internally, on a for-profit basis, or, at a minimum, a cost-recovery basis, the service will be discontinued and, where possible, alternate arrangements considered. Conversely, the



University should examine its commitments to external professional agencies with a view to determining if the institution would be served more efficiently by the establishment of in-house professional capacity. For example, it may be appropriate for the University to share the cost of recruitment of senior administrators with colleges and administrative units through a more appropriate allocation of costs based on the sources of revenue, including the relative proportion of the operating budget allocated to the unit, within the entire budgetary operation of a particular unit.

## Evaluation and Appropriate Use of University Assets

Over its almost century-long existence, the University has secured ownership of a wide variety of physical assets, ranging from equipment to an art collection, and

lands, including farms, research stations, and an arts facility. It is vital that these assets be reviewed, evaluated, and where appropriate, redeployed. Where the cost of maintaining a particular property exceeds the benefits, serious consideration should be given to full disinvestment. To this end, by the end of this planning cycle at the very latest, the University must complete a full evaluation of its current physical assets and properties and assess the degree to which each contributes to the core missions of the University.

The process of evaluation should extend to all of the University's accounts, including the surpluses and deficits contained in many of the 1,500 special purpose accounts. The institution needs to determine if the funds in any of these accounts could be available for general operations, and/or considered to be part of the University's reserve, thus freeing the current reserve for other purposes.

## E. Enriching the Physical Environment

Faculty, students, and staff expect facilities and services at a premier research and teaching university that will support their academic, research, teaching, and learning endeavors. Members of the University community expect to work and learn in buildings and grounds that meet safety and code standards, which are reasonably comfortable, and where system failures are rare. Buildings must be maintained to meet basic comfort and environmental standards, to address the functional demands of academic and research initiatives, and to accommodate program needs. Equally, an investment within these buildings must be provided and maintained in information and communication technology, multi-media systems, and equipment essential to the success of the academic and research mandate of the University of Saskatchewan. In combination, these efforts must ensure the long term, life cycle, sustainability of all assets or accept the risk that critical research work, grants, and teaching programs may be placed in jeopardy.

Enriching the environment involves strategic assessment and planning of the campus physical facilities, utilities infrastructure, computer network infrastructure, multimedia technology along with associated capital assets needed to protect and support all University activities. Critical components of this strategic assessment include:

- the development of new academic and research facilities through a major capital project program with associated investment in capital equipment to support program operation;
- an investment in Operations and Maintenance as part of Cyclical Renewal ("Keep Up") and Deferred Maintenance ("Catch Up") programs to protect the physical assets of the institution;
- support of the ICT infrastructure (desktop computers, laboratory facilities, servers, campus computer network) that is woven into the fabric of academic and research programs;
- the recognition that current teaching practices and emerging pedagogical techniques sometimes require the acquisition and maintenance of highly advanced technical and multimedia equipment to ensure that students are exposed to and are practicing both contemporary and innovative instructional methodology.

Principles and goals identified within the *Core Area Master Plan* and *Advantage U of S* are critical to the University attaining the goals outlined in the *Strategic Directions*. The *Core Area Master Plan* is "designed to



support the strategic directions of the University and its stewardship responsibility to protect and enrich an amazing public asset". The *Advantage U of S* Foundational Document is premised on the need to create an ICT-rich environment for teaching, learning, and research and an effective and reliable ICT infrastructure to meet our institutional requirements.

We have made significant progress in each of these areas over the last several years. New buildings and new facilities have been added in critical parts of the University. But as fast as these projects are completed (or at least launched) others emerge. Part of the reason for the constant pressure is the age of our campus and the backlog of deferred maintenance that we, and our sister institutions across the country, must carry. Part of the pressure also comes from the incredible expansion in research activity (based largely on the success of our faculty members) and the need to meet information technology demands emanating from students, staff, and faculty.

To help cope with these increasing demands, new managerial processes have been introduced at both the unit and University levels. Some of these are discussed below, along with the further changes that are required to ensure a consistent and responsible approach to renewing our physical and informational resources. Also outlined below are major projects that the Board of Governors has endorsed and projects that are anticipated in support of this University-level plan.

## Governance Model for Major Projects

Several key steps are being undertaken to assure close linkage between the multi-year plan in establishing institutional priorities for major projects and infrastructure improvements. In keeping with the Integrated Planning initiative and the desire to have the *Strategic Directions* inform major academic project planning activities, a new governance model for major projects has been adopted. The governance model will apply to both major capital building projects and major information system projects. A member of the President's Executive Committee now serves as executive sponsor for all major projects. This senior administrator chairs a Steering Committee for each project in order to assure coordination and oversight of projects from a broad institutional perspective.

