



UNIVERSITY OF
SASKATCHEWAN

The Second Integrated Plan
Toward an Engaged University

TO 2008/09
2011/12

FULL VERSION



The University of Saskatchewan's *Second Integrated Plan*

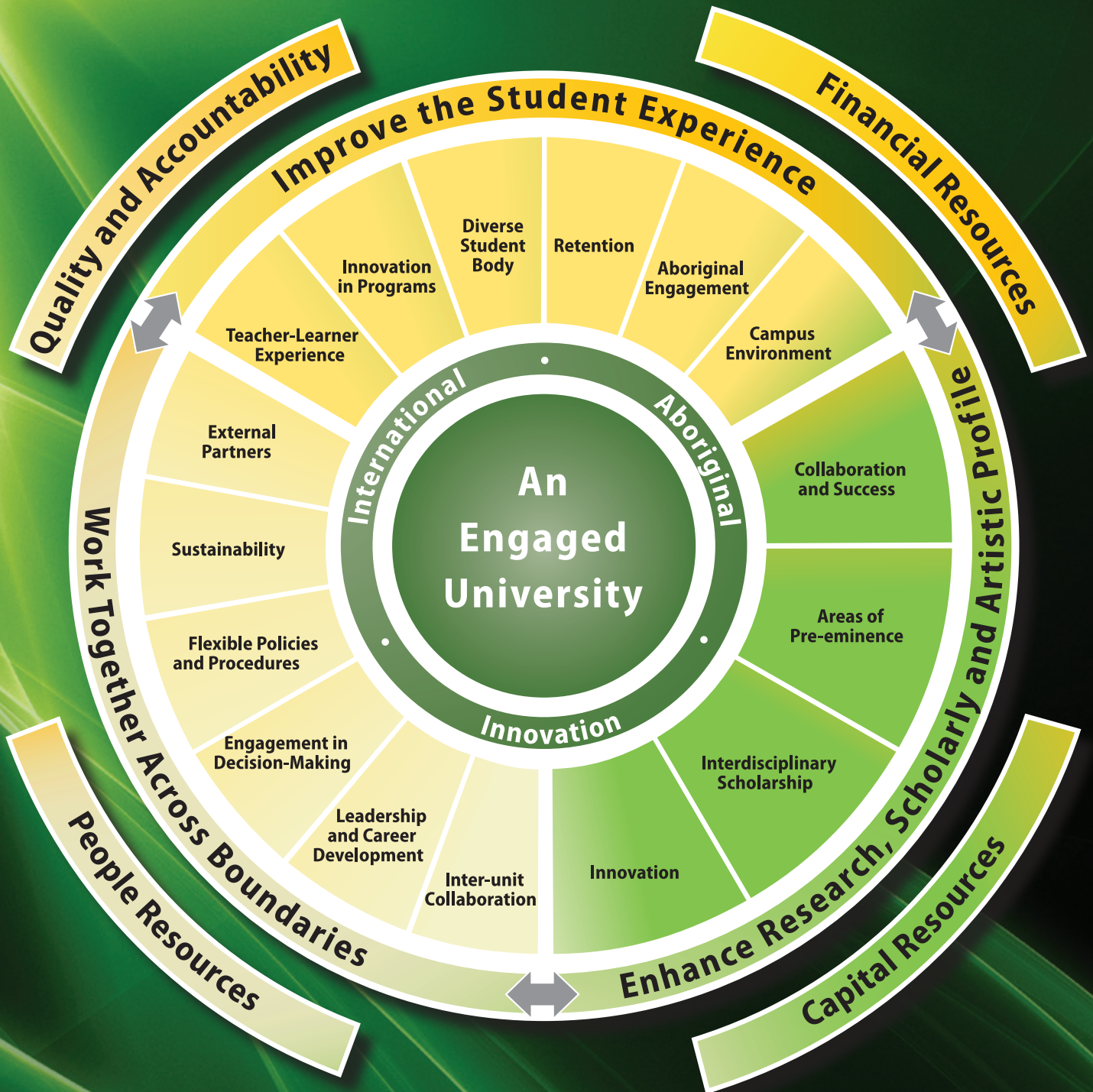


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"The University of Saskatchewan is charting a course for its future. We are determined to make the changes that are required to place the University of Saskatchewan among the most distinguished universities in Canada and in the world."

– *The Strategic Directions (2002)*

Executive Summary

The University of Saskatchewan's *Second Integrated Plan* begins a new chapter for 2008/09 to 2011/12. This is the second time the University has created an integrated plan and in April/May 2008 the University of Saskatchewan's Council and Board of Governors approved this Second Plan. Building on the accomplishments of the *First Integrated Plan (2003-2007)* and on the goals outlined in the *Strategic Directions (2002)*, the *Second Integrated Plan* commits the University to concentrate resources and energy in three interconnected areas of priority (detailed below) and steers the University towards becoming an engaged university. This plan is the result of collective effort. It is a comprehensive and inclusive plan within which the faculty, staff, students and partners of the University of Saskatchewan can see themselves.

The *Second Integrated Plan* occurs within a complex and rapidly changing context, as explained in Section I of this document. While the University remains committed to its *Strategic Directions*, the University must also consider changing circumstances within the external environment that influence its activities and choices. Engaging more fully with Aboriginal peoples, internationalization and innovation are also imperative to the University's success.

Section II describes three areas of priority where the University will focus over the next four years:

1. improve the undergraduate and graduate student experience, both inside and outside the classroom;
2. enhance the University's profile in research, scholarly and artistic work; and
3. work together more effectively across unit and institutional boundaries.

Commitments made by the University in the three areas will generate new University-level initiatives to accomplish these aims.



Improving students' experience, enhancing research profile and working together represent the shared choices about where the University's focus should lie over the next four years, although other valuable work not directly connected to these areas will continue. Resources totaling \$4.5 million in the Academic Priorities Fund will support these areas of priority, in addition to leveraging new resources and allocating existing ones.

Section III presents four supporting strategies that underpin this plan: People Resources, Financial Resources, Infrastructure Resources, and Quality and Accountability. To be successful, the *Second Integrated Plan* will require human, financial and physical supports as well as assessment against the progress of others within a national context. This plan commits the University to recruiting the best and brightest, practicing effective resource allocation, developing its physical environment and putting forward a comprehensive quality improvement and assurance framework.

Section IV concludes the plan by describing the path forward. Through the priorities and commitments for action made in this plan, the University will work towards becoming a fully engaged institution – one that distinguishes itself by the integration of teaching and research, university and community, students and faculty and staff, in focused and collaborative endeavours. This plan equips the University of Saskatchewan to play a leading role within Canada, to hold an 'honourable place among the best' as our founding president, Walter Murray, envisioned.



I. THE PLANNING CONTEXT

INTRODUCTION

In 2002, the University of Saskatchewan charted a new course for its future. Through the President's *Strategic Directions* statement, *Renewing the Dream*, endorsed by the University's governing bodies (Council, Senate and Board of Governors), the University community adopted three defining features:

- *International Standards*: the University of Saskatchewan will be known for its adherence to international standards in all its activities.
- *Academic Pre-eminence*: the University of Saskatchewan will be known for its pre-eminence in specific areas of academic programming and scholarship.
- *Sense of Place*: the University of Saskatchewan will be known for its connections to Saskatchewan, Western Canada, the North, and the Great Plains environments of the world.

The *Strategic Directions* committed the University to achieving progress towards four critical goals: to attract and retain outstanding faculty; to increase campus-wide commitment to research, scholarly and artistic work; to establish the University as a major presence in graduate education; and to recruit and retain a diverse and academically promising body of students and prepare them for success in the 'knowledge age'.

The *Strategic Directions* set the framework for the University's planning efforts. The result was the University's *First Integrated Plan* (2004) which described over 70 discrete initiatives: an ambitious agenda for action.

By pooling resources, energy, talent and commitment towards collective goals, over the First Planning Cycle the University of Saskatchewan built capacity to realize the goals articulated in the *Strategic Directions* by:

- making major investments in student funding,
- growing our graduate student population,
- increasing our performance on key research indicators,
- creating new focal points for cross-college and interdisciplinary scholarship exemplified through the establishment of three new schools (Public Health, Public Policy, Environment and Sustainability),
- improving academic programs and student services,
- stabilizing our finances and realigning the operating budget to eliminate the structural deficit,
- opening new buildings, retrofitting classrooms, and planning for new space,
- conducting the *Thinking the World of Our Future* capital campaign.

Yet, we cannot be complacent; as we have moved ahead, so too have others. We have high aspirations to make a difference in society. In this regard, the *Strategic Directions* remain highly relevant to our planning efforts.

Looking at what we have accomplished and what remains for us to accomplish, it is clear that we need to find ways to achieve greater combined impact with the many good things that faculty, staff and students do. Based on the responses of colleges and administrative units to the *Trends and Themes for the Second Planning Cycle* (February 2007), this plan identifies three areas of priority as critical to our continued success:



A. Improve the undergraduate and graduate student experience, both inside and outside of the classroom.

B. Enhance the University's profile in research, scholarly and artistic work by growing global pre-eminence in selected areas of art, creativity and scholarship and deliberately connecting undergraduate and graduate academic programs to areas of research, scholarly and artistic strength.

C. Work together more effectively, across unit and institutional boundaries, to better utilize existing resources and to be more responsive to today's challenges and opportunities.

The focus of the Second Planning Cycle (2008/09 – 2011/12) will be on implementing initiatives which support these three interconnected areas of priority and on assessing our progress using external comparators.

Many universities share these goals and there are multiple ways to achieve them. We will find ways to pursue them to reflect *this* university's distinctive identity, heritage, and sense of place. We will aim to be an engaged university, one where research and the student experience are combined to enrich knowledge and curriculum; where faculty, students and staff work towards common goals; and where we place a premium on making our contributions more visible on the global stage. As we do so, and, as envisioned by Walter Murray, our first President, we will hold 'an honourable place among the best'.

EXTERNAL TRENDS THAT INFLUENCE THIS PLAN

Change is a constant in higher education. The point of planning is to choose the forms of change that are both consistent with our circumstances and compatible with our values and core mission.

For the Second Planning Cycle, the following trends, derived from the broader planning context, are most important in influencing our choices. They represent the greatest risks, pose the biggest challenges, and provide the best opportunities to advance.

