

DATE: 3 September 2014
TO: ALL MEMBERS OF COUNCIL
FROM: Annette Revet, Executive Director and University Secretary
RE: **FALL MEETING OF COUNCIL AGENDA**

A meeting of Council will be held on Wednesday, September 10, 2014 from 9:30 –11:00 a.m. in the Education Auditorium, ED 106, as follows:

9:00 a.m. – Council Registration Opens
9:30 a.m. – Call to Order

AGENDA

1. Introduction
2. Approval of the Agenda
3. Approval of the Minutes of the Meeting 26 February 2014– *circulated with the Agenda*
4. Report from the Chair of Council
5. Report of the Council Agenda Committee,
 - 5.1 Strategic Plan, Appendix I, Pages 2- 14
Available at <http://www.uregina.ca/strategic-plan/2015-20-draft-strategic-plan.html>
 - 5.2 Council Committee on Academic Mission, Appendix II, Pages 15-33
 - 5.3 Council Committee on Budget, Appendix III, Pages 34-44
 - 5.4 Report from Executive of Council, Appendix IV, Page 45
6. Adjournment

UNIVERSITY OF REGINA
2015 – 2020 Strategic Plan

Item for Decision

Subject: 2015 – 2020 Draft Strategic Plan

MOTION: Recommend endorsement, in principle, of the 2015-2020 University of Regina DRAFT Strategic Plan with the provision that Council will receive, via email, the final version of the DRAFT Strategic Plan for final input for a period of no less than five (5) days prior to the Board of Governors receiving the final version of the DRAFT Strategic Plan for its approval.

Rationale:

The Strategic Planning Facilitation Team is pleased to present the 2015-2020 Draft Strategic Plan for the University community's review. It has been available at the following link since mid-July:

http://www.uregina.ca/strategic-plan/assets/docs/pdf/University_of_Regina_Draft_Strategic_Plan.pdf

This Draft embodies what the Team heard from the University community, during the consultation sessions and in the hundreds of e-mails and submissions provided.

The Strategic Planning Facilitation Team is seeking Council's input on and endorsement of the current draft of the 2015-2020 University of Regina DRAFT Strategic Plan as submitted for Council's review and discussion at the meeting on September 10, 2014. The timeline for approval of the plan as set by the Board of Governors was that the 2015-2020 Strategic Plan would be approved in Fall 2014.

The following timeline outlines the steps leading from the Council meeting to the Board of Governors' discussion and approval of the final DRAFT.

September 16	Town Hall for Draft Plan Review
September 29	Town Hall for Draft Plan Review
October 17	Senate meeting for Draft Plan Review and endorsement of the plan as drafted
October 22 – 29	Last input received and final DRAFT Strategic Plan completed for presentation to the Board of Governors
After October 30	Board of Governors discusses the DRAFT Strategic Plan. If approved by the Board, the document becomes the University of Regina 2015-2020 Strategic Plan.

September 2, 2014
 Submitted by: Dr. Joseph Piwowar



University
of Regina | **DRAFT**
STRATEGIC PLAN
2015 - 2020

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DRAFT

A Vision for the Future

Introduction from the President

From Then to Now: The Context & Process

Update on Previous Plan Accomplishments

The University's 2009-2014 Strategic Plan, *mâmahowkamâtowin, Our Work, Our People, Our Communities*, has served us well over the past five years. The implementation of this Plan has strengthened the University in a number of key areas, and has helped bring about many accomplishments. These accomplishments include:

- Significant growth in student enrolment and retention. Total enrolments have grown by 13% from Fall 2009 to Fall 2013, and are expected to exceed 14,000 in Fall 2014.
- Continued program development including the establishment of a very successful Nursing program with 1,400 students enrolled, new Master's degree programs in areas such as health administration and Nursing, the revamped MBA program, and successful accreditations in areas such as Engineering and Applied Science.
- A renewed commitment to teaching and learning through the Strategic Plan for Teaching and Learning, a new suite of faculty teaching awards, and increased response to shifting patterns of student needs by doubling the number of online courses available, increasing early morning, evening, weekend and spring/summer offerings, and continuing to expand course offerings in all areas.
- Reviews of research processes and supports, and substantial progress is being made to implement the resulting recommendations.
- Approximately 1,300 students participating in the UR Guarantee Program to keep them engaged in campus life support their transition from university to employment.
- Significant increases in student financial assistance, with help from new provincial government programs. The operating budget allocation for scholarships has more than doubled from 2009-10 to 2014-15 from \$3.7 million to \$7.6 million. Among 14 comprehensive Canadian universities, the University of Regina ranks second-highest in total financial aid to students (all university sources) as a percentage of tuition revenue (35% in 2011-12).
- Increased recognition locally, nationally and internationally for teaching and research through various student and faculty awards.
- A growing number of experiential and international learning opportunities, with a record of more than 800 student work placements in 2013 and more than 800 domestic students studying abroad over the past four years. Earnings by students in Co-op and other work placements now total more than \$9million annually.
- The implementation of a number of important initiatives to help Indigenize the University for all members of the campus community. The success of Aboriginal students, faculty and staff on campus has been supported through the expansion of the Aboriginal Student Centre and the establishment of the Aboriginal Advisory Circle.
- Enhanced accessibility for Aboriginal and international students as well as students with disabilities. From 2009 to 2013, the number of self-declared Aboriginal students has grown by 41% and now makes up 11% of the student population. Also over that time, international student enrolments grew by 76% to comprise 12% of all students. In addition, more and more students with disabilities are attending the University in large part due to the enhanced services available to them.

- Increased engagement with the larger community through initiatives such as the President’s Community Award. This engagement has helped increase the amount of annual donor contributions.
- New facilities and services for students, including construction of the new residence building and child care facility.

Environmental Scan Considerations

Although the University of Regina has made significant progress over the past five years, we – like most Canadian universities – face a series of challenges:

- Operating budget challenges stemming from constraints on government spending;
- Faculty concerns regarding the direction of our academic mission, the balance between professional and non-professional programs, and the amount of support available for research and graduate students;
- Increasing demands for career-directed and professional education;
- Accommodating an influx of new Saskatchewan learners as forecast in *The Saskatchewan Plan for Growth*;
- The need to make post-secondary education more accessible to a growing Aboriginal population in the province;
- Technological advancements and the challenge of adapting to them;
- A new generation of students with different interests and characteristics; and
- The aging physical infrastructure of our campus.

These internal and external trends provided motivation and a sense of necessity for renewing the University’s Plan. More detailed information can be found in the 2014 Environmental Scan, which provided context and considerations for the priorities and objectives defined in this new Strategic Plan.

Overview of Strategic Planning Process

A strategic planning facilitation team of 15 individuals was assembled in the winter of 2014 to help guide the development of the Strategic Plan. This team led a planning process with significant focus on engagement with students, faculty, staff and community members. The team listened to the thoughts, ideas and dreams people have for the University of Regina moving forward. This valuable feedback was considered and remained at the forefront when drafting the 2015-20 Strategic Plan. The following provides an overview of the engagement avenues that were used and the reach of the process.

320

Consultation Participants

In Various Internal &
External Sessions



141

Student Cards

Collected with
Feedback



151

Online Submissions

Through Website,
Email & Blog Posts



Consultation Participants: 32 sessions were conducted, including 18 internal consultation sessions, 13 external stakeholder consultations and one public forum. Distribution of 320 total participants included 120 Faculty members, 117 staff members, 39 undergraduate students, 10 graduate students, 21 members of the public, and 13 external stakeholder organization representatives.

Student Cards: 141 feedback cards were collected from students over a two-week period on campus.

Online Submissions: 151 feedback submissions through online methods were collected from faculty, staff and students, including 52 online and email submissions and 99 blog forum posts.

