



UNIVERSITY OF REGINA

REACHING OUR POTENTIAL:  
PLANNING FOR PROGRESS  
2002-2006

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## Reaching Our Potential: Planning For Progress 2002-2006

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# INTRODUCTION

As it entered its second quarter century as a university, the University of Regina embarked on a period of revitalization, repositioning and physical development. As part of this, it entered a new phase of planning with the publication in late 1999 of *Shaping our Future: Academic Planning Toward the Second Quarter Century*.

The environment in which the University operates is volatile and in many ways uncertain. Although participation rates for university education have steadily tracked upwards and the composition of the student body has shifted over time, it is unclear precisely what impact the changing provincial demographics will have on enrolments.

A large number of new faculty members have joined the University recently, and many more will have to be hired over the next decade, just as the market for these academics is becoming increasingly competitive. If we are to compete successfully in this international market, substantial increases in resources will be required, and the University will have to be creative in the development of new revenue sources to supplement resources provided publicly. At the same time, an increasing sensitivity to financial barriers to accessibility suggests that the trend to transfer more of the financial responsibility for university education to students should not continue or more generous support programs will be needed to ensure that money is not a barrier for qualified students. Increased public support is needed but may not be readily forthcoming, given other priorities and economic concerns.

At the national level, the priority afforded higher education in general has declined, in sharp contrast to the renewed investment in this sector in the United States. Although government support for post-secondary education in Canada generally has flagged, it is improving in targeted areas, notably technical and scientific research and direct student support.

From a provincial perspective, Saskatchewan's universities fared well relative to some in other jurisdictions in the 1990s. The successful implementation of a faculty renewal program at the University of Regina has combined with other factors to give this University some of the flexibility necessary to move forward with its revised vision. The environment of renewal created by the MacKay Report of 1996 is still somewhat in evidence.

Over the next five years, the University of Regina proposes to focus on the following institutional challenges:

- Recruiting and retaining faculty;
- Increasing enrolment, with particular attention to graduate students, international students and Aboriginal students, and retaining more of Saskatchewan's top high school graduates;
- Enhancing teaching and research capacity;
- Upgrading, replacing and adding facilities and equipment;
- Improving the University's profile and reputation; and
- Securing sufficient financial resources.

This document is organized in three major Parts:

- Part I draws together material from sources external to the University to describe a context and background for planning;

- Part II draws together planning documents produced at the University of Regina in recent years; and
- Part III proposes draft objectives, key actions and criteria for success that flow from the earlier planning work represented in Part II and that, together, form an operational framework for the next 3-5 years.

The document should be a valuable resource to the Board of Governors and to the University administration, faculties, departments/units and research institutes and centres in several ways:

1. It consolidates institutional planning materials;
2. It can serve as a basis for discussions on campus and in the broader community about the University's strategic direction and its progress;
3. It provides a framework that can be updated annually as the context evolves;
4. It can be used as a basis for the annual Operations Forecast submitted to government; and
5. It can be used as a basis for the annual budget deliberations.

The immediate purpose of this document is to establish key objectives, actions and ways of demonstrating success for the University as a whole for the next 3-5 years. A framework that includes these elements has been developed and is found in Part III. The Board of Governors and the University community considered and commented on various drafts in the fall of 2001 and January 2002 that culminated in this set of objectives, actions and ways of demonstrating success.

# I. BACKGROUND

## A. OVERVIEW

The roots of the University of Regina are found in Regina College, established as a Methodist residential high school in 1911. From this a university evolved, first as a junior college of the University of Saskatchewan in the 1930's, then to full degree-granting status as a campus of the University of Saskatchewan in 1961, and finally, in 1974, to the fully independent University of Regina. The University has always been committed to liberal education, both through liberal arts and sciences programs and as an integral component of professional education.

Today the University of Regina is home to almost 12,000 full and part-time students, nine faculties offering a broad array of liberal arts and sciences and professional programs, a language institute, a centre for continuing education, and a variety of research institutes and centres. The University has graduated over 40,000 people.

A key feature of the University is the presence of three federated colleges, accounting for almost one fifth of the enrolment. Two of them, Campion and Luther, are church-based (Roman Catholic and Lutheran, respectively), while the third, Saskatchewan Indian Federated College (SIFC), is the only First Nations controlled university college in Canada. SIFC is dedicated to offering quality university education on a foundation of First Nations traditions.

Over the years, a number of internal and external reviews have examined the mandate for this University as well as for the University of Saskatchewan. Another examination is currently taking place through the deliberations of the Government-Universities Consultation Committee. These discussions will be informed by planning within the University of Regina. The MacKay Report of 1996 was the catalyst for this review as well as for the faculty renewal/voluntary severance program (FR/VSP) that has provided the University with some of the flexibility needed for rejuvenation and redirection. This program, when combined with the large number of normal retirements in recent years, has resulted in an unprecedented turnover of approximately one-third of the University's academic staff over three years – this could increase to about 50% after five years.

The pursuit of scholarship and research distinguishes a university from other post-secondary institutions. However, the University's capacity in that regard has lagged behind that of other similar institutions. The flexibility generated by faculty turnover has allowed the University to embark on an ambitious effort to build its scholarship and research capacity. Many energetic, research-active new faculty members have joined the University and have contributed to a remarkable growth rate in federal research council funding. These new faculty members both complement and benefit from the teaching strengths of more experienced faculty members.

An important element in building research capacity is the Canada Research Chairs (CRC) program. The University of Regina has been tentatively allocated 11 chairs over five years. These chairs, together with senior positions being created internally, will be allocated to areas of thematic emphasis: Culture and Heritage; Environment and Energy; Informatics; Population Health; and Social Justice. The areas of emphasis can be expected to evolve over time.

Also supporting and influencing the research direction and intensity at the University of Regina is the rapidly evolving Research Park with its current emphases of energy research and

information technology. The University looks forward to new and exciting opportunities for partnerships both in research and in shaping the learning environment of the future. The Research Park will soon provide the University with an incubation capacity that will especially enhance opportunities for newly graduated students.

One important measure of a university's success is the satisfaction its graduates express concerning their university experience. The University recently participated with a group of 22 other Canadian universities in surveying graduating students on their experiences. An impressive 90% of University of Regina graduates indicated they were satisfied or very satisfied with the overall quality of the education received, and almost this number, 88%, would recommend the University of Regina to others.

These are indeed exciting times for the University of Regina. Most of the elements necessary to successfully rejuvenate and refocus our University are present: desire, energy, a collegial cooperative environment, faculty and staff, and growing national and provincial support. We have served the Province of Saskatchewan and the larger society well in our first quarter century and could do much more in the years ahead. However, this will require protecting and reinforcing these assets and building new ones.

The remainder of PART I provides a description of the main features – both challenges and opportunities – of the national, provincial, and internal contexts in which the University operates. Information on the national context takes into account primarily information from the Association of Universities and Colleges of Canada (AUCC) and the provincial context takes into account information primarily from the Department of Post-Secondary Education and Skills Training (PSEST). It is expected that more current information will be available each year. The following charts summarize some of the major aspects of the environment described in the remainder of PART I. Clearly, the central issues facing the University over the next several years will be the following inter-related ones:

- Recruiting and retaining faculty;
- Increasing enrolment, with particular attention to graduate students, international students and Aboriginal students, and retaining more of Saskatchewan's top high school graduates;
- Enhancing teaching and research capacity;
- Upgrading and replacing facilities and equipment that have deteriorated;
- Improving the University's profile and reputation; and
- Securing sufficient financial resources.

## S.W.O.T. \* ANALYSIS FOR THE UNIVERSITY

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Open admissions/social responsibility</li> <li>• Small classes</li> <li>• Cooperative education, practica, internships</li> <li>• Federated college system brings diversity</li> <li>• Saskatchewan Indian Federated College highlights Aboriginal commitment</li> <li>• Liberal education tradition</li> <li>• Thematic emphases identified</li> <li>• New faculty members of very high quality</li> <li>• Desire to work cooperatively and across disciplines</li> <li>• Good working relationships: federal government, provincial government, City, RREDA</li> <li>• Cohesive academic and administrative leadership team</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Insufficient space: research labs, library, recreation, residence, office</li> <li>• Insufficient and inadequate equipment</li> <li>• Reputation: not well known for academic quality; known for radicalism; historical debt</li> <li>• Too much activity for the resource base puts quality at risk (e.g. some laboratory-based teaching activities may not be sustainable fiscally)</li> <li>• Few senior scholars/researchers available to lead major research initiatives, making recent research gains fragile</li> <li>• Resistance to change</li> <li>• Frequent focus on cost (e.g. fees) rather than sustainable quality</li> <li>• Need strategies to respond to some key issues (e.g. faculty &amp; student recruitment)</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Regional market penetration and persistence</li> <li>• Aboriginal demographics in Saskatchewan: increasing potential student base</li> <li>• Grow (for stability and diversity) by student recruitment elsewhere: northern USA, Ontario (e.g. double cohort), international</li> <li>• Focused student interest: e.g., administration, education, computer science, media production and studies, journalism</li> <li>• Police studies/RCMP/Saskatchewan Police College connection</li> <li>• Federal funding for research by high quality faculty</li> <li>• Partnership with SOCO in Research Park</li> <li>• Partnerships in economic development of province</li> <li>• Existing international connections (e.g., China, Panama)</li> <li>• Faculty renewal still leaves room for new hires</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Demographics of Regina region, leading to potential decreased enrolments</li> <li>• Fees and living costs may be a disincentive to students</li> <li>• Eroding government support</li> <li>• Funding regime results in shift of new resources to the University of Saskatchewan</li> <li>• Projected dearth of PhD's in next decade</li> <li>• Better salaries and infrastructure offered elsewhere leading to potential loss of key faculty and trouble recruiting new faculty scholars/researchers</li> <li>• Upward salary pressure consumes flexibility</li> <li>• Economic cycle (potential downturn)</li> </ul>

\* **Strengths, Weaknesses, Opportunities, Threats**

From a different perspective, the University's context and external challenges can be identified as follows:

<b><i>Political</i></b>	<b><i>Social</i></b>	<b><i>Economic</i></b>	<b><i>Technical</i></b>
<ul style="list-style-type: none"> <li>• Funding uncertainty and volatility</li> <li>• Coalition government, and next election</li> <li>• On-going issues in relation to UofS (N-S rivalry; perception of overlap; historical relationship; funding formula)</li> <li>• Need to persuade public and politicians that university education and research can help with other priorities: agriculture, health, rural structures, social and economic development</li> <li>• Evident low public priority for core funding</li> <li>• Targeted support for technical research, student assistance, IT and on-line learning</li> </ul>	<ul style="list-style-type: none"> <li>• Slightly increasing cohort size in short term only</li> <li>• Participation rate increasing</li> <li>• Aging population</li> <li>• High social dependency ratio in Sask.</li> <li>• Young and growing Aboriginal population</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial income vulnerable to commodity price fluctuations (although volatility decreasing)</li> <li>• External pressures on salaries</li> <li>• Provincial economic development plan doesn't signal increased support of university education and research</li> <li>• Regina economic development lags other centres</li> <li>• Provincial tax regime restructured</li> <li>• Tendency for out-migration rather than building in-province economic opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Technology-mediated learning possibilities, incl. distance &amp; on-line education</li> <li>• Possibility of external pressure to overuse technology-mediated learning</li> <li>• Costs and capabilities on campus</li> <li>• Need for ongoing bandwidth upgrades in Sask.</li> <li>• Need to continually upgrade equipment and labs</li> </ul>

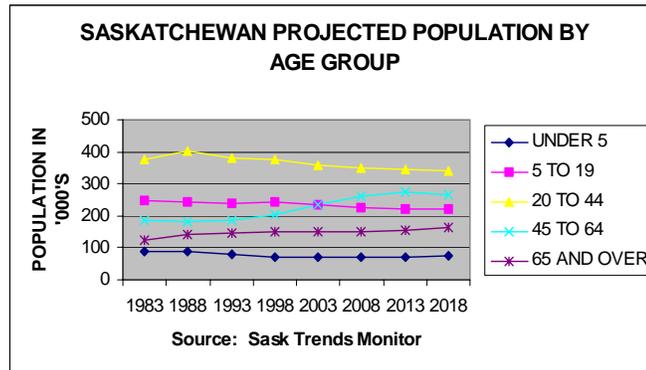
# I. BACKGROUND

## B. CONTEXT AND ISSUES

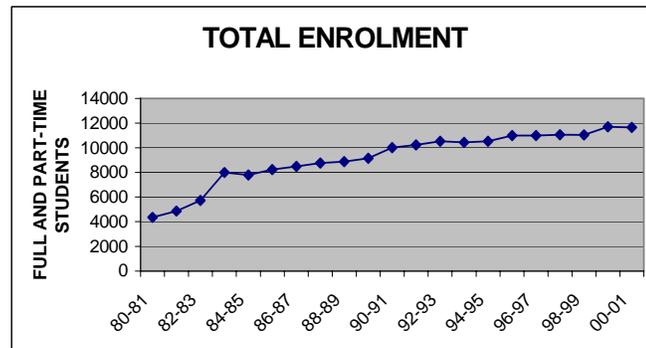
### 1. Student Demographics

#### a) The Student Body

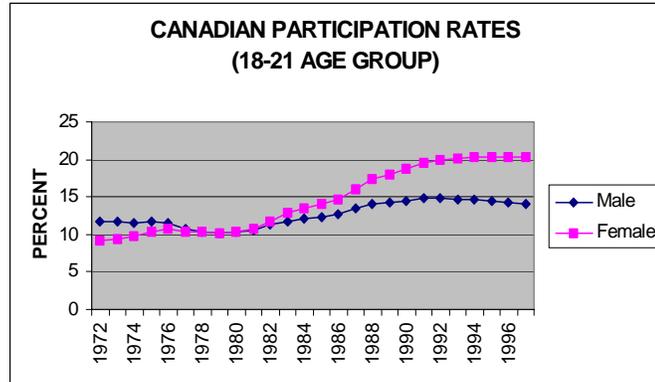
The University of Regina primarily attracts students from the City of Regina and within a 100 km radius of Regina. However, the population in this area is changing:



Overall enrolment at the University increased dramatically in the 1970s and 1980s as a result of the baby boom and increased participation rates, particularly among women. Enrolments have continue to increase since then, but at more modest rates:



By international standards, Canada enjoys a high university participation rate. The participation of 18 to 21 year-olds rose dramatically during the 1980's, particularly among females, but that has leveled off. The AUCC anticipates modest growth in the overall participation rate.



