

Promise and Potential: The Third Integrated Plan

Final Report

Institutional Planning and Assessment
December 2017



Executive summary

The University of Saskatchewan’s third integrated plan, Promise and Potential, was envisioned to span from 2011/12 to 2015/16 and was guided by strategic directions developed in 2002. This report is a final assessment of the thirty-two “by 2016” commitment statements. The statements fall under four categories, or areas of focus:

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

These areas of focus highlight the importance of research and scholarship, supporting Aboriginal success through engagement and inclusion, developing innovative responses to local and global issues through academic programs, providing a diverse and inclusive environment for all staff and students, and ensuring programs and services reflect our priorities. The University of Saskatchewan has made significant efforts to achieve the “by 2016” statements outlined in the third integrated plan, and this report evaluates the success of the university in achieving its commitment goals.



Setting the context

Strategic directions and *Renewing the Dream*

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

The four strategic directions are:

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

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

A Framework for Action: the first integrated plan

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

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

Toward an Engaged University: the second integrated plan

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

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

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


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

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

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

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

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



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

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

Promise and Potential: the third integrated plan

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

- Knowledge creation: innovation and impact
- Aboriginal engagement: relationships, scholarship, programs
- Culture and community: our local and global sense of place
- Innovation in academic programs and services

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

The eight priorities for action

On September 9, 2014, the TransformUS project was set aside and the U of S refocused itself on IP3 in the form of eight priority areas. These priorities were closely related to the learning and discovery mission of the university. The eight priority areas were⁷:

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

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

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

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






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

The Multi-Year Budget framework, developed as a component of IP3, provides a comprehensive overview of consolidated university revenues from 2012-2016 and a detailed projection of both revenues and expenses in the operating budget across the planning period. Work is still ongoing on a multi-year budget framework that includes *all* university revenues and expenses. The university is also in the process of transitioning to responsibility-center management, which, with the help of the Transparent, Activity-Based Budget System (TABBS), will increase the information available about the financial resources of the university and will place decisions in the hands of those who are best to make them – the deans and unit leaders themselves.

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


This report intends to inform the university community on progress made on the thirty-two “by 2016” commitment statements at the end of the IP3 planning cycle. Each statement is categorized as either completed, partially completed, or incomplete. Please refer to the appendices for a summary assessment of the “by 2016 statements”.

	Completed
	Partially completed
	Incomplete

Knowledge creation: Innovation and impact

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

Commitments

Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.	
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In 2010/11, the U of S received \$83,882,000 in total Tri-Council funding (\$85,856 per tenured/tenure stream faculty member). In 2015/16, the amount received in Tri-Council funding was \$61,416,000 (\$58,688 per tenured/tenure stream faculty member), placing us 11th⁸ in our peer group of the U15. In order to have an ‘above average’ ranking, the university would needed to have received more than \$134,344,666 in Tri-Council funding (2015/16 peer average).

⁸ Three of the U15 institutions did not report research revenue data for the 15/16 year.



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



On one hand, the proportion of faculty holding Tri-Council awards dipped from 37.4% in 2010/11 to 34.7% in 2015/16. On the other hand, faculty supervising graduate students in all departments, colleges and schools increased from 53.9% in 2012/13⁹ to 57.4% in 2015/16.

Increased the number, citations and impact of faculty publications tracking toward national and disciplinary comparators and improved placement for the university in major national and international ranking systems.



There are several different indicators of performance in the various ranking systems including scores based on publications and citations. Research Infosource is a ranking of Canadian institutions and calculates scores for the number of publications and the impact, or number of citations, coming from those publications. For international rankings, the Academic Ranking of World Universities (ARWU) provides a score for publications, but not for citations. In this case, an additional international ranking, Times Higher Education (THE), was used as a citation score. According to the scores below, there has been little improvement in score or rank since 2011 with the exception that the university is now tied for 14th place in national publication rankings. As the commitment is to increase placement in rankings tracking toward comparators, the rankings relative to other U15 universities on that same indicator are also presented. The university continues work towards improving its publications output in order to improve in ranking compared to its peers.