Our Vision, Mission & Values

Vision Statement

The University of Regina aspires to be the institution of choice in supporting career-ready learners, educated contributors and global citizens.

Mission Statement

The University of Regina:

- Provides quality and accessible education, influential research, and meaningful scholarship experiences in pursuit of local and global contributions and knowledge;
- Serves and engages the diversity of students, life-long learners, and communities, with particular emphasis on Aboriginal learners and global citizens;
- Offers a welcoming and rewarding academic and work environment for students, faculty, and staff; and
- Fosters innovative learning, community engagement, and critical thought.

Values

Mutual Respect, Integrity & Honesty: We are a scholarly community engaged with many other communities. The members of our community are our defining resource. Our treatment of each other is principled, open, transparent and respectful.

Inclusivity & Diversity: We are a learning community. We value interaction between faculty members and students as the fundamental activity of the academy. We acknowledge diversity of learning styles and needs of our students, and are inclusive of our international and Aboriginal students, staff and partners. We aim to be accessible to all who wish to learn with us.

Pursuit of Knowledge: We have a driving urge to know the unknown. Our investigation of and reflection upon varied intellectual pursuits is fundamental to us. We engage our students in these endeavours. We balance our duty to academic integrity with our commitment to academic freedom in our work and interactions.

Community & Social Responsibility: We employ our expertise to serve each other and society. We illuminate socially relevant problems. The knowledge we generate enriches the community. We are legitimately concerned with all aspects of our world. We are a bridge and an interpreter between our communities, other people and other nations.

Excellence & Accountability: We are accountable for our performance to each other, our students, our alumni and the public.

Our Strategic Priorities: 2015-2020 Strategic Plan

Over the next five years, the University of Regina is committed to focusing on three Strategic Priorities:



Student Success: A vibrant, challenging and stimulating learning environment with the services required to ensure student engagement, achievement, personal growth, academic success and career readiness.

Research Impact: An intellectually active and innovative research community with the supports and infrastructure to expand the boundaries of knowledge and to have a meaningful impact at home and beyond.

Commitment to Our Communities: A community of dedicated and passionate students, staff, and faculty who embrace our responsibilities to serve and engage our diverse peoples and communities in the pursuit of well-being and pride of place.

The University has also identified two overarching areas of emphasis that thread throughout each priority, and upon which we will continue to build to increase our impact, reputation and competitiveness:

1. **Indigenization¹:** Aboriginal students, employees and community members are welcomed and supported at the University of Regina – especially given our presence in Treaty 4 Territory. Since the inception of the 2009-2014 Strategic Plan, we have been focused on implementing important initiatives to support the success of Aboriginal students, faculty and staff on campus, and help Indigenize the University. This momentum is embedded and expanded in the 2015-2020 Strategic Plan.
2. **Sustainability:** Commitment to sustainability is critical to ensure institutional and societal longevity and success into the future. Sustainability includes both institutional and environmental sustainability at the University of Regina. Given the importance of this concept, sustainability has been identified as a key area of emphasis for the 2015-2020 Strategic Plan.

¹ The Aboriginal Advisory Circle to the President (AAC) defines Indigenization as "the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practises so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability."

For each Strategic Priority, the following components have been defined to provide further direction and focus for the University’s planning, resources and efforts.

- **Objectives:** Provides defined goals or accomplishments that the University desires to achieve within each of the Strategic Priority areas (“*The What*”).
- **Indicators of Success:** Provides specific measures which support assessing the progress and performance toward achieving the intended objective (“*The Result*”).
- **Supporting Actions:** Provides further direction for actions and efforts to be implemented in order to support achieving the desired objectives and intended results (*The How*). The lists of Supporting Actions are not exhaustive. Individual Faculties, departments and units should view them as starting points and develop new Supporting Actions through their own strategic and operational planning efforts.

Strategic Priority: Student Success

The University of Regina exists to provide quality post-secondary education to our students. The University will strive to provide the necessary supports required to meet unique student needs. Together, we will work to ensure that all of our students have rewarding experiences at the University of Regina, both inside and outside the classroom.

<p>STUDENT SUCCESS OBJECTIVE: Ensure Indigenous practices, ideas and principles are embedded in our academic pursuits, teaching and programs.</p>
<p>INDICATORS OF SUCCESS:</p> <ul style="list-style-type: none"> • All Faculties demonstrate annual progress toward Indigenization. • Increase in resources focused on Indigenization efforts. • Increase in academic programming partnerships with First Nations University of Canada • Increase in Indigenous teaching spaces
<p>Supporting Actions:</p> <ul style="list-style-type: none"> • Provide workshops and resources for faculty to build understanding about Indigenizing our teaching. • Offer course(s) in each academic program that address Indigenous concepts. • Engage with First Nations University of Canada to develop partnerships that clearly articulate ways to take advantage of each other’s academic programming without duplication. • Normalize traditional ways of knowing in our teaching by working with Elders and local traditional knowledge keepers. • Develop Indigenizing teaching spaces where ceremony can be integral and normal.

<p>STUDENT SUCCESS OBJECTIVE: Enhance supports to better facilitate student preparedness for academic success.</p>
<p>INDICATORS OF SUCCESS:</p> <ul style="list-style-type: none"> • Increase success and retention rates for first-year students. • Increase supports and completion rates for International students. • Increase supports and completion rates for Aboriginal students. • Increase retention rate for all students. • Decrease time to completion for graduate students.
<p>Supporting Actions:</p> <ul style="list-style-type: none"> • Improve supports offered to new students transitioning into university. • Implement student retention strategies specific to each Faculty. • Expand academic supports for Aboriginal students.

- Enhance University services to assist international and new Canadian students transitioning to Canada.
- Adopt flexible teaching styles that foster the success of non-traditional learners.
- Develop and implement a strategy to improve time to completion for graduate students.

STUDENT SUCCESS OBJECTIVE:

Strengthen the quality and impact of teaching and learning for all students.

INDICATORS OF SUCCESS:

- Increase in tenured and tenure-stream faculty.
- Improvement in U of R student satisfaction rates.
- Increase in flexible learning opportunities offered.

Supporting Actions:

- Develop and implement a strategy for creating tenure-stream faculty positions.
- Develop and implement a strategy specific to improving student satisfaction related to quality teaching and learning.
- Expand learning opportunities for part-time, online, distance and lifelong learners.
- Develop interdisciplinary approaches to curriculum design and delivery between Faculties and departments.
- Practice instructional strategies that aim to meet the needs of our diverse learners (anti-oppressive, anti-racist, differentiated learning, etc.).
- Offer course(s) in each academic program that deals with sustainability.

STUDENT SUCCESS OBJECTIVE:

Expand and enhance experiential and service learning opportunities in academic programming.

INDICATORS OF SUCCESS:

- All Faculties will demonstrate progress toward experiential and service learning opportunities.
- Increase in the number of graduating students who engage in experiential and service learning opportunities.

Supporting Actions:

- Increase awareness of and reduce barriers to participation in experiential learning opportunities during the course of a student's degree.
- Foster experiential and service learning opportunities, including international learning, community service learning and co-op/practicum/internship opportunities.
- Infuse curricula with real-world experiences through placements, case-based projects, applied research, studies abroad, group work, community service, and senior capstone projects.
- Ensure sustainability component in each experiential learning opportunity.

Strategic Priority: Research Impact

The University of Regina currently leads Canadian comprehensive universities in research impact.² Critical to the University's success are its strategic research clusters, which have been identified as a function of their critical mass (highly-qualified personnel), performance (impact) and distinctiveness: Big Data; Environment & Energy; Anxiety, Stress & Pain; Indigenization; and Public Safety. It is important that the University continues focusing on high-impact research and that it is communicated and celebrated within the community moving into the next five years.

