

Report on Progress 2009 – 2010

The Second Integrated Plan as of May 2010

"As we approach the halfway mark of our second planning cycle, I anticipate that commitment leaders and the campus community will continue to bring forward and develop new initiatives which move the University of Saskatchewan closer to realizing its goals."

Provost and Vice-President Academic **Brett Fairbairn**



I am pleased to share with you this second report on the university's progress towards the goals of its *Second Integrated Plan: Toward an Engaged University*.

Nearly two years ago, we began implementing our second integrated plan and working toward the three priorities it set for the University of Saskatchewan – improve the student experience; enhance the university's profile of research, scholarly and artistic work; and work together across boundaries. These priorities continue to guide the work of

the university community and I believe we have made considerable progress as we approach the midpoint of the four-year plan.

This report focuses on accomplishments and outcomes achieved during the second year of the plan, covering the period of May 1, 2009 to April 30, 2010.

When the plan was written, it included a number of "by 2012" statements – guideposts for measuring our progress in the priority and supporting strategy areas. In this summary report, we track the progress made to date on each of these "by 2012" statements. I invite you to also view the full-length online progress report which presents a selected list of accomplishments achieved in 2009-10 in each of the 20 commitment areas by the colleges, units, commitment leaders and many combinations of these groups working together. This report attempts to highlight the diversity and range of activities occurring in all corners of campus this year and is far from a comprehensive list of all of the ongoing work.

As our plan has been implemented over the past two years, two additional parallel projects have unfolded. The institutional positioning project, under the leadership of the Vice-President Advancement, will pinpoint our place in the Canadian post-secondary education sector with a relevant and compelling positioning statement/strategy. The enrolment action plan, co-led by the Vice-Provost Teaching and Learning and the Associate Vice-President, Student and Enrolment Services, identified 12 key projects which would have immediate, mid-range and long-term impact on the size and shape of our

student body. This is in addition to the areas of pre-eminence commitment activity which has progressed significantly under the leadership of the Vice-President Research.

Additional highlights for this year include:

- Learning communities for first-year students in Arts and Science, Agriculture and Bioresources and Kinesiology
- Construction started on the first new student residences in more than 30 years
- Improvement of the campus-wide and the College of Arts and Science advising systems beginning with an external review
- Improvement of teaching through new awards and increased recognition
- Internationalization of the campus and the student experience
- Matching grants for research

This year's report builds on prior years' work, including accomplishments in the university's first planning cycle (2003-07). Some of the notable items over this period include the university's investment in its three new graduate schools, scholarships and programs; advancing "big science" projects; completing the new Learning Commons in the Murray Library; further developing the research chair program; and the commitment to build new student residences which are now under construction.

As we approach the halfway mark of our second planning cycle, I anticipate that commitment leaders and the campus community will continue to bring forward and develop new initiatives which move the University of Saskatchewan closer to realizing its goals. Some of these initiatives will be implemented by the end of this planning cycle in 2011-12 and some will bridge to our third planning cycle.

Regards,

Brett Fairbairn
Provost and Vice-President Academic



The second integrated plan at a glance

The diagram below is a snapshot of the university's second integrated plan which focuses on three priority areas:

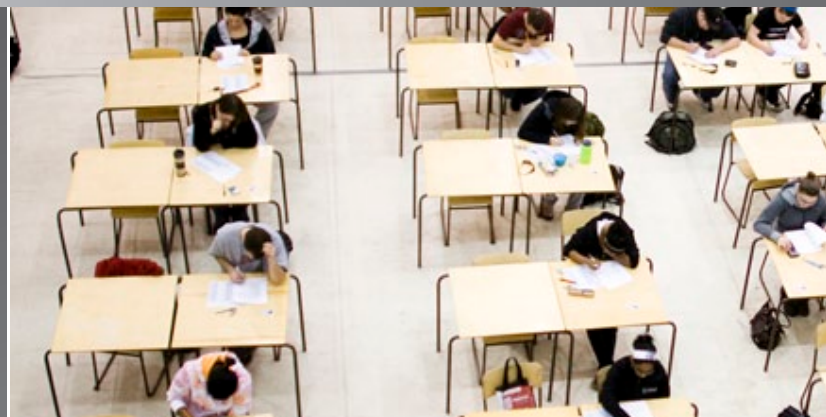
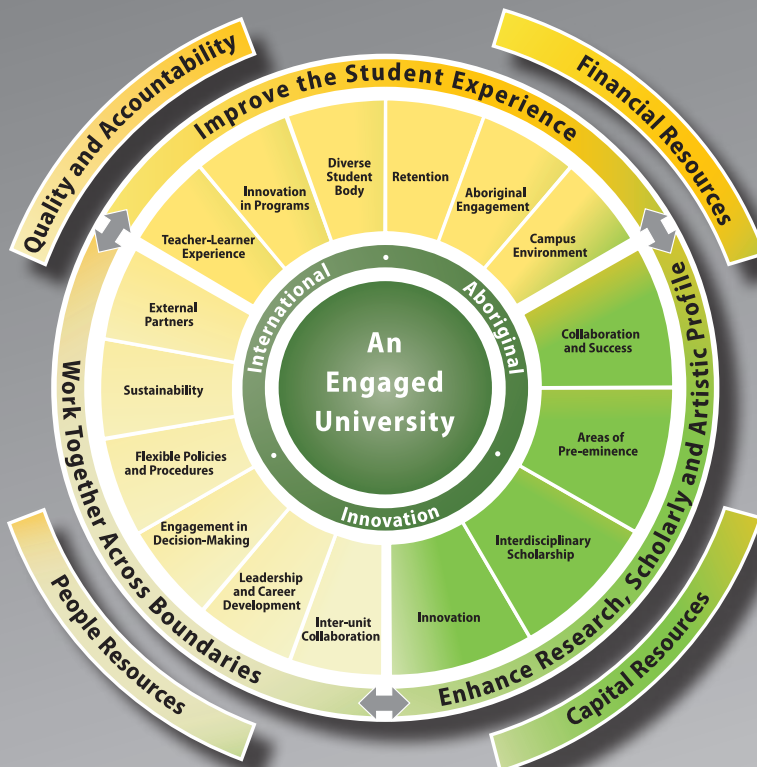
1. improve the undergraduate and graduate student experience, both inside and outside the classroom;
2. enhance the university's profile in research, scholarly and artistic work; and
3. work together more effectively across unit and institutional boundaries.