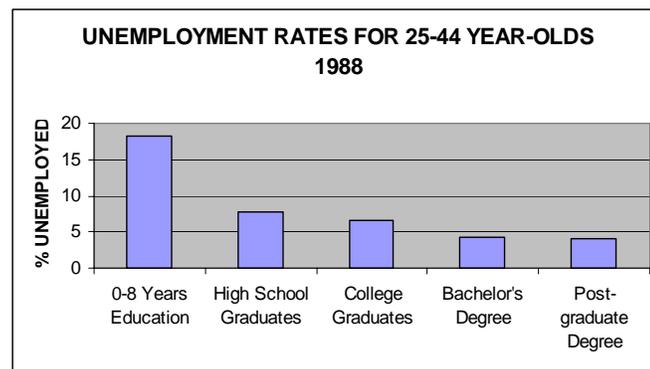
(Note: The above information was readily available and updates will soon be available for some of the graphs. As well, additional information could be added, if desirable, regarding such things as regional demographics and characteristics of the student body over time (e.g. male/female, full-time/part-time, graduate/undergraduate, domestic/international, average age, and enrolment by faculty or program).

#### b) Labour Market

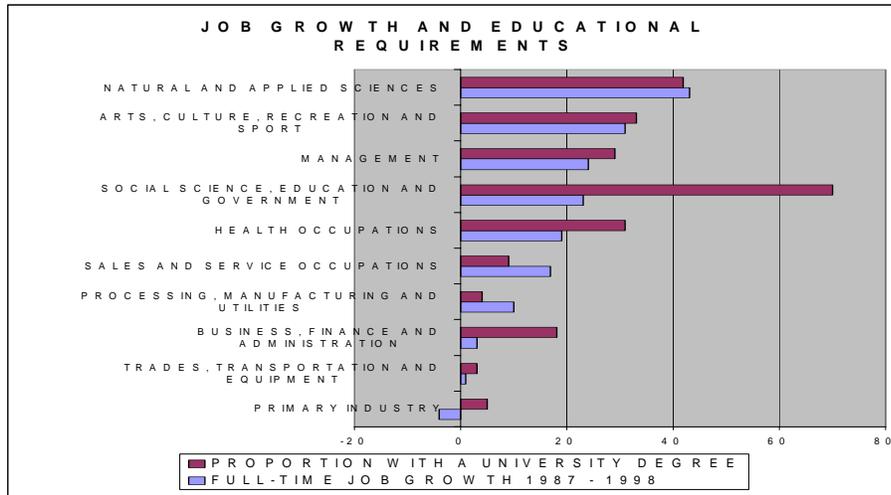
The Conference Board of Canada projects that Canada will face a serious labour shortage over the next 20 years because of slower population growth, an aging population, a peaking of the rapidly increasing female participation rate, and the retirement of baby boomers.

In the face of a tightening labour market, and one in which the fastest growing occupational groups are also those requiring the highest level of education, the Association of Universities and Colleges of Canada (AUCC) has projected an increase of 20% in Canadian enrolments over the next decade.

University graduates have traditionally enjoyed the lowest unemployment rates and the highest labour force participation rates of all groups in our society:



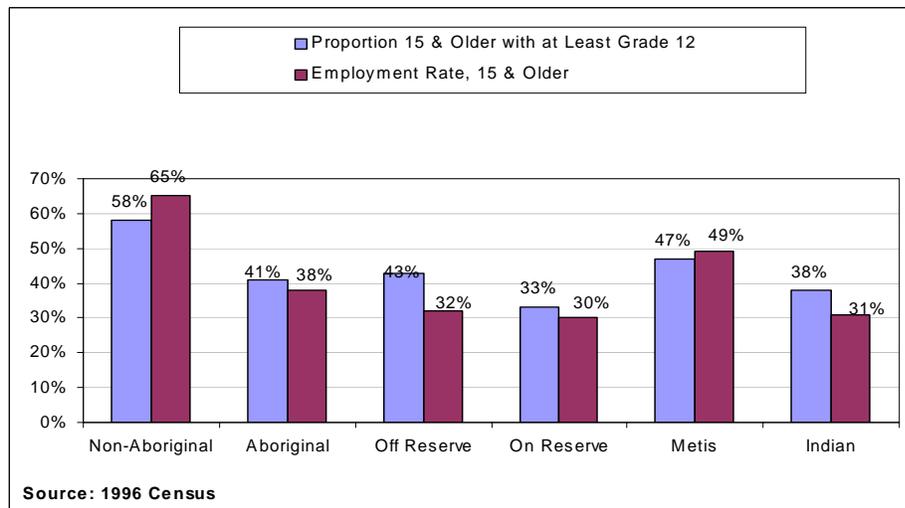
In the knowledge economy, the advantage of university education has become increasingly marked. The vast majority of new jobs are expected to continue to be those requiring higher levels of education.



c) Aboriginal Population

The fastest growth is in the Aboriginal population. To deal with the projected labour shortage, we must look to this group, particularly in Saskatchewan. Traditionally, the Aboriginal population has experienced the highest level of unemployment and the lowest level of educational attainment:

Aboriginal and Non-Aboriginal Populations, 1996



*Saskatchewan's future, in economic and social terms, depends upon Aboriginal people playing a full role in the politics and economy of the province and in all of the social interactions of its citizens. For that goal to be achieved education is the first priority.<sup>1</sup>*

<sup>1</sup> Harold H. MacKay: *The Report of the Minister's Special Representative on University Revitalization, Saskatchewan, 1996, p. 74*

*Almost all of the labour force growth between 1998 and 2013 will occur among First Nations and Metis people, who historically have had low labour force participation and educational attainment rates.<sup>2</sup>*

*By 2018, 22% of the Aboriginal population 15 years and over are expected to have completed some form of post-secondary education. This compares to 46% of the Non-Aboriginal population 15 years and over. In 2018, the post-secondary gap between the Non-Aboriginal and Aboriginal populations is projected to be 24.9%. To close the gap completely would require an additional 35,216 Aboriginal people to acquire completed post-secondary education.<sup>3</sup>*

*The aging population and associated tightening of the labour market will require employers to look beyond traditional sources of labour and provide more employment opportunities for people from underrepresented groups: First Nations and Metis people, people with disabilities, women in non-traditional occupations, and visible minorities.<sup>4</sup>*

The message for Saskatchewan's universities is clear. If we are to contribute fully to the prosperity of the province, we must enhance educational and employment opportunities for Aboriginal people. With its partnership with Saskatchewan Indian Federated College, the University of Regina is well positioned to contribute to this. As well, maintaining the viability and vitality of the University is dependent upon the diversity that increased numbers of Aboriginal students and international students can bring.

## **2. Faculty Recruitment and Retention**

### **a) Supply and Demand**

To service a larger student body, and to replace the faculty reaching retirement age, Canadian universities will have to hire new faculty in numbers exceeding the historical domestic output of new Ph.D.s. However, the market is becoming intensely competitive for new faculty.

*Universities [in Canada] will have to hire 1200 to 1400 faculty per year over the next 6 years in order to meet enrolment growth. The need to replace those leaving the system should rise from about 1300 a year to 1600 a year over the same period, resulting in combined hiring needs of 2500 to 3000 new faculty per year.<sup>5</sup>*

*In recent years universities have been hiring fewer than 1000 faculty per year. ... there will be growing competition for new recruits. ... we produce only 4000 PhD graduates a year. ... only 30% to 40% of those graduates traditionally enter academic positions. This means the available pool from newly minted PhD's is only growing by 1400 per year. ... competition will likely intensify as governments*

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<sup>2</sup> Saskatchewan Post-Secondary Education and Skills Training: *Sector Strategic Plan 2001-02 to 2005-05, Work in Progress*, June 2000, p. 9

<sup>3</sup> Saskatchewan Post-Secondary Education and Skills Training: *Post-Secondary Sector Aboriginal Education and Training Action Plan Discussion Paper*, March 2001 Draft, p. 9

<sup>4</sup> *Ibid.*, p. 6

<sup>5</sup> Robert Giroux: *Faculty Renewal: the Numbers, the Direction*: a speech presented to the AUCC General Meeting, Brandon, October 6, 1999, p. 6

*and private sector employers are recruiting from the same pool of 4000 graduates.<sup>6</sup>*

*The attractiveness of other professions has been increasing relative to the academic profession as a result of greater funding problems experienced by universities and expanding opportunities for intellectually challenging and financially rewarding positions outside the academy.<sup>7</sup>*

*In competitive markets for faculty, exceptional quality of faculty and exceptional market forces bearing on faculty will need to be reflected in exceptional rewards.<sup>8</sup>*

*The irresistible attraction of burgeoning private companies in the communications sector has depleted top university departments ... if enough of the best intellectual leaders in a field are not left in the universities to educate the next generation of students, the quality of future production of intellectual leaders in the field will decline.<sup>9</sup>*

*Universities committed to seeking the best faculty in domestic and international markets will be facing severe competition that will affect the structure and level of compensation and other support for faculty.<sup>10</sup>*

Universities throughout Canada, and indeed North America, are undergoing dramatic changes. An unprecedented rate of faculty retirement, coupled with inadequate numbers of new Ph.D.s and an increase in attractive non-academic career opportunities for these Ph.D.s, is creating an extremely competitive market for new faculty. This is particularly true in growth areas such as business, information technology, and related disciplines.

#### b) Diversity

Diversity in the faculty ranks is important to both the teaching and the scholarship/research missions of the University. Further, as a public institution, the University has an obligation to make measurable progress towards a representative workforce as defined by the Saskatchewan Human Rights Commission (four equity groups have been identified: women in management and non-traditional roles; Aboriginal people; people with disabilities; and people from visible minorities.) As an academic institution, the University protects the principles of merit and collegiality. Consequently, the University would rarely consider designating specific faculty positions for equity groups, but can ensure that equity groups are represented in the candidate pools for faculty positions where they can then compete on the basis of merit.

Where female faculty members are concerned, progress has been made, particularly as a result of room made under the FR/VSP. The total proportion of faculty members who are women is at an all-time high of 38%, up from 30% in 1998. These numbers are consistent

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<sup>6</sup> *Ibid.*, p. 7

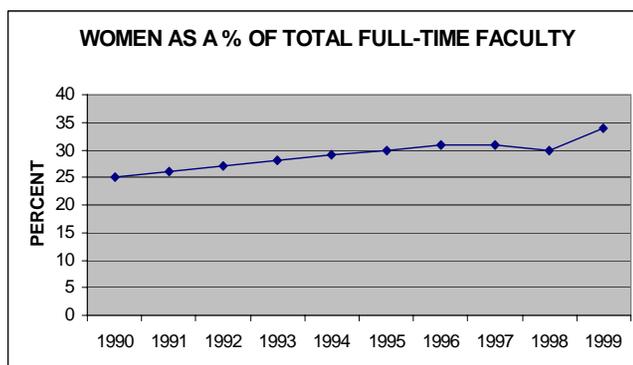
<sup>7</sup> David C. Smith: *Will There be Enough Excellent Profs?: A report on Prospective Demand and Supply Conditions for University Faculty in Ontario*, Council of Ontario Universities, March 2000, p. 3

<sup>8</sup> *Ibid.*, p. 5

<sup>9</sup> *Ibid.*, p. 23

<sup>10</sup> *Ibid.*, p. 33

with the numbers at other Canadian universities. Women hold 32% of the 324 permanent faculty positions, but 54% of the 104 term positions.<sup>11</sup>



Considering that women are not yet proportionally represented in the pool of Ph.D.s in the country, increases in overall representation are being made at a reasonable pace. Of greater concern, however, is evidence that women at the University of Regina apply for progress through the faculty ranks more slowly and less frequently than do their male colleagues (although with greater success when they do apply).

Recruiting Aboriginal faculty members is challenging for two reasons: there are few in the country, and competition is stiff. The University has a unique opportunity through its partnership with its own federated college, SIFC. As well, the pace of progress is expected to pick up as more Aboriginal people pursue advanced degrees.

The University has not yet turned its attention to the equity group consisting of people with disabilities. However, the University has achieved overall 10% representation of visible minorities and exceeds the 5.4% SHRC benchmark in nearly every occupational group, including faculty.

### 3. Facilities and Equipment

#### a) Facilities

In Saskatchewan, government funding for buildings (new, renewed or maintained) at the University of Regina has been severely limited for more than 20 years, with the exception the Riddell Centre in the 1990s and the three most recent years (e.g. the addition to the Education Building and projects in the Regina Research Park).

Limited funding has resulted in a disproportionately high level of deferred maintenance – pending and inescapable expenditures which now exceed \$10M. An expenditure of this amount now would simply return buildings to their status at the beginning of the 1980s. If the publicly funded assets of the universities are to be properly safeguarded, it is essential that the government and the universities develop a long-term capital funding strategy – one that ensures the adequate allocation of future capital resources.

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<sup>11</sup> As reported in University of Regina: Employment Equity – Fourth Annual Report to the Saskatchewan Human Rights Commission, April 2001, p. 12

Most of the Main Campus was constructed between 1965 and 1974 – 25 to 35 years ago. These buildings now require major renewal to ensure long-term viability. Until a major retrofit program is completed, the University will require higher-than-normal renewal and replacement funding to satisfy this key stage in the University's infrastructure life. As well, these facilities are trying to serve a student population that is about three times the size it was when the Province conferred independent university status [is that a good milestone?] (e.g. Physical Activity Building, Laboratory Building, Library, Classroom Building....). As well, at about 5% of enrolment, the University has proportionally around half the residence spaces of other Western Canadian universities. An increase in residence spaces would help attract students from outside Regina as well as international students, and would help build a more vital campus life. The University is currently considering the feasibility of building additional residence and parking spaces and the feasibility of fundraising in support of a new multi-sports complex.

#### b) Equipment

Adequate funding for academic equipment also has not been available for over two decades. The University lacks many larger pieces of equipment that are part of the standard infrastructure at similar institutions. This has a direct bearing on the University's ability to attract faculty and research grants, provide quality instruction, and deliver service to the community.