2011

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

2015

	National (Research Infosource)	International (ARWU/THE)
Publications	3.1 (14th)	32.3 (15th)
Citations	16.5 (15th)	39.7 (15th) ¹⁰

⁹ Data on faculty supervising graduate students was not available until 2012/13.

¹⁰ Large change in score is the result of changes to the methodology for 2015. All Canadian universities received significantly higher scores due to this change.



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



The U of S now boasts several institutes that help support our learning and discovery mission, namely:

The Global Institute for Water Security¹¹ - officially launched in 2011, prioritizes research on sustainable use of the world's water resources and protection against natural hazards such as flood and drought. The institute's work addresses water issues worldwide, but places an important focus on Western Canada. Funding for this institute is through the Canada Excellence Research Chair in Water Security, a \$30-million, joint federal-provincial-university commitment over seven years.

The Global Institute for Food Security¹² - launched in 2012, it is a unique public-private partnership with the U of S, the Government of Saskatchewan, PotashCorp, and Viterra. The research goals, or pillars, of the institute are: seed biology and plant development, the interface between soil, micro-organisms and root systems, and digitization of agriculture. The institute intends to do internationally compelling research with large scale impacts.

The Sustainability Education Research Institute (SERI) - established in 2012 in the College of Education, the institute's goals are to "further research and action on land, place, environment and sustainability in relation to educational research, policy and practice"¹³. Contributing to the university's signature areas, SERI has strong partnerships with the national and international research and governance community through the Sustainability and Education Policy Network, which is funded by a \$3 million Social Sciences and Humanities Research Council partnership grant.

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



The Research Mentorship program¹⁴ was implemented in July 2012 and supports new faculty to become more successful in reaching their research goals and full potential through workshops and conversations with mentors. The goals of this program are to assist new faculty in developing a research plan and networking skills, and to provide advice to help new faculty achieve research success. For example, seven workshops have been held since the date of the last progress update (Oct. 2015). Topics included: research networks, early career success, effective mentorship, and graduate scholarships. Workshops were attended by up to 100 faculty. More information on this program is available on their [website](#), or by watching a short [video](#).

Increased externally funded trusts to support a more comprehensive array of funding supports for graduate students approaching the national average at medical-doctoral peer universities, e.g., teaching assistantships.



Due to transition in the leadership in the Advancement and Community Engagement portfolio, this commitment was unable to be assessed.

¹¹ <http://www.usask.ca/water/index.php>

¹² <http://gifs.ca/>

¹³ <http://www.seri.usask.ca/about/About%20SERI.php>

¹⁴ <http://research.usask.ca/for-researchers/index.php>



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



In June 2015, the University of Saskatchewan allocated \$1.5 million from the Strategic Funding Envelope to support initiatives in the College of Graduate Studies, which will include some scholarship support. This is in addition to investments made since 2011 that have increased internal graduate scholarship funding from \$10.5M to \$13.5M in 2015.

In 2011, 972 graduate students (26.3 per cent of the total graduate population) received Tri-Agency funding; in 2015, 938 students (24.0 per cent) of students received this funding. One hundred and ninety-three undergraduate students, or 1.1 per cent of the undergraduate population, received Tri-Agency funding in 2015.

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



In 2010/11, the University had 892 PhD students. As a result of strategic recruitment efforts, in 2015/16, the U of S had 1,119 PhD students, an increase of roughly 25 per cent.

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



The U of S launched an Undergraduate Research Initiative in 2012. Its goals are to ensure meaningful curriculum-based research experiences, mentored student research experiences through faculty-supervised assistantships, and celebrating and showcasing undergraduate research experiences¹⁵. This initiative is focused on supporting meaningful research experiences for 100-level students. In 2013/14, 390 students from Arts and Science were participating in undergraduate research. Participation among students engaging in a first-year research experience then increased from 1500 in 2014/15 to over 1800 students in 2015/16. This initiative has expanded from its initial one-college pilot to include five colleges – Agriculture and Bioresources, Arts & Science, Education (new for 2015/16), Edwards School of Business (new for 2015/16) and Kinesiology¹⁶ - and 15 courses.