Threaded across these priorities are three institutional imperatives, shown in the green ring:

1. to engage more fully with aboriginal peoples;
2. to internationalize the university and the student experience; and
3. to foster innovation throughout our programs and services.

Sixteen commitments are grouped within the three priority areas (the pie-shaped pieces around the inner circle), and four commitments are grouped together and called "supporting strategies" because they intersect across all three priorities (the four arcs outside the circle). Each commitment is written as an action statement, indicating what the university will accomplish, or work towards accomplishing, in that specific commitment by 2012.

The overall goal is to become a more engaged university.



Measuring our progress

Improve the Student Experience

We are on track if, by 2012:

Progress to date

0% 25% 50% 75% 100%

Our programs are recognized for their distinctive and innovative approaches on the discovery-learning continuum, including inquiry-based, experiential and international learning

TBD

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

The following commitments are grouped within this priority area: The Teacher-Learner Experience, Innovation in Programs, A Diverse Body of Students, Retention Strategies and Initiatives, Aboriginal Engagement, The Campus Environment for Students



Work Together Across Boundaries

We are on track if, by 2012:

Progress to date

0% 25% 50% 75% 100%

Academic and non-academic units are working together in integrated and decentralized ways to achieve common objectives



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

TBD

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 has been developed and implemented and sustainability has become a defining area of university activity



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



The following commitments are grouped within this priority area: Collaboration between Academic and Non-Academic Units, Leadership and Career Development, Engagement in Governance and Decision-Making, Responsive and Flexible Policies and Processes, Sustainability as a Shared Challenge, Engagement with External Partners

Enhance the University's Research, Scholarly and Artistic Profile

We are on track if, by 2012:

Progress to date

0% 25% 50% 75% 100%

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



We have leveraged additional funding for strategic research initiatives and research centres

TBD

The following commitments are grouped within this priority area: Research Success and Collaboration, Areas of Pre-Eminence, Issues-based, Interdisciplinary Scholarship, Innovation and Cultural Contributions

Supporting Strategies

We are on track if, by 2012:

Progress to date

0% 25% 50% 75% 100%

We have acted on our commitment to work together more effectively as described in the Work Together Across Boundaries priority area



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 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



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



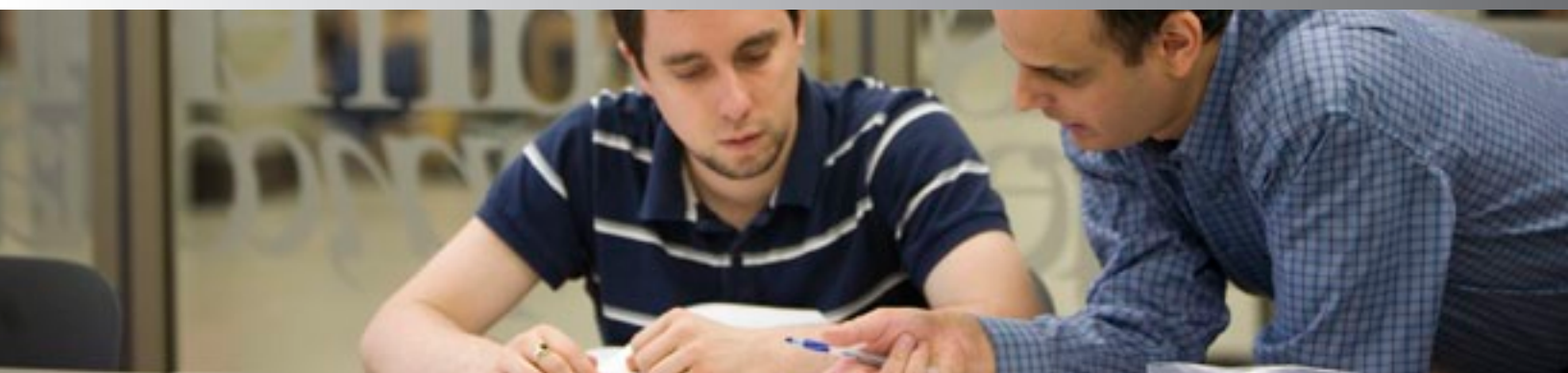
We have designed and implemented a comprehensive quality assurance framework in our academic and administrative functions and report on progress at regular intervals