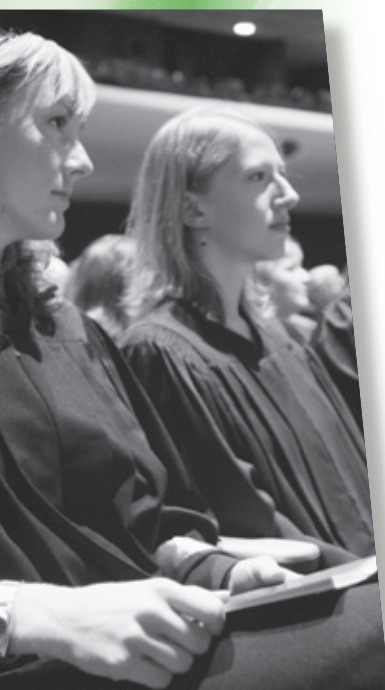
- 1. Universities around the world will increase their efforts to attract the best students and the most talented faculty and professional staff in an era when the supply of each will decrease.** Our world is shrinking; universities are now perceived and judged within an international context based on their programs, priorities, partners, and profile. In the 21st century, program innovation and strategic partnerships will be key recruitment tools for both faculty and students. Within Canada, the competition for students and faculty, for leaders and professional staff, is already fierce; it will intensify over the planning period, particularly in the Western provinces as the new universities in British Columbia become more established and additional seats in Alberta become available. Attracting the best talent means being competitive with universities that may have more resources to draw upon and longer established reputations for academic excellence. It means convincing those we wish to attract that we have the environment to support their success and meet their needs. It also means paying attention to succession planning and ensuring effective transitions within colleges and administrative units as the 'baby boom' generation contemplates retirement.

- 2. Universities will increasingly be encouraged to develop innovative interdisciplinary teaching and research programs that address issues of societal concern and that respond to the needs and interests of today's learners. Some of this encouragement will come from outside; much of it will come from our own faculty and students.** By engaging in knowledge creation, knowledge translation, and knowledge dissemination –dialogue, in other words, on issues of emerging importance– universities remain relevant to society. Universities have responded with a wide variety of new and innovative programs, often thematic and interdisciplinary. In the 21st century, concerns about local, regional, and global issues such as hunger/poverty, trade, national and international policies, and environmental sustainability will demand even more innovation. Responsiveness is not only about content, but also structure: it means being open to a wide variety of learning methods and programs tailored to the interests of today's students. This may mean offering access to on-line courses to round out programs, fill gaps, or provide critical information in a more accessible manner. Responsiveness also requires timely and flexible approaches. It depends on creativity, not rigidity. In an age of instant global access and communication, a responsive university is able to react to opportunities within weeks, not months or years. Processes, policies and systems are adaptive and current. Multi-disciplinary and cross-functional teams are charged with responsibility for addressing opportunities (or challenges) and presenting solutions. Leaders and decision-makers at all levels support concepts, monitor progress, and empower others to manage details and forms.
- 3. Universities will increasingly be known by their profile and performance in research, scholarly, and artistic work.** The levels of funding associated with the Tri-Councils are already used to identify and position universities within the spectrum of higher education in Canada. Canadian universities have responded to the need for differentiation by identifying areas of strength or niche programs which build a unique presence within the national higher education research landscape and which enable them to compete for new resources. Risk increases as they count on Tri-Council funding and on indirect-costs-of-research funds to support essential programs and services. Research-intensive universities must continually demonstrate their value and unique character, including what makes university research different from research conducted in other settings. The Boyer Commission described it this way: "Only in a university – perhaps only in a research-intensive, engaged university – are students challenged and prepared for independence and participation in a knowledge-intensive society." A key challenge for research-intensive universities in the 21st century will be to connect learning and discovery. The University of Saskatchewan has invested in considerable research infrastructure over the past decade. We now have an opportunity to ensure that both undergraduate and graduate students benefit from these investments.

4. A successful enrolment strategy is key to creating a vibrant and supportive learning environment for undergraduate students and maintaining financial stability for the University.

A diverse learning environment – particularly one that has achieved a “critical mass” of underrepresented individuals – helps members of the University community to challenge stereotypes, learn about other perspectives, and develop complex critical thinking skills. It better prepares them to become active citizens and leaders and equips them to live as members of an international community. In addressing undergraduate enrolment, we are obliged to consider our province’s unique demographics: Saskatchewan’s population is one of the oldest and youngest in Canada, and its Aboriginal population is booming. Although the University of Saskatchewan has a large Aboriginal student population and has played a leadership role in attracting First Nations and Métis students to some of its programs, improvement is still possible, particularly in student retention and success and in access to a broader range of programs. With a thriving Western Canadian economy and the perceived high cost of a university education, we cannot expect that participation rates will increase. Further, Saskatchewan’s adult population has been less likely than most to return to higher education once they have entered the work force and who represent a huge opportunity for the University. We will need to be sensitive to the needs of this segment and design specific programs to increase attractiveness of the University by addressing their specific needs. This University must plan to meet student needs better, or plan for smaller student enrolments and fewer financial resources to sustain the current array of programs and activities. We must give priority to addressing recruitment and retention, particularly in direct-entry colleges. We need to be more effective in attracting undergraduate students from other parts of Canada and other countries. We must encourage students to undertake their post-graduate studies with us, thereby assisting the province by providing the professionally trained labour force that it requires to participate in the ‘knowledge economy’.

5. Public expectations of universities will grow. Governments and the public will increasingly scrutinize universities because of the size of public investments in them and because of the roles universities can play in respect to the daunting social and economic issues of our times. The pressure to explain and justify will accelerate not diminish; *Maclean’s* and the *Globe and Mail* supplement on higher education represent the tip of the iceberg. Further, the regulatory environment is expected to tighten, as has been the pattern in other countries, and adherence to regulatory requirements will continue to tax current resources. Investments will be required to better assemble and make available information on performance. The issue is not only one of performance indices: universities will be called upon to present clear and compelling explanations of their role, mission, and impact. One important area in which this will be the case is in respect to the economy. The University of Saskatchewan sits in the midst of one of North America’s most successful science and innovation clusters, is home to Canada’s only synchrotron, and is in the midst of planning for major installations such as the Vaccine and Infectious Disease Organization (VIDO)/InterVac and the Academic Health Sciences Centre. The University is a primary source of highly skilled and technically proficient persons in Saskatchewan’s work force. Further, the University is instrumental in Saskatoon’s advancement as a cultural and creative capital of Canada. As the primary driver of the ‘knowledge economy’ for Saskatchewan and as a centre of creativity in Saskatchewan, the University is increasingly perceived as a central contributor to the scientific, social and cultural fabric of the province and beyond. But this will not make us immune to calls for greater transparency, accountability and perceived relevance from a growing list of interested groups.



6. Universities will increasingly be expected to partner effectively with others. The founders of the University of Saskatchewan envisioned the University as an integral part of the provincial community. Our earliest partnerships were with government (for funding) and with business and community leaders, with farmers, and with communities (for extending University of Saskatchewan expertise throughout the province). We were seen as providing a distinctive education and we had limited inclination or need to partner with other educational institutions for mutual benefit. In the 21st century, we must be constructively partnered for a variety of purposes including academic programs, experiential learning opportunities for students, international exchange programs, and diversification of resources. Provincial and federal governments will remain significant and important allies, but increasingly we will need to reach out to other funding sources to diversify our resource base, to collaborate with the public sector in broader areas of policy and program development, and to provide educational training/experience in ways supportive of university and student objectives. As we and other universities do so, the competition for funding from private donors, for example, will intensify given the growing reliance of universities on funding from non-government sources to support even basic needs. This increased reliance on other funding partners will further accelerate calls for greater accountability and transparency.

The *Strategic Directions* anticipated the above trends and provided a framework –international standards, academic pre-eminence and sense of place– for their interpretation. In the Second Planning Cycle, we continue to have a choice: to pursue universal goals, such as excellence in teaching and research, in generic ways that resemble what some other institutions have done; or to do so in distinctive ways that reflect our place and our heritage. The *Second Integrated Plan* affirms that we aim to be both excellent and distinctive; to compete by building on our own strengths and comparative advantages; to offer to the world unique expertise not found elsewhere.

INSTITUTIONAL IMPERATIVES THAT INFLUENCE THIS PLAN

The sections that follow outline directions, initiatives, and standards of success. They are to be interpreted in the context of three institutional imperatives. At the start of our second century,

- **the University needs to embrace the fundamental importance of its relationships with First Nations, Métis, Inuit and Indigenous peoples.** While the University has worked to ensure the availability of an appropriate array of support programs and to improve the ability of Aboriginal students to access a wide range of careers, it must now move beyond support and accessibility programs toward the development of compelling undergraduate and graduate programs and increased community-based research if it wants to maintain its national leadership in Aboriginal education.
- **the University needs to bring to bear its formidable expertise in resolving critical issues that face society today, and it needs to do so by finding imaginative ways to link the global and the local.** As the *First Integrated Plan* observed, “no local challenge is without its global manifestation; no global challenge fails to touch us where we live.” One of these critical societal-global issues is sustainability, which presents the University with unique challenges and opportunities. As an issue that crosses the lines between faculty research, student concerns, daily work of staff, and external impacts, sustainability is an exemplar of complex new issues that require new and integrative approaches.

- **innovation is called for in much that we do.** There is no area so good that the University and our public do not need it to become at least a little better. Almost by definition, much of this innovation will have to come from within. And as we innovate, it will be essential that the changes we make bring impact, recognition, and distinctiveness to the institution as a whole.

The three priority areas outlined below emerge from the passionate and enthusiastic responses of faculty, students and staff to the seven themes delineated in the *Trends and Themes for the Second Planning Cycle* (February 2007). The priority areas are interwoven with each other, and although presented in linear fashion in this plan, should be seen as interconnected; the achievement of any one depends on the advancement and support of the other two.

Through this plan, we aim to be a university where faculty, staff, and students engage each other in a common enterprise. We seek to be organized so our research and student experience embrace critical issues of importance to society. We are determined to innovate in our programs and activities through new partnerships and collaborations that cross boundaries. We will do these things in a distinctively Saskatchewan way: to be a portal for Saskatchewan people to access global knowledge and for taking Saskatchewan knowledge to the world.



II. AREAS OF PRIORITY

INTRODUCTION

Planning is about making choices from a range of alternatives and placing concentrated effort on their achievement for a pre-determined period of time before turning to the next set of challenges. It means concentrating energy, time and commitment for the next four years on a limited number of high priority areas and initiatives, specifically those which have the most potential to advance the University farthest towards its stated goals.

Focus does not mean abandonment. The University of Saskatchewan is much more than the areas of priority identified below. Work in all corners of the campus will still go on. Faculty, staff and students will still engage in valuable and important activities which are not directly connected or linked to these areas. What will be different will be the dynamism and energy that is brought to bear throughout the academy on these most critical issues facing the University of Saskatchewan today.

