



UNIVERSITY OF
REGINA

BUILDING ON PROGRESS

THE PLAN FOR 2004-2009

November 2004

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I. INTRODUCTION

In February 2002 the University of Regina published *Reaching Our Potential: Planning for Progress 2002-2006*. It has guided planning and decision-making at the University since that date.

Building on Progress: The Plan for 2004-2009 is a successor to the initial document, evolving the planning framework and refining some of its features. It presents an updated environment scan, a summary of accomplishments and progress with respect to the 2002-2006 Planning Framework, and a new five-year planning framework that focuses on institutional aims, selected measures of progress and achievement, and explicit medium-term and annual targets. The University's Vision, Mission and Goals, developed in 1998 and 1999 and only modestly amended since then, remain unchanged as the central element of this plan.

The passage of time has produced changes in the University's external environment and in our understanding of the implications of that environment. There have been substantial achievements and progress with respect to the 2002-2006 plan. The purpose of this document is to secure this progress and extend the plan for the further accomplishment of the Vision, Mission and Goals.

Building on Progress: The Plan for 2004-2009 has been shaped by the experience of working with the 2002-2006 Planning Framework. Planning needs to acknowledge the importance of continuing to do well what we already do well, maintaining the quality and volume of current activities as a base for improvement and extension. We cannot be totally focused on change to the exclusion of preserving past progress. At the same time, areas of potential improvement must be identified and desirable changes described.

The plan for 2004-2009 aims to present realistic and achievable objectives for improvement. It incorporates more emphasis on outcomes and less on activities. It employs selected aggregate measures of progress that illustrate the accomplishments of the University. It will simplify and thus make more manageable the reporting of performance. Employing measures and targets, many of which are benchmarked to national norms, will permit more effective reporting to the Board of Governors and others (e.g., the provincial government and the general public) of our progress and performance. It will thus increase the University's accountability.

With its emphasis on aggregate measures and reporting of performance, *Building on Progress: The Plan for 2004-2009* is more geared to the external audience than its predecessor. In such reporting, the need for brevity and transparency is a limiting factor. There is much more that goes on within the University of Regina than can be reflected by a manageable set of aggregate measures. Just as a baseball player's batting average and fielding percentage describe only a portion of the player's role in the team's success, so the contributions of faculties, academic and administrative departments, and individual faculty and staff can never be captured satisfactorily in aggregate measures. That these accomplishments are not part of the institutional planning framework does not imply that they are ignored or held of lesser value. Rather, the University has other means such as unit plans, budget submissions and annual reports and individual performance reviews for documenting these important contributions.

Part II of *Building on Progress: The Plan for 2004-2009* contains a new Environment Scan for the University. Part III presents the Vision, Mission, Goals and Values as expressed in recent reports. Part IV provides a summary of accomplishments and achievements with respect to the 2002-2006

Planning Framework. (A fuller report on this topic has also been produced for the Board of Governors.) Part V introduces the Performance Measurement Framework for 2004-2009, the set of Aims, Measures and Targets for the planning period. Part VI describes how the Performance Measurement Framework is and will be connected to actions, activities and decision-making within the University of Regina. Finally, Part VII presents a brief conclusion.

This document has been prepared by a steering committee in consultation with many members of the university community. A workshop involving deans, directors and others helped to formulate the aims and measures. A preliminary draft of the plan was presented to groups including the Board of Governors, Deans' Council, the Council of Administrative Directors, the Planning and Priorities Committee, and the Executive of Council. As well, the draft was made available electronically to the university community. Comments and suggestions have been carefully considered and have contributed to the formulation of the plan.

The Board of Governors formally approved the plan on November 9, 2004.

II. ENVIRONMENT SCAN

A. Introduction

As the scope and reach of activities at the University of Regina expand, the environment within which it operates becomes increasingly complex and diverse. The 2004-05 Environmental Scan for the provincial Learning Sector prepared by Saskatchewan Learning runs almost 60 pages. While not all of its content is relevant to the University of Regina, much is. Within the necessarily abbreviated context of the 2004-09 Planning Framework, it is impossible to canvass fully all the environmental trends, conditions and impending events that could potentially have an impact on the University's many endeavours. The following material contains, therefore, only the highlights of what could be a much more extensive presentation. The aim here is to identify and briefly discuss the most significant environmental factors.