Work is underway on development of a new process for the ongoing assessment of priorities for major

projects. Major project priorities will be established by PCIP with advice from Council and administration prior to approval by the Board of Governors. Following the recent reorganization of Council committees, the Planning and Budget Committees are currently considering Council's role in review and provision of advice on academic implications of major capital projects. Council input into the institutional process for establishing priorities for major capital projects is essential. In collaboration with the Facilities Management Division, the Integrated Planning Office will assume primary responsibility for the assembly of information required for PCIP and Council consideration. A senior facilities planning officer from Facilities Management will be assigned to work closely with the Integrated Planning Office to support major facilities planning activities for PCIP. Approval of all major projects will be dependent on identification of appropriate funding sources for structures, equipment, and support for ongoing operations. These steps will assure that the development of major projects will be closely linked to the institution's academic and strategic priorities over this planning cycle.

## Major Building Projects

Over the course of this planning cycle a number of major building and information system projects currently underway will be completed and will come on stream in the form of new facilities and infrastructure. Others will be initiated or are in the early planning stages and will progress during this cycle but will not be available prior to 2006-07.

The following major building projects will be completed during this planning cycle:

**College Building:** Physical restoration of the College Building initiated in 2002 with occupancy of the building projected for the fall of 2005.

**Thorvaldson Building (1924 Wing) and Engineering Building:** The final phase of this project, consisting primarily of the upgrading of the original 1924 wing of the Thorvaldson Building for the Department of Computer Science and of the renovation of space in the Engineering Building for the Department of Chemical Engineering, will be completed in January of 2005.

**Stadium Parkade:** The construction of this 866 stall, 5 level Parking Structure will be ready for use in the fall of 2004.



**Preston Avenue Widening/Preston Entrance:** With widening of Preston Avenue from Circle Drive to 14th Street a new traffic entrance along the east side of campus will be developed as outlined in the *Core Area Master Plan*. The project will be completed in the fall of 2004 in collaboration with the City of Saskatoon.

**Expanded Pulse Research Infrastructure - Crop Development Centre (Phase One):** An addition to the Crop Science Field Lab will be developed to accommodate the Crop Development Centre's pulse research program. Building costs will be borne by the Saskatchewan Pulse Growers with operating costs absorbed by the College of Agriculture. The project will be completed by the summer of 2005.

**University Neighborhood -Residence Building Program:** The development of additional student housing will assist the University in addressing a current backlog in the provision of student housing and will also assist the University in recruiting and retaining undergraduate and graduate students, both national and international. Pending a thorough financial analysis and business plan, proposed occupancy for Phase One is the fall of 2006.

**Primary Health Care Centre:** A collaborative effort between the University of Saskatchewan, the Saskatoon Health Region (SHR), and the Department of Health will establish a community-based clinic within the City of Saskatoon that will house the Department of Family Medicine, designated Saskatoon Health Board programs, and other U of S and SHR programs, as identified. The project involves the purchase and renovation of the former Union Centre to accommodate the specified programs by early 2005.

**Aboriginal Student Space:** Planning and consultation for the development of Aboriginal Student Space is well advanced with a Steering Committee to be finalized shortly. Funds for this initial development have been provided through a significant donation from NOVA Chemicals. A specific project proposal is currently being developed for consideration.

**CFI - Canadian Light Source - Biomedical Beamline:** An addition to the existing CLS facility will be constructed to accommodate a new biomedical beamline that successfully received funding within the latest round of CFI awards. The project is to be completed by the summer of 2007.

The following are major building projects expected to begin construction during this planning cycle. These projects arise from opportunities generated by successful research applications, dedicated provincial priorities, and the consequences of other building projects.

**Academic Health Sciences Centre:** The Academic Health Sciences Centre is a facility to be dedicated to public service, interdisciplinary education, and innovative research. The facility will provide enhanced instructional space and will be linked directly to the integration of learning, research, and health-care practice. The project involves both the construction of new space as well as renovations to existing facilities that would result in: Student Teaching and Instructional Space (3,110 m<sup>2</sup> total), Research and Office Space (5,561 m<sup>2</sup>), Central Learner Space (1,206 m<sup>2</sup>), Instructional Resource Centre (2,096m<sup>2</sup>), Aboriginal Program Space (Planning in progress).

Estimated Phase One Capital Cost: \$120 million

Potential Occupants: College of Medicine, College of Nursing, School of Physical Therapy, College of Dentistry, College of Pharmacy and Nutrition, University Library.

Final drawings and contract documentation are to be completed by spring of 2007 with construction slated to begin in the summer of 2007.