Focus does mean choosing new ways of seeing things, overcoming ingrained patterns of thought or behaviour that limit our imaginations. In recent years, our University, like many others, has been partially preoccupied with distinctions and differences between teaching and research, students and faculty, staff and administration, academic and nonacademic units, among others. A characteristic of the areas of priority outlined below is that they are meant to create space and focus for innovation and critical thought by shaking up and crossing boundaries. For example, we need to go beyond the categories of research and teaching and pay special attention to the role of research in student learning, as well as the ways in which students and programs contribute to research and scholarship. There are other, similar, examples below that will contribute to a truly integrated effort by the University as a whole.

The areas of priority described below reflect the responses of the colleges and major administrative units to the *Trends and Themes for the Second Planning Cycle* (February 2007). College and unit plans identified nearly 500 initiatives which could be implemented over the planning period. While this *Plan* describes the areas of priority, it cannot begin to describe all of the ways in which the college and administrative units will bring their considerable resources to bear to support and augment these institutional imperatives over the next four years. As evidenced by the themes which received the most attention, colleges and administrative units have recognized the areas where challenges exist and where real progress must be made.

II.A IMPROVE THE UNDERGRADUATE AND GRADUATE STUDENT EXPERIENCE, BOTH INSIDE AND OUTSIDE THE CLASSROOM



The academic mission of the University of Saskatchewan is and must be paramount and that mission is always discharged in the context of undergraduate and graduate student learning. Today, we are aspiring to prepare students to thrive in the ‘knowledge age’. We must ensure that we equip them to succeed. This means that we must provide access — become a portal to knowledge — not keep knowledge place-bound, nor be content with conveying a current body of knowledge. As we aspire to be one of Canada’s research-intensive universities, we have a further obligation to engage students in meaningful ways with researchers and with research and scholarly work in a wide variety of disciplines and areas of study. With 100 years of experience supporting us, we re-affirm our role as a student-centred, student-focused university and re-conceptualize it with this plan to ensure that the full benefit of the research, scholarly and artistic work we conduct flows into the educational programs we provide our undergraduate and graduate students. This is entirely consistent with the first draft of the *Teaching and Learning Foundational Document* which has been recently released within the University community.

The student experience may begin with a visit to the University of Saskatchewan or to a college website, a community outreach event, a meeting with a recruiter, or participation in a sports camp or cultural program. It continues through a student’s undergraduate and/or graduate program until the first *Green and White* is received. In some cases, it continues beyond the first degree to a second, or to graduate study or continuing education programs or certificate programs or personal interest courses of all types. Ensuring that this experience is positive does not rest with any one unit or college; it is a collective responsibility. This responsibility includes listening to student voices, academic advising, teaching capstone courses, unlocking classrooms for group meetings, providing inviting facilities and friendly services, dealing with students’ daily needs such as food and accommodations, supporting student growth and development, ensuring student health and safety and everything else in between.

The *First Integrated Plan* proposed new undergraduate, graduate and interdisciplinary programs and additional investments in student support, particularly for Aboriginal students. Some new academic programs have been initiated. Since 2002/03, just over \$3 million in permanent funding was allocated from central sources to support undergraduate and graduate student scholarships and awards and a further \$660,000 was provided by the provincial government for a total of \$3.7 million from University-based sources. This is in addition to the slightly more than \$43 million in trust and endowment funds for scholarships and bursaries, representing 29% of the total raised as part of the *Thinking the World of Our Future* capital campaign.

These are encouraging developments but our students tell us that we can do much better. Recent student surveys such as the National Survey of Student Engagement (NSSE), the Canadian Undergraduate Survey Consortium (CUSC), the University of Saskatchewan Retention Study (2006) and the Saskatchewan

Advanced Education and Employment Report on Graduate Outcomes of the 2004/05 Class indicate that:

- while we have knowledgeable faculty and a good variety of courses on campus, we need to improve the evenness of instructional quality and course content as well as the timeliness of feedback from faculty to students.
- while we have a good reputation among students for the nature and type of services, particularly PAWS, there are still many areas, such as housing, financial aid, career and personal advising, and general campus services such as daycare, in which improvements can and must be made.
- while Student Central has made a remarkable impact on student ability to access information or assistance, students still sometimes go to three or four sources for definitive and timely information.
- while we are attentive to students as individuals, they collectively seek more variety in settings, times, formats, and approaches where learning occurs, both formal and informal.
- while we pride ourselves in the quality of the classroom experience, students want more opportunities for practical, hands-on experiences. Students want to be intellectually challenged and engaged in their learning. They also want to know that their feedback counts.

Often we are told we are doing the right thing, but not in the right way. In every action, we must put students, and student learning, at the heart of what we do.

As a community, we know that the student experience, both inside and outside the classroom, is important and that learning and discovery are intrinsically connected. Over 40% of the initiatives proposed in the college and administrative unit plans involved enhancing the student experience, both within and beyond the classroom. It is clear that we believe we have room to grow.



PRIORITIES FOR ATTENTION, EFFORT AND INVESTMENT ARE:

1. THE TEACHER-LEARNER EXPERIENCE. *The University of Saskatchewan will improve the 'in-classroom' experience for teachers and learners.* The 'in-classroom' experience includes lectures, laboratories,

tutorials and seminars that may be taught by faculty members, staff, graduate teaching fellows or teaching assistants. It is highly dependent on the array of courses and programs offered, the quality and nature of the learning experience, the variety of learning environments to which students are exposed, the skills and abilities of faculty, sessional lecturers and instructional staff to engage students, student access to faculty, sessional lecturers and instructional staff outside of class times, and the ways in which student feedback is sought and valued.

We have world-class faculty with a range of skills and interests in teaching. We have some faculty who can engage classrooms of 350 students. We have some faculty who have combined the latest technologies with strong teaching pedagogy, creating unique learning experiences for students. We need more of our faculty and instructional staff with these well-honed skills for engaging students and we need them to inspire others by their example.

In the Second Planning Cycle, we will implement a University-wide initiative to recognize, reward and celebrate teaching innovation and excellence. Faculty will be encouraged to improve their teaching, whether it is via a course, a conference or a peer evaluation. Training courses and teaching mentors will be available for new faculty, reinforcing the message in the *University Standards* that teaching is an important part of the job description. In this cycle, we will pay special attention to graduate students: providing professional and research-based degree programs, providing opportunities for graduate students to learn how to teach and to gain experience teaching in settings and at levels appropriate to their expertise, supporting career choices and skills development at the post-doctoral level in the many places they will find jobs. The resulting engagement between graduate and undergraduate programs will benefit both sets of students.

In the Second Planning Cycle, we will encourage the campus to utilize the newly approved course evaluation instrument, the Student Evaluation of Educational Quality (SEEQ), in all courses. The goal will be to provide reliable, consistent information on teaching through which the institution can demonstrate its commitment to instructional improvement.

2. INNOVATION IN PROGRAMS. *The University of Saskatchewan will be known for innovative, quality programs that connect learning and discovery in distinctive, often interdisciplinary, ways.* Passion, excitement, and intellectual engagement should be at the heart of program innovation and renewal. We need to resist the temptation to add programs that are convenient, and make sure we focus real energy, attention, and resources on areas that reflect the greatest interest and dedication on the part of learners and teachers. We will avoid the temptation to add to the total number of courses offered and focus instead on renewal of courses and on increasing the flexibility with which programs are assembled to match student interests. We will renew and distinguish our programs increasingly through the pursuit of distinctive approaches grounded in our institutional strengths. Often, interdisciplinary aspects and experiences will be the ones that add special value to our programs, but innovation is also needed within disciplines. These efforts will be led by University initiatives in the following areas:



- a) **Engagement of students in research and discovery.** The full potential of a research-engaged university is realized when students experience discovery and creative inquiry first-hand. By research-engaged, we mean a university committed to linking learning to discovery for students as well as for faculty, thereby building the critical capacities needed to interpret and maximize opportunities. Many college plans signaled their interest in this approach by putting forward proposals that would provide more opportunities for students to experience discovery and innovation within courses and programs. Increasingly, a goal of our instructional design will be to provide students with authentic research experiences including modeling and mentoring by faculty as well as direct experience individually and in groups. As a first step, special programming for our most talented undergraduate and graduate students will be created. For example, research chairs, centres, and schools will be engaged with undergraduate students in interesting ways (such as, summer research internships). We will not have succeeded, however, if we do not ensure that the vast majority of our undergraduate students have opportunities to experience research and discovery for themselves. For example, through small but well-thought-out changes in curriculum design, we could ensure that most undergraduate students have an opportunity to participate in a research project directly related to their program of study at least once during their academic career. Another example might be the involvement of students in research related to Aboriginal people, as is involvement of Aboriginal students in research or scholarly work at undergraduate and graduate levels. To these ends, over this planning cycle the University will sponsor a University-wide initiative on inquiry-based learning to share effective approaches, co-ordinate supporting efforts, and ensure impact that benefits the reputation and recruiting efforts of the whole University.
- b) **Engagement of students in community-based learning in Saskatchewan and Canada.** Experiential learning opportunities, whether they are co-operative education, internship, practicum or community-based service learning, are highly valued by students. Such experiences can be defining moments for students when they realize the meaning and importance of what they are learning. In the Second Planning Cycle, the University will feature existing opportunities more prominently and will also provide more ways in which students can actively participate through for-credit course activities as well as through research projects and service. Engagement of students with First Nations and Métis realities in Saskatchewan promises to be a distinctive and defining aspect of the educational experiences of many University of Saskatchewan students. Over this planning cycle, a University-level initiative in experiential learning will be launched to enhance the visibility, reputation, and distinct identity of the University of Saskatchewan. The University will approach its widespread network of alumni to invite their involvement in creating a framework for mutually beneficial learning partnerships and distinctive educational experiences for students.
- c) **Engagement of students in international and global learning.** During the First Planning Cycle, the University increased its investment in the internationalization of the student experience and the building of international research partnerships. Still, compared with other institutions, investments in this realm are modest and so are our achievements. Very few of our students seek international opportunities, our international research and training efforts are uneven, and our capacity to recruit international students is fragile. As a result, we are not able to take advantage of the benefits that diversity can bring to a campus that is relatively isolated from major population flows. In the Second Planning Cycle, the University of Saskatchewan needs to emphasize and systematically promote reciprocal opportunities for undergraduate and graduate students to study internationally, in part

through strategic engagement with key partners such as the University of the Arctic. Our ambition must be more global in character; building on the experience in the First Planning Cycle, we will identify areas of study within our program array attractive to international students and market these internationally through a more focused and aggressive international student recruitment strategy. We will need to support international students with supplemental language courses and orientation programming when they arrive. The implementation plan under development for the *International Foundational Document* will provide important direction and prioritization of additional activity aimed at ensuring that the University of Saskatchewan is a destination of choice for international students and that our students have increased opportunities to explore global issues, both on campus and abroad.