The total inventory has an estimated replacement value well in excess of \$40M. Over the past 20 years, the annual funding available for equipment purchases has averaged just over \$1M. This implies a renewal cycle of more than 40 years and is clearly inadequate to position the University at or near the leading edge. Both the level and extreme variability of equipment funding have caused major difficulties for the University in planning its equipment-intensive programs and its physical renewal. Although increases in NSERC research funding and the advent of the CFI are helping, they are targeted and cannot address the larger gap on their own. Further, the pace of innovation in laboratory, computing, and information technology requires a much shorter life cycle.

#### c) Information Technology

The widespread use of information technologies in teaching and in the administration of the University also creates a large demand for continuing expenditures as equipment is renewed and software is purchased.

*Investing wisely in IT is a tall order, especially when the pace of technological change is accelerating and technological expertise is scarce and difficult to hire, manage, and retain – or replace.<sup>12</sup>*

*The “net generation” is here. ...coming to our educational institutions flashing digital mastery and an expectation of responsive learning environments. These learners are changing roles as they learn how to assess their own capabilities, develop personalized learning plans, and manage their learning resources. Just as technology is driving new role definitions for faculty and support staff,*

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<sup>12</sup> Richard N. Katz and Associates: *Dancing with the Devil*: a publication of EDUCAUSE, Jossey-Bass Publishers, 1999, p.101

*emerging pedagogy and technological innovations are transforming traditional student roles from passive recipients to active managers of the learning process.*<sup>13</sup>

*Saskatchewan's economy is restructuring and diversifying in response to the emergence of a global information and knowledge-based economy where expertise, technology and innovation are the most important growth factors.*<sup>14</sup>

Information technology is a key priority for Saskatchewan. It has been identified in government planning as an engine of economic development. There is an emphasis on IT in the rapidly evolving Regina Research Park. There is also a major technology transfer initiative being pursued in the province jointly by Economic and Co-operative Development, Saskatchewan Opportunities Corporation, Crown Investments Corporation and Post-Secondary Education and Skills Training. This project would help the province develop, nurture and sustain an IT-based industry, and ensure that students in all disciplines are provided with opportunities to participate in classes and to access facilities that will prepare them adequately to participate in society upon graduation.

The economy of the 21<sup>st</sup> century clearly will be dominated by developments in this sector. Many aggressive initiatives are underway in several Canadian jurisdictions, including the expansion of seats in Information and Communications Technology university programs, major government support for research and incentives for technology transfer and spin-off companies.

#### **4. Support for University Education**

Although there appears to be general agreement among politicians and the public that university education and research are essential to future economic growth and social security for individuals, the province and the country, governments have not supported the basic operations of universities as well as in the past – the real value of grant funding per student has significantly decreased. Rather, governments have chosen to commit larger portions of their resources to other 'envelopes' and to make their contributions to universities much more targeted. Technical and scientific research and direct student support have been particular targets.

Universities are naturally ambivalent about targeted support – while they welcome funding for research and for students, they resent the erosion of global base funding and of their autonomous decision-making.

##### a) Financial Support

*There have been dramatic declines in government funding for higher education in Canada throughout the 1990s – and the impact is now evident.*

*In the last five years, all provincial governments have cut the real level of per student support to universities. ...In 1978, governments provided more than \$11,000 per student, and Trends warned that per student support could fall*

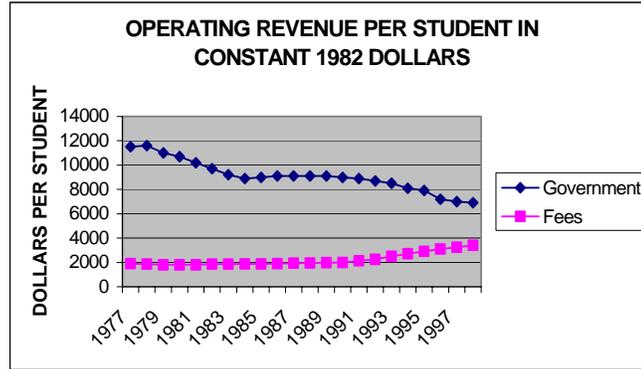
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<sup>13</sup> Brian Nedwek: *Organizational Transformation Begins with You*, Planning for Higher Education, Volume 26, Summer 1998, p. 32

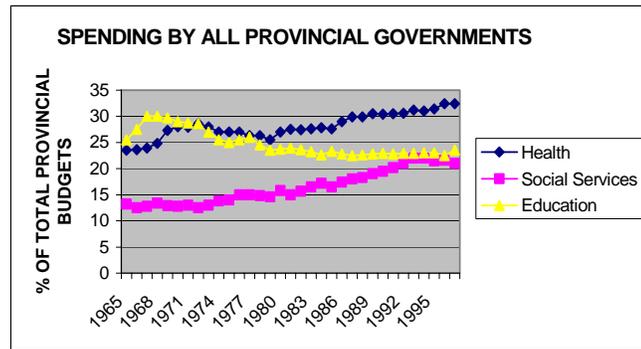
<sup>14</sup> Saskatchewan Post-Secondary Education and Skills Training: *Sector Strategic Plan 2001-02 to 2005-05, Work in Progress*, June 2000, p. 3

*below \$8,000 by 1996. In fact, the situation is even worse. The level of support has continued to decline and was well under \$7,000 per student in 1998.<sup>15</sup>*

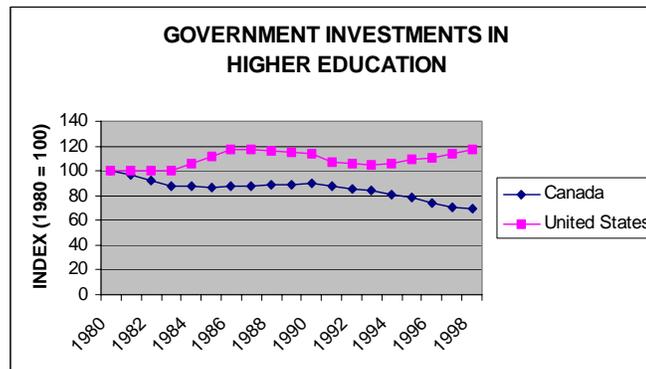
During the period 1992–98, constant dollar income per student for Canadian universities fell by 6%. Within this total, government support declined by 24% and universities compensated in part for this reduced support by raising constant dollar tuition revenue by 67%:



As provincial governments across Canada reacted to the fiscal realities of the past quarter century, the priority afforded education has eroded in favour of health and social services:



In an intensively competitive international market, the reduced public support in Canada stands in stark contrast to the renewed priority for this sector in the United States:

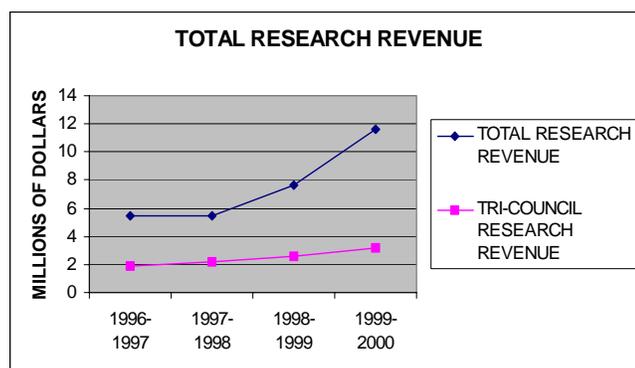


<sup>15</sup> AUCC: Trends: The Canadian University in Profile, 1999, p.21

While the federal government indirectly provides for some university funding through Canada Health and Social Transfer (CHST) payments to the provinces, this is not dedicated funding (i.e. provinces are not compelled to spend any portion of the CHST on post-secondary education). While the federal government does not provide core operating funding directly, it has recently put in place a number of programs to provide targeted university funding. The Millennium Scholarship Program, introduced in 1998, established an initial endowment of \$2.5B to provide 100,000 scholarships to full and part-time students over a 10-year period. This initiative represents the largest single investment made by a federal government in Canada to support access to post-secondary education. A portion of this fund was made available to the Saskatchewan universities in 1999 to permit them to hold tuition increases below 2% that year.

Other federal initiatives such as the Canada Research Chairs Program (CRCs) and the Canada Foundation for Innovation (CFI) provide universities with help to build world-class research clusters in selected areas. While universities appreciate increased federal investment in important areas, these programs further intensify market competition for the highest quality faculty and result in a corresponding increase in the need for core operating funding. While these programs and the federal research granting agencies do not recognize the indirect costs of research in their funding, the December 2001 federal budget included a modest two-year initiative to provide for a portion of these costs through the three councils.

Coupled with a renewed emphasis on active scholarship and research within the University, increased government support for research (targeted primarily to the sciences and engineering) has resulted in a significant improvement in research revenue in recent years:



#### b) Tuition

*The bottom line, however, is that without the students there will be no universities. Without the universities there will be no professionals, scholars and literate critical thinkers. Without the latter, Canada and Saskatchewan can certainly not succeed.<sup>16</sup>*

<sup>16</sup> Harold H. MacKay: *op.cit.*, p. 8

While tuition fees in Saskatchewan are comparable to those in neighbouring jurisdictions, and low by national and North American standards, it is true that this source of revenue has grown significantly faster than public funding. This has been particularly true through the 1990's. Increasing government funding allowed Saskatchewan's universities to moderate their fee increases to rates well below the national norms in the late 1990s. The lower than anticipated funding increase for 2000-01 and 2001-02, however, necessitated fee increases several percent higher than had been planned. A continuation of provincial grant funding that fails to meet the rate of increase in university costs will force a choice between jeopardizing the flexibility necessary for academic renewal and growth – and perhaps even the sustainability of programs – and a further escalation of tuition fees. Financial accessibility is an issue to increasing numbers of students. Universities will not serve society well if they are required to act in a manner that strengthens the financial barrier for students.

### c) The MacKay Report and the Funding Mechanism

Over the years, several planning studies of the provincial university system have been undertaken, most recently the appointment by the Minister of Post-Secondary Education and Skills Training in 1996 of Harold MacKay as the Minister's Special Representative on University Revitalization. Mr. MacKay was asked to:

- Facilitate discussions between the universities to better ensure that Saskatchewan's university sector will, on a cost-effective and sustainable basis, continue to provide the public with relevant, high quality services;
- Initiate a dialogue between the universities with the objective of establishing a longer-term process or processes to achieve university revitalization; and
- Report on the conceptual proposals made by the universities, identify any constraints to the renewal process, and offer any additional commentary thought pertinent to the future well-being of the university sector.

The MacKay Report of September 1996, together with the government Public Interest paper that followed it, served as a catalyst for the universities to re-examine their missions, and reposition and rejuvenate themselves for the coming decades. Mr. MacKay encouraged the universities to consider early retirement programs both as a means of rejuvenating the academic staff and as a source of the financial flexibility necessary if repositioning is to be realized. The Government of Saskatchewan ensured that the funding environment supported the necessarily time-consuming collegial process of effective academic planning between and within the universities.

Another result of the MacKay Report has been the development of a new funding mechanism for Saskatchewan's universities. The University remains committed to a framework that is cost-based and activity driven. We share the conviction of government and the University of Saskatchewan that the fixed-share regime of the past 25 years is an inappropriate vehicle for allocating resources among institutions undergoing differential changes in student numbers, program mix and research intensity.

The University of Regina, however, has serious concerns about the current state of development of the framework. These concerns are not with the principles underlying the mechanism, but rather with inconsistencies identified in its inner workings – the proposed funding mechanism is seriously flawed and some of the data elements employed are

faulty. It is imperative that these concerns be addressed prior to the new funding mechanism becoming entrenched.

The Government has indicated that the major outstanding issues will be resolved in time for the 2002–03 fiscal year. The University is working to ensure a funding mechanism that will reward commitment to quality, accessibility, and increased research intensity in future years.

#### d) Sector Planning

The Department of Post-Secondary Education and Skills Training (PSEST) has developed a strategic sector plan for the post-secondary sector, which was recently approved by the provincial government. As well, PSEST prepared a discussion paper to outline a sector action plan for Aboriginal education and training. Consultations are underway with the various sector partners, including the University of Regina and SIFC. Both the sector plan and the draft Aboriginal Education and Training Action Plan emphasize accountability and development of performance measures.

Under the auspices of the Government-Universities Coordinating Committee (GUCC), discussion about the mandates of the two universities continues. Of particular use in these discussions may be linkages being explored by the deans with their counterparts.

# I. BACKGROUND

## C. HIGHLIGHTS OF RECENT PROGRESS

### 1. Academic

#### a) New Initiatives

Several new academic initiatives have been launched in the past 24 months, including:

- Establishment of the actuarial science program in the Department of Mathematics and Statistics;
- Creation of the doctoral program in Education;
- Partnership agreements with SIAST – memorandum of understanding with SIAST plus the creation of two joint programs between SIAST and the Faculty of Science;
- Creation of Indian Secondary Education program jointly between SIFC and the University;
- Partnership with Aurora College (Ft. Smith, NWT) for offering University of Regina Social Work programs;
- Establishment of the Institute for the Humanities by the faculties of Arts, Education and Fine Arts
- Establishment of the Institute for Peace Justice and Security in the Faculty of Arts;
- Enhanced partnership between SIFC and Faculty of Administration;
- Review of Extension leading to a rethinking and rejuvenation of its activities, its renaming as the Centre for Continuing Education, the appointment of a new director, a business review of the Conservatory and appointment of new heads for the Seniors Education Centre and the Conservatory;
- Finalization of the Faculty of Fine Arts' five-year plan which includes the creation of a unique interdisciplinary graduate program;
- Computer Science and Engineering are working together to establish a software engineering program;
- Creation of the "2+2" Engineering arrangement with Hunan University, and extension of the model to Administration and Computer Science; and
- Establishment by the office of the Vice-President (Academic) of:
  - (i) the Transdisciplinary Project which funded 17 projects, each of which included partners from several disciplines,
  - (ii) jointly with SIFC, the Indigenous Curriculum Project to fund projects that explore the role of Aboriginal learning and experience in the curriculum, and
  - (iii) an annual competition for conference funding that supports provincial, national and international conferences sponsored by the university.

Activities to enhance relationships and develop joint initiatives with the Federated Colleges, SIAST and the University of Saskatchewan are ongoing.

#### b) Planning and Budget

The planning and budget processes have been redesigned. All permanent positions (academic and non-academic) within the faculties have been identified and are now base-

budgeted. Central position control has been implemented and there is now a clear process of steps to be taken when a position is vacated. This not only simplifies and clarifies processes, it allows for more effective ties between budget and planning and for greater long-term stability of faculty budgets.