² For the time period spanning 2004-2013, the University's "impact" as calculated by Thomson Reuters' NCI (including all Web of Science subject areas) exceeded that of a comparator group of SFU, UVic, York, Waterloo, Guelph, UofS, and UNB.

RESEARCH IMPACT OBJECTIVE:

Strengthen support for students and researchers required to deliver high impact outcomes.

INDICATORS OF SUCCESS:

- Increase in funding and titled scholarships for supporting and recruiting high-calibre graduate students.
- Increase in Tri-Council funding, alumni-funded research monies and other partnership research monies.
- Increase in success rate of external grant applications.
- Increase in number of research-related partnerships specific to strategic research clusters.
- Increase in the amount of research in and about Saskatchewan for the benefit of Saskatchewan residents.
- Increase in research publication impact factors.

Supporting Actions:

- Increase the research funding budget.
- Prioritize research resources and develop new funding partnerships that align with the five strategic research clusters.
- Stimulate new research partnerships and funding opportunities with local communities, including First Nations and Métis communities.
- Increase institutional research support for grant writing and research administration.
- Faculties and departments work together in interdisciplinary research and academic programming initiatives.
- Increase support for research on topics with relevance to sustainability.

RESEARCH IMPACT OBJECTIVE:

Advance the profile and awareness of research successes locally, provincially, nationally and internationally.

INDICATORS OF SUCCESS:

- Increase in the number of positive research articles/stories in the local media.
- At least 40% of stories on the University's website and media releases are devoted to research.
- Research-related communication strategy is developed and implemented.
- Increase in the number of inquiries for University expertise.

Supporting Actions:

- Increase the number of public presentations of research findings.
- Profile University of Regina research successes internally and externally.
- Create a targeted communications strategy to keep University of Regina stakeholders and community members updated on research developments.
- Expand the targeted communications strategy to include Indigenous media and communities.

RESEARCH IMPACT OBJECTIVE:

Increase research partnerships and projects with First Nations and Métis people, communities and organizations, including the First Nations University of Canada.

INDICATORS OF SUCCESS:

- Increase in internal and external funding specific to Indigenous research.
- Increase in supports for faculty and students to practice Indigenous-based research.
- Celebrate the diversity of ways that Indigenous inquiry is undertaken.
- Increase the number of publications and presentations of Indigenous-based research.

Supporting Actions:

- Develop a strategy to enhance Indigenous research in partnership with First Nations University of Canada, the Gabriel Dumont Institute and other potential partners.
- Create awareness of the practice of Indigenous research methods.
- Regularly host an Indigenous research showcase.
- Increase visibility of and collaborative research partnerships with First Nations and Métis peoples and First Nations University of Canada.
- Encourage Indigenous ways of knowing and Indigenous research methodologies in graduate programs.

Strategic Priority: Commitment to Our Communities

The University of Regina's motto, *As One Who Serves*, speaks to the deep connection and commitment to serving all of the communities the University touches in Saskatchewan, across Canada, and around the world. This includes the communities within the institution as well as our strong engagement with external communities provincially, nationally, and globally. This priority focuses on the importance of engaging with our communities in order to improve personal and institutional well-being, through the pursuit of knowledge creation that addresses relevant needs in our community.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE: Continue to build a friendly, respectful, diverse, safe and welcoming campus for all.

INDICATORS OF SUCCESS:

- Increase in student satisfaction with accessibility services.
- Increase in student satisfaction related to diversity and culturally responsive needs being met.
- Improve mental health support services for students and staff.
- Progress toward building a representative workforce reflective of the province's diverse population.
- Sustain employee engagement results and retention rates.

Supporting Actions:

- Increase awareness and appreciation among students, faculty and staff of Indigenous history, people and contemporary issues.
- Improve accessibility on campus for all students, employees and members of the public.
- Increase diversity among the campus communities and culturally responsive initiatives, activities and services.
- Develop a strategy to work toward a representative workforce.
- Develop a comprehensive program of mental health awareness and support for students, faculty and staff.
- Enhance opportunities and support for student and employee physical well-being.
- Promote a healthy work-life balance.
- Implement plans to improve engagement in academic, administrative and research units.
- Establish and promote free community parking in designated areas on evenings and weekends.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE: Focus on institutional sustainability and transparency to ensure that we are a preferred institution to learn, conduct research, teach and work.

INDICATORS OF SUCCESS:

- Annual improvement in cost containment and efficiencies.
- Decrease in deferred maintenance.
- Enrolment management strategy completed and communicated.

Supporting Actions:

- Improve cost-containment initiatives and process efficiencies.
- Determine process and administration efficiencies across the academy.
- Develop a plan for addressing the infrastructure deficit and building maintenance.
- Develop an enrolment management strategy.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE:
Continue to build the profile and image of the University.

INDICATORS OF SUCCESS:

- Media publishes more positive news stories, with a portion related to institutional sustainability.
- Increase in attendance at University events by students, employees and community members.
- Increase in the number of new undergraduate students from outside our traditional catchment area.
- More financial support from alumni.
- Renewal of the College Avenue Campus completed.
- Featured in City of Regina and Wascana Centre Authority promotional materials and activities.
- University known as an environmentally sustainable campus.
- Expanded hours for campus access.
- Enhanced community use of University services and facilities.

Supporting Actions:

- Improve communication with people of Regina and Saskatchewan about the value of their university.
- Build a strong campus spirit and community among students, staff and faculty.
- Focus on alumni engagement.
- Develop and implement an aggressive communications strategy to share research contributions, innovations in teaching and service to the internal and external communities.
- Increase in the number of local, regional, provincial and national events hosted on campus.
- Increase services available on campus for extended hours to accommodate campus life in evenings and weekends.
- Increase collaboration with the City of Regina and Wascana Centre Authority on community initiatives and marketing.
- Complete and implement the University's Sustainability Strategic Plan.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE:
Strengthen partnerships with our federated colleges and other post-secondary institutions.

INDICATORS OF SUCCESS:

- The University's working relationship with Campion College and Luther College remains strong and healthy.
- Stronger relationship and more partnerships with First Nations University of Canada.
- Increase in partnerships with other post-secondary institutions, including those in Saskatchewan (University of Saskatchewan, SIAST, regional colleges), across Canada, and globally.
- Increase in number of joint programs, collaborations and exchanges (student and faculty) nationally and internationally.

Supporting Actions:

- Explore new ways of engaging with Campion and Luther Colleges to develop joint programs, reduce duplication and market together abroad.
- Build more partnerships and collaborative opportunities with First Nations University of Canada.
- Review and expand relationships and collaborative opportunities with the University of Saskatchewan, SIAST and Saskatchewan Regional Colleges, and other post-secondary partners beyond provincial borders.
- Formalize programs to provide opportunities for staff and faculty to participate in professional development and secondment opportunities abroad.

Strategic Planning Facilitation Team

Joe Piwowar, Faculty of Arts, Chair
Michelle Beitel, Office for Research, Innovation and Partnership
Cory Butz, Faculty of Science
Kate Cushon, Centre for Teaching and Learning
Bonnie Dobson, Faculty of Nursing
Gina Grandy, Faculty of Business Administration
Larena Hoeber, Faculty of Kinesiology & Health Studies
Gwen Keith, U of R Alumni Association
Kelly Kummerfield, Human Resources
Chris Oriet, Faculty of Arts
Shauneen Pete, Faculty of Education & Executive Lead: Indigenization
Wes Pearce, Faculty of Fine Arts & Council's elected representative
Lisa Watson, Faculty of Business Administration
Dipo Ziwa, URSU Board of Directors

Advisor: Brian Christie, Office of Resource Planning

Special thank you to Rachelle Holterman, Scott Langan, and Emily McNair from McNair Business Development Inc.