**Williams Building/Kirk Hall - Humanities and Social Sciences Development/University Initiatives:** The Humanities and Social Science departments within the College of Arts and Science suffer not only from a critical shortage of teaching, research, and office space but much of the existing space is of low quality and dispersed amongst several buildings across campus. This project encompasses infrastructure and system upgrades, the addressing of code and regulatory issues, accessibility and fire code, and occupancy improvements to the Williams Building and Kirk Hall with a resulting increase in both the quantity and quality of space for the College of Arts and Science and other institutional initiatives resulting from the Integrated Planning process. Internal campus shifts involving the Williams Building and Kirk Hall will provide the University with a development and expansion opportunity for several institutional priorities including the Humanities and Social Sciences. Pending the availability of capital funds, the first stage of improvements and space moves are expected to occur in 2005/2006.



**WCVM Expansion:** In order to meet national and international accreditation standards, a proposal has been developed to undertake extensive building additions and revitalization projects for the Western College of Veterinary Medicine. This project stems from a Federal Government infrastructure program to assist Canadian Veterinary Colleges with accreditation issues. Additional project development is required for the teaching program and an Incinerator facility. Construction will begin in fall 2004 with project completion expected in spring of 2008.

**CFI - INTERVAC (International Vaccine Testing Centre):** With the recently announced funding from CFI in the amount of \$19 million, the University of Saskatchewan is poised to construct and operate an International Vaccine Testing Centre (INTERVAC) for use in Canadian and International bio-research programs. The facility has an estimated project cost of \$62,000,000 and will notably include a Level III bio-containment capability adequate for work with large mammals. The project will be a partnership between VIDO, the Western College of Veterinary Medicine, the College of Medicine and other collaborative agencies.

An integral component of the Integrated Planning process will be the allocation of resources required for the University and colleges to meet their approved mandates. The Enrolment Plan also provides direction for campus growth. The provision of physical resources that are necessary for program maintenance, expansion, or renewal will be critical to the success of the University's strategic goals. Several capital projects and space reallocation exercises are anticipated in order to provide proper facilities for these strategic initiatives (e.g. Learning Centre, New Media Centre, Aboriginal Education Research Centre, Global/International Commons, Toxicology Centre, School of Public Policy) and these will be expected to take a high priority in planning and development over the planning period.

The following projects have been identified in this plan for development and prioritization during the First Planning Cycle:

**Global Commons:** Highlighted elsewhere in this plan is "the establishment of a Global Commons to coordinate all student-related international activities." The facility should be a part of an open, friendly, space shared with complementary activities.

**Athabasca Hall, Saskatchewan Hall, Qu'Appelle Hall and Addition - Campus Core Revitalization:** Pending a final planning, operational, and financial strategy for the development of new student residence and food service facilities at the University, there is the potential for several campus core buildings to become available for reallocation. These facilities would allow the University to revitalize and upgrade these structures to provide functional space for much-needed academic, student service and administrative demands. The buildings would require upgrading to mechanical, electrical, and communication systems as well as accessibility and occupancy improvements. Potential buildings include Saskatchewan Hall, Qu'Appelle Hall and Addition, Marquis Hall, and Athabasca Hall.

*The development of additional student housing will assist the University in addressing a current backlog in the provision of student housing and will also assist the University in recruiting and retaining undergraduate and graduate students, both national and international.*

**Aboriginal Space on Campus:** Additional facilities will be required to meet the objectives outlined in the Aboriginal Foundational Document in order to provide academic and student-based facilities for the campus Aboriginal community. These spaces can be developed collectively, independently, or as opportunistic components within new capital projects.

**New Learning Centre, Academic Skills Centre, and University Main Library Transformation:** The University Library has identified the need to transform and revitalize the Main Library. The proposed project would involve physical renovations to the existing Library that would result in the Library becoming "the most vibrant academic space on campus". The project will entail a series of internal renovations within the Main Library that would create a student-centered "Academic Skills Centre" and consolidate Special Collections and University Archives to develop a scholar-focused centre for research. Part of this transformation may also include renovations to house the Learning Centre described in this plan. The proposal will also evaluate the creation of on-campus high density storage facility for library and archival material. This project has been accepted by the University as one of its priorities for the Capital Campaign.



**School of Public Policy:** Highlighted in this Integrated Plan is a proposal for the establishment of a School of Public Policy. Requirements for the School will be developed during this planning cycle.

**Facilities enhancements for Chairs:** In addition to awarding the remaining Canada Research Chairs this plan includes the establishment of five new University of Saskatchewan Chairs. A priority will be placed on meeting the facilities and computing infrastructure requirements for these new positions.