B. Demographics and the Demand for University Education

Provincial Demographics

A discussion of key trends in the Saskatchewan learning environment invariably begins with demographics. Overall, a relatively stable, but aging provincial population is anticipated. Of particular relevance to the University is the projected decline in the number of high school graduates and the increasing proportion of this population segment that is Aboriginal. Table 1 is based on projections recently prepared by Saskatchewan Learning. The figures show a significant decline over the second half of the next decade in urban Grade 12 enrolments, a substantial decrease in rural enrolments over the whole decade, and a significant percentage increase in Grade 12 students in First Nations Schools. The latter trend is indicative of the rate of growth of Grade 12 Aboriginal enrolments in provincial urban and rural schools. Overall, Grade 12 enrolments in the province are projected to decline by one-sixth in the next decade.

Table 1: Actual and Projected Grade 12 Enrolments, Saskatchewan¹

	Provincial Urban Schools	Provincial Rural Schools	First Nations Schools
2002-03 ² A ³	10,494	5,212	583
2003-04 ² A	10,441	5,058	584
2004-05 P ⁴	10,512	4,933	610
2005-06 P	10,928	4,961	680
2006-07 P	11,019	4,884	728
2007-08 P	11,124	4,740	712
2008-09 P	10,555	4,381	736
2009-10 P	10,443	4,194	743
2010-11 P	10,199	3,994	766
2011-12 P	9,786	3,829	870
2012-13 P	9,437	3,718	837
2013-14 P	9,376	3,516	816
Percentage Change	-10.7	-32.5	+40.0

¹ Does not include historical and independent schools not associated with school divisions and students who are engaged in home schooling

² 2002-03 and 2003-04 do not include special education (non-graded students). They are included in subsequent years.

³ A = actual

⁴ P = projected

While Aboriginal students will comprise an increasing proportion of the high school population in Saskatchewan, they still have a lower high school completion rate than non-Aboriginal youth. However, their graduation rate is rising, as is the overall Aboriginal youth population. Within a decade the proportion of Aboriginal students in Grade 12 in the province could more than double from its current level of roughly 10 per cent, with the number potentially doubling again in the subsequent decade.

These trends can have profound impacts on the University's enrolment recruiting, student services, and curriculum design in many disciplines.

Ninety percent of the undergraduate students at the University of Regina come from Saskatchewan.

The Demand for Post-Secondary Education

Among the working age population in Saskatchewan (age 25 to 64), the attainment of a post-secondary education credential has risen from 38 per cent in 1992 to 50 per cent in 2002. But this figure still lags behind the national average of 55 per cent. The disparity is understated since the figures do not include the on-reserve population. The growth trend doubtless reflects recognition of the higher employment levels of post-secondary education graduates, the strong rate of return to individuals from their investment in university education, an expectation that the vast majority of future job openings nationally and provincially will require advanced skills, the increasing proportion of parents of school age children with post-secondary education completion, and the increased participation rate of women in undergraduate and, more recently, graduate studies. Thus increasing participation rates can offset some of the demographically driven decline in Saskatchewan enrolments. One worrisome factor is that in 1999 about 20% of Saskatchewan Grade 12 students who planned to pursue further education intended to study outside the province, mainly in Alberta.

Elsewhere in the country, according to a study by the Association of Universities and Colleges of Canada (AUCC), university enrolment demand is in a period of marked increase with an additional 125,000 to 200,000 (20 to 30 per cent more) students seeking access to Canadian universities during the first decade of this century. A similar phenomenon is predicted in the United States. A sizeable component of the growth at Canadian universities consists of second generation Canadians, the children of immigrants. Together with growth in international student populations and increasing attendance by Aboriginal peoples, Canadian university enrolments are becoming increasingly diverse. Demand for graduate education in Canada is predicted to increase by as much as 50 per cent. And part-time enrolments, after declining significantly in the mid-1990s, are growing again nationally, although not at the University of Regina.