The above program-design elements — inquiry-based learning, experiential learning, and internationalization — will, in the Second Planning Cycle, contribute to innovation within a growing number of undergraduate programs. They express our commitment to respond to student interest in a wider variety of learning environments. Recognizing that they will take some time to develop, implementation of University-wide initiatives in each of these three areas should be well advanced by the end of this planning cycle.

In addition, many other aspects of our programs require continuing renewal. We must ensure course content is relevant in current and emerging areas of priority in all disciplines. We must offer programs of high quality that compete successfully with other programs in Canada. We must design courses and programs in a deliberate manner ensuring that student learning is progressive and that there is a wide variety of opportunities for students to actively engage in their research and learning experience. We must improve access to courses and programs by increasing the flexibility of programs and the availability of courses.



3. A DIVERSE BODY OF STUDENTS. *The University of Saskatchewan will work to diversify its student body while at least maintaining its existing undergraduate student enrolment and growing its graduate student population.* In the next four years, student recruitment will be a high priority and student enrolments will be carefully monitored. We must make every effort to maintain our undergraduate student numbers and the total number of credit units of teaching activity delivered. This should not imply that undergraduate enrolment need be static across campus: the more we can make our programs attractive to students, the more likely we will admit larger numbers of students. We must be sure that we are attracting new students to the University of Saskatchewan, not simply moving students between programs within the University. At the undergraduate level, the greatest opportunity for growth is in the direct-entry colleges. At the graduate level, continued growth as described in the *Enrolment Plan* is anticipated. The University must increase its efforts to explain to the world what is distinctive and attractive about the degrees and the learning experience

at the University of Saskatchewan. Scholarships for the most talented and mobile students must be competitive. Institutional barriers hindering student recruitment and retention, such as late registration deadlines and academic timetabling that does not respond to student needs, must be removed.

Moving beyond student numbers, a university education should be about more than rubbing shoulders with students from other parts of Saskatchewan. It should expose students to a wide variety of opinions, concepts, traditions, and cultures, provide opportunities to interact with persons from many places, and occasions to experience other cultures first hand. We have the ability now to improve the student experience in ways that will attract a diverse group of students: Aboriginal undergraduate and graduate students from Saskatchewan and Canada, students from other parts of Canada and around the world. As we make changes, we must keep in mind that we are not trying simply to add to the student population, but to transform its composition and the ways different students relate to one another. We need to remove institutional barriers for non-Saskatchewan students and allow for the easy transfer of credits, provide integrated language and academic programming, and significantly increase the effectiveness of international and out-of-province recruitment. This is a University-wide priority and requires timely, decisive and coordinated action involving colleges and administrative units.

Attracting a diverse student body requires an expansion of recruitment strategies including, but not limited to, targeted recruitment to Aboriginal communities locally, to other provinces and other countries. It means making sure the University is a welcoming place to Aboriginal students, students from other parts of Canada, and international students who, particularly at the graduate level, make up the diverse nature of the student body we will increasingly attract. It means looking at new audiences for existing programs, such as adult learners who wish to return to university to upgrade their credentials and to do so in compressed time periods. It means making part-time study a more attractive option for adult learners who wish to keep current in their profession as well as for new students who are uncertain that a university experience is for them. It also means providing more ways to access the University's courses and programs through alternative means, such as through distance education, advanced technology, e-learning approaches or learning cohorts. Our definition of "diverse" is only as limited as our imagination.

- 4. RETENTION STRATEGIES AND INITIATIVES.** *The University of Saskatchewan will work to retain the students it admits and optimize their success.* While attracting new students to the University is important, retaining them once they are here needs to take a much more prominent place in our thinking. We know from our examination of exemplary practices in other post-secondary institutions and from the growing literature about student retention that investments here will reap huge dividends. We also know that we have the ability to dramatically address our retention patterns by making changes in how we conceptualize our programs. Our goal must be to ensure that students admitted to our programs have the supports they need to succeed.

The Retention Study commissioned by the First Plan and completed in 2006/07 indicated that the highest rates of attrition occur in first year. We already have some ways to make the University a friendlier, more welcoming place: University 101, the Aboriginal First-Year Experience Program, the Arts and Science Transition Program offered at Royal West College are all examples of programs which assist in the transition to University life. We now need to think about new programs that integrate academic and career planning, language and academic programming for international students, and community building within defined student populations. For example, we should not presume that student communities are only built around the classroom; rather, they are built around commonalities

– a residence, a program, a college, a shared interest. They create a sense of belonging, a sense of place for students. The University will take a more direct approach to the formation of these communities by encouraging the development of cohorts. For example, the creation of learning communities in direct entry colleges can bring together cohorts of first-year students in three or four common courses. The creation of learning communities within residences can provide opportunities for students from distant places to discuss cultural differences, share sports information, or study together.

There is an even more direct way in which our academic programs can make an impact on student recruitment and retention. With few exceptions, the University of Saskatchewan offers a traditional array of academic programs, primarily based on disciplinary boundaries. From recruitment fairs and advertising, we are increasingly aware that other universities are re-designing and marketing their academic programs to spark the imagination and interest of the most academically talented students. In some cases, they provide a limited selection of first-year program choices which offer a strong combination of courses and activities aimed at providing a sense of identity for students and reducing first-year attrition rates. For example, an interdisciplinary first-year experience in the environment could incorporate aspects of biology, chemistry, history and public policy for students in numerous colleges. By incorporating extra-curricular activities, and by creating cohorts and learning communities within and across colleges, such initiatives can give students a much stronger likelihood of completion and success at the University of Saskatchewan.



5. ABORIGINAL ENGAGEMENT. *The University of Saskatchewan will progress from accessibility programs for First Nations and Métis students towards graduate programs and enhancing its community-based research.* The Foundational Document on Aboriginal Initiatives, *Forging New Relationships*, advanced a number of priorities for the University beginning with co-ordination and student services. In the First Planning Cycle, high priority was concentrated on the Aboriginal Achievement Model and transition programs to University. With a few notable exceptions, college and unit plans for the Second Planning Cycle continued to focus primarily on proposals for student service initiatives and enhancements. There is still much more to be done to ensure that Aboriginal students access the University and achieve educational and personal success: improved academic preparation, accessible scholarships and housing information, provision of personal and cultural support services, placement of visible symbols and appropriately built infrastructure.

The University of Saskatchewan now needs to turn its attention to the next stage. The Second Planning Cycle will focus on Aboriginal content in programs and on intellectual engagement with Aboriginal peoples and cultures, regionally, nationally, and internationally, building on our engagement with other post-secondary institutions such as the University of the Arctic. Undergraduate and graduate programs will be expanded in co-ordination with significant efforts in recruitment and support. Building on internal partnerships among the Department of Native Studies, the College of Education, the Centre for Continuing and Distance Education (CCDE), and other institutions and organizations, we will work to expand the University of Saskatchewan's expertise and academic opportunities for students in Aboriginal languages. Interdisciplinary research and teaching will be focused increasingly on critical issues facing Aboriginal and northern communities, including nutrition, economic development, governance, affordable housing, water

quality, environmental sustainability, intercultural relations, language and public policy. Using a framework of meaningful, long-term, two-way partnerships and with the help and guidance of the Special Advisor on Aboriginal Initiatives, the University needs to truly connect with and serve the Aboriginal communities of this province and country. The University needs to reinforce its connections by having visible role models in its faculty, student, and staff populations throughout the breadth of the University's program offerings.

- 6. THE CAMPUS ENVIRONMENT FOR STUDENTS.** *The University of Saskatchewan will improve the academic and non-academic services provided to students and will improve the infrastructure that supports the student experience. A university education is more than a set of courses; it should be an intense immersion that will make a difference to lives and outcomes for students. While formal teaching and learning will remain primary concerns of our University, we will particularly focus our attention in this cycle on improving the quality and integration of support, recreational, housing, and cultural programs and services for students. Our goal will be to ensure that the range of student services, activities and opportunities reflects the needs and desires of the student body, welcoming them as individuals and as part of our community and seamlessly giving students the impression that they are more than a number by creating more 'human-scale' environments. This will require that we be more student-centred and student-focused across the breadth of program and service functions: academic services including registration, academic and career planning; scholarships; affordable housing; health and wellness services; affordable daycare; and opportunities to be involved in arts or cultural events, sports or clubs.*

Creating a quality environment for student learning and personal development has implications for space, capital infrastructure, and information systems. The University will continue to invest in improved space, technology, and systems to support teaching and learning, with a particular focus on those areas and services that will benefit students most. Because students experience the University for the time they are here, appropriate and time-sensitive communications strategies to and with students will also be developed to explain why particular initiatives have been advanced and others have not, as well as to provide updates on progress.

BY 2012, WE WILL KNOW WE ARE ON TRACK IF ...

- Our programs are recognized for their distinctive and innovative approaches on the discovery-learning continuum, including inquiry-based, experiential, and international learning.
- We have an undergraduate student population that is stable or growing through increased retention and participation rates and that is more diverse.
- We have grown the graduate student population so that it approaches 15% of our total student body.
- We have increased the number of graduate students who are effectively engaged in undergraduate training.
- We offer more opportunities for e-learning and other alternate modes of delivery of courses and/or programs in addition to in-class options.
- We have further enhanced opportunities for professional development in teaching for faculty and graduate students and encouraged them to participate in these opportunities.
- We have implemented a comprehensive evaluation framework which assesses program, instructor and course quality.
- Students tell us that they receive excellent advice from trained professional student advisors who help them with their academic programs and their life goals.

- Students indicate in surveys that they have a sense of belonging to the University community and are respected on campus.
- Student evaluations tell us that our course delivery methods have been effective, efficient and intellectually stimulating.
- Recent graduates tell us that we have delivered a high-quality program, relevant to the workplace, with current ideas and methods plus the fundamentals required for innovation.
- We have completed the University Learning Centre/Library Transformation building projects, revitalized Marquis Hall to provide upgraded and contemporary Food Services and Bookstore facilities reflective and responsive to diverse student needs, expanded and renovated Place Riel Student Centre, improved existing student housing and initiated new housing projects to reach the national average for percentage of students living in on-campus housing, and are well advanced in establishing additional student facilities (e.g. Aboriginal Students Centre).



II.B ENHANCE THE UNIVERSITY'S PROFILE IN RESEARCH, SCHOLARLY AND ARTISTIC WORK

The *Strategic Directions* called for a campus-wide commitment to research, scholarly and artistic work and the identification of areas of research strength in which focused investment would garner national and international recognition for the University. The *Foundational Document on Research Scholarly and Artistic Work*, approved by University Council in 2004, subsequently identified two ambitious goals for the University's research efforts: "to be established as among the top ten medical/doctoral universities in Canada and as one of a select few internationally in key areas".