The following commitments are grouped within this priority area: People Resources, Financial Resources, Infrastructure and Capital Resources, Quality and Accountability



Please visit www.usask.ca/ip for additional information, including highlights from the 20 commitments.



Academic Priorities Fund expenditures

The University of Saskatchewan's Academic Priorities Fund (APF) is a special fund used to support institutional priorities. It contains \$4.5 million in permanent funds for the second planning cycle. Two million of this total is provided by a special grant from the Government of Saskatchewan; the other \$2.5 million is allocated by the university in its Multi-Year Operating Budget Framework.

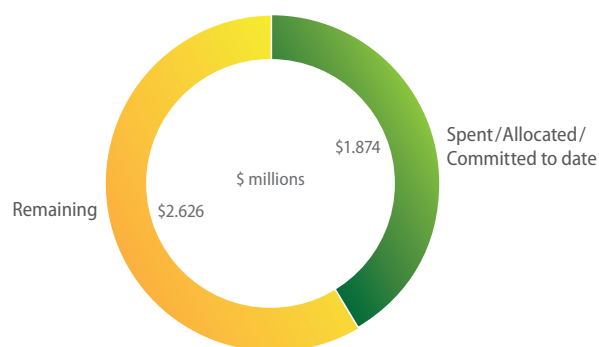
The purpose of integrating financial and institutional planning is to support areas of highest priority. Investments from the APF to support these areas take two forms: permanent and one-time. Permanent investments are meant to support fundamental change at the university (such as the establishment of

three interdisciplinary graduate schools), and one-time investments support selected projects and innovative ideas for a set number of years.

Funds committed from the APF in 2009-10 reflect our priorities as the items funded are initiatives expected to improve the student experience, enhance our research profile and improve our ability to work together more effectively. Due to the financial uncertainty as a result of last year's global economic downturn, minimal permanent investments were made from the APF during 2009-10. However, there were a number of one-time investments in high priority projects as shown in the table.

Permanent funding in the APF as of April 30, 2010

This chart shows a summary of the permanent funds committed in the second planning cycle to date which totals \$1.874 million.



Permanent funds in the Academic Priorities Fund		Permanent allocations
Total available over planning cycle		\$ 4.5 M
Allocated/committed in 2008-09		
College of Graduate Studies and Research (scholarships, fellowships, teaching awards)		1.0 M
Interdisciplinary Graduate Schools		0.574 M
Allocated/committed in 2009-10		
Implementation of the Framework for Assessment		0.3 M
Total permanent allocated to date		\$ 1.874 M
Remaining		\$ 2.626 M

One-time funding committed in 2009-10

Committed in 2009-10, to be spent by 2011-12	One time allocation
Student Wellness Initiative Toward Community Health	\$ 30,000
ESB interest on loan for downtown campus	210,000
Centre for Study of Co-operatives	100,000
Sustainability as a Shared Challenge commitment (liaison position)	270,000
Financial Resources commitment (resource allocation support position)	148,000
Student Evaluation of Educational Quality (SEEQ)	116,000
Teacher-Learner commitment (teaching awards)	200,000
Retention Strategies and Initiatives commitment (undergraduate advising)	100,000
International Centre for Northern Governance and Development	275,000
Graduate student housing design phase (investment, to be repaid to APF)	500,000
Implementation of Globalism foundational document	675,000
Matching Research Grant Program	770,000
Aboriginal Student Achievement	55,433
Chair in Health Quality Improvement	350,000
Geographical Information Systems	330,000
Clarion development of concept drawings (investment, to be repaid to APF)	50,000
Dairy Research Facility design phase (investment, to be repaid to APF)	150,000
Framework for assessment implementation	208,000
Total one-time committed in 2009-10	\$ 4,537,433

Total one-time funding committed during the first two years of the second planning cycle (2008-09 and 2009-10) is \$11.840 million. For detail from 2008-09, please see the first year progress report: www.usask.ca/reporting/integrated_plan_reports/microsites/0809_progress_report/page8.php

Highlights of Activities and Outcomes across the 20 Commitments

Accomplishments are grouped by commitment area and include the activities led by colleges, units and commitment leaders. The 20 commitments are 20 areas identified in the second integrated plan where the university, as a whole, expects to see progress.

■ The Teacher-Learner Experience

The University of Saskatchewan will improve the “in-classroom” experience for teachers and learners.