All deans have been asked to work with their faculties to develop 3 to 5 year plans and strategic directions for future activities within the university-wide framework. These plans will inform the deans' annual budget submissions and the University's subsequent budget deliberations and decisions.

A component of budget and planning is the now regular, external academic unit reviews. The purpose of a review is to assess our University against other universities, to identify our strengths and challenges, and to provide advice to the unit under review. Computer Science, Philosophy and Psychology were reviewed in 2000-01 as was the distance delivery model used in the Faculty of Social Work. Unit reviews of the Faculty of Graduate Studies and Research and of the Registrar's Office are underway, and an extensive review of the Language Institute is being concluded.

## **2. Scholarship and Research**

Considerable emphasis has been placed on the development of an enhanced research profile within the university.

The Office of the Vice-President (Research) established special funding to support all new faculty members as they establish their research careers. As well, faculty members have been encouraged to seek external funding. With regard to national granting councils, over 30 applications were submitted to SSHRC and although only five were funded (an increase of 60% over the previous year), 16 were designated by SSHRC as deserving funding even though funds were not available. To recognize this accomplishment, \$5,000 per applicant was made available by the University. Recipients of internal funding are reapplying to SSHRC in the next cycle. As well, faculty members have prepared CFI, NSERC, CIHR and other grant proposals throughout the year and efforts will continue.

The University has made remarkable progress over the last several years in increasing its share of federal research council funding. For example, SSHRC (Social Sciences and Humanities Research Council) grants have grown by over 36% per annum while the NSERC (Natural Sciences and Engineering Research Council) grants have grown at an annual rate of 20% over the last three years. The University's success is in part a result of hiring many new faculty members, which has increased faculty interest and enthusiasm about scholarship and research.

Exciting developments continue to unfold in the Regina Research Park, which is quickly becoming a nexus for much of the University's research in the Environment and Energy and the Informatics clusters.

## **3. Internationalization**

The University of Regina "is legitimately concerned with all aspects of the world" and an integrated national and international perspective linked to its fundamental threefold mission of instruction, research, and service is essential.

The University has a long history of international work and in recent years has established an excellent international reputation in various countries. Currently, the University supports over 70 international agreements spanning Australia, the USA, Latin America, Eastern Europe, Africa, China, Japan, Thailand, India, and South Korea. The University also supports many visiting scholars from different parts of the world and provides various exchange opportunities for its Saskatchewan students.

Over the last year the University expanded its international role in China by signing new agreements with various universities and government agencies in that country. Of particular note are the agreements signed with the National People's Congress and the 2+2 undergraduate degree programs that see Chinese students completing University of Regina degrees based upon an international transfer credit process. These agreements and those focusing on English as a Second Language in other countries have also allowed the university to expand the diversity of its international student body.

#### **4. Facilities and Equipment**

There are some exciting capital developments and renovations on campus, including an addition to and redevelopment of the Education Building, development of the Greenhouse Gas Technology Centre, and the opening of the Petroleum Technology Research Centre and the Terrace Building (IT) in the Research Park. As well, some urgent renovations/upgrades have been taking place (e.g. the Laboratory and Classroom Buildings), and construction on the first phase of the new SIFC building is well underway.

#### **5. Reputation**

In spite of relatively low rankings on the Maclean's instruments (11<sup>th</sup> in 2000 and 7<sup>th</sup> in 2001), the University has a relatively good reputation close to home.

The University of Regina has conducted two surveys of graduating students, in 1995 and 1999.

- From 1995 to 1999, the percentage of students stating that class sizes are appropriate for the learning experience increased from 70% to 77%;
- More than 80% would choose the same program again, would attend the University of Regina again, and would recommend this University to a friend; and
- 85% feel that the University of Regina is on a par with or better than other Canadian universities.

These findings are consistent with those of a broader graduate survey of 23 Canadian universities conducted in 2000, which found:

- 88% would recommend the University of Regina to others; and
- 90% were satisfied with the overall quality of the education received.

Both of these results were better than the results for the peer group of similar universities.

A strategic communications plan prepared for the University by Brown Communications Group in June of 1998 identified a significant challenge for the University: a serious lack of public awareness with respect to what this University stands for and what it is

accomplishing. Fortunately, the study also identified a wealth of excellent information with which to fill the knowledge gap.

University Relations commissioned a similar survey in late 2000, which found that a higher proportion of people expressed awareness of the University of Regina than previously. However, Saskatchewan residents' awareness of the University's high calibre of research and high quality instruction was not strong. Of particular interest in the survey results was the public's view of the University as "a mechanism for keeping young people in Saskatchewan."

## II. STRATEGIC PLANNING TO DATE

### A. INTRODUCTION TO PART II

Academic planning in a university is a continuous activity, engaged in by all members of the academic community. Having said that, it is occasionally necessary to revisit the mission of the University in a more formal way to ensure that it is positioned to develop in a direction most appropriate for those it serves. The 1996 MacKay Report was the catalyst for such a review at the University of Regina.

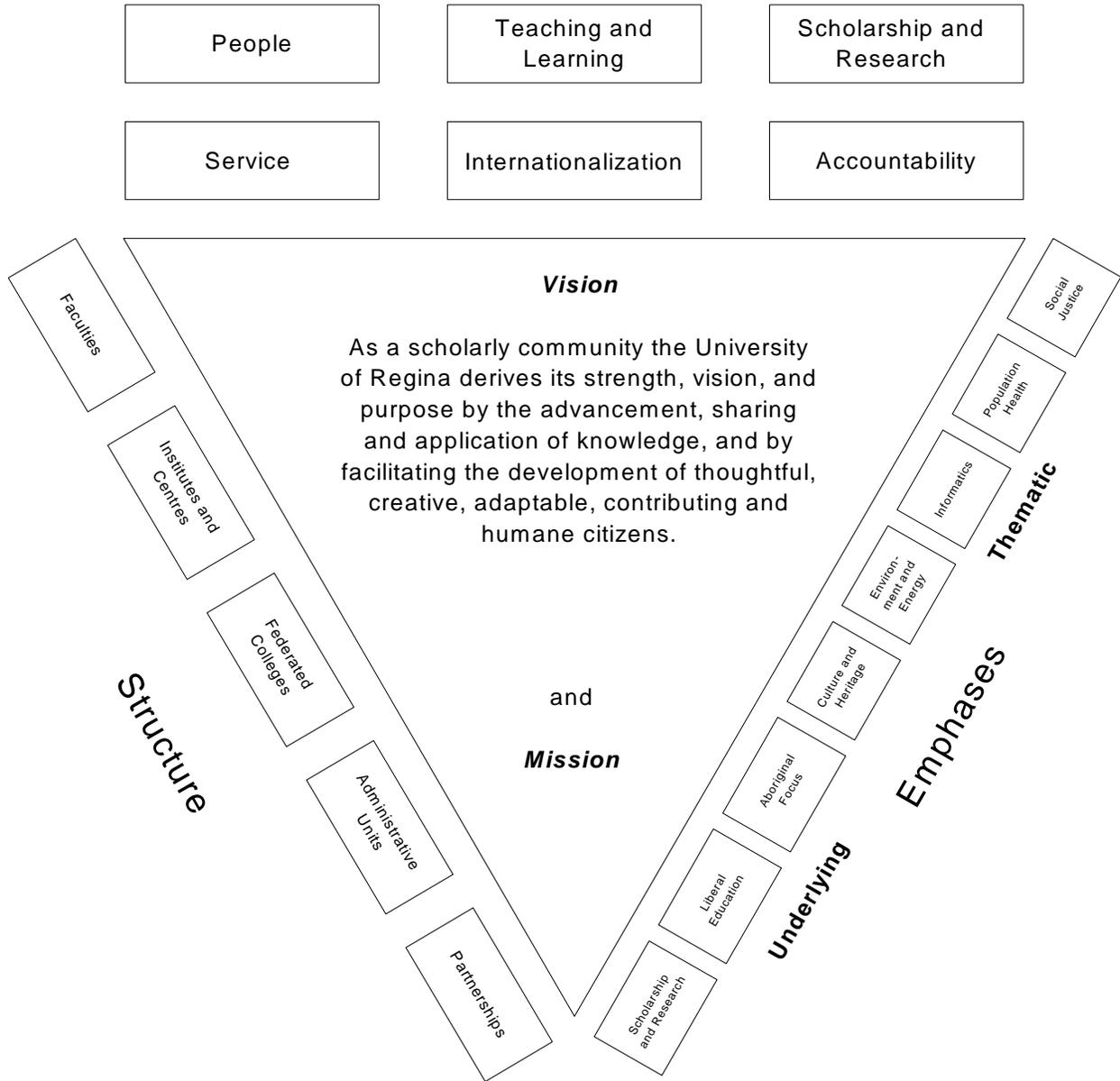
In November 1999, following extensive internal discussions and upon the recommendation of Executive of Council and Senate, the Board of Governors approved a Direction Statement for the University of Regina, drawn from *Shaping Our Future: Academic Planning Toward the Second Quarter Century*. This statement includes Vision, Mission, Values, Goals and Strategies, and represents a distillation of the several years of dialogue and documents flowing from the 1996 MacKay recommendations.

While the Direction Statement will be helpful as the University chooses among the many courses of action available to it over the next several years, to be of operational value a more specific set of options and priorities was required. Again through broad consultation and general consensus, a second document evolved entitled *Shaping Our Future: Principles and Emphases to Guide Decision-Making*. This document was finalized in the fall of 2000.

With an eye to the goals articulated in the Direction Statement, and particularly as an activity in support of Goal 6 – Public Accountability, a broadly based Working Group considered the question of performance indicators for public accountability, consulted, and provided a final report in May 2000 entitled *Criteria for Success*.

The University is a complex organization with multiple missions. Its organizational structure does not readily reflect its principal activities. The diagram on the following page represents several different perspectives that are appropriate. The organizational structure of faculties, institutes, colleges, administrative departments and other partnerships is one perspective. The Values, Goals and Strategies from the Direction Statement give another perspective. The Emphases provide a third perspective.

# Values, Goals, Strategies



The relevant parts of the Direction Statement, the Principles and Emphases document, and the Criteria for Success document are presented in the remainder of PART II as a backdrop to the more specific plans provided in PART III.

## II. STRATEGIC PLANNING TO DATE

### B. DIRECTION STATEMENT

Drawn from *Shaping Our Future: Academic Planning Toward the Second Quarter Century* (Nov. 1999)

<p><b>Vision:</b> The University of Regina is a scholarly community advancing, sharing and applying knowledge, and working together for the development of thoughtful, creative, adaptable, contributing citizens.</p>		
<p><b>Mission:</b> The University of Regina will preserve, transmit, interpret and enhance the cultural, scientific and artistic heritage of the human race, and acquire and expand knowledge and understanding. We will apply our skills in the service of society. At the same time, we will constructively criticize to encourage independent thinking, free discussion, and the pursuit of truth. We will interpret the past, examine and clarify contemporary thinking and anticipate the possibilities of the future. We will be open to change where appropriate, and enthusiastic about investigation and creativity. We will combine unity of purpose with diversity of outlook. We will prepare our students to participate fully in our society, and to respond to the demands of a world in which rapid advancements in knowledge must be understood and applied in ways that are consistent with the highest human values.</p>		
Goal	Values	Strategies
<p><b>People:</b> Make the University of Regina a preferred place to work and study.</p>	<p>We are a scholarly community within larger communities. The members of our community are our defining resource. Our treatment of each other is humane and respectful.</p>	<ul style="list-style-type: none"> <li>Recruit and retain the best faculty, staff and students, and help them realize their full potential.</li> <li>Make the working environment stimulating and rewarding by devolving responsibility coupled with accountability.</li> <li>Promote equity and diversity throughout the University, especially in leadership roles.</li> <li>Recognize the growing Aboriginal presence in this province as an asset.</li> </ul>
<p><b>Teaching and Learning:</b> Give our students an enviable learning experience.</p>	<p>We value interaction between faculty members and students as the fundamental activity in the academy. We let academic program structures determine organizational structures. We use learning technologies where appropriate.</p>	<ul style="list-style-type: none"> <li>Require quality in academic programs and in the learning experience.</li> <li>Have a base of liberal arts and sciences together with other specialized and professional programs.</li> <li>Require faculties to change by integration and pruning as well as by growth.</li> <li>Provide sufficient resources to achieve critical mass in mandated programs.</li> <li>Exploit the diversity offered by federated colleges.</li> <li>Promote access to university for qualified students.</li> </ul>

Goal	Values	Strategies
<p><b>Scholarship and Research:</b> Sustain a vibrant research enterprise where faculty members are enthusiastic about intellectual activity, both curiosity-driven and applied.</p>	<p>We have a healthy urge to know what is now unknown. Our investigation and reflection in all areas of intellectual pursuit are rewarding to those involved. Our activities enrich the community. Our students are involved in research activities.</p>	<ul style="list-style-type: none"> <li>• Stimulate and encourage scholarship and research broadly in the University.</li> <li>• Encourage all faculty members to be active in scholarship and research.</li> <li>• Identify a few areas to receive concentrations of research support.</li> <li>• Take advantage of external opportunities consistent with our academic profile.</li> <li>• Use institutes and centres to organize the response to the changes in research interests and priorities brought forward by faculty members.</li> </ul>
<p><b>Service:</b> Take our academic expertise into the community in response to requests or our own perceptions of need.</p>	<p>Our scholarly community has expertise that can be used in service to society. We bring our expertise to bear on socially relevant problems.</p>	<ul style="list-style-type: none"> <li>• Encourage members of the University to serve in the larger community not just as responsible citizens but also as discipline experts.</li> <li>• Welcome approaches from the larger community to the University for help.</li> <li>• Seek opportunities to bring creative and artistic output to the larger community.</li> <li>• Facilitate technology transfer, innovation and economic development to flow as natural results of research where appropriate.</li> </ul>
<p><b>Internationalization:</b> Integrate a national and international perspective into our fundamental threefold mission of instruction, research, and service.</p>	<p>We are legitimately concerned with all aspects of our world. The parts that lie beyond our provincial and national boundaries are more open to us through transportation and communication technologies than they have ever been.</p>	<ul style="list-style-type: none"> <li>• Facilitate exchanges of students and faculty members with universities in other countries.</li> <li>• Expand curricula as appropriate to include broader perspectives.</li> <li>• Pursue research interests in collaboration with colleagues in other countries.</li> <li>• Seek out service opportunities where our expertise is relevant in developing countries.</li> </ul>
<p><b>Accountability:</b> Provide sufficient information to allow informed evaluation of our performance.</p>	<p>We are publicly accountable for our performance with respect to our goals.</p>	<ul style="list-style-type: none"> <li>• Identify criteria for success associated with each of our goals through realization of our strategies, and publish the results of regularly scheduled performance assessments.</li> </ul>

## II. STRATEGIC PLANNING TO DATE

### C. PRINCIPLES & EMPHASES TO GUIDE DECISION MAKING

(May 2000)

#### PRINCIPLES GUIDING DECISION-MAKING

1. Consistency with the University of Regina Direction Statement.
2. Striving for quality in all that we do.
3. Establishment of priorities within each unit.
4. Appropriate fit between resources and activity.
5. Consideration of student and societal expectations.
6. Provision of service to the community provincially, nationally and internationally in accord with our motto "As One Who Serves."
7. Suitable complementarity with programs offered by the University of Saskatchewan.
8. Potential for new opportunities and partnerships.