A few key outcomes of the initiative include¹⁷:

- 1 in 4 undergraduates engages in a course-based research or experiential learning experience during their program
- 1 in 10 undergraduates have a research experience in their first year of university
- 25 per cent of undergraduate students contribute to research and discovery at the U of S
- Over \$600,000 has been spent on Undergraduate Student Research Assistantships

Undergraduate Student Research Assistantships are awarded to undergraduates hired to work on faculty-led research. Funds are matched by the faculty supervisor or college, and are made available to colleges and schools based on enrolment numbers. In 2015 90 undergraduate students from different colleges across campus received undergraduate research assistantships.

¹⁵ <http://research.usask.ca/undergraduate/about-us/Report%20November%202014.pdf>

¹⁶ <http://research.usask.ca/undergraduate/about-us/March%202016%20Report.pdf>


¹⁷ <http://research.usask.ca/undergraduate/opportunities/for-undergraduates/index.php>



Aboriginal engagement: Relationships, scholarship, programs

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


Commitments

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


The first to second year direct-entry retention rate of Aboriginal students in the 2010/11 was 58.2 per cent. As of 2015/16, the retention rate increased to 66.1 per cent, which is a 7.9 per cent increase.

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

In 2011, the proportion of self-identified Aboriginal undergraduate and graduate students in that year's graduating class was 8.3 and 4.0 per cent, respectively. As of 2015/16, the proportion of graduating self-identified Aboriginal undergraduate and graduate students was 12.4 and 8.3 per cent, respectively. In 2011, there were Aboriginal graduates in 109 different programs. In 2014, there were Aboriginal graduates in 152 different degree and non-degree programs.

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

This item was considered complete with the 2013 launch of a geographic information system powered community engagement map¹⁸. This map was developed out of a partnership with University Advancement, the University Data Warehouse and the Spatial Initiative, and helps to visualize Aboriginal students, activities, engagement and communities in Saskatchewan. It is continually being updated.

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

The Gordon Oakes-Red Bear Student Centre opened in early 2016 and is an inclusive gathering place for the entire campus community. It is part of the university's commitment to support the success of First Nations, Métis and Inuit students. Many college and school websites have developed dedicated pages to Aboriginal initiatives and student supports, and the U of S has a [central website](#) highlighting Aboriginal events, college programming, and detailing our commitment to Aboriginal success on campus. The university continues to look for ways to increase visibility of Aboriginal culture on campus, especially in the wake of the recommendations from the *Truth and Reconciliation Commission*.

¹⁸ <http://webgis.usask.ca/aMap/aMap2013032015.html>



Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.



During Aboriginal Achievement week, awards are presented to Aboriginal students in each college, recognizing their accomplishments. In February 2016, awards were presented to students for outstanding work in their communities, academics, and leadership¹⁹.

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

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



The initiatives identified in the October 2015 update continue to support this commitment. Updates from the 2015/16 year are below.

The Aboriginal Student China Study Tour is a new partnership between the Confucius Institute, the International Student and Study Abroad Centre, and the Aboriginal Students Centre. In June 2016, 19 students and two staff members from six colleges travelled to Beijing and Xi'an, China for two weeks to tour partner universities, take Chinese language and cultural classes and tour historical sites²⁰.

As part of the International Centre for Northern Governance and Development, the U of S is a member of the University of the Arctic Consortium²¹, an international network of educational and research institutions focused on study of the North. The university also is engaged in a research project on building capacity through Aboriginal entrepreneurship in the North (Northern Saskatchewan and Scandinavia).

The Indigenous Land Management Institute (ILMI) is a research centre housed at the U of S that seeks to “work with Indigenous Peoples to realize a more prosperous future through optimal land and resource management.”²² The ILMI has three research areas: wealth creation, environmental and community sustainability, and governance of land. A current project, “Cross-border dimensions of Vuntut Gwich’in food security”, examines the social and political dimensions of food security and food sovereignty for the Gwich’in Nation, which is divided by the Canada/United States border.