UNIVERSITY OF REGINA
Council Committee on Academic Mission

Items for Decision

Subject: Academic Unit Reviews

MOTION: That Council recommends to the President the resumption of the academic unit review process according to the revised 10-year time table.

Rationale: Unit reviews were suspended in 2010 as a result of the Academic Program Review. Unit reviews are a valuable external examination of the activities of academic units, and should be resumed.

Background: The schedule was devised to minimize the time since last review, and given this restraint, to distribute reviews as evenly as possible over the ten-year cycle. Since scheduling of unit reviews is done in consultation with the unit, in some cases, it may be necessary to alter dates of reviews to meet the needs of the units. For example, a faculty with a newly installed dean may wish to delay a review, or a department experiencing specific challenges may wish to call for an earlier review.

MOTION: That Council recommends to the President the timeline and responsibilities for unit reviews be adopted as the recommended process for unit reviews.

Rationale: The timeline summarized below is the same as that used in previous unit reviews. CCAM concluded that the overall process is effective and efficient. CCAM also concluded that examining individual components of the process, particularly the unit self study, was necessary to improve the efficiency and effectiveness of the process (see final motion).

Background: The timeline is a recommendation and may need to be altered to accommodate the schedules of unit members and review committee members.

MOTION: That Council recommends to the President the template for the Academic Unit Review unit self study and the associate academic unit member curricula vitae template be adopted, starting with the 2014-2015 unit reviews.

Rationale: The purpose of the self-study and CV templates is to reduce the amount of time spent by academic units preparing self studies, to reduce the time required by the review committees to review these documents, and to reduce the work of support staff handling these documents, while still ensuring that the essential information is available to the review committee. The templates will also ensure that units do not feel obliged to generate massive tomes for fear that they will lose resources if they do not.

Attached:

- 10-year time table - Appendix II, Page 16
- Timeline - Appendix II, Page 17
- Responsibilities - Appendix II, Page 18
- Academic Unit Review Self Study Report Template - Appendix II, Page 19
- Academic CV Guidelines Template - Appendix II, Page 32

Date: 25 August 2014
 Prepared By: Chris Yost, Chair
 CCAM

Unit	Date
Anthropology	2019-2020
Biology	2014-2015
Business Administration	2019-2020
Chemistry & Bio Chemistry	2014-2015
CCE	2020-2021
Computer Science	2015-2016
Economics	2016-2017
Education	2016-2017
Engineering & Applied Science	2017-2018
English	2018-2019
French	2023-2024
Geography & Environmental Studies	2016-2017
Geology	2016-2017
Johnson-Shoyama Graduate School of Public Policy	2014-2015
History	2022-2023
International Languages	2021-2022
International Studies	merged with political science
School of Journalism	2017-2018
Justice Studies	2018-2019
Kinesiology & Health Studies	2020-2021
Library	2019-2020
Math & Stats	2022-2023
Film (formerly media and production studies)	2021-2022
Music	2020-2021
Nursing	2021-2022
Philosophy & Classics	2015-2016
Physics	2014-2015
Political Science	2014-2015
Psychology	2015-2016
Religious Studies	2021-2022
Social Work	2018-2019
Sociology & Social Studies	2023-2024
Theatre	2017-2018
Visual Arts	2020-2021
Women's & Gender Studies	2018-2019

Note: Structural changes to the *Institut français* are currently under negotiation. As a result, it is not included in the schedule but will likely be added in the future.

Timeline for individual unit reviews and responsibilities of the President’s Office and the Unit.

	President’s Office	Unit
October	Meeting between VPA, the unit and the dean (for departmental units)	
		Submit six names of potential external reviewers
November	Coordinate site visit and make travel arrangements	Compile self study
December		
January	Self study and guidelines distributed to review committee	
February		
March	Letter to individuals, groups, etc requesting input into unit review	Provide contact list of individuals, groups, etc that may be interested in providing input into unit review
	General announcements to university community requesting input into unit review at 5 and 2 weeks prior to review	
	Itinerary of external reviewers (2 weeks)	Coordinate site visit schedule
	Notice of site visit to Dean’s council, CCAM, UR International, AVP Student Affairs inviting input (2 weeks)	
April	Itinerary and daily schedule to Review team members	Site visit (2 days)
	Memorandum to Review team, Dean, VP Research, Dean FGSR	
May		
June	Unit review report received from Chair of Review team	
July		Verbal response to meeting of CCAM
October		Formal written response to unit review presented at meeting of CCAM.
15 to 18 months		Department head to meet with CCAM to discuss progress on implementation of recommendations
5 years		5-year update to CCAM

University of Regina

ENTER UNIT NAME HERE

*ACADEMIC UNIT REVIEW SELF STUDY REPORT
2014-2015*

1. BACKGROUND

*Please provide a brief description of the unit, including history and structure (one page).
Delete all grey text when completing this document.*

2. STAFFING AND RESOURCES

2.1. Staffing - faculty, instructors, lab instructors, technicians, and support staff

Name	Position and Rank	Notes
		<i>expand tables as required with tab key</i>

2.2. Resources

2.2.1. Teaching Space

Room	Capacity	Function

2.2.2. Research Space

Room	Function	Principal Investigators	Funding agency
			<i>if applicable</i>

2.2.3. Specialized teaching equipment and instrumentation

Equipment/Instrumentation	Location	Notes

2.2.4. Research equipment and instrumentation

Equipment/Instrumentation	Location	Funding agency	Notes

2.2.5. Research institutes, clusters, or specialized labs

Describe any research institutes, clusters, or specialized labs housed within, or associated with your unit (one page). Include funding agencies where appropriate. If additional space is required to add detail please attach as an appendix.

3. SCHOLARLY OUTPUT

3.1.1. Summary

*Summarize and highlight unit published scholarly output and/or professional creative activity over the last ten years, with an emphasis on the impact of that scholarship/activity.
(one page)*

3.1.2. Statistical summary of published and accepted scholarly work over the last ten years

	Number	Notes
Refereed journal articles		
Refereed conference proceedings		
Technical reports		
Book chapters		
Books		
Professional creative activity (specify):		
Other scholarly output (specify):		

3.1.3. Grants and Contracts

Principal Investigator(s)	Funding Agency	Total Amount (% Assigned To Unit)

4. COMMUNITY SERVICE INITIATIVES

Summarize and highlight community service initiatives carried out by your unit or members of your unit. (one page)

5. PROGRAMS OFFERED

5.1. Programs

Provide a summary of the programs offered by your unit (one page). Calendar descriptions of the programs can be included as appendices. Include program admission standards, program advising, program experiential learning (coop, research courses etc), and opportunities for interdisciplinary work, if applicable.

5.2. Service teaching in support of other programs

Describe your unit's contribution to service teaching in support of programs offered by other units, if applicable.

5.3. Enrollment trends

Describe enrollment trends and projections for your unit. The relevant supporting data should be included as an appendix.

5.4. Successes

Summarize and highlight the successes of graduates from your programs (one page).

6. UNIT BUDGET

Summarize your unit budget (1 page)

7. SWOT ANALYSIS

Describe unit strengths, weakness, opportunities, threats (2 pages). Where applicable, address the priorities described in the University of Regina Strategic Plan: Student Success, Research Impact, and Commitment to Our Communities, as well as overarching themes of Indigenization and Sustainability.

Unit Review Academic CV Guidelines

*The unit review academic CV is a brief document that lists the major information that should be reported by every faculty member within the unit. The CV is limited to **3 pages**.*

Faculty members are asked to use this word document template to create their CV. All grey text should be deleted as the document is completed.