## Other Potential Major Projects

While the above list is already substantial, it may grow over the planning cycle if a number of potential projects that are under preliminary consideration are further developed. These projects arise from a number of sources including the colleges themselves; for example, an addition to the College of Law may be contemplated to support the college's teaching activity and transform the Library facility. The University's Capital Campaign may result in support for University-wide opportunities such as a Fine and Performing Arts Complex identified as a high priority for development by the College of Arts and Science. While the addition of the Saskatchewan Lecture Theatre Complex is not anticipated during this planning cycle, the need for such a facility may emerge from the review of programs and development of the Teaching and Learning Foundational Document. Initiatives to enhance our research activities and expand research capacity may emerge during this cycle as well as a project entitled University Services Building, which has been approved to address code and regulatory compliance orders. In virtually all cases, it is expected that these planning initiatives will require partnership funding and a thorough review and prioritization under the new governance and priority setting process identified above.

## Deferred Maintenance

Deferred maintenance refers to cyclical renewal (annual operating and major maintenance for systems, equipment, and components of buildings; and utility infrastructure) that has become overdue. Under-funding annual operation and maintenance and cyclical renewal has led to a significant deferred maintenance problem at the University that is by no means unique. Canadian universities have an accumulated backlog of deferred maintenance liability of \$3.6 billion. Based on detailed

inventory and condition audits conducted by external experts and analyzed with state-of-the-art capital planning management systems, the current backlog of deferred maintenance at the University of Saskatchewan is \$118 million. Like other major institutions, the ability of the University of Saskatchewan to seriously address the deferred maintenance challenge would require significant support outside our traditional funding sources.

## University Infrastructure Needs

As the University continues to construct new buildings on campus and add space to its existing inventory, it will be necessary to provide a corresponding build-up of infrastructure to support and service the new building complement. An Infrastructure Master Plan will identify and strategically determine the required projects including a Boiler Replacement (increased heating capacity), Electrical Substation Expansion (increased electrical capacity), and a new Chiller Addition (increased cooling capacity), amongst several other projects.

## ICT Systems Renewal

Over the past two years we have invested substantially in technology infrastructure in support of teaching and learning. We have made excellent progress in meeting the computing needs of our students, in both college-based and open-access laboratories, and are expanding our support for those students who bring their own computers to campus. We have also continued to work to bring our learning spaces up to contemporary standards— by providing multimedia technology, improving the physical environment, and installing network connections.

The renewal of our campus computer network (the USR-net project) is an ICT infrastructure project of unprecedented scale. Although the project has been designed to meet the expanding needs of researchers for fast, secure, transfer of high volumes of data, it will bring substantial benefits to everyone on campus, both in improving support for existing networking services and by providing us with the capacity to introduce new services anticipated over the next decade. Completion of the work is expected by the spring of 2005.

We are also committed to the renewal of our core administrative support systems (the Si!, UniFi, and AboutUS projects) and to the delivery of integrated, role-based, on-line services to our customers, both





within and outside the University. These new systems will provide exciting new functions and services, and the powerful workflow and integration tools that come with these products will enable the interoperability we require and help us achieve the cross-functional services that our users demand. Over the course of this planning cycle, we will develop a proposal for an enhanced library information system. In addition to new functionality, these projects also offer both opportunity and incentive for us to change the way we do some things. Indeed, our ability to realize the full value of our substantial investments in these new systems will be seriously compromised if we do not seize this opportunity. We must be prepared to change both what we do and how we do it, and we are actively working with stakeholders, often through advisory groups to manage the change process for everybody's benefit.

The following is a summary of a number of the major ICT projects that are underway during this planning cycle:

**USR-net:** Full-scale renewal of the campus computer network began in 2002 with completion projected for

the spring of 2005. 80% of the \$15M project cost is covered by funding from external sources, including CFI, the Province, and our vendor partners. This will enable us to provide much better support for current services and to introduce new services such as internet telephony and desktop video-conferencing.

**Si!:** The implementation of our new student information system began in the fall of 2003, with the first service, support for admissions, scheduled to be available in the fall of 2004. The full range of new services is expected to be available by the end of 2005.

**UniFi:** The implementation of our new financial information system began in the fall of 2003 and is scheduled to be completed by the end of 2004.

**PAWS:** Our new campus portal was officially released in March of 2004, but it has been in use by students and faculty since September of 2003. PAWS provides a powerful vehicle for integrated delivery of a wide range of services supporting academic, administrative and personal needs.