By focusing attention over the last decade, much has been accomplished. We have increased our total research revenues to \$140.6 million in 2006/07, attracted over \$450 million in Canada Foundation for Innovation (CFI) awards since 1999, and leveraged over \$300 million in matching funds to support research activity of faculty and students on campus. We have increased Tri-Council funding, including the value of grants awarded, by more than 100% since 1999/2000 and consistently captured 2% of the federal indirect-costs-of-research funding from an increasing pool of available funds. The University's infrastructure has changed markedly with the addition of the new beamlines at the Canadian Light Source (CLS), extensive renovations to the Toxicology Centre, the addition of nearly 40 Canada Research Chairs, and the creation of the Humanities and Fine Arts Digital Research Centre. It is anticipated to grow further when the new InterVac facility and the Academic Health Sciences Centre open during this planning cycle. The University is recruiting new Centennial chairs to support the three new Schools established in 2007. A thorough assessment of the research landscape against which strategic investments might be made has been completed and the role and function of research centres is now more clearly and strategically understood. New initiatives such as faculty start-up grants and cross-disciplinary research groups have been implemented to support the wide variety of research activities of faculty members. All of this has begun to make a difference in our national profile and in changing the research, scholarly and artistic culture on campus.

We must acknowledge, however, that this considerable progress can be improved upon. While we have progressed, so too have others. Further, accomplishment is uneven across the campus, and isolated pockets of excellence lack the impact they could achieve with better linkages. As the *Strategic Directions* signal, our University needs a *culture* of research and scholarship that better permeates the entire campus and that facilitates large common areas of focus rather than self-contained areas of limited overall impact. For example, while the University has recently reached the national average of success with the Social Sciences and Humanities Research Council (SSHRC) and made gains in large program grants, it remains behind most 'medical-doctoral' schools in terms of total SSHRC funds received by faculty. In Canadian Institutes of Health Research (CIHR) funding, we are also improving but the University continues to be outpaced by other universities in our peer group. Our future success rests in our ability to attract exemplary new faculty who are research-intensive and want to be at a research-intensive university, and to attract graduate students to more programs, given their essential role in research in many areas of our campus.

In the context of the next four years, we must ask ourselves: "What is the next phase of 'research intensity' for the University of Saskatchewan?" "What does it look like and whom does it serve?" It cannot simply mean "more"; it must also mean ensuring impact for the work that is done and differentiating the University of Saskatchewan from its peers.

PRIORITIES FOR ATTENTION, EFFORT AND INVESTMENT ARE:

1. RESEARCH SUCCESS AND COLLABORATION. *The University of Saskatchewan will build on existing supports for both graduate students and faculty to ensure their continued success.* Research,



scholarly, or artistic work is part of the job description of every member of faculty. Also, the scholarship conducted by graduate students is a point of synergy between the teaching and research missions of the University. We need to support, extend, and capitalize upon all this work. The First Planning Cycle witnessed an unprecedented re-investment in graduate student scholarships (\$1 million over two years following a \$1 million investment in 2002/03) and a substantial investment in support programs (through the University's share of the Federal Indirect Costs of Research Program) to assist individual faculty to achieve their research goals/potential. It also saw the creation of a Strategic Research Fund (SRF) to support research readiness and provide support and services for research initiatives. These efforts have paid off by assisting the University of Saskatchewan to be more successful proportionally in certain grants competitions than other universities in our peer group. They have also directly increased our ability to attract highly talented graduate students and, critically, doctoral students. Over the Second Planning Cycle, we will need to ensure that our investments continue to provide a competitive edge as well as adapt to emerging expectations. For example, while our investment in graduate student scholarships over the five-year period was substantial, the University has only recouped lost ground over the previous decade; a further investment in graduate student financial support will be required to meet our students' needs and our enrolment targets. Further, we will need to be creative in attempts to provide the facilities, infrastructure, and library resources to support research activities of faculty.



One emerging expectation is that graduate students will have had an opportunity to experience teaching first hand and to participate in courses designed to support their teaching effectiveness, including communications skills and knowledge translation. This is a long-term strategy which will be adopted particularly since it has the effect of building the future professoriate as well as addressing a critical gap identified repeatedly by undergraduate students, the need to improve teaching.

2. AREAS OF PRE-EMINENCE. *The University of Saskatchewan will identify a select and definitive set of existing areas of exceptional research achievement and promote these widely.* The University has invested in identifying areas of strength and promise through the 'research landscape' document entitled *Extending Horizons* and the *First Integrated Plan*. A cadre of Canada Research Chairs has been recruited to advance the University's research activities, and three new Centennial Chairs are being recruited to bring even greater focus to the discovery missions of the new Schools. What we need to do now is to determine which of these areas, or others, are strong enough to lift the whole institution: which will immediately set the University of Saskatchewan apart from other universities, generate a national reputation, attract talented faculty and students to the University, and in so doing create spillover benefits for other units, programs, and areas. To claim pre-eminence will require that we are

willing to further build capacity in these areas by shaping faculty appointments, academic programs, and infrastructure around them. It will also require us to take pride in the outstanding artistic, creative, and scholarly accomplishments of our colleagues.

Over the course of the Second Planning Cycle, the University will identify a handful of areas that have already achieved pre-eminence regionally, nationally, or internationally, and those that are on the cusp of doing so. These areas will be promoted by the University in connection with recruitment and public relations and will receive modestly enhanced resources in exchange for assuming a responsibility to make an impact benefiting the University as a whole. The selection of the areas of pre-eminence will build on work recently completed and will be based on evidence of outstanding research and scholarly performance particular to the area of study and potential for sustainable impact that goes well beyond a single individual or unit.

Identifying areas of pre-eminence does not contradict the necessary broadening and deepening of a dynamic research culture permeating the campus as a whole. The University needs to attract attention to selected areas in order to recruit students, access resources, and enhance its reputation. The University will design these efforts to ensure spin-off benefits for the whole campus. They should be complemented by research and scholarly efforts at every level and of every type. The University of Saskatchewan needs a wide variety of different kinds of research, scholarly, and artistic contributions, — for example, niches of research and scholarly excellence — varied in kind, but similar in intensity and consonant with the needs of undergraduate and graduate learning and programs.

- 3. ISSUES-BASED, INTERDISCIPLINARY SCHOLARSHIP.** *The University of Saskatchewan will pay particular attention to engaged and interdisciplinary scholarship, to the development of research centres and partnerships, and to ensuring that these are linked in beneficial ways into the whole life of the University.* Societal issues should inform our research and scholarly work as they do our academic programs, both because it is the right thing to do and because it is a way to build the University's reputation and leverage important resources. Such research often, although not always, requires interdisciplinary and multi-disciplinary teams, and formal strategic partnerships with others from within the University community and beyond. The *Outreach and Engagement Foundational Document* has challenged us to think more broadly about how we involve community partners in problem identification and solution, and to build mutually beneficial partnerships. As we look towards 2012, we anticipate more community-based research partnerships addressing provincial and by implication, national, issues. These partnerships will put academic or scientific knowledge at the service of community needs or will involve joint University and community efforts to identify research problems and develop methods and applications to address the problems. While the issues we address may not be unique to Saskatchewan, only we can provide the distinct Saskatchewan perspective.

The University must, in particular, advance research initiatives that build on established interdisciplinary and multi-disciplinary approaches/teams, including the diversity of research centres, and involve these more directly in academic programs. The proximity to research centres whose work has added significantly to the University's reputation needs to be used to enhance the University's academic programming. For example, VIDO and the Toxicology Centre have spawned major facilities and installations to support leading-edge research and currently support some academic programming. Much more can and should be done, including directly connecting graduate, and increasingly,

undergraduate students to faculty expertise in new and dynamic ways. College plans proposed a large number of new research centres (26), thereby signaling that the research centre is a leading mechanism for mobilizing cross-cutting effort and participation. In many cases, research centres have been designed or have developed to involve graduate students. Our focus in this planning cycle on program innovation through inquiry-based, experiential, and international learning suggests that centres should be called upon to make specific connections with undergraduate and graduate programs through these kinds of activities.

4. INNOVATION AND CULTURAL CONTRIBUTIONS. *The University of Saskatchewan will enhance its roles as a cultural and economic driver in Saskatchewan and be more cognizant of the hopes and expectations attached to our institution by the people of Saskatchewan and beyond.* A modern economy cannot exist without trained professionals and scientists. A civil society cannot exist without humanists, social scientists, artists and poets. In today's global economy and information age, we need people who can think critically, understand and analyse multiple viewpoints, communicate well and make decisions. We should not forget that our graduates and the skills and expertise they command are one of our most important contributions to the economies of Saskatchewan and other places. Within the context of engaged scholarship, the University of Saskatchewan has a special responsibility toward areas of urgent provincial interest, including economic development in Saskatchewan. We can do more in both research and commercialization, providing direct benefits for the provincial and national economies as well as assisting Saskatchewan residents to make connections between knowledge discovery and its practical applications. In the Second Planning Cycle, we will look closely at proposals put forward by colleges and administrative units which provide opportunities to advance policy frameworks, infrastructure, and social, cultural and economic conditions in Saskatchewan and which, by implication, have a broader connection to national or world-wide issues. This may involve collaboration with other post-secondary institutions in Saskatchewan or in other parts of Canada.

BY 2012, WE WILL KNOW WE ARE ON TRACK IF ...

- We have identified areas of current and emerging pre-eminence complete with benchmarks, measures, and convincing evidence that these are areas in which we have distinctive profile as national and international leaders.
- Our areas of pre-eminence and types of research reinforce a distinctive University of Saskatchewan identity that reflects our sense of place and aids recruitment of students and faculty across the campus.
- We are offering more opportunities for undergraduate and graduate students to participate in the scholarship of discovery.
- We continue to improve our research performance on a set of key indicators which have been jointly developed early in this planning cycle and widely communicated.
- We have involved more areas of the campus research community in participating in academic programs and experiential learning opportunities for both undergraduate and graduate students.
- We have leveraged additional funding for strategic research initiatives and research centres.

II.C WORK TOGETHER MORE EFFECTIVELY ACROSS UNIT AND INSTITUTIONAL BOUNDARIES

Universities are composed of people, relationships, and ideas. They can be described as communities gathered around knowledge: communities of scholars pursuing the discovery and sharing of knowledge; communities of learners actively engaged in and passionate about the acquisition of knowledge; communities of alumni around the world applying knowledge connected to business, government, professions, arts and cultural life, technology, society; communities of professional staff and employees who support the University's academic missions.