#### EMPHASES

##### Underlying Emphases

The first two of the underlying emphases will be expected to be considered and reflected within initiatives undertaken to realize the goals of the University and to support the thematic emphases. The third reflects our responsibility to work with and in support of the Aboriginal people of Saskatchewan.

- *Scholarship and Research*: To be achieved through basic and applied research, the creation of new knowledge and the development of graduate studies.
- *Liberal education*: To be achieved through both liberal arts and science programs and as an integral component of professional education.
- *Aboriginal focus*: To be achieved through program development, faculty, staff and student recruitment and our unique partnership with the Saskatchewan Indian Federated College.

##### Thematic Emphases

The thematic emphases are intended to facilitate the development of creative new research and academic programs and partnerships, both inside and outside the University, and also to support a range of ongoing activities. While providing increased focus to the activities of the University, the thematic emphases also support freedom to explore. They are areas of particular interest at the moment and for the immediate future. In no particular order, they are:

- Culture and Heritage
- Environment and Energy
- Informatics
- Population Health
- Social Justice

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## II. STRATEGIC PLANNING TO DATE

### D. CRITERIA FOR SUCCESS

The Working Group's report addressed the sixth goal of public accountability by suggesting a set of broad criteria for addressing the University's progress towards meeting the first five goals. The Working Group focused primarily on the kind of information that would need to be gathered and tracked for public reporting and noted that their work constituted a starting point only. A multitude of measures were suggested and will have to be pared down for initial efforts.

#### Recommendations

1. That the Planning and Priorities Committee be assigned the responsibility of overseeing the criteria and the process by which the University is accountable to the public.

The Working Group emphasized that their report was a starting point and that the conversation needs to continue internally and externally. The criteria must be further developed and must evolve. A locus of responsibility is needed for ongoing development.

2. That the Office of Resource Planning, working with appropriate committees, take responsibility for the determination of suitable survey tools and other forms of contract research, and for carrying out the surveys and related research and information gathering.

Much of the information identified by the criteria can be obtained from data already collected within the University although some may require units to collect more data than they have in the past. Regular academic unit reviews and the national accreditation that many programs undergo will continue to provide a national perspective on the work done within academic units. To learn the views of students, alumni and employees, surveys and other types of contract research should be undertaken. The Working Group recommended two types:

- A survey of employees to be carried out once every three years.
- Surveys of students, which would take place at the end of first year, on graduation, five years after graduation and 15 years after graduation. These might, for example, be done on four-year cycles. Where possible they should be done in partnership with other organizations (e.g., joint university surveys done through the University of Manitoba or partnerships with the University of Saskatchewan and PSEST).

#### Assessing the goals

Of particular value is the Working Group's interpretation of each goal and description of information that would form a basis for assessing progress towards attaining each goal. The Working Group cautioned that the University also needs to tell individual stories—the stories of a community committed to meeting its goals.

No two goals can be viewed as completely independent. Thus there are several criteria identified which could arguably be allocated to more than one goal:

**Goal 1: Make the University a preferred place to work and study.**

1. Range and number of seminars and university-wide lectures, number and stature of visiting speakers, research activities of faculty and students, creative teaching strategies, and admission grades of entering students.
2. Participation of designated groups (women, Aboriginal, disabled, visible minorities) as students and employees, and the presence of international and out-of-province students.
3. Availability of flexible working arrangements, availability of and participation in training and learning opportunities, participation in conferences and workshops, availability of programs in support of teaching, and employee satisfaction.
4. Acceptance of University Entrance Program (UEP) students into Faculties, number and value of scholarships and bursaries, success of UR Scholars, admission and graduation of First Nations students, registration through the federated colleges, official transfer programs from SIAST, colleges and other universities and professional institutions and number of students participating in them, number of students registered in off-campus courses and their location, availability of on-line and SCN courses, student participation in interdisciplinary and "design-your-own" degree programs, student satisfaction, and services available to students.
5. Membership on committees and advisory groups, opportunity to participate in discussion, and student and employee satisfaction.
6. Availability of study and social space for students, on-campus residential space, classrooms meeting pedagogical needs, well-equipped research and teaching labs, quality office space, and student and employee satisfaction.
7. Public recognition of accomplishments and contributions to the institution, and the establishment of university awards.

Finally, when alumni and past employees remain supportive of the institution they are to some extent commenting on the contribution it has made to their lives. This can be assessed by collecting data on why students have chosen the University and whether they recommend it to others, and on gifts made by alumni, employees and past employees and their participation in university activities.

**Goal 2: Give our students an enviable learning experience.**

1. Awards won by students, success of alumni, and student participation in intramurals, activities of the federated colleges, student society activities and university governance.
2. Class size, teaching awards, presentation and publication of new teaching initiatives, and teaching activities.
3. Programs offering co-op, internships, field schools, exchange programs, practica, or research projects and student participation in them.
4. Course and program demand and availability.

**Goal 3:** *Sustain a vibrant research enterprise where faculty members are enthusiastic about intellectual activity, both curiosity-driven and applied.*

1. Number of publications in peer-reviewed journals, awards for books, articles, performances and exhibitions, number of national and international honours received, presentations as plenary speakers, stature and location of exhibits, productions, curations and presentations, media coverage, grants, fellowships, contracts and commissions obtained, participation in national and international panels and selection and review committees, participation in national and international academic organizations, and editorial work.
2. The activities of University and Faculty research offices, internal seed-funding opportunities, mentorship and grant-writing assistance, suitable research space and infrastructure facilities, employee satisfaction, and number of journals published or edited by faculty.
3. Number of graduate students bringing external awards to the university, previous location of graduate students, student and employee satisfaction, number of visiting and sabbatical researchers and adjunct professors, and success in faculty recruiting.
4. Number and size of internal scholarships and financial awards made, student satisfaction, acceptance of our masters graduates into doctoral programs, success of graduate students after graduation, awards won by graduate students, size of graduate program, calibre of graduate applicants, availability of supervisors and required courses, availability of unique graduate opportunities and programs, and demand for graduate admission.

**Goal 4:** *Take our academic expertise into the community in response to requests or our own perceptions of need.*

1. Use of ExpertEase database and frequency of faculty quoted as experts in the media, faculty presentations to community groups, faculty secondment to other organizations, participation on Boards, and the community's view of the University.
2. University sponsored activities for youth and for seniors, University-sponsored public lectures and cultural activities and the number who attend, and the number of participants in non-credit programs offered by the Centre for Continuing Education.
3. Faculty and student participation in community research and performance projects, the Research Park and our participation in it, consulting activities, participation on Boards, and number and success of spin-off companies.

**Goal 5:** *Integrate a national and international perspective into our fundamental threefold mission of instruction, research and service.*

1. Number of faculty and students participating in exchange programs, number and diversity of formal exchanges, programs to support international students, and national and international conferences hosted and participated in.
2. Number and location of field schools, number of courses with an international perspective, availability and participation in international language instruction, and number of international and out-of-province co-op, intern and practica placements.

3. Number of national and international partnerships – level of involvement and outcome, number of faculty on national and international advisory bodies, and number of faculty doing research on global topics.

### **Future considerations**

The following issues also arose which will be important in determining how the University approaches achieving the established goals. In turn, those approaches may affect the criteria for assessment. These issues are complex and require broad discussion within the university:

- How do we best evaluate teaching and the learning experience of students? To what extent should the approaches used be university-wide?
- What do we mean by public service? How do we distinguish between what relates to our research and teaching expertise and what is our responsibility as private citizens?
- What is an appropriate level of international activity? To what extent should our activities be directed (areas of expertise, geographic location)?
- How do we develop an understanding of different disciplinary approaches to research? How do we compare and support the different activities?
- How do we ensure equitable workloads? How do we best employ the different strengths of each faculty member?

The Working Group generated a large list of potential measures. Work is continuing under the auspices of the Planning and Priorities Committee to identify a limited number of workable criteria for success for initial use. Draft criteria or measures are included in PART III.

### **Work with Partners**

In addition to its internal work on criteria for success, the University is working jointly with the University of Saskatchewan, the Saskatchewan Institute of Applied Science and Technology (SIAST) and the provincial government to develop some reporting tools for the entire post-secondary sector in Saskatchewan.

### III. FIVE-YEAR PLANNING FRAMEWORK

#### A. INTRODUCTION

Planning work has continued at several levels in the months since the University community completed both *Criteria for Success* in the spring of 2000 and *Shaping our Future: Principles and Emphases to Guide Decision Making* and in the fall of 2000:

- Planning and budgeting have become more closely aligned;
- Several university-wide academic initiatives have been undertaken;
- Faculties are in various stages of internal planning;
- Virtually all administrative units have developed a plan for the next 3-5 years;
- Additional work has identified preliminary measures of success that could be developed and reported upon publicly; and
- Based to a large extent on the foregoing, the Executive drafted a preliminary set of operational objectives for the University as a whole for discussion by the University community.

In the Fall of 2001, the Senior Administrative Team and the Board of Governors were asked to consider and provide initial advice on the draft objectives, key actions and measures of success. Further consultations were held within the University community in January 2002 and the resulting framework is contained in PART III, Section B. This was approved by the Board on February 12, 2002.

Section C contains more detailed information on some plans as provided by Vice-Presidents and administrative directors. Several ideas from these plans found expression in the overall framework.

Section D outlines assumptions about the resource needs to support the goals and objectives and identifies three of the possible ways in which government funding and tuition fees might combine to finance desired growth and expected cost escalation.

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### III. FIVE-YEAR PLANNING FRAMEWORK

#### B. FRAMEWORK

The framework in this section marks an important transition: it ends the broad planning efforts of the past few years and begins a phase of more conscious and deliberate efforts to achieve our goals and monitor the progress we make as a result of those efforts.

The framework is largely a management tool intended to inform other parts of the planning process. As such, it should be a living document that is reviewed, updated and adjusted annually, and reported on internally and externally. It includes a number of strategic, operational objectives under each of the University's broad strategic goals which were approved in 1999. Slight alterations have been made to the original goals (i.e., they have been reordered to place the elements of the University's three-fold mission first; students are now referenced in the Scholarship and Research goal; and 'teaching' has replaced the word 'instruction'.)

The objectives are articulated at the institutional level, require the effort of more than one unit to be achieved, and appear in no particular order. As the University achieves these objectives, it will be closer to realizing its goals as set out in *Shaping our Future: Academic Planning Toward the Second Quarter Century* (Fall 1999).

The framework also includes several key institutional actions that would help achieve the objectives. Some of the actions are quite broad – some signal further planning work and others serve as an umbrella for a number of actions already planned or underway – while others are more specific. However, all are actions at the institutional level, things that can have a broad impact and help to achieve the University's goals and objectives. No attempt has been made to reflect all the rich and varied activities carried out throughout the University that already support our mission and goals. Rather, these actions are intended to enhance some things we do or add new activities that will help move us, strategically and deliberately, towards the goals we have said are important.

Finally, the framework includes preliminary criteria or indicators that can be used to demonstrate success. When developed, these could be reported on to track progress in critical areas and to better meet the goal of public accountability (Goal 6). At present, a broad range of ways to demonstrate success is included, drawn, to a large extent, from the extensive options included in the 2000 paper *Criteria for Success*. Additional work is needed to identify: specific methodologies to acquire the needed information; which items are most indicative of our progress and which are most easily done; and which ones should be priorities for reporting internally and which should be priorities for reporting externally. Our success must be described both quantitatively and qualitatively, and the quantitative indicators being developed are intended to supplement and complement the qualitative demonstrations of success we currently use (e.g. highlights of faculty accomplishments as published in the President's Report to the Community).

Together, these elements – goals, objectives, actions, and ways of demonstrating success – form an overall pattern and provide a high-level framework for action for the University over the coming few years (Note: there is not necessarily a 1:1 relationship between objectives, actions and ways of demonstrating success. As well, some actions support more than one objective

and more than one goal but, for simplicity, appear only once.) This framework is informed by the *Principles and Emphases* and, along with them, provides a strategic operational focus for the University as a whole. This should guide more detailed management decisions and actions in the next three to five years to address the following institutional challenges:

- Recruiting and retaining faculty;
- Increasing enrolment, with particular attention to graduate students, international students and Aboriginal students, and to retaining more of Saskatchewan's top high school graduates;
- Enhancing teaching and research capacity;
- Upgrading, replacing and adding facilities and equipment;
- Improving the University's profile and reputation; and
- Securing sufficient financial resources.

During the fall of 2001, the University's Board of Governors and the Senior Administrative Team (Deans, Directors and the President's Executive Team) considered earlier drafts of this framework. Consultations were held on a resulting draft in January 2002 with the Planning and Priorities Committee, Executive of Council, and members of the University community who attended an open meeting. As well, a draft was available on-line during January 2002 and comments were invited. The framework herein is a result of these discussions and input. It was reviewed by the Planning and Priorities Committee in February and received Board approval February 12, 2002. There was general recognition throughout the process that:

1. Achieving these medium-term objectives would be effective in helping the University meet its six long-term goals;
2. Given the national, provincial and local context, these objectives constitute a 'stretch' for the University while still being achievable;
3. Consideration should be given to allocating resources (new or existing) to these and other actions that would help achieve the objectives.