## F. Measuring our Progress

Over the course of this planning cycle, the University of Saskatchewan, through the Council and its committees, the Board of Governors, and the administration, will develop key measures to assess our progress against the goals outlined in the *Strategic Directions*, the Foundational Documents, and the key priorities and initiatives outlined in this Integrated Plan. In so doing, as members of the University community, we recognize that many of our activities are not easily quantifiable, nor should they be quantified. There is a danger that the inappropriate use of data will distort academic judgment, or permit selective portrayal of our activities so as to protect decisions from critical evaluation. Data must be collected and employed intelligently so that the large part judgment plays in academic decision making can be exercised responsibly. This is best assured by taking academic decisions in a collegial setting where standards have been debated and agreed upon. Evidence, whether in the form of SPR results, or data on graduate student enrolment, or various forms of performance indicators, or qualitative measures, will never substitute

for judgment. But they are critical aids to the exercise of judgment. As Integrated Planning develops, and a culture of assessment develops with it, all decision-making entities will make greater use of data to inform decisions and evaluate progress.

Five ways to measure and report progress to the University community and to the province over this planning cycle are identified below. All of these methods will require the close cooperation and collaboration of the University Council, the Board of Governors, and the senior administration of the University to be realized.

### Responsibility Assignments for Implementation of the Integrated Plan

This Integrated Plan contains an ambitious set of concrete programmatic, managerial, and organizational objectives. It is imperative that locus of responsibility is identified and progress on each initiative is monitored.



Following plan approval, the Provost's Committee on Integrated Planning (PCIP) and the Integrated Planning Office will prepare and distribute a grid identifying specific initiatives and commitments within the plan, as well as the person(s)/portfolio(s) responsible for implementing the projects or achieving efficiencies and cost savings over the planning cycle. In each area, timelines

will be identified and established. PCIP will also prepare and distribute, over the May – June 2004 period, a set of 'planning parameters' to colleges and administrative units highlighting

expectations associated with programming, administrative changes, enrolment, research, and financial implications. PCIP's work in this respect will be greatly assisted by building on the strong working relationship established with Council committees, particularly the Planning Committee and its subcommittee, the CPRC, throughout this planning process. In addition to seeking advice and approval from the governing bodies of the University, PCIP will report periodically to University Council, the Board, and Senate on progress towards implementation of this Integrated Plan and it will share these reports with the University community at large.

## Performance Measures

Determining the success of the University's planning initiatives necessitates timely and accurate information as well as a system of measurement. The Institutional Analysis Office, under the supervision of the Assistant Provost Planning and Analysis, is well advanced in the development of a central information resource for Integrated Planning and other institutional data requirements/needs. This institutional data warehouse, called iDat, ties together information from all major administrative systems at the University of Saskatchewan. When completed, iDat will provide the University with an analytical tool whose modeling capabilities will accommodate in-depth analysis in a timely fashion. The first phase of iDat, concentrating on student demographic information, will be operational early in this planning cycle.

Building on the Key Activity Indicators provided by Institutional Analysis for this planning cycle, a set of composite indicators to assess institution level

progress with the *Strategic Directions* and the broad goals embodied in the Integrated Plan is also under development. Institutional Analysis is currently assessing the feasibility of developing a series of indexes which would provide a more comprehensive overview of performance measures associated with the *Strategic Directions*. For example, measuring the goal of increasing research intensity on campus will require a more holistic approach than just reporting on Tri-Council funding. Institutional Analysis seeks to develop a 'Research Intensity Index' that captures the measurement of changes in sponsored research and outputs such as publications, performances, or presentations, and other scholarly and artistic activities.

## Benchmarking

Benchmarking is understood here to mean the conscious comparison of our progress on specific indicators with the position and progress of peer institutions. At the University level, the work of the G10 universities, a self-selected group of research intensive institutions (which does not include the University of Saskatchewan, nor, for example, the University of Victoria, Calgary, Manitoba, Guelph, or Memorial) offers a starting point for discussion. Their performance indicators, and the comparative data assembled to inform these indicators, will be important for the University of Saskatchewan as it builds its own benchmark methodology. Another important component, described in the Research Foundational Document approved by Council in January 2004, will be the identification of a set of areas of academic pre-eminence for the University of Saskatchewan. As this process unfolds over the next twelve months (under the leadership of the Vice-President Research and the Research Committee of Council), it will need to be closely connected to the University-level 'benchmark' process envisioned in the Integrated Plan.

To further develop both the performance measures and benchmarking initiatives, a Performance Measurement Task Force will be established. The Task Force will be informed by advice from University Council, Deans Council, Department Heads, and Administrative Unit Heads. The Task Force will have the following objectives:

- Identify a limited number of institutionally appropriate performance measures by which to assess progress toward the objectives identified in this plan.



- Report to the University community and update the Board of Governors on progress with development of these performance measures.
- Identify a set of peer universities for the application of benchmark comparisons at the University level.
- Report benchmarks to the University community by June 2006, potentially utilizing the work of the G10 universities mentioned above.