A university that wants to distinguish itself internationally must create a vibrant intellectual community; it does so by attracting and developing outstanding people – faculty, students, and staff. It is self-evident that exceptional faculty and students make a great university, but it may be less obvious that faculty and students cannot excel without a diverse and talented cadre of professional and support staff sustaining them. The college and unit plans made it abundantly clear that the University of Saskatchewan's greatest asset is its people; they care about the University, they feel responsible for its future, and they are committed to and proud of doing their part to ensure that the University succeeds and thrives. Being successful requires an environment in which faculty, staff and students feel positive, supported, energized, and valued, and where individual priorities are generally aligned with the goals of the institution. This planning cycle presents a real opportunity to build on our tremendous people resources, bringing faculty, students and staff together in the most effective ways to accomplish collective goals and build a shared sense of pride and accomplishment.

It is also important to think of our people resources more broadly than concentrating only on those individuals directly associated with the University on a daily basis. Alumni are important partners who constitute one of the best two-way bridges between our University and society. We need to enlist their ideas and support to achieve the *Strategic Directions* and assist in connecting to communities around the world. We need to get better at engaging them in programs and activities; increasing their involvement as volunteers; recruiting them to disseminate information about our programs and initiatives; accessing their expertise and experience for career counseling, fundraising, advocacy, and new educational opportunities for current students; and creating intellectual and professional learning opportunities that meet the needs of alumni.

In this planning cycle, greater priority will be placed on shared leadership/learning, shared accountability, improved engagement with people, and enhanced responsiveness. The integrated planning process sets the stage for this to occur. With this plan, we are signaling the need for conversation/action and integration, for leading not being defensive, for engagement not indifference.

The college and administrative unit plans made evident the lack of integration between academic and administrative units. We cannot afford fragmented or isolated action by academic and administrative units. By working together, we assemble diverse resources —knowledge, skills and desire— to move the University forward on critical issues. Sustainability and student retention are two that come immediately

to mind as requiring a collaborative approach but there are many other possibilities. While all colleges and administrative units need to advance initiatives that address their operational needs and requirements, they also need to come together in new ways to take advantage of the collective expertise available on campus.

PRIORITIES FOR ATTENTION, EFFORT AND INVESTMENT ARE:

- 1. COLLABORATION BETWEEN ACADEMIC AND NON-ACADEMIC UNITS.** *The University of Saskatchewan will encourage academic and non-academic units to work together in more integrated, flexible, and decentralized ways.* While it is understood that academic units may wish to have dedicated support to advance particular initiatives in a timely way, increasingly academic and non-academic units will need to come together to partner in genuine ways to achieve mutual goals. Fortunately there are excellent examples of close and successful teamwork across academic/administrative boundaries, but there are opportunities to improve beyond these and, in so doing, make the best use of all of the University's resources.

Many colleges have struck out on their own, perhaps out of frustration, deploying precious resources under their control to address specific issues or problems of immediate concern. Here the rules of engagement are less clear but the result is obvious: a proliferation of college-based officers for recruitment, research, and communications, among others. This indicates that recent investments in central supports are not fully meeting college needs. Further, college-based resources are not always connected to central administrative units offering similar services. At a minimum, networking with colleagues in similar positions campus-wide, thereby augmenting the valued resources resident within colleges, should be encouraged. The central administrative offices are populated by professionals —accountants, lawyers, scientists, engineers, technicians, designers— who are tasked with scanning their professional environments for 'exemplary practices', and are intended to provide University-wide support and critical advice. We need to make better use of these resources, by drawing them into discussions, by leveraging their knowledge and expertise, by engaging them to assist in finding solutions to local problems and applications across the University. One way to do this is to bring together cross-disciplinary teams, just as would occur in the academic community, to address critical issues.

The onus is not just on the colleges and academic departments to involve the administrative units more readily in problem resolution. Administrative units need to connect their activities more directly to college needs. There are many examples of areas of common interest but where different perspectives might yield a broader approach: student recruitment and retention, stewardship of finances and facilities, faculty and staff performance management, research accountability, and so on. Further, administrative units need to look to college plans to identify innovative approaches and, working with the colleges, see if there is potential for pan-University implementation. There is little point in having a large number of activities, all of which are similar but disconnected, when a broader approach might draw more attention to the issue and provide an opportunity to make a much greater impact.

The balance between local and central ownership/leadership will need to be clearly worked out, and shared accountabilities developed for successes and failures. For example, it is not clear which office or position is responsible for graduate student enrolment growth; a variety of offices share equally in this responsibility but they do not share equally in profile for success or failure. Over the Second Planning Cycle, we need to foster a shared ownership of problems and solutions, successes and failures.

2. LEADERSHIP AND CAREER DEVELOPMENT. *The University of Saskatchewan will support programs aimed at encouraging leadership and career development among faculty, staff, and students.* Seeing itself as a collegial and participatory organization—and as a complicated organization undergoing rapid demographic turnover—the University needs to pay attention to and invest in its internal leadership capacity as well as enabling people as individuals to maximize their contributions and their career satisfaction. Our small, even rudimentary, programs for leadership training and development need to be expanded incrementally so as to provide a range of options and opportunities for faculty, staff, students, and managers at various career stages and with different needs. It could be of profound significance for the University's future to assist with the personal development of a junior faculty member taking their first turn as a committee member or chair, or a staff member learning a management role for the first time. A strategy which aims to support growth and development of individuals, prepare succession plans for the inevitable departure of key personnel, and recognize individuals and teams for their contributions to the University will be developed. Given the unique features and diversity of a university environment, career and personal development opportunities need to be participant-driven and tailored to needs. The goal should be to enable faculty, staff, and students as individuals to make contributions, to achieve job satisfaction, to understand career paths and to realize career goals. In this planning cycle, we need to do a much better job of nurturing talent within, of mentoring faculty and staff to perform at their best, and of acknowledging the important contributions made.

3. ENGAGEMENT IN GOVERNANCE AND DECISION-MAKING. *The University of Saskatchewan will enhance participatory decision-making, both in effectiveness and timeliness, thereby building collegiality and transparency of governance structures.* The representative University Council is the focal point of participatory academic decision-making by faculty, student, and administrative representatives. Its development has been a highlight of the University's recent history, and recent changes to committee bylaws (2006) have created more streamlined processes from Council's perspective. On the other hand, the perception of users is that the system is still cumbersome and bureaucratic. The articulation of issues from the department level through colleges to Council (and back again), and between committees at all these levels, are cases in point. It is sometimes not clear when and how to have meaningful discussions of key issues in these processes. Guiding concepts for reform of our practices need to include principles of subsidiarity (decision-making at the lowest competent level) with accountability for results (to other levels), effectiveness (having the right debate on the right questions at the right stage), and efficiency (having a debate only once and in a timely manner). Structural and procedural changes will have to be accompanied by cultural shifts. For example, we need more tolerance and appetite for innovation and more comfort with fluidity; we need to worry less about specifying every detail in advance; and we need to identify and focus on key principles and ideas appropriate to each stage and level of a discussion. Clearly necessary changes will require the active support of Council but the goal should be to improve participation in collegial governance at all levels. While the University has clear mechanisms for involvement of faculty and student representatives at every level, and the Provost's Office has created a new Undergraduate Forum to address student issues, the involvement of staff and other stakeholders requires elaboration.



4. RESPONSIVE AND FLEXIBLE POLICIES AND PROCESSES. *The University of Saskatchewan will call on academic units to continue developing flexible and collaborative approaches in programs, research, administration, and in collegial matters including appointments.* Making a commitment to collaboration and interdisciplinarity has implications for many University processes and communications, including for labour relations. Interdisciplinary initiatives, new structures, and new forms of appointment need to be pursued where they make sense — neither as better than nor as worse than conventional departments and approaches but as co-equal with them. By definition, such goals cannot be achieved by unilateral action: they are achieved through conversation, and by cultivating openness, civility, and the practice of holding one's friends and colleagues accountable and not only one's opponents or critics.

High-quality faculty are critical to the University of Saskatchewan's future, yet we have persisted in defining faculty in rigid and traditional terms. In an age of increasing demand and short supply, we need to open ourselves up to new possibilities and new arrangements. We should be sure that our rules are rigid only where there are compelling reasons for this to be so. And we should be mindful of the concerns of our colleagues who, through college plans, identified and urged the University 1) to develop increasingly more flexible appointment categories to support a wider variety of purposes, 2) to advance competitive compensation packages based on market demand and supply, 3) to develop spousal hiring policies to support recruitment aims and ambitions, and 4) to mobilize resources to support academic priorities. While the University community awaits the development of a *Faculty Complement Foundational Document* intended to provide overall guidance on management of faculty investments, we urgently need to make progress on these four dimensions over this planning cycle. We must accept a broader array of approaches and a more inclusive structure to more effectively utilize all of the University's available talent.

5. SUSTAINABILITY AS A SHARED CHALLENGE. *In both its intellectual life and its operational activities, the University of Saskatchewan will address the great issues of our time, including sustainability, and it must do so in a collaborative way.* Sustainability cuts across the boundaries of faculty and students and staff, academic and administrative units. An engaged 21st century university has a special role to play in mediating the dialogue of environment and economy, in creating and disseminating knowledge needed by all parties in current debates, and in modeling environmental as well as economic sustainability in our own programs and practices. Students are clearly passionate about finding ways for the University to incorporate environmental sustainability into their campus life experience. The School of Environment and Sustainability represents our latest effort to raise the profile of environment and sustainability beyond an isolated course or discipline-bound programs. The Facilities Management Division has provided an 'incubator' for student service learning opportunities which is increasingly galvanizing student interest. In every sense, sustainability is about the future of the University of Saskatchewan. It cannot be addressed by any one single office or program; it must permeate our thinking. The new College of Law Building is one example where shared goals are being met. Over this planning cycle, many more examples must emerge.

6. ENGAGEMENT WITH EXTERNAL PARTNERS. *The University of Saskatchewan will actively engage a wide variety of external partners to support mutually-beneficial goals and the priorities outlined in this plan.* To be even more successful in today's environment, the University of Saskatchewan needs to constructively partner with a wide variety of external agencies: other universities and post-secondary institutions, school divisions and boards of education, all levels of government, Aboriginal communities,

communities throughout the province, international parties, private and industry sector partners, alumni, to name a few. We need to do this to achieve the educational and scholarly goals we set for ourselves. In so doing we recognize that available internal resources are limited, and that community partners bring value well beyond what can be provided through internal sources of support. For example, when the University partners with communities for service learning, children's camps, community-based research and distance learning, it augments existing program offerings for students. Recruiting international and out-of-province students and retaining more University of Saskatchewan graduates in Saskatchewan assists the provincial government to meet its goals. Partnering with the private and industry sectors provides opportunities to ensure that academic programs develop skills valued by employers and provide internship and co-op education opportunities for students. We need to build on the commitments in the *First Integrated Plan* to strengthen organizational and programmatic changes in areas of strategic interest to the province and nation such as health, policy, environment, trade and business. Through the creation of the Senate Round Table on Outreach and Engagement, the University will signal its interest in reaching out to the broadly based provincial community and engaging it in new and dynamic ways.