This includes recognizing, rewarding and celebrating teaching excellence and changing the in-classroom experience for learners. Highlights from 2009-10 include:

- new teaching awards established to reward outstanding teaching, administered through the Gwenna Moss Centre for Teaching Effectiveness *
- new awards created in the College of Agriculture and Bioresources to recognize and reward outstanding teaching
- new grants offered to faculty to help them improve/develop their teaching*
- increased communications support to raise the profile of teaching and learning activities on campus and externally*
- U of S teaching and learning blog established
- creation of a task force charged with making recommendations on strategy and structure of e-learning (e.g. online courses) support and development
- new course introduced on ‘teaching theory and practice’ for graduate students preparing for careers in academia*
- new resources dedicated to help international graduate students develop their English language skills*
- upgrades to the Student Evaluation of Educational Quality (SEEQ) course evaluation tool to improve usability by students and faculty*

**supported by the Academic Priorities Fund*

■ Innovation in Programs

The University of Saskatchewan will be known for innovative, quality programs that connect learning and discovery in distinctive, often interdisciplinary, ways.

Over the past year, many people across the campus have focused energy, attention and resources on areas that reflect the greatest interest and dedication on the part of learners and teachers. This has given rise to:

Changes to graduate and professional programs

- new graduate program in Toxicology designed to provide students with advanced training in human and ecological risk assessment, funded by the Natural Sciences and Engineering Research Council of Canada’s Collaborative Research and Training Experience Program (CREATE) program
- new graduate programs for students wishing to study with clinicians in the College of Medicine and School of Physical Therapy
- a new post-graduate specialty certificate (nurse practitioner) for nurses with a master’s degree in nursing who wish to also complete the nurse practitioner program
- new research training courses for medical residents
- proposal a new graduate program in writing through the Interdisciplinary Centre for Culture and Creativity
- new graduate programs, including a professional, non-thesis based master’s program emphasizing interdisciplinarity in the School of Environment and Sustainability
- new courses and an online curriculum tool for the Master of Physical Therapy program
- veterinary medicine doctorate curriculum review and expansion to include more communication and leadership training
- curriculum review for the Master of Public Health, including enhanced workplace practicum opportunities, development of new classes, the creation of a PhD program in epidemiology and the initiation of online offerings from the School of Public Health

- offering the master's in nursing program via distributive learning methods of video conferencing and web-casting
- establishment of a large national network of toxicologists and environmental public health experts to deliver innovative graduate programming in this area

Changes to undergraduate programs

- proposed major revisions to the Bachelor of Education degree program
- proposed new Bachelor of Science in Nursing degree program
- new toxicology minor developed in the College of Agriculture and Bioresources
- kinesiology curriculum reviewed and expanded to include more hands-on learning and community service learning opportunities for students
- proposed new Bachelor of Science programs in environmental biology, and physiology and pharmacology
- new Bachelor of Arts and Science programs in environment and society
- new Bachelor of Arts program in religion and culture
- a new concentration in co-op studies within the graduate interdisciplinary program
- proposed revisions to toxicology graduate programming to increase student engagement with local industry and the university's three graduate schools
- co-op education for Bachelor of Commerce and Bachelor of Science in Agribusiness students
- more experiential learning opportunities for law students through the CLASSIC *(Community Legal Assistance Services for Saskatoon Inner City) program; and for health science students through SWITCH *(Student Wellness Initiative Toward Community Health) or SEARCH (Student Energy in Action for Regina Community Health)
- increased placement opportunities for School of Public Health students in health care organizations all over Canada and around the globe, including the developing world
- development of internship programs with federal and provincial governments for students in the Master of Public Administration and Master of Public Policy programs

Other innovations

- the Interdisciplinary Centre for Culture and Creativity (ICCC) established, which will be home to a number of humanities and fine arts interdisciplinary programs*
- an exploration of past academic program change or development in order to tell the story of successful program changes/development from idea to implementation
- promotion of interdisciplinarity through the creation of a collaborative program in biostatistics that is housed in the School of Public Health and partners with the Colleges of Medicine and of Arts and Science
- implementation of new graduate programs, including a professional, non-thesis master's program in the School of Environment and Sustainability that emphasize interdisciplinarity
- recognition of the College of Law mediation education program as the most outstanding in Canada by the Canadian National Mediation Advocacy Association

**supported by the Academic Priorities Fund*

■ 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.

As of October 2009, the undergraduate student headcount was 16,285 and the graduate student headcount was 2,591. This is the first time since 2003 the undergraduate student population has stayed about the same (not decreased) and the sixth consecutive year of growth in graduate student numbers.