Now that the framework has the Board's approval:

- The framework will be made widely available in the University community;
- It will be shared with government, our partners, and other interested parties;
- Additional work will be undertaken by the Office of Resource Planning to select and develop indicators for use in demonstrating success in the short to medium term; and
- Processes will be established for integrating the framework and related background information into other planning processes and for regularly reviewing, updating and reporting on the framework.

Again, the framework must be regarded as a living document – it is there to guide and influence our decisions and actions while it also must be shaped by our collective vision and our experiences.

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**2002-2006 Framework**

<p>Goal 1: <b>TEACHING &amp; LEARNING</b></p> <p><i>Give our students an accessible and enviable learning experience.</i></p>	<p>Objectives: 1.1 The quality of the learning experience and of academic programs is continually improved 1.2 Students' needs, available resources and course/program offerings are well aligned 1.3 Funding for undergraduate and graduate student financial support is at least doubled</p> <p>Key Actions:</p> <ul style="list-style-type: none"> <li>• Continue development and modification of academic programs, with an emphasis on interdisciplinary cooperation (e.g. all academic and administrative units develop strategic directions and 3-5 year plans, continue regular external unit reviews, and provide incentives for interdisciplinary work)</li> <li>• Support and enhance basic pedagogical skills and provide support for effective use of technology in teaching (e.g. increase use of TDC, increase the number of 'smart' classrooms, establish the Centre for Academic Technologies)</li> <li>• Respond to the needs of lifelong and distance learners</li> <li>• Initiate "UR Conversations", university-wide discussions about how the University could best align its resources</li> <li>• Seek increased alumni, community and government support for students and for the University, and review student support, including scholarships and bursaries</li> <li>• Pursue funding for priority projects of the revised Campus Plan</li> </ul> <p>Demonstrating Success:</p> <ul style="list-style-type: none"> <li>• Program quality (e.g. student and graduate satisfaction, student evaluations, unit reviews, accreditation)</li> <li>• Peer recognition of teaching excellence – locally, regionally and nationally</li> <li>• Student achievement in provincial, national and international competitions</li> <li>• Level of student financial support available through the University</li> </ul>
<p>Goal 2: <b>SCHOLARSHIP &amp; RESEARCH</b></p> <p><i>Sustain a vibrant research enterprise where faculty and students are enthusiastic about intellectual activity, both curiosity-driven and applied.</i></p>	<p>Objectives: 2.1 All faculty are active in scholarship and research and output continues to increase 2.2 Student involvement in scholarship and research is increased 2.3 Financial and administrative support for scholarship and research is doubled 2.4 Total external research funding is doubled</p> <p>Key Actions:</p> <ul style="list-style-type: none"> <li>• Increase internal funding and resources in support of scholarship and research</li> <li>• Enhance research leadership and promote collaboration and synergies within and beyond the University in all areas, particularly the areas of thematic emphasis</li> <li>• Continue to enhance research infrastructure and administrative support</li> <li>• Continue regular five-year reviews of all institutes and centres</li> </ul> <p>Demonstrating Success:</p> <ul style="list-style-type: none"> <li>• Contributions to scholarly knowledge (e.g. publications, presentations, exhibits, patents)</li> <li>• Number and dollar value of grants per eligible faculty member</li> <li>• Number of research projects initiated or undertaken</li> <li>• Peer recognition – regionally, nationally and internationally</li> </ul>
<p>Goal 3: <b>SERVICE</b></p> <p><i>Take our academic expertise to the community in response to requests or our own perceptions of need.</i></p>	<p>Objectives: 3.1 Members of the University increasingly use their academic and professional expertise to support cultural, social and economic development in the wider community 3.2 Scholarship and research are increasingly disseminated to the broader community 3.3 Technology transfer is facilitated</p> <p>Key Actions:</p> <ul style="list-style-type: none"> <li>• Increase opportunities for community contact (e.g. community partnerships, joint programming, community outreach, lectures, student placements)</li> <li>• Facilitate community access to expertise in the University (e.g. increase the effectiveness of the ExpertEase database, enhance and redesign the University's website)</li> <li>• Establish a technology transfer office</li> </ul> <p>Demonstrating Success:</p> <ul style="list-style-type: none"> <li>• The University's contributions to the cultural, social and economic life of the wider community</li> <li>• The community's perception of the University's contributions</li> </ul>

<p>Goal 4: <b>PEOPLE</b></p> <p><i>Make the University of Regina a preferred place to study and work.</i></p>	<p>Objectives:</p> <p>4.1 Increased overall enrolment, including: a 20% increase in total enrolment; an increase in graduate student enrolment to 15% of the total; and an increase in international student enrolment to 10% of the total; while maintaining domestic enrolments, attracting more top Saskatchewan high school graduates and, in co-operation with SIFC, increasing the number of Aboriginal students</p> <p>4.2 A faculty and staff complement appropriate to enrolment and activities, with a larger proportion of permanent positions</p> <p>4.3 Salaries, benefits and support for faculty and staff that are competitive with similar universities and employers</p> <p>4.4 A workforce that more closely reflects the representation of women, Aboriginal people and people with disabilities in the provincial population</p> <p>4.5 Improved quality of community life on campus</p> <p>4.6 Increased pride in the University among members of the immediate University community (students, faculty, staff and alumni), and improved profile of the University regionally, provincially, nationally and internationally</p> <hr/> <p>Key Actions:</p> <ul style="list-style-type: none"> <li>• Develop and implement a targeted student recruitment and retention strategy</li> <li>• Develop and implement a recruitment and retention strategy for faculty and staff</li> <li>• Develop and implement clearer action plans for each employment equity group</li> <li>• Double residence spaces and study space</li> <li>• Aggressively fundraise to increase funding for scholarships, research fellowships, and athletic facilities</li> <li>• Develop and implement internal and external communication plans</li> </ul> <hr/> <p>Demonstrating Success:</p> <ul style="list-style-type: none"> <li>• Employee and student perceptions/satisfaction</li> <li>• Proportion of faculty and staff who hold permanent positions</li> <li>• Progress towards employment equity targets</li> <li>• Composition of the student body</li> </ul>
<p>Goal 5: <b>INTER-NATIONALIZATION</b></p> <p><i>Integrate a national and international perspective into our fundamental threefold mission of teaching, research, and service.</i></p>	<p>Objectives:</p> <p>5.1 Students gain international awareness and understanding</p> <p>5.2 Exchanges of students and faculty members with universities in other countries continue to increase</p> <p>5.3 Support services for international students and collaborations in teaching, research and service are increased and improved</p> <hr/> <p>Key Actions:</p> <ul style="list-style-type: none"> <li>• Develop and implement an international strategy that builds on existing strengths and identifies creative ways of increasing international experiences</li> </ul> <hr/> <p>Demonstrating Success:</p> <ul style="list-style-type: none"> <li>• Number of students engaged in an exchange</li> <li>• Number of international teaching and research collaborations</li> <li>• Number of international conferences hosted</li> <li>• Number of foreign visitors to the University of Regina, including visiting scholars</li> </ul>
<p>Goal 6: <b>ACCOUNTABILITY</b></p> <p><i>Provide sufficient information to allow informed evaluation of our performance.</i></p>	<p>Objectives:</p> <p>6.1 Increase public, governmental and alumni recognition of the University of Regina's performance against its stated goals and objectives</p> <p>6.2 Strengthen internal accountability</p> <hr/> <p>Key Actions:</p> <ul style="list-style-type: none"> <li>• Develop and implement a strategy for increasing awareness among key audiences of the University's progress</li> <li>• Maintain and enhance reporting processes to government</li> <li>• Ensure internal lines of responsibility and accountability are clear and understood</li> </ul> <hr/> <p>Demonstrating Success:</p> <ul style="list-style-type: none"> <li>• Annual reporting to the community</li> <li>• Annual report tabled with the Provincial government</li> <li>• Provincial Auditor's annual management letter</li> </ul>

Approved February 12, 2002

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### **III. FIVE-YEAR PLANNING FRAMEWORK**

#### **C. HIGHLIGHTS OF PLANS**

This section is essentially an elaboration of the framework in Section III. B. It is included primarily for information and to give a flavour of some of the thinking that will be going into more detailed academic planning over the next year or two as well as to reflect some of the planning that administrative departments have done.

Most of the administrative departments have developed strategic plans within the context of the very broad goals approved by the Board in 1999. Some of these may be available on the website. Energies to date on the academic planning front have tended to be at the institutional level (e.g. development of Principles and Emphases; Criteria for Success). While this will continue (e.g. UR Conversations), the proposed framework also includes encouraging the faculties to develop their own faculty plans.

Due to the structure of the University, the following sections do not entirely correspond to the Goals and supporting objectives and actions found in Section III. B – while the first three sections do correspond to Goals (Teaching and Learning; Scholarship and Research; and People), subsequent sections correspond more to supporting administrative departments and reflect how their plans support the institutional framework.

#### **1. Teaching and Learning**

The central objectives area are to: continually improve the quality of the learning experience and academic programs; better align students' needs, available resources and course/program offerings; and doubling funding for scholarships.

##### **a) Focusing on Teaching Throughout the University**

Teaching is central to the mission of the University, and should continually be examined and improved. Such improvement requires examination of a multitude of issues, such as: pedagogical skills, curriculum design, graduate education, the inclusion of Aboriginal teaching and issues, undergraduate research opportunities, students' role in learning, teaching evaluations, technology as a teaching and learning tool, transdisciplinary learning and teaching opportunities, partnerships with other areas, and increasing flexibility in what is meant by a course. Resource use also must be considered, including: class sizes, balance between graduate and undergraduate teaching, use of technology, teaching support, student support (e.g. scholarships, bursaries and teaching assistantships), scheduling, off-campus courses and Saturday and evening instruction. As well, all aspects of University activities must be looked at in light of what is happening in other universities.

The key action is to launch "UR Conversations", a series of University-wide discussions on a number of issues based on a discussion paper released in Fall 2001.

## b) Faculty Plans

The Faculty of Fine Arts recently finalized its strategic plan, and several other faculties are already working on or intend to develop strategic plans to guide them over the next 3-5 years. This work will be encouraged at the institutional level.

## c) Library

The Library is an essential partner in the instructional and research endeavours of the University.

The importance of space reconfiguration to the revitalization of library services cannot be overstated. Significant capital investment is needed to make the 1960's-era library building hospitable to modern electronic modes of information delivery. Consequently, the Library will be turning its attention to the rationalization of space in the coming year.

The focus of the Library in the medium term will be to develop an urgently needed Information Hub or Information Commons facility. This will incorporate current technology, library resources, help desk, reference desk, and consultation space to help faculty and students develop crucial skills and modes of learning

## d) Centre for Academic Technology

The provincial government has provided start-up funding for the University to consolidate, coordinate and enhance its technology enhanced learning (TEL) activities. An Interim Director has been appointed. The Centre is scheduled to open in permanent space early in the spring 2002.

## 2. Scholarship and Research

One of our institutional goals is to "Sustain a vibrant research enterprise where faculty members are enthusiastic about intellectual activity, both curiosity-driven and applied". Scholarship and research is one of the three underlying emphases that are intrinsic to all we do. As a modern contemporary institution of higher learning, the University must be able to build its research capacity so that it can not only serve the intellectual needs of its students and faculty, but also contribute to the cultural, social and economic development of the province and beyond.

A key suggested objective is to double external research funding. In recent years, faculty members at the University of Regina have been successful in significantly increasing the level of external research funding, including tri-council funding and direct grants from other sources.

In spite of the impressive growth rates to date, the University still significantly lags behind its peers nationally. This is due to the lack of research capacity both in terms of human resources (e.g. senior scholars and researchers, graduate students, and support and technical staff) as well as infrastructure (facilities and equipment). In the coming years, it will be increasingly important for the University to support an enhanced level of scholarly and research activity. This might take the form of improved research space and

equipment, technical support, and in particular, a substantial increase in resources in support of graduate students. Building research capacity is also important for attracting faculty and external resources, particularly from federal sources such as the granting councils, Canada Research Chairs and Canada Foundation for Innovation (CFI), and provincial research funds.

We plan to foster scholarship and research in an ambitious way through a focus on the thematic research clusters (thematic emphases) identified in 2000.

The Canada Research Chairs Program provides an opportunity to build world-class research clusters in the selected areas of thematic emphasis. However, due to the limited number of Chairs available (10 tentatively allocation to the University of Regina) and the desire to build critical mass in select areas, the University intends to allocate its current share of the CRCs to Social Justice and Environment and Energy, together with the related area of Informatics. Efforts will be made to supplement the CRCs with senior faculty positions in the other areas of emphasis.

As research activities grow, faculty members need the supportive services of a technology transfer office. The establishment of this office is imperative if we are to take advantage of the technology development and commercialization opportunities arising from our increased research activity and our interaction with the Regina Research Park, and is being supported by the City of Regina.

Exciting developments continue to unfold in the Regina Research Park. The Petroleum Technology Research Centre (PTRC) and the Information Technology Centre are near full capacity. Construction is underway on the Greenhouse Gas Technology Centre. We anticipate further construction initiatives in the Research Park in the future.

### **3. People**

#### **a) Faculty Renewal**

The key action will be to develop and implement a plan for faculty recruitment and retention.

The market for new faculty has become extremely competitive, and can be expected to become even more so as the baby boom generation of academics retires in a North American market in which the production of new Ph.D.s falls well short of anticipated demand. The University of Regina was in an enviable position when our successful FR/VSP permitted the early recruitment of a number of high calibre individuals. However, other institutions are catching and surpassing us, and we are beginning to lose some newer faculty members who were recruited as a result of FR/VSP flexibility. As well, many other institutions have the resources to pay the rising market rate for faculty in high-demand disciplines (e.g. computer science, engineering, finance and accounting). Consequently, we must become much more aggressive with respect to salary and teaching and research support if we are to retain those recently hired and successfully compete for the many new faculty required over the next decade.

Flexibility plays a crucial role in realizing academic renewal. Our FR/VSP, introduced in 1997 and in effect for two years, created some flexibility and the University has been able to protect this flexibility by absorbing the costs of the program. The University has already

achieved a large measure of renewal through the appointment of a great many energetic, research-active new faculty and will continue to renew itself in parts through unit reviews. A number of University activities are already well aligned with the thematic emphases and these will continue to be supported. In addition, it can be expected that new initiatives in these and other areas will be identified and developed over the years ahead.