Name

Position

email.address@uregina.ca, (306) 585 xxxx,

Education and Professional Development

Include degrees and any other relevant professional training certificates, courses, or workshops.

Employment History

Provide employment history, including promotion and tenure decisions, covering only the past 10 years.

Teaching History

List courses taught over the last ten years.

Student Supervision

List undergraduate students, graduate students, post-doctoral fellows, and other relevant trainees carrying out research or other original scholarly activity under your direct supervision within the past ten years. Use the table below to list names, position, and dates of supervision. Additional comments can be made below the table.

Name	Position	Dates of supervision

[Type text]

		<i>expand table as required with tab key</i>

University Service

Summarize your University and external community service over the last 10 years

Scholarly Research

List published and accepted refereed journal articles, refereed conference proceedings, technical reports, books, book chapters, professional creative activities, and other scholarly works over the past ten years. Do not include submitted manuscripts or manuscripts in preparation.

**Council Committee on Budget
Report to Council**

Items for Approval

Subject: Applying Transparency as a Budget Principle

MOTION: That Council adopts the *Applying Transparency as a Budget Principle* document to guide the implementation of transparency as an overarching budget principle, and that such a recommendation be made to the President.

Rationale: At our last meeting of Council we passed a motion to adopt *Transparency as an Overarching Budget Principle*. The intention was to send a strong and positive message to students, faculty, the public, provincial government and local media, helping to improve the perception of budget practices at the University of Regina. In this motion, we propose that Council adopts the *Applying Transparency as a Budget Principle* document to help make *Transparency as an Overarching Budget Principle* operational.

Subject: Budget Principles, Guidelines and Procedures

MOTION: That Council adopts the *Budgetary Principles, Guidelines and Procedures* document as a living document that will steer the budget process, and that such a recommendation be made to the President.

Rationale: We have modified and built upon the previously proposed budget principles and guidelines, adding a series of procedures, all of which are intended to help steer the budgetary process at the University of Regina.

APPLYING TRANSPARENCY AS A BUDGET PRINCIPLE

Although not exhaustive, this document presents selected definitions of particular elements and kinds of transparency, identifies institutional sites and practices where transparency should be applied as an important principle, and recommends good practices in transparency in the University of Regina setting.

DEFINITIONS:

1. *Transparency* in general includes but is not limited to *fiscal or budgetary transparency* (see definitions below) Transparency – as in government or institutional transparency – “is the overall degree to which citizens, the media, and financial markets can observe the government’s strategies, its actions, and the resulting outcomes” (Alt, Lassen, and Rose 2006: 30-31 qtd. Dye et. al 2011).
2. *Institutional Transparency* in a University setting, then, includes but is not limited to clear and readily available information on structure and functions; clear demarcation of functions and reporting lines; clear and readily available processes, criteria and rationales for major decision-making, both academic and fiscal (see Heald 2003; Kopits and Craig 1998).
3. *Budgetary Transparency* (i.e., *Indicators and Projections*) in a University setting should look forward as well as back. Following Benito and Bastida (2009), we say that it includes but is not limited to “the systematic and timely release of all relevant fiscal information” for setting budgets; an effective role for the Faculties, Council, and Senate in scrutinizing budget reports and discussing their implications, such as through the Council Committee on the Budget or Budget Advisory Committees; and an effective role for the public stakeholders through the media and convocation (alumni) in discussing budgetary policy and priorities (404).
4. *Fiscal Transparency* in a University setting includes but is not limited to “transparency of indicators and projections: direct indicators (including gross and net debt); analytical indicators (including structural or cyclically adjusted balance); short to medium-term forecasts (including clear and realistic macro-economic forecasts and parameters); and long-term scenarios (including separate baseline scenario and adjustment scenarios)” (Heald 2003: 733; see also Kopits and Craig 1998).
5. *Accounting Transparency* in a University setting includes but is not limited to “coverage¹, recording basis (including accruals); valuation and recognition, inclusion of assets; and classification, including the disaggregation of expenditure and revenues on economic and functional bases” (Dye 2011; see also Kopits and Craig 1998; Heald 2003). *Economic classification* focuses on how, when, and how much value is created, and on how, transparent, reliable and comparable the financial figures are; *functional classification* focuses on the organization’s major types of activities, primarily (a) program or mission-based services and (b) supporting services such as administration, governance and fund development. Accounting methods should conform to the highest of applicable standards.

¹ The principle of materiality holds that an item should be disclosed if it would affect the decisions being made. Typically, a sum is set beyond which items should always be disclosed, that is, beyond which they are always considered material.

APPLICATIONS include but are not limited to

1. Budget process or cycle
2. Budget Forecasting
3. Appropriate public disclosure and timely distribution of information
4. Budget document and financial statement contents
5. Budget Control and Accountability
6. Relationship between budget and institutional mission (budget integrity)

RECOMMENDATIONS

1. In accordance with the University of Regina Council’s recommendation to the President on March 6, 2013, that the University “return to the long-standing practice of publishing an annual Budget Book, complete with all budget allocations, including every university employee’s salary and overall costs, and their justifications,” we recommend that the University of Regina produce an Annual Report of the Operating Fund, detailing the allocations from the University of Regina to each of its faculties and administrative units for permanent filled positions (including salaries and overall costs), part-time instruction, operating expenses, and various special initiatives. The Annual Report of the Operating Fund should be accompanied by the expenditures from the previous years, tuition rates, fees, and credit hour information for each unit; and other revenues garnered by the activities of each unit.²

2. We recommend that the University of Regina make freely available all supporting documents for all Board of Governors, Council, Executive of Council, and Senate meetings and provide a link to archived agendas, meeting minutes and supporting documents, including any non-confidential budget documents made available at those meetings.

3. We recommend the adoption of a transparent decision-making process which includes faculty members’ input through CCB, for both operating and capital funds.

4. We recommend that the University of Regina develop public terms of reference and procedure models for the University Budget Committee (UBC), including membership that ensures balanced academic and administrative representation, not to exceed 12 voting members. Moreover, we recommend that the proceedings of the UBC be recorded as minutes and posted to the University’s website in an easily accessible location.

5. We recommend that the University of Regina follow the applicable accounting standards developed and maintained by the Chartered Professional Accountants of Canada published in the *CPA Canada Handbook*, to wit the Accounting Standards for Not-for-Profit Organizations for the majority of accounting matters, except where required to use IFRS or Pension Plan standards. The University is audited annually by the Provincial Auditor of Saskatchewan to ensure compliance with those standards.

Bibliography

Alt, James E., David Dreyer Lassen and Shanna Rose. 2006. The causes of fiscal transparency: evidence from the U.S. States. *IMF Staff Papers* 53: 30-57. Web.

Benito, Bernardino and Francisco Bastida. 2009. Budget Transparency, Fiscal Performance, and Political Turnout: An International Approach. *Public Administration Review*. 69.3: 403-417.

² This recommendation is subject to revision, pending the opportunity of the Council Committee on Budget to examine the Annual Report of the Operating Fund, which at time of motion had not yet been provided.

- Chartered Professional Accountants of Canada. 2014. *CPA Handbook – Accounting*. Toronto: CPA Canada.
- Chartered Professional Accountants of Canada. 2014. *CPA Handbook – Assurance*. Toronto: CPA Canada.
- Dye, Richard F., Nancy W. Hudspeth, and David F. Merriman. 2011. *Transparency in State Budgets: A Search for Best Practices*. Institute of Government and Public Affairs: University of Illinois Urbana-Champaign, Chicago, and Springfield. Web.
- Heald, David. 2003. Fiscal Transparency: Concepts, Measurement, and UK Practice. *Public Administration* 81.4: 723-759.
- Kopits, George, and Jon Craig. 1998. Transparency in Government Operations. IMF Occasional Paper No. 158. Washington: IMF. Web.