In the past year, work has focused on better understanding, and removing institutional barriers, for students. This includes:

- new articulation agreements allowing students with two-year college diplomas to transfer directly to the third year of the Bachelor of Renewable Resource Management program
- expanded first-year course offerings in the College of Arts and Science, the College of Kinesiology, the College of Agriculture and Bioresources and the Edwards School of Business at St. Peter's Junior College in Humboldt
- development of a partnership with six top-tier Chinese universities to provide graduate study opportunities for 20 PhD students supported by study-abroad scholarships funded by the government of China
- review of the School of Public Health curriculum and programs to align the school with accreditation requirements that will assist with the recruitment of both domestic and international students
- the first ever geographic analysis of undergraduate student applicants
- additional research on aboriginal, out-of-province and international students' reasons for choosing the U of S, as well as speaking to students who were admitted but chose not to attend the U of S
- increased collaboration between the colleges and the Student and Enrolment Services Division (SESD) to develop new recruitment strategies, including holding a recruitment summit
- the first U of S policy on admission to degree programs
- streamlined admissions processes, resulting in a 20 per cent increase in offers of admission to prospective domestic students and a 103 per cent increase in offers of admission to prospective international students (as of April, 2010) for the 2010/11 academic year
- a comprehensive review of scholarships and financial aid to gain an understanding of existing gaps and opportunities campus-wide
- support for additional capacity for student services in the International Student Office through the implementation plan for the Foundational Document for International Activities*
- increased collaboration between the colleges and Centre for Continuing and Distance Education to improve students' ability to move from certificate to degree programs
- launch of an off-campus and distributed learning project to develop strategies and priorities for ways to expand and improve off-campus and distributed learning
- introducing bursaries for international graduate students needing additional English as a Second Language (ESL) support
- online applications for prospective graduate students
- an on-campus graduate recruitment fair for U of S undergraduates

**supported by the Academic Priorities Fund*

■ Retention Strategies and Initiatives

The University of Saskatchewan will work to retain the students it admits and optimize their success.

Our goal is to ensure that students admitted to our programs have the supports they need to succeed. Initiatives in this area include:

- learning communities established in the Colleges of Agriculture and Bioresources, Arts and Science, and Kinesiology, an initiative that received new funding last year – 333 students participated in 2009/10 (an increase from 180 in 2008/09)*
- a formal review of campus-wide advising services for undergraduate students to identify strengths and improve gaps in the system with results and recommendations expected Summer 2010*
- an external review of College of Arts and Science academic advising and student service offerings with results and recommendations expected in Summer 2010*
- new USSU Advising Award established to recognize outstanding delivery of academic advising and first award given out in 2008/09
- upgrades to the student online registration system to check prerequisite/co-requisite/equivalencies as students register
- implementation of the first phase of review of the College of Arts and Science first-year curriculum

**supported by the Academic Priorities Fund*

■ Aboriginal Engagement

The University of Saskatchewan will progress from accessibility programs for First Nations and Métis students towards graduate programs and enhancing community-based research.

This is still much more to be done to ensure that Aboriginal students access the university and achieve educational and personal success. There is also a need to focus on Aboriginal content in programs and on intellectual engagement with Aboriginal peoples and cultures. Work in this area has given rise to:

- an increased number and retention of students in the Bachelor of Science in Nursing and undergraduate medical education programs
- 21 students of Aboriginal ancestry graduated from the law program, the largest number of Aboriginal graduates in the history of Canadian legal education
- a partnership between the College of Agriculture and Bioresources and One Earth Farms, which has partnered with First Nations to cultivate First Nations' farmland in the prairie provinces
- increased profile of Aboriginal student athletes in First Nations communities
- a report on the university's Aboriginal imperative
- a compilation of current Aboriginal initiatives and their funding sources
- continual expansion of the University Library Indigenous Studies Portal (iPortal) which contains 19,000 full-text online resources related to the interdisciplinary field of indigenous studies
- a project plan and design for the Gordon Oakes/Red Bear Student Centre
- the launch in September 2009 of three complete Bachelor of Education programs on three First Nations
- creation of a new director of Aboriginal Engagement position in Human Resources to increase the focus and engagement of faculty and staff in this area
- the first career fair aimed at Aboriginal students on campus which showcased campus employers and Aboriginal employees
- delivery of an Aboriginal land-based master's program in educational foundations
- development of a new graduate course that focuses on multiple ways of knowing used in environmental decision-making, including, but not limited to, Aboriginal knowledge systems

■ 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.

Our goal is to ensure that the range of student services, activities and opportunities reflects the needs and desires of the student body. Activities in this area include:

- opening the Graduate Commons*, a study and gathering space for all graduate students
- breaking ground on new student housing with an estimated 400 beds in total
- completing renovations to University Bookstore and Arts Cafeteria, and beginning renovations to Upper Marquis Hall
- providing access to direct deposit for casual student employees
- developing a list of student concerns with the aim of addressing key “hot topics” for students
- University Learning Centre/Library Transformation project in the Murray Library
- continuing construction on the Place Riel Student Centre expansion/renovation which will provide for increased services to students
- development of a wayfinding (i.e. navigating across campus) study to promote safety and orientation throughout campus
- increasing the wages of undergraduate and graduate students working on campus
- expansion of on-campus wireless services
- development of iUsask (the beginnings of a mobile strategy)
- survey of Food Services completed
- created a plan to guide the development of the College Quarter project
- created a security survey which allows students, faculty and staff to anonymously input suggestions to improve public safety on campus

**supported by the Academic Priorities Fund*

■ Research Success and Collaboration

The University of Saskatchewan will build on existing supports for both students and faculty to ensure their continued success.