In the spring of 2000, a task force was established to make strategic recommendations that will assist the University in attracting, retaining and developing faculty. A faculty survey was undertaken to gain an understanding of the reasons individuals accept positions at this University, how the recruiting practices are viewed, and factors that contribute to job satisfaction. The task force reported in the fall of 2001, and a faculty recruitment and retention strategy is to be developed and implemented as a result. A number of areas worth further exploration in such a strategy include:

- Special initiatives funding to support opportunities identified through the planning and budgetary processes;
- Development of a high-quality recruiting package for the University and the city;
- Possibilities for increased staff support for teaching and research activities; and
- Development of a fund-raising plan that includes support for endowed chairs in strategic areas.

#### b) Representative Workforce

Meeting the suggested objective of making measurable progress towards a more representative workforce depends both on the specific equity group and the occupations being considered. As a result, the University's initiatives are at different stages of development for each equity group and within each group for different occupational categories. Priorities have been identified to guide the University as it develops clearer, more deliberative action plans over the next year or two:

- Improving accountability throughout the institution for employment equity results (with Human Resources as a support);
- Further improving the representation of women in management and academic positions;
- Improving the representation of Aboriginal people in all occupational groups; and
- Developing a basis for a more aggressive action plan to improve the representation of people with disabilities.

#### c) Enrolment

The following ambitious but achievable objectives have been suggested for the next five years:

- Overall growth in enrolment of 20%;
- Graduate student enrolment doubling to 15% of the total; and
- International student enrolment increasing to 10% of the total

As well, the University would aim to maintain its current, traditional population base but increase the proportion of Aboriginal students and top Saskatchewan high school graduates.

The significant enrolment growth experienced by the University of Regina over its first quarter century has had a marked impact on the viability of many programs. For example, Engineering has been able to achieve the critical mass necessary to ensure continued accreditation, while many other areas have been able to maintain or develop honours and graduate programs supported in part by increased student numbers at the introductory level.

It is in the interest of the University to continue to grow its overall enrolment. For example, this can help to create a critical mass of students to ensure that excellent specialized courses can be offered efficiently and economically. The University will focus on increasing overall enrolment by striving to ensure that this it is increasingly viewed as a preferred place to study. This will require us to focus on what we do best, better meet students' needs, and enhance our ability to physically accommodate growth both physically and through the sound application of distance learning technologies.

A critically important objective of the University is to significantly increase research activity and, at the same time, research funding. A necessary condition for success, as well as a result of this success, is increased numbers of graduate students. As a component of our plan to improve research intensity, we will improve the attractiveness of the University to potential graduate students. This in turn will enhance our ability to attract other world-class researchers. It is important that this symbiotic relationship be cultivated.

The students who graduate from the University of Regina will be working in an environment that is increasingly global in nature. This internationalization impacts all roles of the University – teaching, research and public service. To enrich the experience and understanding of students and faculty, interaction with those from other cultures is important. This can be achieved through exchanges of students and faculty, and by encouraging increased numbers of international students to pursue their studies at the University of Regina. It can also be achieved by a greater international focus within course curricula.

Enrolment growth will require aggressive recruiting since demographic projections for Saskatchewan show that our traditional base will not grow. In addition to attracting Aboriginal students and more top Saskatchewan high school graduates, the University can diversify by recruiting from the northern United States, other provinces, and from partner institutions in other countries (e.g. China/Asia, and Latin America). Innovative programs like the “2+2” Engineering program initiated with Hunan University can increase our cadre of international students in a way that helps create a critical mass of upper year students to allow more specialized courses without putting pressure on the already large first and second-year courses. As well, attention to life-long learning and meeting the learning needs of people mid-career and/or at a distance is another way in which the University may enhance its enrolment as well as its service to the community.

A more deliberative and targeted student recruitment and retention strategy will be developed and implemented that takes into account the key factors and coordinates efforts across the University (domestic and international, among faculties, undergraduate and graduate, etc.)

#### d) Human Resources

In addition to supporting the key institutional objective of making measurable progress toward a representative work force, the Human Resources Department will work to develop a succession planning program and a comprehensive leadership development program for the institution as a whole.

In support of the Goal of “Making the University of Regina a preferred place to work and study”, Human Resources also has committed to:

- Continuing to refine and develop programs and services that support a culture that both attracts and retains the people who work at the University of Regina;
- Fostering a culturally diverse and supportive workplace that values diversity and equity;
- Facilitating the University's commitment to the general health and welfare of its employees;
- Providing human resource services that are aligned with the University's strategic direction and the goals and objectives of its employees;
- Providing advice and counsel to the University executive, faculties and departments on building community and facilitating an excellent working climate at the University of Regina;
- Continuing to achieve efficiencies through improved processes and technologies both within Human Resources and the University;
- Assessing the learning and development needs of the University community and implement quality programs that support the University's operational needs and future directions; and
- Anticipating and be responsive to client needs and to continuously improve the levels of service provided.

### 4. Supporting Developments

#### a) University Relations

Appropriately, the goals of University Relations flow from the goals and objectives of the institution. They include:

- Reputation management and image enhancement of the University, regionally and nationally;
- Fund-raising in support of the University's institutional priorities (scholarships, fellowships, athletic facility); and
- Enhanced awareness of the University and its performance, with key stakeholders such as alumni, governments, etc.

In order to achieve the ambitious goals of the institution, it is important that people appreciate, understand and support the University's efforts. Student, faculty, staff, partner and public support will ensure that the University of Regina maintains and enhances its position on the local, regional and national scene. There are many stakeholders who would support the University, or are in a position to do so. Many lack awareness of the situation, have not been asked for their support, or need more information to be credible

and confident ambassadors for the University. Efforts continue to create and increase awareness of the University.

b) Capital Infrastructure

i. Existing facilities

The University's Physical Plant Department recommends the following objectives where the University's existing facilities are concerned:

- Eliminate the deferred maintenance backlog;
- Increase the allocation for infrastructure renewal and adaptation to nationally accepted norms; and
- Improve equipment funding to a level that provides for at most a 10-year replacement cycle.

The people of Saskatchewan have a large investment in the University's infrastructure – the replacement value of the facilities, supporting infrastructure and equipment was estimated in 1998 at \$390M.

Funding for maintenance, renewal and replacement of the infrastructure has been severely limited for the past 20 or more, with the exception of the latter half of the 1980's and the three most recent years. Maintenance, repairs and replacement must be done systematically to extend the life and retain the usable condition of facilities and systems.

Generally accepted maintenance practice requires spending 1.5% to 2% of the replacement cost of buildings and support infrastructure annually on renewal and replacement work. Funding approaching this level existed in the late 1980's. For the past 10 years, the infrastructure has suffered from lack of adequate capital funding so that key operational systems that should have been replaced are being kept in service long beyond their normal life. Deferred maintenance, a category of pending and inescapable expenditure, is now well in excess of \$10M. An expenditure of this amount now would simply return buildings to their status 20 or 30 years ago. Continued deferral of maintenance will result in costs several times larger in the future.

Most of the Main Campus was constructed between 1965 and 1974. These buildings are entering the stage in which major renewal is essential to ensure long-term viability. Until a major retrofit program is completed, the University will require higher than normal renewal and replacement funding to secure the past investments in the infrastructure.

If our aim were only to maintain existing facilities in good condition for their current use, adequate renewal and replacement funding would be sufficient. However, specific funding for adaptation is necessary both to keep the University on par with modern practice and the latest technologies in the workplace and to meet modern health and safety standards and ever-increasing environmental concerns.

## ii. Major Facilities

The Campus Plan identified three high-priority space needs for the University, and these “hot spots” have been subsequently corroborated by studies undertaken using calculations based on the Council of Ontario Universities “Building Blocks”:

- Laboratory Space – estimated 43% deficiency
- Library – estimated 53% deficiency in study space and 60% in stack space.
- Physical Education Centre – estimated 11% deficiency in athletic and recreational space. In addition, there is not enough space in the gymnasia to house the crowds at inter-university games, and a mature university should have its own arena.

In line with these findings, the 1998 Campus Plan and the MacKay Report, a series of capital initiatives have begun to address facility needs. The 1998 Campus Plan is being revisited to confirm and clarify needs. The University has identified the following capital priorities for which Provincial funding has been requested:

- A major addition to the Laboratory Building;
- A multi-sports complex;
- An Emergency Energy Centre;
- Expansion of the Language Institute building
- An academic addition to the Library; and
- Addition of a tower to the Education Building.

The capital priorities focus on higher technology space and in particular “smart classrooms” to take full advantage of modern technology in the instructional process.

In addition, other major capital projects are under consideration or development using non-traditional funding sources:

- New Student Residences; and
- New parkade.

## iii. Equipment

Students deserve quality in their instruction, and employers expect new graduates to be able to function in modern laboratories and with modern equipment. As well, grants and contracts depend on the productivity of the researchers, which in turn may depend upon up-to-date and functional equipment. With the limited availability of funds over several years, faculty members are having a difficult time competing for funds and serving the needs of the Province.

The University has not been adequately funded for academic equipment for over two decades. We lack many of the larger pieces of equipment that are standard at similar institutions. It is estimated that our total inventory has a replacement value well in excess of \$40M. Over the past 20 years, the annual funding available for equipment purchases has averaged just over \$1M. This allocation implies a renewal cycle of more than 40 years and is clearly inadequate to keep the University of Regina at or near the leading edge. Both the level and extreme variability of equipment funding

have caused major difficulties for the University in planning its equipment-intensive programs and its physical renewal. As well, the pace of innovation in laboratory, computing, and information technology is increasing, resulting in a much shorter life cycle.

The academic equipment problem would be diminished (although not solved) if the annual allocation for this category were increased to 10% of current replacement value, or to a level of at least \$4M. However, such an allocation would still represent an average replacement cycle of more than 10 years.

#### c) Information Technology

Information Services will play a central role in achieving several of the institutional objectives through actions such as:

- Increasing the number of smart classrooms each year, accelerating the Evergreen project, and helping to establish the Centre for Academic Technologies; and
- Enhancing and redesigning the University's website.

For this planning period, the Department of Information Services proposes to focus on the following priority activities:

- Provision of web services for admissions, fee payments, bookstore, alumni and sports teams purchases;
- Development of a data warehouse to meet the management information needs of the University; and
- Enhanced support of technology-enhanced learning.

Four major strategic initiatives and goals have been identified by Information Services within its departmental strategic plan:

- To increase user independence in the use of hardware and software;
- To continuously improve internal and external communications;
- To develop appropriate technological infrastructure; and
- To increase the utility to the University of Regina user community of standards for hardware and software.

The Department intends to continue directing internal resources to support important information technology initiatives. A significant infusion of incremental resources will be required, however, if the necessary quantum leap in information technology infrastructure is to be realized.

#### d) Financial Services

In support of a number of the University's suggested objectives, Financial Services will concentrate on:

- Improved service to students through internet tuition payments and electronic data interchange with Saskatchewan Student Loans; and
- Improved service to faculty and staff through use of technology.

As well, several initiatives are being pursued in the medium term aimed at improving service and at the same time providing service more efficiently.

e) Ancillaries

Ancillary Services aims to be responsive to the needs of students, faculty, staff and external customers by providing quality products and services at economical and competitive prices. Much of what Ancillary Services might do over the coming five years depends on the strategic plans of other units within the institution and the revised Campus Plan. That said, Ancillary Services is focusing on the following objectives for itself over the next five years:

- Financial self-sufficiency, with support costs repaid to the operating budget;
- Short and medium term responses to the need for parking;
- Development of full e-commerce capability for the University Bookstore and for parking passes; and
- Through cooperation with City Transit, development of an enhanced level of service sufficiently convenient to be chosen as a preferred alternative to the creation of increasingly costly campus parking structures.

### III. FIVE-YEAR PLANNING FRAMEWORK

#### D. RESOURCE IMPLICATIONS

This section briefly describes some of the resource implications of the previous discussion.

##### 1. General Principles for Budgeting

The University will adhere to these general principles in forming its annual budgets:

- Budgets will be prepared for all University funds, using the same format as is followed in the Financial Statements.
- The budgets for each fund category (e.g. general operating, research, ancillaries) will be balanced.
- Both *quality* and *accessibility* will be important in forming the general operating budget.
- High priority will be given to maintaining *flexibility* because the University is in a period of significant change and some factors are beyond our control.
- Tuition fee increases should be held as *low* as possible consistent with maintaining the *quality* of programs and *comparability of costs* with other universities.
- Operating resources will be allocated to areas identified as having thematic emphasis.

##### 2. Financial Projections: Underlying Assumptions

The financial projections presented below are based on a common set of assumptions with respect to the costs that the University of Regina may face over the coming five-year period. These assumptions are:

- Non-academic salary and benefit costs are assumed to increase annually by 3%, in line with expected provincial patterns. Because of the highly competitive nature of the market for academic staff and the need for a large number of hirings in the near term, a cost escalation factor of 5% has been assumed for this group.
- Non-salary expenses are projected to increase at 5% annually. This is higher than the expected 3% annual CPI growth primarily because of energy costs and the need to invest more in academic infrastructure areas over the near term.
- While the provision for non-salary cost increases should provide some additional resources for scholarship enhancement, the primary source for additional funding in this area is expected to be through fundraising.

The desired scenario for the University is one of enrolment growth:

- 20% total enrolment growth in five years, or about 4% annually.
- International enrolment growth from the current 3% of total enrolment to 10% after five years.
- Graduate student enrolment growth from the current 8% of students to 15% after five years.

The expenditure projections contemplate this enrolment growth by providing for a growth in the number of both academic and non-academic staff at an annual rate of 2%, or one-half of the rate of enrolment growth.

An important budgetary principle stated above is that the University operating budget will be balanced. This implies that sufficient revenues will have to be generated annually to match the expenditures projected to be required to maintain programs and provide for the desired enrolment growth. The University's primary revenue sources, contributing approximately 90% of the total resources available, are the government grant and tuition revenue. It is therefore on these two variables that the projections focus. The remaining operating revenue is made up of cost recoveries, assumed to increase in line with expenditures, and other miscellaneous income, assumed to grow at a 10% annual rate.