BUDGETARY PRINCIPLES, GUIDELINES AND PROCEDURES

Budget Principles

1. The budgetary process shall be committed to accountability, transparency and openness.
2. The operating budget shall be balanced.
3. The University's academic mission of teaching, research and public service shall guide the top priorities in the budgetary process.
4. The University's strategic goals and objectives, as defined by the strategic plan, shall underpin the budget process.
5. The budgetary process shall promote long-term institutional sustainability, curricular and program innovation, and reputation of teaching and research.
6. Changes in operating allocations shall be evidence-based and carefully scrutinized.
7. Annualized, base-budget operating funding shall be allocated in respect of all faculty and staff positions and other known commitments.
8. The operating budget will comprise all of the operating revenues and expenses of the University.

Budget Guidelines

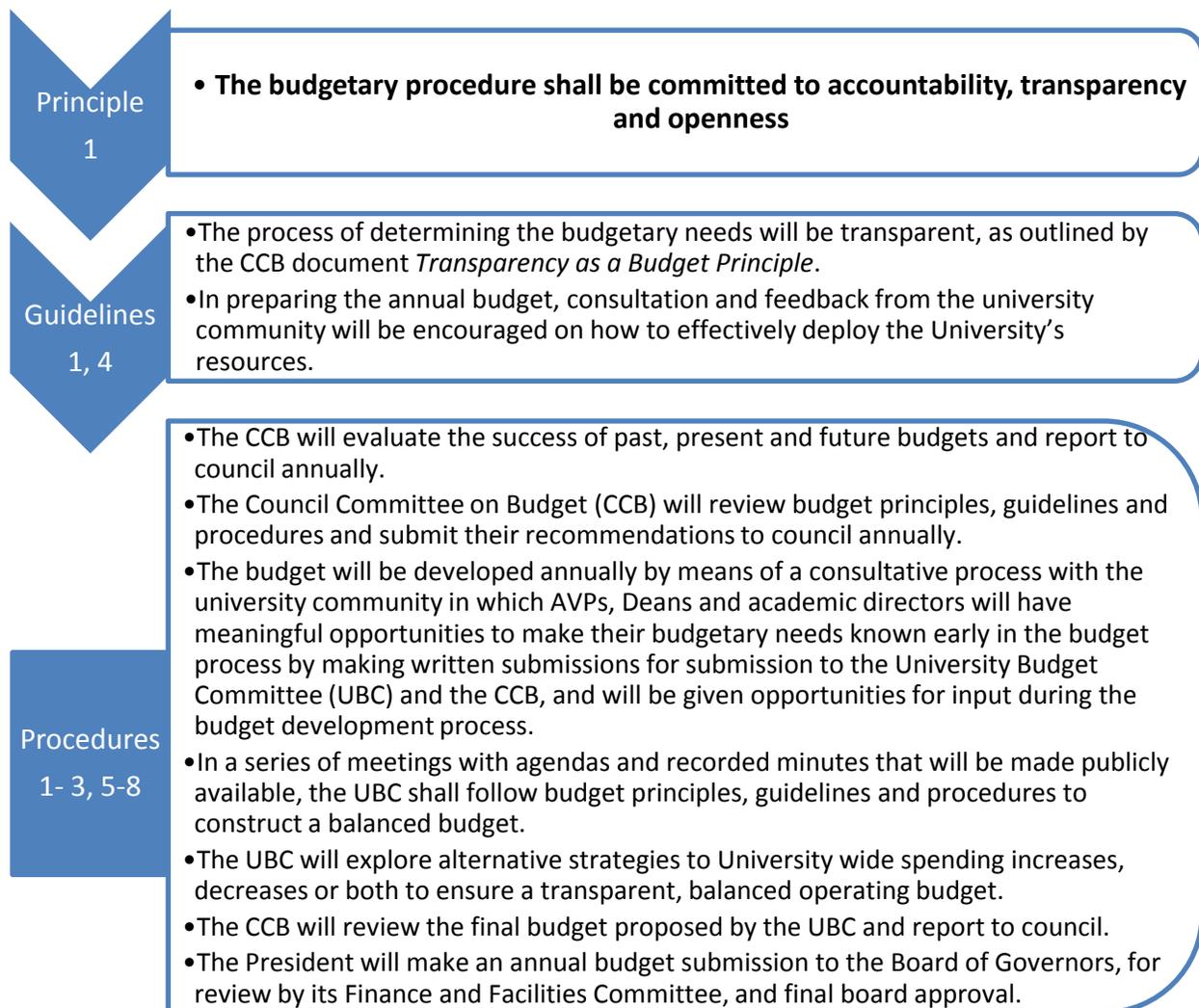
1. The process of determining the budgetary needs will be transparent, as outlined by the CCB document *Transparency as a Budget Principle*.
2. The budgetary decision-making process will be aligned with the goals and objectives of the University of Regina strategic plan.
3. Budget allocations will accommodate, foster and support and be holistically determined by:
 - i) student enrolment and retention;
 - ii) relative program costs as guided by disciplinary standards;
 - iii) undergraduate and graduate teaching and supervision;
 - iv) research impact;
 - v) the efficient use of resources in support of the University's academic mission.
4. In preparing the annual budget, consultation and feedback from the university community will be encouraged on how to effectively deploy the University's resources.
5. Faculty recruitment and renewal will be based first on need, assessed holistically based on quantitative metrics and qualitative cases.
6. Budget allocations for administrative units will take into account service demand, necessary responses to regulatory requirements, achievable efficiencies, and the impact of resource changes on academic activities.
7. Actual operating revenue and expenditure amounts will be used to prepare the budget insofar as they are known. Where it is necessary to estimate, the practice will be to underestimate revenues and overestimate expenditures, with the degree of under- or overestimation to depend on the amount of uncertainty inherent in a given estimate.
8. Any change in the level of tuition fees will conform to the tuition policy of the university.
9. The operating budget will recognize incremental revenues and expenditures as they arise and not defer such recognition to future budgets.