There are a number of international agreements in progress at the U of S, including a Memorandum of Understanding (MOU) among the U of S, University of Hawai’i at Mānoa, the University of North Carolina at Pembroke, and Swinburne University of Technology (Australia). This MOU has the explicit aim of developing Indigenous Studies programming to advance knowledge in the field of Indigenous Studies through the work of faculty, staff and students. A cooperation agreement between the University of Tromsø and the U of S for a joint Master in Governance and Entrepreneurship in Northern and Indigenous Areas links a number of schools,

¹⁹ <http://words.usask.ca/news/2015/02/23/aboriginal-achievement-week-2/>

²⁰ <http://words.usask.ca/news/2016/07/18/culture-connections/>

²¹ <http://www.usask.ca/icngd/about-us/university-of-the-arctic/index.php>

²² <http://ilmi.usask.ca/>



colleges and centres at both institutions. This program involves travel and study in both countries and will result in a jointly awarded degree for the student. Faculty mobility and exchange is also part of this program.

In 2015/16, The University of Saskatchewan Aboriginal Study Abroad award provided funding for 7 Aboriginal students to participate in exchange and taught abroad programs.

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

As of 2013, there were 7 courses or internships that provide undergraduate students with experiential learning opportunities involving Aboriginal communities or organizations. These courses span a variety of disciplines, including nursing, science and medicine and the number of courses. This baseline can now be used for future measurement and performance assessment.

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

In July 2016, the UnivRS program began tracking research applications. Users of this system can choose to select a signature area if their research fits within a signature area. One of these signature areas is Aboriginal People: Engagement and Scholarship. Data from this initiative is in the early stages of collection and can eventually be used to establish a baseline.

Culture and community: Our local and global sense of place

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

Commitments

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

Much work has been done on this item since 2011 and several examples include:

The International Student and Study Abroad Centre (ISSAC) continues to support the international campus community through programs such as the Global Village, which had 300 participants and 18 student groups involved in 2015/16, including the USSU and the Indigenous Student Council. Building Bridges had another successful year, with 630 participants. The Building Bridges and the team lead of the Aboriginal Student Centre (ASC) were asked to make a presentation on the program to Langara College (Vancouver). ISSAC coordinates the Global Connections Network, which brings together more than international student groups to work together on shared initiatives. A second annual career path panel was organized to showcase graduated international students who have been successful in their careers and in settling in Saskatchewan. ISSA also provided the social and cultural activities at the Marquis Hall Street Food Fair.



An inclusion committee organized and co-led by ISSAC, the ASC, the Gwenna Moss Centre for Teaching Effectiveness, and human resources was attended by over 100 faculty, staff and students. An agreement with the Canadian Roots Exchange²³ was signed to support youth reconciliation events at the U of S and to support reconciliation events across the community.

In response to the *Truth and Reconciliation Committee's* calls to action, the U of S has identified a number of [initiatives](#) that will help improve awareness and understanding, including:

- Including indigenous content in program curricula²⁴
- Altering the mandatory first-year law curriculum to include a course in Aboriginal law
- Advancing the Aboriginal Peoples Signature Area
- Partnership with the National Centre for Truth and Reconciliation
- Creating a vice-provost Indigenous engagement

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

In 2011, the number of self-identified Aboriginal employees was 2.6 per cent. As of 2014/15, this number was 6.1 per cent²⁵.

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

The first ever Campus Climate Survey was launched in November 2013 and results were released November 2014²⁶. The original intention of this survey was for it to be done on a regular basis. The date for the next campus climate survey is to be determined.

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

As part of the planning for IP3, targets through 2016/17 were established for undergraduate and graduate Aboriginal and international students. Those targets and the progress made towards them in 2015/16 are reported below.

Student diversity group	2015/16 targets (% of student population)	2015/16 annualized enrolment (% of student population)
Undergraduate		
Aboriginal	13.8%	12.8%
International	7.0%	9.5%
Graduate		
Aboriginal	6.8%	6.9%
International	30.6%	38.0%

²³ <http://canadianroots.ca/>

²⁴ <http://words.usask.ca/news/2016/04/01/connecting-with-indigenous-content/>

²⁵ The HR employment survey used to derive these numbers was not continued after 2014, so there is no update for 2015.