BY 2012, WE WILL KNOW WE ARE ON TRACK IF ...

- Academic and non-academic units are working together in integrated and decentralized ways to achieve common objectives — for example, in student recruitment; in human resources; in communications; in e-learning.
- We have reduced the time it takes to approve and launch new faculty-, student-, and staff-driven initiatives, while enhancing meaningful opportunities for input and collaboration.
- University faculty, students, and staff access leadership and personal development opportunities in growing numbers.
- Employee opinion surveys indicate that faculty and staff are more engaged in the life and vitality of the University and are actively involved in shaping their careers and developing their capacities.
- A comprehensive sustainability policy, involving a broadly based campus discussion, has been developed and implemented and sustainability has become a defining area of University activity in which researchers, teachers, students, and staff are all engaged.
- Timelines associated with processes for faculty appointment, student recruitment and program approval have been substantially reduced.
- Academic leaders are evaluated on their willingness to advance interdisciplinarity, to privilege University-wide priorities, and to work across existing boundaries.
- Mechanisms have been created to ensure ongoing dialogue between administrative units and colleges and departments.
- The University has developed a larger number of long-term relationships and formal partnerships with other universities and post-secondary institutions in support of student learning and of research, scholarly, and artistic work.
- There is an increased number of faculty and students participating in research and educational partnerships with community-based organizations, other universities, and with the private and industry sector in support of student learning as well as addressing important society issues, both in Saskatchewan and beyond.

III. SUPPORTING STRATEGIES

INTRODUCTION

This plan presents an ambitious agenda for change at the University of Saskatchewan. It builds on the successes of the *First Integrated Plan* and on the ideas that were put forward in the plans of colleges and administrative units. To be successful, a plan must be supported by resources – human, financial, physical and infrastructure. It must also be understood within a broader national context and assessed against the progress of others.

PEOPLE RESOURCES. *The University of Saskatchewan will enhance its efforts to become an employer of choice in Saskatchewan and Canada, by recruiting and retaining the best faculty and staff, and supporting their development as they progress through their careers.* Faculty, staff, students and alumni all take tremendous pride in the accomplishments of the University of Saskatchewan and are committed to and passionate about maintaining its pride of place within the higher education environment as the University embarks on its second century. The *Strategic Directions* identified attracting and retaining outstanding faculty as a critical goal. It also identified the cultivation of an environment of collegiality and trust and strategies for diversity as elements of a supportive and culturally diverse and aware environment. The University is a highly desirable place to work within Saskatoon and, in 2006 and 2007, was recognized as one of Saskatchewan's top ten employers. Over this planning cycle, we want to build and strengthen our position. To do so will require agreement on a host of issues, particularly those related to the work environment, recruitment and retention of talented faculty and staff, differential workloads for faculty at different stages in their career, and cultural diversity of the faculty and staff complements. Additional strategies have been identified in Section II above.

FINANCIAL RESOURCES. *The University of Saskatchewan will continue to strengthen its financial position and stewardship through sustainable budgeting, developing existing and new revenue streams, improving our control environment, enhancing transparency, and implementing a process for more effective resource allocation.* Like all universities, the University of Saskatchewan has considerable resources to accomplish the things we consider to be priorities: the time and care of thousands of faculty and staff, their imagination and creativity, the goodwill and engagement of students, alumni and others, and the existing financial and physical resources of units at all levels. We amplify our resources, financial and other kinds, by creating impact. By working together as a community towards shared priorities, we can create an even more significant impact.

One of the most significant financial resources we have is our annual Operating Budget, which represents over \$300 million in revenue and expenditure. Revenue into the Operating Budget comes principally from the provincial operating grant and from tuition. These resources, however, are fully committed to fund the University's core operating expenditures such as academic and administrative salaries, and costs that include utilities, library resources and student scholarships. Over this planning cycle, as the Multi-Year Operating Budget Framework indicates, we expect that financial stability and growth in the Operating Budget will depend on our ability to maintain existing undergraduate enrolments and on the Province's willingness and ability to fund our inflationary increases and to invest in growth. Some of the risk can be mitigated by our efforts to retain a higher percentage of undergraduate students in our programs,

especially in the critical transition years, and to attract a more internationally diverse student body. We should be confident in our ability to attract students from other parts of Canada and other countries to our distinctive programs. We should be confident that we can maintain existing student enrolments and grow them in selected areas. However, without stability and/or growth in undergraduate enrolments, or a further significant re-allocation of expenditures, we are unlikely to have much flexibility in our Operating Budget. Indeed, in our financial plans we need to consider the potential risk of a downturn in enrolment and hence declining tuition revenues, such as those recently experienced by other universities in Western and Atlantic Canada. In that circumstance, we will need to review our existing resources to ensure that they are supporting our goals and priorities most effectively.

We do, however, have other significant sources of revenue. While the Operating Budget is in excess of \$300 million, the University has total revenues approaching \$675 million. The other sources of revenue include research funds, donations, targeted funds received for capital projects, and other funds from diverse sources. These funds are a reflection of the successful efforts of thousands of people across our campus community – ranging from the research success of an individual faculty member to the fund-raising efforts of multiple colleges working together with central support. Although the majority of these funds are targeted at specific purposes and cannot be re-allocated to new priorities, they do reflect the significant amount of funding that we can raise when we work together.

This plan outlines what we must do over the next four years, and is not unduly constrained by resources. Our challenge is to find the resources and the partners to enable us to act to achieve our goals. Our success depends critically on our ability to work together. We demonstrated this in the First Planning Cycle, where the modest operating funding set aside in the Academic Priorities Fund (APF) was leveraged to support fundamental change at our University even while we addressed and eliminated our structural deficit. We must continue to find ways to leverage resources in the next cycle. By working together we can increase productivity, we can build on existing funding partnerships and develop new partnerships, we can sustain and enhance our fund-raising successes, and we can agree on new ways to allocate our existing resources. We will need to be even more diligent in providing a comprehensive financial picture of the resource implications and cost estimates for new programs, new activities, and new space, and we have to be sure that existing resources are applied to our highest priorities while also seeking new resources.



INFRASTRUCTURE AND CAPITAL RESOURCES. *The University of Saskatchewan will continue to enhance its physical environment by completing current priority capital projects, by working with the Province to develop a long-term strategy for deferred maintenance, and by identifying the next phase of projects to enrich our teaching, learning and research environment.* Over the First Planning Cycle, the University made significant progress on an ambitious building and infrastructure agenda, perhaps making up for the 1990s when funding for capital investment was almost non-existent. The *First Integrated Plan* identified a number of critical building projects which have either been concluded or which have advanced substantially. These include the College Building, the Thorvaldson Building, the Stadium Parkade, the Physical Activity Complex, the renovation and expansion of the Western College of Veterinary Medicine, the Primary Health Care Centre, expansion of the Canadian Light Source (CLS), and the University Learning Centre/Library Transformation. Some projects, such as the Aboriginal Student Centre and the University Neighbourhood Residence Building, have been well advanced by discussions with internal and external stakeholders while feasibility studies have been initiated for others (e.g. the proposed Fine and Performing Arts Centre).

The University currently has a portfolio of over \$600 million in active construction projects – the largest in our history. Our two largest projects, the \$251 million Academic Health Sciences Centre and the \$140 million VIDO/InterVac laboratory, are only just now breaking ground after many years of planning and design. A key focus for University administration over this planning cycle will be the successful completion of these and other projects, such as the Campus Core Area Revitalization, which address the University's most critical space needs.

Yet we cannot stop and focus just on the current priorities: the University must continue to respond to emerging demands, take advantage of new opportunities, and continue to plan for and implement the next phase of capital projects. As always, the list of new projects will be driven by a range of factors, such as: our own strategic priorities, including the need to improve the undergraduate and graduate student experience and grow our research efforts; opportunities that arise from government or donors; health and safety requirements that may emerge; environmental sustainability; and the continued need to add academic and administrative space to the core of our campus. Our ability to respond to all of these will be constrained by the funding available, and by our capacity and appetite for managing a larger portfolio of projects.

A similar situation exists for our investments in Information Technology. PAWS, SiRIUS, UniFi and USR-net are all examples of substantial advances made over the previous planning cycle. A new major projects planning model implemented in the First Planning Cycle provides richer opportunities for collaborative planning and priority setting and new policies were introduced to protect our stakeholders. As everywhere, there is an ever increasing appetite for more and better technology on our campus. We must continue to enhance and renovate classrooms to meet contemporary requirements, develop more technology-enhanced programs, and upgrade major systems. There is always a list of tantalizing possibilities; our progress is limited only by our capacity. Over this planning cycle, we will continue to make strategic choices critical to our success, guided by the priorities articulated in this plan.

In addition to an inventory, the Capital Plan, anticipated in Fall 2008, will identify the highest priority capital and infrastructure projects for development over this planning cycle.

QUALITY AND ACCOUNTABILITY. *The University of Saskatchewan will put forward a comprehensive quality improvement and assurance framework and communicate progress at regular intervals.*

Planning is about context: understanding our situation in light of peers across Canada and internationally. Critical dimensions of success include academic, operational and reputational quality. Planning is also about improvement. By measuring ourselves against others, we seek to better ourselves, adapt leading edge practices, and demonstrate excellence. Being a world-class institution means that all parts of the University, academic and non-academic, put themselves up for scrutiny, are measured by how well they are doing in comparison to other, similar units in other parts of the country and beyond. We do this for ourselves, for our own improvement, to ensure we are providing quality programs and services, not just as a response to external pressures from an increasing number of sources.

Measuring ourselves against our peers, as demonstrated by the Systematic Program Review (SPR) process, brings some unforeseen benefits. SPR provided a wonderful opportunity for the University of Saskatchewan to showcase the quality and excellence of its rich array of academic programs. It brought with it a renewed understanding across Canada about the nature and quality of the programs offered at our University and may even have assisted us in increasing our national profile. What we must now do is ensure that there is increased understanding internally about our shared progress and a strategic communications plan developed to broadly communicate results to both internal and external audiences and to be used in promotional materials of all sorts. The *Provost's White Paper on Integrated Planning (2002)* called for the integration of evaluation processes. In this planning cycle, we are determined to put this aspect of integrated planning into action.