We will need to ensure that our investments continue to provide a competitive edge as well as adapt to emerging expectations. Activities include:

- implementation of recommendations from the Management of Centres, University of Saskatchewan Press, and the University Communications Review task forces
- opening of the WestGrid Collaboration and Visualization Facility to facilitate networking between U of S researchers and their colleagues around the world
- establishment of graduate and undergraduate toxicology student exchanges with Hong Kong, Germany and Sweden
- completion of the design phase and three strategic research teams identified for Social Sciences Research Lab
- a research chair in rational drug design, to lead efforts to develop our university and province as a centre of excellence in drug development
- participation in a Canada-wide service called ‘Eduroam’ which allows wireless internet access for our faculty, staff and students at other universities across Canada without the need for obtaining a guest account
- opening of a WestGrid data storage facility which helps science, math and engineering faculty uncover more accurate results in a faster timeframe for their large-scale and data-intensive research challenges

■ 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.

These signature areas of research, scholarly and artistic activity are critical to helping us build a national reputation, recruit students and faculty, and access resources in a post-secondary landscape that has become increasingly competitive. Activities include:

- Eight workshops and presentations with different campus groups to identify a set of “signature areas of research, scholarly and artistic work”
- Following the consultation, a theme refinement workshop was held inviting feedback on the signature area draft themes

■ 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.

Research and scholarly work to address societal issues often, although not always, requires interdisciplinary and multi-disciplinary teams and formal strategic partnerships with others from within the university community and beyond. Activities include:

- forming of the International Centre for Northern Governance and Development, a cross-college collaborative*
- creating new cross-college health research groups in airways research, bone and joint imaging, gene expression mapping using synchrotron light and quality end of life
- establishing an interprofessional research chair in patient adherence
- forming an active interdisciplinary group investigating risk to small children from contaminated urban environments (toxicology)
- initiating a long term project in Creighton SK to investigate the link between forest fires, toxicology and ecological restoration near mine smelters
- creating a water sciences research group which includes the Centre for Hydrology, the Toxicology Centre, and the School of Environment and Sustainability
- securing funding to establish a Health Quality Improvement Initiative for the health sciences

**supported by the Academic Priorities Fund*

■ 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.

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, we have a special responsibility toward areas of urgent provincial interest, including economic development in Saskatchewan. Activities include:

- building awareness of the Wilson Centre for Entrepreneurial Excellence and the I³ Idea Challenge
- creation a cultural artifacts subcommittee to develop a long-term strategy for museums, cultural facilities and artifacts of the university

- creation of an innovation subcommittee to expand and deepen the innovative and creative environment at different levels of the university
- exploration of a mining research centre in partnership with government, industry and other Saskatchewan post-secondary institutions
- promotion of the internationalization of the School of Public Health's student body as a way to increase the number of fully qualified public health providers in developing countries
- early concept development of the Clarion Project, a centre of excellence for innovative, synergistic and imaginative arts and science curriculum
- identification and recognition of 100 'Alumni of Influence' from the College of Arts and Science, in conjunction with the college's centennial celebration
- support for the provincial leadership conference, a bi-annual event promoting leadership development

■ 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.

Increasingly academic and non-academic units will need to come together to partner in genuine ways to achieve mutual goals. Examples include:

- commitment leader model recognized by internal and external stakeholders as a highly successful means to encourage collaboration
- all commitment leaders serving as a resource group specifically for the Collaboration between Academic and Non-Academic Units commitment
- increased consultation across campus as a result of the commitment leader model that have identified systemic barriers and success factors that prevent or support collaboration
- development of a theoretical framework for collaboration that will provide an evidence-based approach to recommendations made to senior leaders
- development of mechanisms to ensure collaboration between administrative and academic units, including:
 - » e-learning and distributive learning to support the Masters of Nursing program (Nursing, CCDE, EMAP and ITS)
 - » liaison program (University Library and various programs/formats)
 - » shared communications specialists/officers positions (University Advancement and various colleges)
 - » college staff awareness of differing needs of international students (Kinesiology and International Students Office)
 - » training to increase deans' knowledge of development (University Advancement and Deans' Council)
 - » internal controls (Financial Services Division and college/administrative unit financial officers)
 - » initial work to expand and improve off-campus and distributed learning (Centre for Continuing and Distance Education and several colleges)
 - » exploration of joint projects between Workplace Safety and Environmental Protection, the Office of Sustainability and the School of Environment and Sustainability
 - » development of a online curriculum vitae (CV) management system for faculty (ITS and several colleges)
 - » development of new college tabs and associated services in PAWS (ITS, Arts and Science, Edwards School of Business, Education, Medicine)
 - » "Older and Wiser? The Future of Pension Policy" conference (Vice-President Finance and Resources, Financial Services Division, Johnson-Shoyama Graduate School of Public Policy)
 - » internship position in Campus Safety for students in Aboriginal justice and criminology program

- » multi-administrative unit support teams for colleges and administrative units to assist in the management of the \$10 million permanent budget operating adjustment process (planning, financial, human resources, communications)

■ Leadership and Career Development

The University of Saskatchewan will support programs aimed at encouraging leadership and career development among faculty, staff and students.