²⁶ http://www.usask.ca/ipa/documents/institutional-effectiveness/survey_campusclimate_2014_summaryreport.pdf



The U of S's Aboriginal faculty recruitment initiative provides central support to colleges and schools to hire Aboriginal faculty members and scholars. In 2014/15, this initiative assisted in the recruitment of approximately six Aboriginal faculty members. In 2015/16, three Aboriginal faculty members were hired. In 2016/17, two Aboriginal faculty members were hired and three are undergoing contract discussions.

The 2016/17 Operations Forecast as submitted to the Government of Saskatchewan included a number of commitments that will help us continue to increase diversity among our student and employee populations. Funding for these initiatives were approved by PCIP in June 2015. An update on a number of these commitments follows:

- Increase the proportion of Aboriginal undergraduate students to 15 per cent by 2019
 - Aboriginal undergraduates made up 12.8% of the total undergraduate population in 2015/16
- Implement an Aboriginal faculty chair program to increase the number of Aboriginal scholars by seven faculty members per year
 - This commitment links with the Aboriginal faculty recruitment initiative, discussed above.
- Increase the proportion of Aboriginal graduate students to nine per cent by 2019
 - Aboriginal graduate students made up 6.9% of the total graduate population in 2015/16
- Attract five new Aboriginal post-doctorate fellows
 - Two new Aboriginal post-doctorate fellows were hired at the U of S in 2015/16 and one in 14/15
- Create a senior Aboriginal leader position, coupled with additional Aboriginal leadership positions within colleges
 - The College of Arts and Sciences appointed an Associate Dean Aboriginal Affairs in 2015
- Increase international undergraduates to a total of 10 per cent of the population by 2019
 - International undergraduates made up 9.5% of the total undergraduate population in 2015/16

Set 2020 targets for retention and graduation rates for provincial, international and out-of-province undergraduate and graduate students.



The U of S does not currently have targets set for student retention or graduation rates. In the next phase of enrolment planning, intake, enrolment, and completion targets will all be considered.

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




In 2010/11, the U of S had a STARS bronze-rated score of 34.8. As of 2017, the university was given a score of 54.90 and achieved a silver rating²⁷.

²⁷ <https://stars.aashe.org/institutions/university-of-saskatchewan-sk/report/2017-01-23/>


Innovation in academic programs and services

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

Commitments

Defined learning outcomes for all undergraduate and graduate programs. 

Learning outcomes have been developed for all undergraduate and graduate²⁸ programs. Learning outcomes show clear alignment and overlap between the articulation of program-level learning goals within colleges and the core goals outlined in the University of Saskatchewan Learning Charter²⁹. Given the recommendations of the *Truth and Reconciliation Commission*, the university is working towards implementing Indigenous knowledges and experiences into all degree programs. This work will impact learning outcomes for each program in the future.

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

The teaching, learning and academic resources committee of council (TLARC³⁰) has been working to define experiential learning, and are now focusing on the success of the initiative to “flag” experiential learning opportunities in the registration system and on refining the definition of experiential learning in order to ensure that courses are appropriately labelled³¹.

Six types of experiential learning available at the U of S have been identified³²:

- Community engaged learning
- Work experience (cooperatives, internships, clinical and practica)
- Study & work abroad
- Undergraduate research / Inquiry-based learning
- Field courses

The Experiential Learning Fund was created to support academic units in providing student access to experiential learning opportunities³³. This initiative was part of the Academic Innovation Initiatives approved in 2011 and has helped fund 49 projects since 2012/13 in 12 colleges, schools and centres. Projects fall into one of five categories: study abroad, community engagement, undergraduate experience, field experience, or clinical practice.