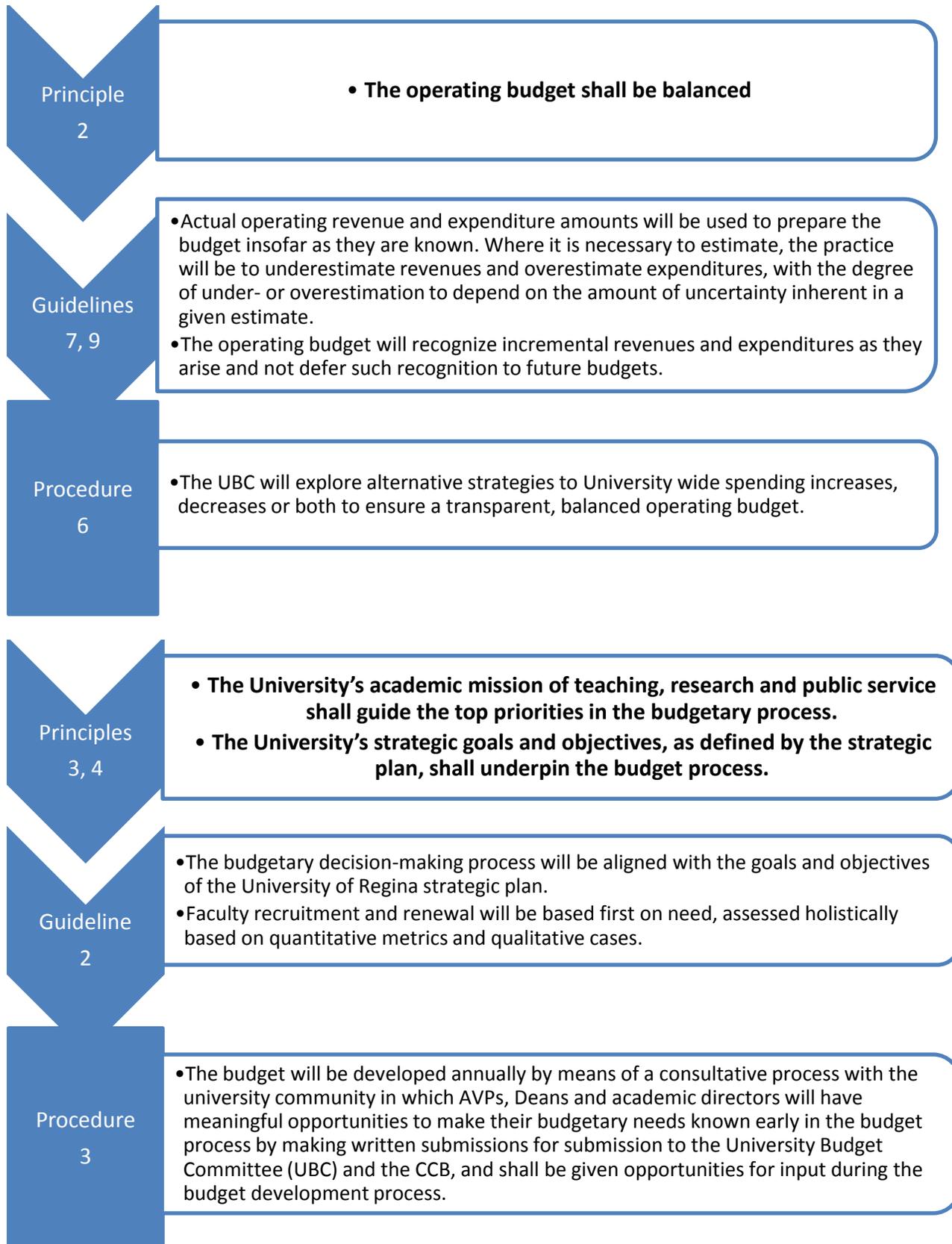
Budget Procedures

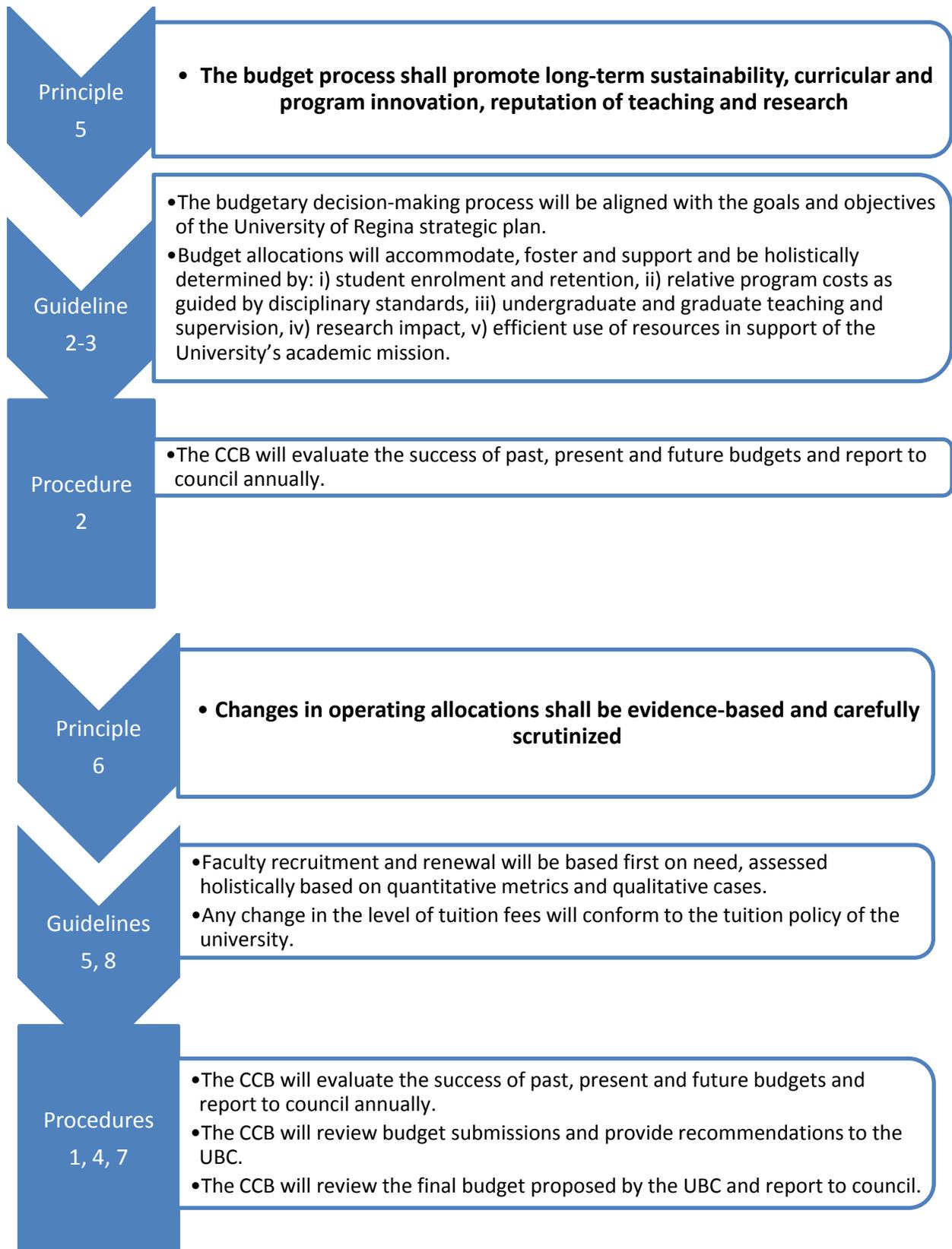
1. The CCB will evaluate the success of past, present and future budgets and report to council annually.
2. The Council Committee on Budget (CCB) will review budget principles, guidelines and procedures and submit any recommendations to council annually.