We need to do a better job of nurturing internal talent, mentoring faculty and staff to perform at their best, and acknowledging the important contributions made. Examples include:

- leadership development program for staff and faculty of the University Library
- funding for student leadership programming
- a deans' workshop series focusing on leadership and development
- improved staff manuals and guides, professional development and faculty mentorship programs within the College of Arts and Science
- skill development series providing university-specific, focused development for front-line supervisors
- expanded participation in Leadership Conference 2011 steering committee
- leadership programming for high school students through the Diefenbaker Canada Centre involving faculty members from the Johnson-Shoyama Graduate School of Public Policy

■ 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.

We will encourage structural and procedural changes and the accompanying cultural shifts, under the guidance of the principles of subsidiarity, accountability for results, effectiveness and efficiency. Examples include:

- a full governance review for the College of Arts and Science
- realignment of the College of Nursing administrative structure along geological lines to allow for improved engagement with health and community partners throughout the province
- an oversight committee for the Veterinary Teaching Hospital
- establishment of the PCIP Advisory Committee to provide advice on the completeness and decision-readiness of proposals before they are submitted to PCIP for consideration
- 'Introduction to Accounting' courses offered for non-accounting/financial staff to address knowledge gaps and improved financial decision-making
- a draft document entitled 'Principles of Program Approval' designed to streamline the approval process for new graduate programs
- establishment of the Council of Health Science Deans to provide administrative leadership for health sciences educational programming and research and achieve the priority outcomes of the Academic Health Sciences facility
- early thoughts on developing a communications plan for University Council
- improvement of the governance pages of both the university's home page and the university secretary page
- new/revised policies being undertaken: admission, transfer credit, scholarly integrity,
- clarification of respective roles of students, instructors and institutions through the Learning Charter
- new procedures for selection of chancellor
- new criteria for University Senate membership organizations

- continued work by the Board of Governors to enhance governance processes (new policies on board member responsibilities, board education and development, guidelines for selection of chair and vice-chair)
- review of the notice of intent template for new programs

■ 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. Such goals cannot be achieved by unilateral action; they are achieved through conversation, and by cultivating openness, civility, and the practice of holding each other accountable. Activities include:

- new policies for expenditures on copyright, travel, hospitality, short-term investments, accountable professional expense funds, employment versus contracted services and deans and senior administrators' expense
- implementation of a "paperless" system for changes to staff employment data in the institutional human resources system
- improvement to online job application system to allow the hiring manager immediate access to applicant data
- key processes in collective agreements
- removal of one step in the approval process for new graduate courses, allowing proposals to move forward to University Council on a monthly, instead of bi-annual, basis

■ 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.

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 social and economic sustainability in our own programs and practices. Examples include:

- food composting and energy savings introduced to Marquis Hall and other campus food outlets
- a sustainable purchasing guide developed listing products, suppliers and services offering the best value with the lowest environmental and social impact
- energy awareness training sessions available to anyone on campus
- development of a Green Computing Guide to help members of the campus community make environmentally informed choices in selecting and using information and communication technology
- continuation of the campus-wide lighting replacement and retrofit program
- new sustainability liaison position hired within Facilities Management Division to work with departments to assess existing practices and facilitate sustainability initiatives*
- engagement of the campus community in creating a definition, mission and vision for sustainability at the University of Saskatchewan as the first step in creating a campus sustainability plan
- Leadership in Energy and Environmental Designs (LEED) Gold Certification of Law Building
- Review of LEED principles applied to new construction to ensure appropriate sustainable methodologies are being incorporated into capital projects
- College of Pharmacy and Nutrition implementation the first Health, Safety and Environment Management System at the University, and completion of the assessment process
- \$100 discount for colleges and departments that purchase environmentally-friendly laptop and desktop computer systems

**supported by the Academic Priorities Fund*

■ 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.

We need to constructively partner with a wide variety of external agencies to achieve the educational and scholarly goals we set for ourselves. Examples include:

Local and Provincial Partners

- downtown campus for the Edwards School of Business opened, made possible through a partnership with donor K. Nasser*
- partnership established between the U of S, City of Saskatoon, Saskatchewan Government and Meridian Development Ltd. to build a new undergraduate student residence
- Collaborated with the Saskatoon Health Region, the City of Saskatoon as well as public and separate school boards to promote a coordinated H1N1 pandemic response
- Operational principles established and agreed on for the two campuses (U of S and U of R) of the Johnson Shoyama Graduate School of Public Policy
- WCVM and provincial Ministry of Agriculture co-fund the Prairie Diagnostic Services located on the U of S campus
- partnership with Ministry of Corrections, Public Safety and Policing to establish Forensic Behavioural Sciences Research Group
- College of Arts and Science, Division of Science collaborated with Pleasant Hill School and the Saskatoon Public School Division to offer weekly science instruction to Grades 4 and 5 students
- Promotion of clinical research in partnership with the Saskatoon Health Region
- realignment of the College of Nursing leadership structure to support geographical representation and improved engagement with health and community partners across the province
- collaboration with the city and provinces' arts and culture organizations, business and community leaders, and the University of Regina in order to realize innovative new research, programming, and facilities for the fine and performing arts
- collaboration with the City of Saskatoon, the Saskatchewan Arts Board and local organizations to jointly host information events open for the arts and culture community, including the Sir Ken Robinson lecture
- initiation of the Sid Speaks Alumni Speaker, an outreach event hosted by Arts and Science students
- meeting monthly with the Saskatoon Health Region on the Children's Hospital of Saskatchewan project to ensure collaboration from both parties
- development of a pool of pre-qualified external human resources consultants to supplement the services available on-campus
- meeting with municipal policing agencies in the Saskatoon region to share problems, concerns and solutions
- establishment of the City-University Task Force on Sustainability Initiatives which includes the School of Environment and Sustainability, Office of the Vice-President Research, the Office of Sustainability, and the College of Engineering along with representatives from the City of Saskatoon

**supported by the Academic Priorities Fund*

National Partners

- WCVM and the Public Health Agency of Canada to position the WCVM in the national public health agenda
- continuing work through the Canadian Pacific Partnership Program in Aboriginal Community Development in the Rural and Urban Planning Program

International Partners

- partnership with industry leaders, Google, IBM and Apple as part of a growing career fair for computer science students
- expansion of outreach and engagement opportunities internationally i.e. Uganda, Ethiopia, South Korea, Trinidad and Tobago
- partnership with governments of Saskatchewan and the Philippines and educational institutions in the Philippines to develop appropriate educational, professional practice and research opportunities in nursing

■ 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, and 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. Examples include:

- continued development of staff and faculty complement plans in units across campus
- utilizing results of the Employee Opinion Survey to develop action plans to address areas where needs exist

■ 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.

Although the University of Saskatchewan was not affected to the same degree as other Canadian universities by the recent worldwide economic downturn, we were not immune to the external financial situation. As budget adjustments have been implemented across colleges, units and central funds, we have seen some creativity and effort committed to finding new, more efficient ways of operating. Examples include:

- financial scenario analysis to minimize the potential impact of the recession on all aspects of the university's activities
- a comprehensive budgeting system in the College of Pharmacy and Nutrition
- university-wide progress on internal control (direction, monitoring and safeguarding of the university's resources) and transparency of financial activity
- review of fees for facilities management services
- financial professional development for deans and senior administrators
- exploration of models of resource allocation at other universities, developing principles and draft concepts for a University of Saskatchewan model as part of the first phase of the resource allocation-reallocation project
- development and implementation of a multi-year budget and forecasting plan for all nursing programs
- implementation of an accurate financial and reporting system that supports informed operational and strategic decisions in the College of Nursing
- piloting of an activity-based costing in the Centre for Continuing and Distance Education
- a review of the university's overall compensation and rewards model to ensure a comprehensive approach is maintained
- a plan to address the pension shortfall created by the global economic downturn

■ Infrastructure and Capital Resources

The University of Saskatchewan will continue to enhance its physical environment by completing current 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.

Capital planning, whether it is about buildings and space, land, infrastructure, information and communications technology or equipment, is an ongoing, systematic process. For more information on all of the key activities, please see the Annual Capital Plan (2010-2011). Highlights include:

- unprecedented construction on campus including Academic Health Sciences, new undergraduate student residence, Place Riel upgrades and VIDO/InterVac
- “Major Infrastructure Requirements: A Ten Year Projection” briefing document developed to provide a short-version of the university’s long-term Infrastructure Master Plan
- “Vision 2057: University Land Use Planning” document approved by the Board of Governors, which sets out a framework for the future planning of University of Saskatchewan-owned land

■ Quality and Accountability

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

By measuring ourselves against others, we seek to better ourselves, adapt leading edge practices and demonstrate excellence. What we must now do is ensure there is increased understanding internally and externally about our shared progress. Activities include:

- release of the university’s first Achievement Record which gauges the overall health or performance of the university on a number of indicators (e.g. external funding for research, scholarly and artistic work)
- colleges, schools and administrative units developing performance indicators that help compare performance to peers (e.g. similar colleges or units at peer universities) as well as quality assurance plans
- a process for graduate program review intended to set guidelines for reviews to ensure quality of our graduate programs
- review of the Human Resources unit completed and a final report released to the university community
- participation in the international law school survey of engagement (LSSSE)
- improvement to college administrative processes with specific focus on a learner-centered approach, as a member of the Health Quality Council’s Quality as a Business Strategy program



Thank you.

Prepared by the Office of Institutional Planning and Assessment. For more information about institutional planning or the second integrated plan, please visit www.usask.ca/ip