### **3. Financial Projections: Possible Scenarios**

Three scenarios are presented below. These scenarios represent three of the many possible ways in which the desired growth and cost escalation over the coming five-year period might be financed. In each case, expenditures are expected to increase by approximately 34%, and other revenue is expected to grow at a similar rate. The scenarios examine the impact on the relative contributions of government grant and tuition revenue under two extreme assumptions and one balanced assumption, as follows:

#### **Scenario A:**

- No government grant increases.
- Tuition fee increases sufficient to produce a balanced needs-based budget.

#### **Scenario B:**

- No tuition fee increases.
- Government grant increases sufficient to produce a balanced needs-based budget.

#### **Scenario C:**

- Equal percentage growth in government operating grants and tuition fees sufficient to produce a balanced needs-based budget.

In reviewing these scenarios, it will be noted that the enrolment growth assumption employed throughout results in increased tuition revenue even in the absence of a change in tuition fee rates. Indeed, because of this growth, the relative contribution of tuition revenue can be expected to decline only modestly despite the extreme assumption in Scenario B that government grant increases alone will provide the resources required to meet all cost increases. It is important, therefore, that we examine not only the total revenues generated by government grants and tuition fees, but also the annual rates of change, and in the case of tuition, the actual tuition fees assessed a typical full-time student. This analysis is presented in a subsequent section.

# SCENARIO A

## NO GOVERNMENT OPERATING GRANT INCREASE

## TUITION FEES INCREASE TO PRODUCE A BALANCED NEEDS-BASED BUDGET

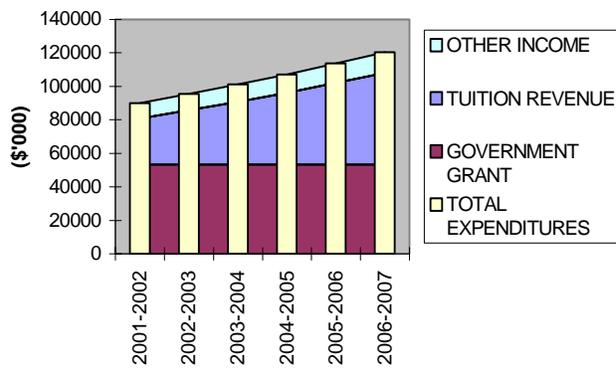
### REVENUE/EXPENDITURE IN THOUSANDS OF DOLLARS

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
GOVERNMENT GRANT	53361	53361	53361	53361	53361	53361
TUITION REVENUE	27522	32329	37436	42862	48628	54757
OTHER INCOME	9139	9700	10297	10933	11612	12335
TOTAL EXPENDITURES	90022	95390	101094	107156	113601	120453

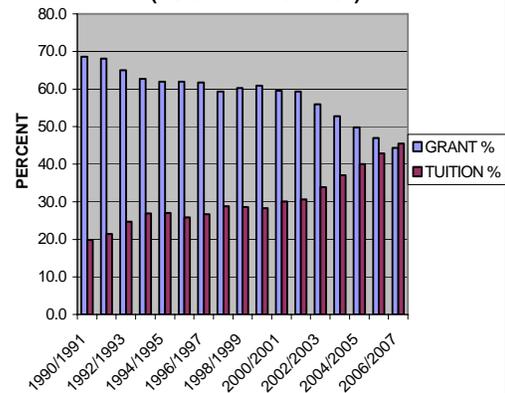
### RATES OF INCREASE:

GOVERNMENT GRANT REVENUE	0.0%	0.0%	0.0%	0.0%	0.0%
TUITION: TUITION FEES	13.5%	11.8%	10.5%	9.5%	8.6%
ENROLMENT GROWTH	4.0%	4.0%	4.0%	4.0%	4.0%
TUITION REVENUE	17.5%	15.8%	14.5%	13.5%	12.6%

### PROJECTION ASSUMING NO GRANT INCREASE AND TUITION FEE INCREASE TO BALANCE BUDGET



### RELATIVE CONTRIBUTIONS OF GOVERNMENT GRANTS AND TUITION TO TOTAL REVENUE (NO GRANT INCREASE)



### RELATIVE CONTRIBUTION TO TOTAL OPERATING REVENUE

	GRANT %	TUITION %	TOTAL %
1990/1991	68.6	19.8	88.4
1991/1992	68.1	21.4	89.5
1992/1993	65.0	24.7	89.7
1993/1994	62.7	26.9	89.6
1994/1995	62.0	27.0	89.0
1995/1996	62.0	25.9	87.9
1996/1997	61.7	26.7	88.4
1997/1998	59.3	28.8	88.1
1998/1999	60.3	28.6	88.9
1999/2000	60.9	28.3	89.2
2000/2001	59.5	30.1	89.6
2001/2002	59.3	30.6	89.8
2002/2003	55.9	33.9	89.8
2003/2004	52.8	37.0	89.8
2004/2005	49.8	40.0	89.8
2005/2006	47.0	42.8	89.8
2006/2007	44.3	45.5	89.8

# SCENARIO B

## NO TUITION FEE INCREASE

### OPERATING GRANT INCREASES TO PRODUCE A BALANCED NEEDS-BASED BUDGET

#### REVENUE/EXPENDITURE IN THOUSANDS OF DOLLARS

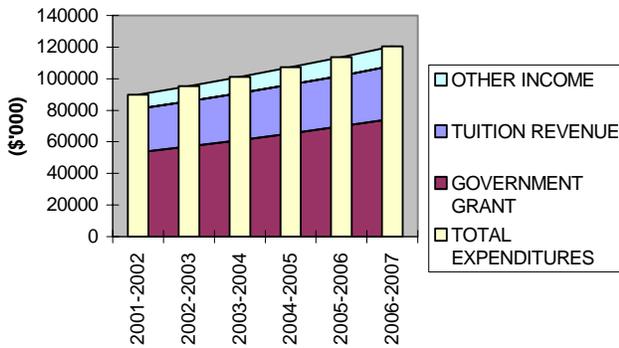
2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007

GOVERNMENT GRANT	53361	57067	61029	65264	69793	74634
TUITION REVENUE	27522	28623	29768	30959	32197	33485
OTHER INCOME	9139	9700	10297	10933	11612	12335
TOTAL EXPENDITURES	90022	95390	101094	107156	113601	120453

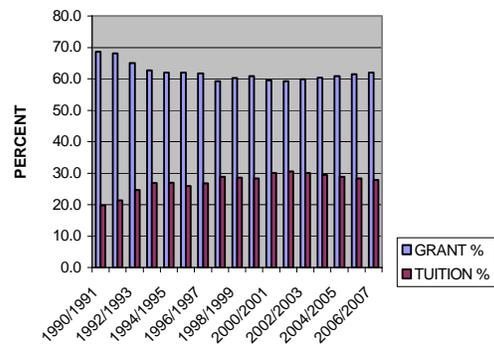
#### RATES OF INCREASE:

GOVERNMENT GRANT REVENUE	6.9%	6.9%	6.9%	6.9%	6.9%
TUITION: TUITION FEES	0.0%	0.0%	0.0%	0.0%	0.0%
ENROLMENT GROWTH	4.0%	4.0%	4.0%	4.0%	4.0%
TUITION REVENUE	4.0%	4.0%	4.0%	4.0%	4.0%

PROJECTION ASSUMING NO TUITION INCREASE AND GRANT INCREASE TO BALANCE BUDGET



RELATIVE CONTRIBUTIONS OF GOVERNMENT GRANTS AND TUITION TO TOTAL REVENUE (NO TUITION FEE INCREASE)



RELATIVE CONTRIBUTION TO TOTAL OPERATING REVENUE  
GRANT TUITION TOTAL

	GRANT %	TUITION %	TOTAL %
1990/1991	68.6	19.8	88.4
1991/1992	68.1	21.4	89.5
1992/1993	65.0	24.7	89.7
1993/1994	62.7	26.9	89.6
1994/1995	62.0	27.0	89.0
1995/1996	62.0	25.9	87.9
1996/1997	61.7	26.7	88.4
1997/1998	59.3	28.8	88.1
1998/1999	60.3	28.6	88.9
1999/2000	60.9	28.3	89.2
2000/2001	59.5	30.1	89.6
2001/2002	59.3	30.6	89.9
2002/2003	59.8	30.0	89.8
2003/2004	60.4	29.4	89.8
2004/2005	60.9	28.9	89.8
2005/2006	61.4	28.3	89.8
2006/2007	62.0	27.8	89.8

## SCENARIO C

### EQUAL INCREASES IN TUITION FEES AND OPERATING GRANT TO PRODUCE A BALANCED NEEDS-BASED BUDGET

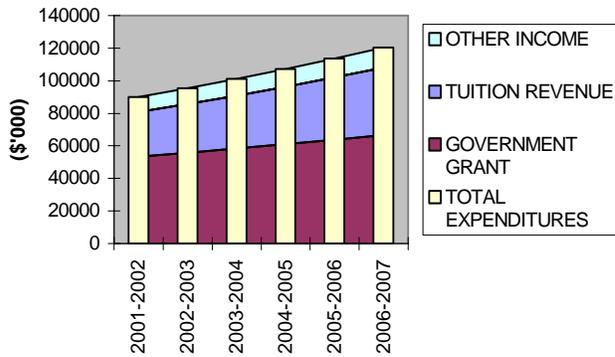
#### REVENUE/EXPENDITURE IN THOUSANDS OF DOLLARS

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
GOVERNMENT GRANT	53361	55806	58353	61007	63769	66646
TUITION REVENUE	27522	29884	32443	35216	38220	41473
OTHER INCOME	9139	9700	10297	10933	11612	12335
TOTAL EXPENDITURES	90022	95390	101094	107156	113601	120453

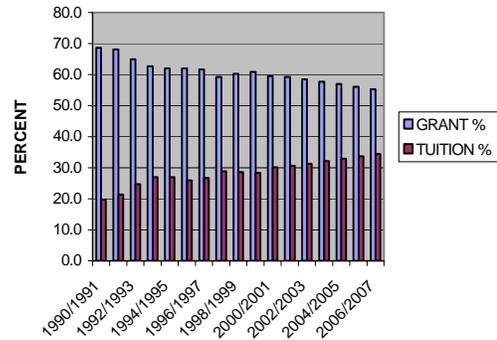
#### RATES OF INCREASE:

GOVERNMENT GRANT REVENUE	4.6%	4.6%	4.5%	4.5%	4.5%
TUITION: TUITION FEES	4.6%	4.6%	4.5%	4.5%	4.5%
ENROLMENT GROWTH	4.0%	4.0%	4.0%	4.0%	4.0%
TUITION REVENUE	8.6%	8.6%	8.5%	8.5%	8.5%

#### PROJECTION ASSUMING EQUAL GOVERNMENT GRANT AND TUITION FEE INCREASES



#### RELATIVE CONTRIBUTIONS OF GOVERNMENT GRANTS AND TUITION TO TOTAL REVENUE (EQUAL GRANT AND TUITION INCREASES)



#### RELATIVE CONTRIBUTION TO TOTAL OPERATING REVENUE

	GRANT %	TUITION %	TOTAL %
1990/1991	68.6	19.8	88.4
1991/1992	68.1	21.4	89.5
1992/1993	65.0	24.7	89.7
1993/1994	62.7	26.9	89.6
1994/1995	62.0	27.0	89.0
1995/1996	62.0	25.9	87.9
1996/1997	61.7	26.7	88.4
1997/1998	59.3	28.8	88.1
1998/1999	60.3	28.6	88.9
1999/2000	60.9	28.3	89.2
2000/2001	59.5	30.1	89.6
2001/2002	59.3	30.6	89.8
2002/2003	58.5	31.3	89.8
2003/2004	57.7	32.1	89.8
2004/2005	56.9	32.9	89.8
2005/2006	56.1	33.6	89.8
2006/2007	55.3	34.4	89.8

#### 4. The Tuition/Government Grant Balance

During the 1990's, universities throughout Canada imposed substantial tuition fee increases in an attempt to maintain program quality in the face of a difficult economic environment characterized by static or declining government funding. The result has been a marked increase in the reliance of universities on tuition revenue relative to government grant funding. The charts above illustrate how this shift may be either accelerated or arrested under various revenue scenarios.

At the University of Regina, the shift toward an increased reliance on tuition revenue has been accentuated by the growth in student numbers over the past decade. Since our plan for the next five years calls for a continuation of this enrolment growth, it is important to examine not just the total tuition revenue, but also the actual tuition fees faced by students and the annual increases in these fees in relation to government grant funding. The table below displays this information. Over the decade, tuition fees for a full-time student have risen by 120%, while government grant funding stands at just over 15% above its level of ten years ago. Moreover, if government grant funding is examined on a per full-time student basis, this source of revenue has actually *declined* by almost 10% over the decade.

	TUITION FEES			GOVERNMENT OPERATING GRANT					
	FULL-LOAD ARTS TUITION	ANNUAL PERCENT INCREASE	CUMULATIVE PERCENT INCREASE	PROVINCIAL GOVERNMENT OPERATING GRANT		ANNUAL PERCENT CHANGE		CUMULATIVE PERCENT CHANGE	
				TOTAL GRANT	PER FULL-TIME STUDENT	TOTAL GRANT	PER STUDENT	TOTAL GRANT	PER STUDENT
1990-1991	\$1,624			\$46,284,000	\$6,740				
1991-1992	1,896	16.7	16.7	48,166,000	6,745	4.1	0.1	4.1	0.1
1992-1993	2,144	13.1	32.0	47,443,000	6,355	-1.5	-5.8	2.5	-5.7
1993-1994	2,250	4.9	38.5	46,288,000	5,841	-2.4	-8.1	0.0	-13.3
1994-1995	2,490	10.7	53.3	44,440,000	5,685	-4.0	-2.7	-4.0	-15.7
1995-1996	2,640	6.0	62.6	44,440,000	5,465	0.0	-3.9	-4.0	-18.9
1996-1997	2,775	5.1	70.9	44,440,000	5,439	0.0	-0.5	-4.0	-19.3
1997-1998	2,956	6.5	82.0	44,440,000	5,291	0.0	-2.7	-4.0	-21.5
1998-1999	3,000	1.5	84.7	46,668,000	5,559	5.0	5.1	0.8	-17.5
1999-2000	3,045	1.5	87.5	49,077,000	5,836	5.2	5.0	6.0	-13.4
2000-2001	3,280	7.7	102.0	50,829,000	5,967	3.6	2.3	9.8	-11.5
2001-2002	3,573	8.9	120.0	53,361,000	6,071	5.0	1.7	15.3	-9.9