In addition to this initiative taken at the University-level, colleges and administrative units will be encouraged through the 'planning parameters' to benchmark, wherever possible, against a relevant peer group for the next round of multi-year plans. While no restrictions have been placed on the creation of a given peer group, it is expected that by the next planning cycle, colleges and administrative units will provide comparative data based on national or international peer groups to assist in assessing performance.

## Integration of Assessment

Presently, assessment activities such as the SPR process, reviews of non-academic units (e.g. the Registrar's Office/Student Services –ROSS– project), occasional reviews commissioned by the Provost's Office (e.g., the review of the Gwenna Moss Teaching and Learning Centre and the upcoming review of the Library) and institution-wide student surveys, are undertaken in various parts of our campus, but the results are neither communicated broadly, nor are they systematically integrated into planning and budgeting activities. As the operations of our institution are examined, it follows that evaluative activities would be consolidated and streamlined, where appropriate. At the very least, a database and repository for reviews and surveys of all types should be made available centrally, and the results of these activities should be readily accessible and widely communicated.

Assessment in a higher education context is designed to gather information on the success of a particular program, course, service, or function. Central to the notion of assessment are issues of quality, improvement, accountability, and transparency. Following up on the work of SPR, it is appropriate that the University examine how to improve all of its programs, activities, and services and reflect on its definition of high quality educational programs and experiences. The University needs to determine whether its academic and non-academic programs have explicit objectives and desired

outcomes and whether these are being achieved. This, in turn, will allow the campus community to examine what we do, why we do it and whether it aligns with institutional goals. Such an approach will almost certainly require the University to broaden its approach to assessment.

As the completion of the first SPR cycle approaches, the SPR process will be reviewed with a view to examining how the lessons learned from the review of academic programs might be applied to the research, teaching and learning, and service functions of University. In conjunction with this review the feasibility of coordinating assessment activities on campus will also be examined. This might be accomplished through the creation of an Office of Institutional Assessment under the supervision of the Assistant Provost Planning and Analysis. It is envisioned that such a group would serve the University community in the following ways:

- Facilitate, consult, and provide leadership for institutional assessment activities. Such a unit could provide information on best practices of assessment methods as well as assist units to create and implement focused assessment projects.
- Communicate assessment results to the University community as well as to the wider civic and provincial communities.
- Function as a central repository for assessment activities (academic program reviews, student surveys, administrative and research unit reviews, etc.) on campus. This would allow the University community to be well informed about the range and types of assessment activities that occur on campus and the results of these activities would inform planning and budget decisions.

## Evaluation of Integrated Planning Itself

Over the coming months, PCIP, in collaboration with University Council and ACIP, and assisted by the Integrated Planning Office, will conduct an informal review of the Integrated Planning process to date. Our intent is to determine what has worked well, identify problem areas, enumerate unexpected consequences, and refine the process for upcoming planning cycles. Comparisons with planning processes at other appropriate institutions in Canada and elsewhere will continue to be a key feature of the University's Integrated Planning Initiative.



## G. Changing Structures

The prolonged introspection required under Integrated Planning has provided new insights into the strengths and weaknesses of our academic and administrative structures. The current arrangements have, with few exceptions, been in place for more than three decades, and their capacity to impede change has become increasingly evident. Loyalties run deep at the University of Saskatchewan; this has been a strength of the institution. Faculty and staff feel very strong ties to their departments, units, divisions, and colleges.

Over time, however, this attachment to existing arrangements can become so important that the *status quo* often takes precedence over responding to our students, our research potential, and our province. Some departments claim faculty positions with such a tenacity that they approach the planning process with what amounts to essentially restorative (i.e. adding back resources that have been removed over the past decade) or incremental (i.e. small additions to the existing base) requests. It is vital that our planning and our perspectives shift, and that we focus first on what is needed to best serve our students and on our broad research agenda. Reproducing the faculty and financial allocations entrenched over the past forty years cannot be our top priority.

One way to approach this problem, and other problems associated with the pace of academic change, is to closely examine existing structures. This kind of examination can be frustrating, but the Integrated Planning process has produced enough interest in transformative change from enough participants that an examination of basic structural assumptions seems warranted. Over this planning cycle the University community should engage in a thorough consideration of its existing structural arrangements with the expectation that changes can be introduced as the next cycle is underway. As a starting point, the following areas deserve consideration:

### Interdisciplinary Programming

Integrated Planning brought to the fore a number of suggestions for new interdisciplinary units. Whether they are called Schools, Centres, Institutes, Groups, or Commons, each contains a desire for more flexibility in program development and delivery. These ideas join other intellectual, professional, and programmatic trends which are not well-reflected in our current administrative structure. The academic world has moved significantly beyond the concepts, ideas, and assumptions that underlay the initial development of our college system. Synergies and partnerships are developing on the research front that extend far beyond traditional disciplinary boundaries. The need for cooperation, in health studies for example, places imperatives on our programming that cannot be easily captured within the existing departmental and college structure. At the moment, however, we do not have proper administrative arrangements to support and sustain interdisciplinary activity. As a result, most of our interdisciplinary initiatives are under-funded, poorly administered, and vulnerable to criticism (as SPR reports have amply demonstrated).