During the Second Planning Cycle, six areas of priority will be addressed:

- a. A systematic and cyclical graduate program review process will be introduced by the Provost and the Dean of Graduate Studies and Research to assess the quality of graduate programs.
- b. For all programs and units, a systematized approach will be introduced for periodic assessment of quality in programs and services. This approach, which will typically feature a self-study, a site visit from recognized national or international peers in the discipline or activity, input from stakeholders and partners, and an interactive discussion of findings, will be featured in the forthcoming *Framework for Assessment* prepared by the Provost's office.
- c. A set of performance measures/indicators and benchmarks to gauge progress against the *Strategic Directions*, the Foundational Documents and this plan will be developed early in this planning cycle. Addressing success, activity, output, and impact, these measures/indicators will be developed using an interactive and transparent process and will engage the governing bodies of the University in their development and ongoing supervision.
- d. Planning Parameters outlining expectations over the planning cycle will once again be developed for colleges and, for the first time, for administrative units.
- e. An information management strategy will be implemented which will provide greater access to relevant, timely and accurate information from management systems and other sources allowing us to monitor progress against our plans and guide decision-making at all levels.
- f. A set of quality assurance standards will be developed to guide college and unit planning in advance of the Third Planning Cycle.

BY 2012, WE WILL KNOW WE ARE ON TRACK IF ...

- We have acted on our commitment to work together more effectively as described in Priority Area 3 above.
- We have maintained a balanced operating budget over the four-year period with adequate financial reserves and utilized the Academic Priorities Fund to invest in a number of academic initiatives arising from the commitments articulated in this plan.
- We have defined principles and a process for resource allocation within the operating budget, enabling us to better respond financially to priorities and potential risks, such as a downturn in undergraduate enrolment and tuition revenue.
- We have developed new sources of revenue and have advanced our fund-raising efforts in support of this plan.
- We have completed most of the capital and infrastructure projects which currently have funding commitments (see www.usask.ca/ip for a listing of these projects).
- We have expanded our commitment to environmental sustainability in our physical infrastructure, both through energy savings projects and environmentally sensitive building design.
- We have improved our overall approach to risk management and enhanced our ability to mitigate and respond to human, financial, infrastructure and strategic risks.
- We have designed and implemented a comprehensive quality assurance framework in our academic and administrative functions and report on progress at regular intervals.



IV. CONCLUSION: AN ENGAGED UNIVERSITY

In the last four years, the University of Saskatchewan has made great strides with new structures, new programs, new services, and new initiatives, even in circumstances of limited financial resources. The University's *Second Integrated Plan* aims to build on these accomplishments by pushing further toward becoming a fully engaged university: one that distinguishes itself by the integration of teaching and research, university and community, students and faculty and staff, in focused and collaborative endeavours.

For our purposes, the phrase 'engaged university' has three overlapping dimensions. First, it is a university where faculty, staff, and students engage each other collaboratively and cooperatively in pursuit of common objectives. Second, it is a university increasingly organized so that its research

and student experience embrace critical issues of importance to society, thereby stimulating knowledge and creative activity, enhancing curriculum, and contributing to the public good. Third, it demands partnerships not only within but also beyond the campus — notably with our alumni and with our publics in Saskatchewan and elsewhere — to enrich what we do and to make our University's contributions visible and meaningful. The engaged university's watchwords will be innovation through connection, participation, and collaboration.

Some other universities, but very few in Canada, have begun to think of themselves as engaged universities. We have an opportunity to develop the concept in a way that is uniquely suited to our circumstances and that builds on a comparative advantage. The University of Saskatchewan is known for its rich history and tradition in reaching out beyond its borders and sharing its knowledge and expertise with the people of Saskatchewan. Inspired by the "Wisconsin idea", our founding president, Walter Murray, envisioned a provincial university that would serve "the many sided life of the community, keeping in close touch with practical needs and being true to the best university traditions." In the first decades of the University's existence, this meant linking the arts and the sciences to useful agricultural outreach, to bringing University knowledge, through, for example, the 'Better Farming Trains', to the far corners of the province. In today's Saskatchewan, the many-sided life of the community also includes mining, entrepreneurship, and high technology; Aboriginal realities as well as those of new immigrants; social development; new media; artistic and cultural industries and vocations; a rising concern for environmental sustainability — all of these linked to global developments. Today, an engaged university's goals fundamentally include the fostering of a democratic civil society in which the university's knowledge and graduates are linked into the fulfillment of economic, social, political and cultural needs and aspirations.

The concept of the engaged university also echoes the ways in which colleges, other units, and the University best achieve their goals through each other's efforts and co-operation. A complex organization



like a university, characterized by a mix of hierarchy, diversity, and the relative autonomy of constituent units, can really only be co-ordinated by voluntary commitment, by ideas, and by integrated planning.

This *Second Integrated Plan* has been developed in cognizance of college and unit plans that contain over five hundred separate initiatives. Many of those unit-level initiatives are worthy and important undertakings that will be pursued regardless of the areas of priority identified in this plan. But to achieve critical impact, this plan has identified University-level commitments that will guide, lead, and co-ordinate college and unit initiatives in areas such as Aboriginal engagement, program innovation, student recruitment and retention, areas of pre-eminence, internationalization, and so on. University-level leadership and, to the extent possible, resources will be essential to advance these chosen priorities. In these areas, a high degree of collaboration will be called for and expected from all parts of the campus.

Planning is a way of conducting ourselves, setting priorities, having collective goals, and meeting the future head on. A plan is a statement about what is important, even critical; it is a statement of intentions at a moment in time. While critically important to enable collective action, a plan also evolves. Once the University plan has been finalized, it will establish a new context within which college and administrative unit plans will need to be adjusted. Colleges and administrative units may well do things that are not mentioned in the University integrated plan, but there has to be a supportive alignment with the broad priorities.

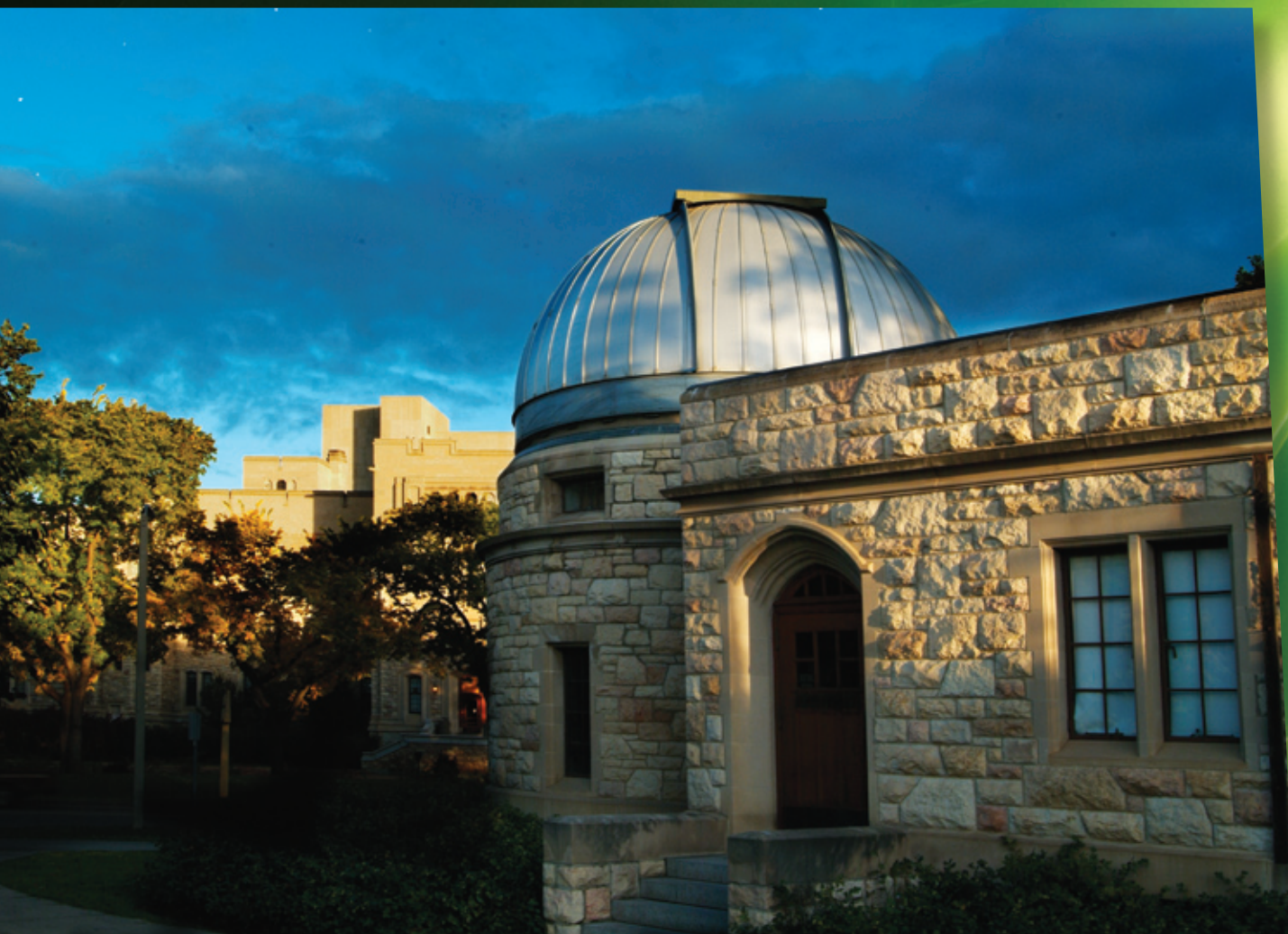
The focus of this plan is on implementation of critical initiatives to support three areas of priority: improve the undergraduate and graduate student experience, both inside and outside of the classroom; enhance the University's profile in research, scholarly and artistic work; work together more effectively across unit and institutional boundaries. This plan also identifies a number of commitments intended to spark creativity and innovation within colleges and administrative units. Leadership responsibility will be assigned for each commitment shortly and the work associated with plan implementation will begin. Over the next four years, the University community will come together to deploy all of our considerable resources towards these priorities and, as we do so, we must measure our progress at every step. In that way, we demonstrate our continued commitment to our collective vision of being one of Canada's distinguished universities.

COMPONENTS OF THE INTEGRATED PLAN

The *Second Integrated Plan* includes five components. Each component focuses on a specific area and together they form a comprehensive plan that will guide the University from 2008/09 to 2011/12. As the plan unfolds, quality and accountability will be monitored to ensure we are on track to fulfilling our stated commitments.

<i>The Second Integrated Plan</i>	Identifies the priorities, strategies and commitments for the next four years
University Implementation Plan	Identifies leaders for each commitment area and principles that will guide the implementation process
Multi-Year Operating Budget Framework	Provides a financial projection and guiding principles for the University's operating budget for the next four years
College and Unit Planning Parameters	Outlines expectations for colleges and units, including specific initiatives, and goals related to enrolment, research and scholarship, program innovation and resources
University Capital Plan	Provides details on new and continuing infrastructure projects for the planning cycle





For More Information

For an electronic or print copy of the *Second Integrated Plan*, related documents and more information about Integrated Planning and the 2008/09-2011/12 Multi-Year Operating Budget Framework, please visit www.usask.ca/ip

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