²⁸ <http://www.usask.ca/cgsr/policy-and-procedure/degree-level-learning-outcomes.php>

²⁹ <http://www.usask.ca/secretariat/documents/LearningCharter.pdf>


³⁰ <http://www.usask.ca/secretariat/governing-bodies/council/committee/TLAR/2015-2016/May-2016-Annual-Report-to-Council.pdf>

³¹ <https://studentstest.usask.ca/articles/experiential-learning.php>


³² http://www.usask.ca/vpoteaching/strategic_initiatives/experiential-learning/index.php

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




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


In 2010/11, institutional graduate enrolment at the U of S was 16.4%. This number represented the number of graduate students compared to undergraduate students on campus. In 2015/16, this number was 17.6%.

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

The Canadian University Survey Consortium (CUSC) is a group of universities working together to gain a better understanding of the Canadian undergraduate student population. Each year, a survey is presented to a specific group of undergraduates to collect feedback and understand their experiences. In 2011, the CUSC score for the U of S for students who were satisfied with their advising experience was 81 per cent. In 2016, the CUSC score for the same indicators was 88 per cent. In the 2014 National Survey of Student Engagement, 41% of first-year students 39% of fourth-year students were highly satisfied with academic advising. In 2017, the percent highly satisfied was 41% and 42% respectively.

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

The U of S defines external transfer students as those students transferring into the university with a minimum of 18 credit units from another institution. In 2010/11, there were 1,988 of these students on campus; a ten per cent increase would require 2,186 students. In 2015/16, there were 2,952 external transfer students at the U of S.

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

Since 2011/12, the number of students studying abroad in various forms (i.e., term abroad, internships, residencies, conferences, and extra-curricular) has increased from 519 to 716, an increase of over 35 percent. In addition to longer study abroad programs, there are other taught-abroad programs offered to students, including a Certificate in Global Health program offered to students in the College of Medicine, and a number of short courses abroad.

Information about international research collected by the University of Saskatchewan generally captures project information that does not include the number of faculty involved, and there is no database for collecting faculty mobility as there is for student mobility (above). As of 2016, The U of S has 369 active agreements with international educational and research institutions, and 39 in preparation. There are a number of types of agreements, including faculty-led programs abroad, where students are supervised abroad by a home-institution faculty member; faculty exchanges, where faculty are mobile and participate in a variety of activities, and research programs. The university has three active international agreements for faculty-led programs abroad (institutions in Uganda and China) and 17 faculty exchange agreements. There are currently 108 U of S faculty members that are Primary Investigators in International projects. The UnivRS system³⁴ is a web-based system that will allow the research community within and outside the U of S to collaborate on research projects in a secure manner. Data from this initiative is in the early stages of collection.

³⁴ <https://wiki.usask.ca/display/itsproject217/UnivRS+Home>



The U of S has commitments in place to continue to support this goal. The 2016/17 Operations Forecast as submitted to the Government of Saskatchewan detailed a number of commitments for international research and development. Funding for these initiatives was approved in June 2015, and has resulted in: a new global engagement certificate to recognize students' international experiences, 50 new global engagement scholarships to support students' academic experiences abroad, and 12 new awards to recognize and support the global engagement of faculty.

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



This information is reported in the University of Saskatchewan Achievement Record³⁵. This measurement captures administration and general expenses at the U of S as a percentage of the university's total consolidated expenses. Administration and general expenses include all activities provided in direct support of instruction and non-sponsored research, including costs of central university administrative units (such as financial services and research administration) and centralized units supporting academic and research programs (such as the vice-presidents' offices). The university's administrative cost ratio is compared to all Canadian universities, as well as our comparator group, the U15³⁶. For 2015/16, the administrative cost ratio at the U of S was 4.95 per cent which was less than both the Canadian average and the U15 average.

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



The NSSE is a survey that measures the level of engagement a first- and final-year student has with their institution. This survey is given to undergraduate students in both Canada and the United States and asks questions about their participation in programs and activities that institutions provide for their learning and personal development. The survey is conducted on a three-year cycle and although NSSE scores were benchmarked in 2011, in 2013 the questionnaire and engagement indicators were revised. To allow direct comparison of results, only the results from 2014 and 2017 were assessed.