### Faculty Appointments

Discussion around faculty appointments, and the expectations associated with them, has focused recently on the teacher-scholar model. Debate about the soundness and applicability of this model will undoubtedly continue as the Complement Plan is put together. This Plan is likely to propose different kinds of faculty appointments including genuine joint appointments and appointments to units other than departments and colleges. The flexibility that such an appointment structure would provide is desperately needed if we are to make the most of research groups and interdisciplinary initiatives. Obviously it is critical that any innovation in this area protect the academic interests of faculty and ensure that the tenure and promotion process is fair and equitable.



## Raise the Profile of Student Issues

The University's governance structure does not provide an adequate opportunity to discuss a broad range of student issues or hear from students regarding their concerns. Student attendance at Council committees, including those committees where discussions critical to student interests take place, is uneven at best. The University is in the process of implementing a number of new systems (as a result of the Si! Project and the Banner Financial System) which will have considerable impact on students and may require us to change our policies. To ensure that we hear the student perspective on these issues, University Council should consider amending its committee system to permit the creation of a forum in which the consideration of a broad set of undergraduate student issues, such as the adequacy of academic advising, the application of fees, residence and transportation concerns, computing priorities, and student aid policies can take place. Currently these issues are dealt with in a myriad of forums (not all of them associated with Council) rather than in one Council-sponsored committee dedicated to improving the quality of the undergraduate experience. This innovation would provide a real opportunity to engage undergraduate students in issues that are of most interest and concern to them. In addition, University Council and the College of Graduate Studies and Research may wish to develop a similar forum for graduate students, and, most importantly, consider a new structure which would determine the final authority for decisions related to graduate programs.

## College Configuration

For many years, there have been discussions about the number and nature of the colleges at the University of Saskatchewan. We have a large number of colleges (13) given the size and nature of our campus. We have sub-college units, particularly in the College of Arts and Science, that are significantly bigger and more diverse than several of the smaller colleges. The current division of labour among our administrative units raises questions about equal voice and potential influence. Parts of the campus are rarely heard from because they do not have a status sufficient to ensure their member-

ship on key Administrative or Council Committees. While there is undoubtedly a need for colleges to organize certain features of our academic life, it is not clear that all the colleges need to organize as much as they do at present, or exist in their current form. It is no longer clear, as well, that all of them require the existing configuration of departments (or any departments at all). There are several options available to us, many of which would provide administrative efficiencies, improvements to interdisciplinary studies, and synergies in research and professional activities.

## Academic-Administrative Cooperation

There is always a danger in academic institutions that those without academic appointments will be automatically regarded as less critical to the operation of the institution than full-time professors. Yet it is obvious that the core work of the University cannot proceed without highly professional support. And the support we enjoy at the University of Saskatchewan is professional and becoming more so. It is important, therefore, that any structural changes introduced provide means of breaking down barriers to the effective collaboration of faculty and staff. Innovations like the Global Commons, discussed above, will work best when academic and administrative roles are connected and to some degree shared. Many academics are administrators, and many administrators have a thorough appreciation of academic norms. A more professional partnership, respectful of roles and responsibilities, is in everyone's interest.

In sum, the University needs to stand back from its traditional alignments and arrangements and determine if the current structures, and the cultures they help reproduce, properly reflect the needs and aspirations of the University of Saskatchewan. While it is clear that most of our academic units will continue to be organized along disciplinary lines, and that existing roles will not change radically, it is also obvious that we need new arrangements to reflect the multi-disciplinary and inter-disciplinary nature of our work, and an inclusive, respectful, culture in which everyone's contribution is valued. Tradition, if not moderated by attention to



contemporary trends, becomes an anchor rather than a foundation for innovation.

The University of Saskatchewan must be prepared to consider and accept significant change in our administrative and academic structures. These changes must originate with a careful evaluation of how best to implement the priorities established in the *Strategic Directions* and Foundational Documents, and must be aligned with the spending priorities and decisions outlined in this Integrated Plan. And they must be considered changes, addressing the long-term programmatic and research needs of the University of Saskatchewan. Beginning with the understanding that no existing structure—administrative or academic, departmental or college—is sacred, the University must reconfigure itself for the 21st century.