International Students

In Canada international students accounted for about 5 per cent of full-time undergraduates and 17 per cent of graduate students in 2001. The University of Regina's figures were close to the national proportions. Since then, in part in reaction to the events of September 11th and sequelae, many Canadian universities have experienced large increases, with international enrolments up in total by more than 15 per cent in 2003-04. As well, selected overseas economies, in South Asia in particular, are developing rapidly, producing important opportunities for student recruitment.

Many universities are marketing aggressively outside Canada and continued growth is anticipated, both through partnership arrangements and individual attendance.

Male Participation

Women have accounted for three quarters of the growth in full-time enrolments of Canadian universities since 1981 and 90 per cent in the last decade. This phenomenon is not limited to Canada, being experienced in most OECD countries. In 2001, the participation rate of young women in Canada (aged 18 to 21) was more than 22 per cent, compared to the male participation rate of 16 per cent. In part, the disparity reflects differing labour market opportunities for young men and women with no university education. (Male university enrolments correlate strongly with economic conditions.) It has also been suggested that there is a relationship to a more widespread trend in North America of social disengagement by young adult males, observed in a variety of circumstances, from participation in voluntary activities to voting in elections. Of concern is that many young males, attracted by more immediate income opportunities, may be forfeiting the longer-term employability, income growth prospects, and future learning opportunities that a university education offers. As well, the social impact on some occupations, such as K-12 teaching, of the lack of male professionals has become an issue. Gender differentiation of occupations has potential negative social and economic consequences. Yet, the debate is just beginning on what, if any, policy responses should be considered.

Learners with Special Needs

The K-12 education sector has increasingly recognized and addressed the needs of children and youth with learning, emotional and behavioural disabilities, as well as low-incidence disabilities that affect learning. For example, in 2002, 14 per cent of schools in Saskatchewan reported that at least one-quarter of their students had learning problems that required special attention. The proportion of Saskatchewan students with low incidence disabilities has doubled, to 2.5 per cent, in the last decade. These trends will have an impact on the universities as increasingly these young people progress through the K-12 system and present themselves for advanced learning.

C. Labour Markets

The Academic Labour Market

An AUCC study in 2001 found that “over the next decade, replacing retiring faculty will be a major challenge for Canadian universities, as one-third of faculty is over the age of 54.” Most provinces and university collective agreements have mandatory retirement policies and, even without such policies, most faculty retire by age 65 or shortly thereafter. In addition, the projected growth of Canadian university enrolments (20-30 per cent) in the next decade will also increase the demand for faculty. Since 1980, university enrolments have increased nationally by 60 per cent while faculty numbers have grown by only 10 per cent. Larger class sizes and increased use of part-time faculty are the result. A number of universities are now finding that they have exhausted the pool of potential part-time faculty, as the demand for PhDs in the academic and other research labour markets strengthens. As a result of the combination of these and other factors, the AUCC study suggested that 30,000 to 40,000 new faculty would be needed by 2011, a tripling of the annual rate of hiring.

During this period, other OECD countries, including the United States, will be experiencing similar conditions, increasing the competition for Canadian universities in international recruiting of faculty.

On the supply side, enrolments in PhD programs at Canadian universities have been relatively constant since 1994. Given the time it takes to increase program capacity and then for increased doctoral program intakes to graduate, little change in the number of PhD graduates in Canada can be expected in the next few years.

The result is that the Canadian academic labour market will tighten significantly in the next decade, putting pressure on salaries and on the retention of able faculty, particular younger members. Already the latter effect is evident with the annual movement of faculty from one Canadian university to another having increased from 500 in the mid-1990s to over 700 in recent years. (The Canada Research Chairs program may have contributed to this increased mobility.) Raiding from American universities can also be expected to rise, particularly if they diminish their recruiting from the Middle East and South Asia. Canadian universities will encounter increased difficulty recruiting Canadians who have studied and/or worked abroad; they have historically supplied around 20 per cent of new faculty hires in Canada. With its recent early retirement program, the University of Regina has positioned itself well with respect to the need to replace retiring faculty. Nevertheless, the predicted academic labour market developments will present challenges in hiring and retention of faculty and in meeting increases in salary levels that will likely exceed growth in general wage rates.