The results reported for theme of 'campus environment' include measures of the quality of interactions with peers, advisors, faculty, and staff as well as the perceived support received academically, non-academically, and socially on campus. In the 2017 survey, first year students had an average score of 34.4 compared to 33.6 in 2014 and senior students had an average of 33.6 NSSE which was slightly more than 33.5 in 2014.

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



A report on graduate student funding was submitted to the provost in May 2015; it will factor into the provost's considerations on graduate funding. No further work has been completed on this commitment.

³⁵ <http://www.usask.ca/achievementrecord/working-together/administrative-efficiency.php>

³⁶ The peer average is the weighted average of the U15 universities: Alberta, British Columbia, Calgary, Dalhousie, Laval, Manitoba, McGill, McMaster, Montreal, Ottawa, Queen's, Saskatchewan, Toronto, Waterloo and Western. Benchmark data is sourced from the Canadian Association of University Business Officers (CAUBO).



Conclusion

The direction of the third planning cycle was to make substantial progress in four key areas: knowledge creation; Aboriginal engagement; culture and community; and innovation in academic programs and services. While these weren't the only areas impacted by IP3 initiatives, they were considered the most immediate for advancing university priorities at the time. Overall, the U of S made significant progress towards its commitments for the third integrated plan and the majority of commitments were completed. Some commitments, however, were not fully realized or several goals were not achieved. As the university prepares to launch into planning for the next integrated plan, it will be important to build on the successes as well as reflect on the lessons learned from the IP3 planning and reporting process to ensure the success of the next university plan.

Appendices

- A. Summary report card



Appendix A – Summary report card

Knowledge Creation: Innovation and Impact

Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.	●
Increased the proportion of research-appointed faculty holding Tri-Agency funding and/or supervising graduate students in all departments, colleges and schools.	●
Increased the number, citations and impact of faculty publications tracking toward national and disciplinary comparators and improved placement for the university in major national and international ranking systems.	●
Established new targeted institutes and hired the faculty and staff required to move them forward.	●
Established a fully subscribed and effective mentorship program for new and early-career faculty.	●
Increased externally funded trusts to support a more comprehensive array of funding supports for graduate students approaching the national average at medical-doctoral peer universities, e.g., teaching assistantships.	●
Increased internally funded graduate scholarships by a further \$1 million and; increased by 10 per cent the number of Tri-Agency-funded graduate and undergraduate students.	●
Increased enrolments in PhD programs by 10 per cent to support our more intensive research culture.	●
Established a baseline and increased by 50 per cent the number of undergraduate students participating in research.	●



Aboriginal Engagement: Relationships, Scholarship, Programs

Increased the institutional first to second year direct-entry retention rate of Aboriginal students by 10 per cent, on track to achieving the goal of Aboriginal enrolment at 15 per cent of total enrolment by 2020.	●
Increased the graduation rates of self-identified Aboriginal students in a wider array of programs.	●
Implemented a registry and/or portal documenting Aboriginal initiatives, programs, services and partnerships.	●
Increased the visibility of Aboriginal culture, language and symbols throughout the campus, beginning with the Gordon Oakes-Red Bear Student Centre and including institutional, college, school and unit websites, on roadways and signage, and on and within buildings.	●
Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.	●
Established initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage with counterparts in other regions of the world.	●
Established a baseline for courses providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities or organizations.	●
Established a baseline for research partnerships or projects happening in and with Aboriginal communities.	●



Culture and Community: Our Local and Global Sense of Place

Engaged a significant proportion of faculty, staff and students in activities designed to increase intercultural awareness and understanding and improve intercultural competencies.	●
Increased the number of self-identified Aboriginal employees from the current 2.6 to 4 per cent.	●
Implemented a Campus Climate Survey to assess the level of welcome our campus environment provides to its increasingly diverse population.	●
Set 2020 targets for diversity among the student and employee populations.	●
Set 2020 targets for retention and graduation rates for provincial, international and out-of-province undergraduate and graduate students.	●
Demonstrated an increase of our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.	●



Innovation in Academic Programs and Services

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