Commencing in 2004, the Provost's Office will work with the University Council to examine and re-con-

sider the academic and administrative structures and processes of the University. We undertake this with a strong commitment to meaningful and productive reorganization, and not with a view to change for the sake of change. We will conduct our review mindful of the need to consult broadly with a wide variety of campus groups and in the knowledge that some initiatives may require reconsideration of the *University of Saskatchewan Act* (1995). While we anticipate that the review process will be completed over the 2004/05 academic year, with a report to the University community in 2005 or early 2006, some initial steps, consistent with this Integrated Plan, will be undertaken over the course of the 2004/05 academic year. This applies particularly to the concept of "Schools" and the opportunity this concept would afford us to engage in effective interdisciplinary programming.

## Conclusion

This Integrated Plan, the first ever for the University of Saskatchewan, outlines future directions for the University and provides a 'framework for action' for the first planning cycle (2003/04 to 2006/07). It focuses on change, collaboration, and community as hallmarks for the University's future. It identifies the new rather than the established, the interdisciplinary rather than the disciplinary, and the larger environment rather than the specifically academic as key to our collective future. It is deliberately selective, privileging some initiatives, many of which originated in college and administrative unit plans, over others, and uses the opportunity afforded by Integrated Planning to integrate initiatives where colleges and units may not yet have been able to do so. This plan represents the framework for the work ahead.

It must be understood, however, that this plan presumes that the plans of the colleges and administrative units will all be advanced during this cycle. Most of these plans are aimed at extending the excellent work we are currently doing, and that is as it should be. Many established programs serve us very well --our disciplines are our ultimate strengths-- and we have no

contribution to make to our community if we neglect the core academic mission. The focus on change, collaboration, and community can only occur because we already have a strong core of people and programs in many areas of this University. This plan, the *Strategic Directions* and the Foundational Documents that it builds on, presumes that these core strengths will continue to define us and be available to us as we make some necessary changes.

This plan should be considered a 'work in progress'; it is a means to an end, not an end in itself. It will become manifest only through commitment and creativity, considerable additional hard work, discussion, and debate over the coming months and years. By committing to this plan, we impose on ourselves several fundamental challenges:

- Faculty must renew, maintain, re-dedicate, and advance their personal commitment to excellence in teaching, research, and public service.
- Academic and administrative staff must strive to bring their full professional skills and training to



bear on the needs of the University as an institution of higher learning.

- Students must increase their diligence and vigor to ensure that they are getting the very best they can out of their University of Saskatchewan experience.
- University Council, including its committees, must actively participate in the approval of new structures to support the initiatives described in this plan and evaluate new programs through close examination and, where necessary, assist in fashioning them in ways that ensure quality.
- The faculty and academic staff must maintain and devise programs and processes that elicit their best efforts, respect the priorities in this plan, and reflect honorably on this University.
- Leadership at all levels in the University must provide direction, encouragement, and support to permit excellence to prevail.
- The Board of Governors and the senior administration of the University must work to identify resources to support the initiatives outlined in this plan. While ownership of the plan is broadly shared, accountability for its success needs to be felt keenly by those who are formally charged with administrative responsibilities, particularly members of senior administration.

The University of Saskatchewan is a public institution, one of enormous importance to the future of the

Province of Saskatchewan and to the future of the people of Saskatchewan. The University of Saskatchewan cannot implement this plan without support from its external community, and particularly from the people of Saskatchewan. In this respect, the Integrated Plan is an attempt to engage the people of Saskatchewan with the University and the University with the people, to forecast how we can be of greatest service and provide the greatest benefit to Saskatchewan, to Canada, and the world. The challenge for the people of Saskatchewan is to ensure that they are aware of all of the opportunities the University provides for their families and for themselves, that they recognize and seize upon the significant role that the University of Saskatchewan is playing and can play in their lives and in the future of the Province. With the help and support of the citizens of this province, with their active participation and interest in our collective future, with the participation and support of government and other funding partners, the University of Saskatchewan can, and will, be a driving force for prosperity and growth for Saskatchewan.

The next plan is not too far away to contemplate. It will undoubtedly build on the lessons of this one and add new dimensions. Integrated Planning is not an episode, although there are a number of events that mark its progress. It is a way of conducting ourselves as a community that wants to set priorities, have collective goals, and meet the future head on. It is time for us to move forward, to make the changes required to place the University of Saskatchewan among the most distinguished universities in Canada and the world.



For an electronic copy of this Plan, related documents, and more information about Integrated Planning and the University of Saskatchewan's 2003-07 multi-year operating budget framework, go to:

[www.usask.ca/vpacademic/integrated-planning](http://www.usask.ca/vpacademic/integrated-planning)