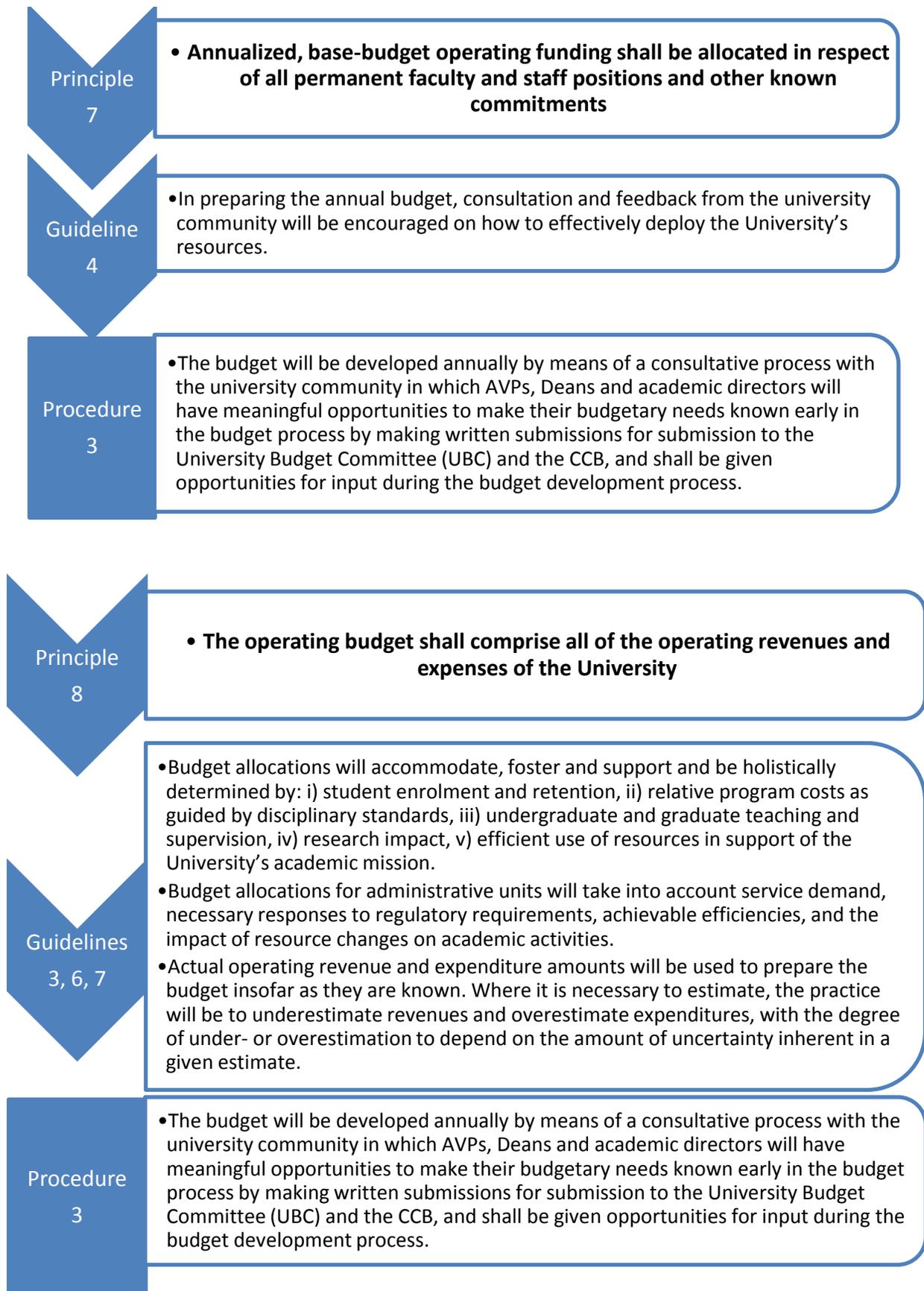
3. The budget will be developed annually by means of a consultative process with the university community in which AVPs, Deans and academic directors will have meaningful opportunities to make their budgetary needs known early in the budget process by making written submissions for submission to the University Budget Committee (UBC) and the CCB, and shall be given opportunities for input during the budget development process.
4. The CCB will review budget submissions and provide recommendations to the UBC.
5. In a series of meetings with agendas and recorded minutes that will be made publicly available, the UBC shall follow budget principles, guidelines and procedures to construct a balanced budget.
6. The UBC will explore alternative strategies to University wide spending increases, decreases or both to ensure a transparent, balanced operating budget.
7. The CCB will review the final budget proposed by the UBC and report to council.
8. The President will make an annual budget submission to the Board of Governors, for review by its Finance and Facilities Committee, and final board approval.

FLOW CHART OF BUDGETARY PRINCIPLES, GUIDELINES AND PROCEDURES









Items for Information

1. Outstanding data request from CCB for analysis and report

The Financial Analysis subcommittee was tasked with preparing a report on how the CCB's recommendations to the UBC on the 2014-2015 budgetary process are reflected by that budget. To do so it requires access to information that has not yet been made available. In light of this, the subcommittee has developed a series of targeted questionnaires consisting of 1-5 questions requiring the proposed respondents (Heads, Deans and University Librarian) to rate statements on a five-point scale and provide yes/no or numerical answers.

2. Meetings of the CCB

The CCB has shifted from bimonthly for the foreseeable future. Minutes are available at <http://www.uregina.ca/president/committees/CCB.html#ccb> and on the moodle website.

March 17, 2014

Motions Carried: To forward CCB recommendations on budget, based on budgetary feedback solicited by CCAM and CCB, to Executive of Council.

Discussion: All related to the above motion.

March 31, 2014

Motions Carried: To forward the CCB recommendations on budget to the University Budget Committee (UBC) following modifications made in response to feedback from Executive of Council.

Discussion: All related to the above motion.

April 14, 2014

Motions Carried: To create the following CCB subcommittees:

- i. a standing joint CCAM/CCB committee for global thinking and handling issues, inviting in members from other council committees when required
- ii. budget principles, guidelines and procedures committee to develop procedures for budget principles, guidelines and transparency and to create more interaction with UBC;
- iii. financial analysis committee to analyze information and data; and
- iv. communications committee to create sector-wide participation for funding/investment in post-secondary education – proposed as a future subcommittee

Discussion: In depth discussion on budget principles, guidelines, and proposed procedures, determined a work plan for subcommittees and discussed financial data distributed by Button.

April 28, 2014

Motions Carried: To create an ad hoc subcommittee tasked with preparing CCB for its presentation to the Strategic Planning Facilitation Team.

Moved that subcommittee membership be established by e-mail that will be used to compile the subcommittee memberships and designate a facilitator to organize the first meeting of each subcommittee. Student representatives will be given priority to one seat on each of the standing subcommittees.

Discussion: Establishing subcommittee membership and Council member input on budgetary issues.

May 29, 2014

Motions Carried: That CCB present the modified report from the ad hoc Subcommittee on Strategic Planning to the University Strategic Planning Facilitation Team.

Discussion: That the financial analysis subcommittee should meet to analyze the approved 2014-15 budget against recommendations made by the CCB and extensive discussion on the recommendations to the strategic planning team document.

June 23, 2014

Motions Carried: That the subcommittee names be adopted.

Discussion: A very lengthy discussion took place regarding the definitions and recommendations for a rewrite of the Transparency Report. The financial analysis subcommittee advised that they had hoped to receive the requested budget information within the next month, but that some of the information may not be available until August or not at all.

July 15, 2014

Discussion: We discussed at length further revision to the Transparency Report from the subcommittee on Principles, Guidelines and Procedures and related issues. We finally reviewed first draft of the Budget Principles proposed changes from subcommittee on Principles, Guidelines and Procedures and proposed to review the remainder of the document and provide feedback to the subcommittee at a special interim meeting.

August 19, 2014

Motions Carried: That CCB adopt the Transparency document to be presented to Council at the September meeting, with friendly amendments.

That the proposed budget principles, guidelines and procedures be adopted by the CCB for motion to Council at the September meeting with friendly amendments.

That the CCAM/CCB subcommittee be reactivated to address the proposed strategic plan.

Discussion: There was lengthy discussion on the aforementioned documents, the frustration of the financial analysis subcommittee in acquiring information they need for budgetary analysis, and related to the proposed terms of reference for the UBC.

UNIVERSITY OF REGINA
Report from Executive of Council

Item for Information

Subject: Amendment to Appendix A, Council Rules and Regulations

Appendix A of the Council Rules and Regulations will be updated to reflect the title change for the Director, Centre for Teaching and Learning (CTL), which is now referred to as the Faculty Associate for CTL. This is not a material change to the responsibilities of the role of the Centre and the value of the CTL is deemed important for Executive of Council's membership.

Appendix A will be further updated to reflect the merging of the Associate Vice-President (Research) and the Associate Vice-President (Academic) roles which now are encompassed under the Associate Vice-President (Academic and Research).

Date: May 12, 2014
Prepared By: University Secretariat