The Saskatchewan Labour Market

Saskatchewan has an open economy where many of the province's products are traded internationally. Competitiveness relies on the continuing productivity increases that result from the increased skill sets of employees and the innovativeness of managers. As the provincial economy continues to diversify, a broader array of skills is required, calling for more specialized programs in post-secondary education and a wider selection of offerings. The growing demand for mid-career short-course and part-time degree programs across the country is evidence of the recognition of the value of continuing or life-long education.

Despite a job vacancy rate well above the national average and the third lowest provincial rate of unemployment in Canada, Saskatchewan still faces concerns about the loss of young people through migration to other provinces. There is a suggestion that the provincial economy is not growing in sectors of interest to university graduates. At the same time, a recent survey found that 55 per cent of Saskatchewan businesses consider a shortage of qualified labour as one of their most important concerns. The same survey found that employers see the need for increased technical, customer service, and computer skills among employees. Facilitating the transition of graduates from university to employment in Saskatchewan is a challenge for the institutions, government and employers in the province.

Another challenge for employers, including the university, derives from the age profile of the population and the anticipated retirements of a cohort of senior managers in the next ten years. Succession planning in large organizations will become more of a concern, as will retention of the most able middle managers in an organization.

D. Student Finances and Accessibility

Tuition and other fees

Tuition fees in many provinces, including Saskatchewan, have increased over the last decade at rates substantially greater than inflation. These increases have reflected growth in operating costs that have likewise outpaced other rates of price increase. In the past two years Arts tuition at both Saskatchewan universities increased by 18 per cent. In the period 1989-90 to 2001-02, the cumulative fee increases at the University of Regina were 141 per cent and at the University of Saskatchewan 182 per cent. As a result, Arts fees at Regina are about 3 per cent below those in Saskatoon for 2004-05.

Arts and Science tuition fees in Saskatchewan are below those in Nova Scotia, roughly equal to those in Alberta, Ontario, New Brunswick and Prince Edward Island and above those in the other four provinces where fee levels are or have been controlled by provincial government policy, in some cases with partial compensation to the universities for foregone revenue. Tuition for professional programs has increased substantially across the country; fees at the University of Regina remain comparable, if not lower, than those elsewhere. Additional compulsory fees such as athletics and student union levies charged by universities in Saskatchewan are low compared to those in other provinces where capital levies and other special purpose charges are frequently assessed. In the view of Saskatchewan Learning, "When compared to other provinces, Saskatchewan is an affordable place to pursue post-secondary education."

Student Finances

Despite the competitiveness of fees in Saskatchewan and comprehensive provincial student assistance programs, Saskatchewan Learning reports, "rising tuition fees are a growing public concern." In 1999, only 6 per cent of Saskatchewan residents identified tuition as a barrier to post-secondary education. By 2002, this figure had grown to 63 per cent.

In part, these concerns may reflect media reports of growing debt at graduation. Unfortunately, these news stories often exaggerate the extent of graduates' financial problems. A recent Statistics Canada study of students who graduated in 2000 (and did not pursue further education) found that more than half (55 per cent) incurred no government student loan debt during their bachelor degree studies. Forty-seven per cent had no debt whatsoever; of those with government debt 22 per cent fully paid off their debt within two years of graduation, while 24 per cent reported difficulties repaying their debts. For those who do have difficulty, a variety of assistance is available through the national and provincial loans programs, including debt reduction and extended interest rate relief. Thus university student debt problems are not universal but limited to a minority of the student population. The challenge for government is to craft assistance programs that address the legitimate needs of this group and to avoid blanket remedies such as tuition freezes or increase limits that are unnecessarily costly to the public purse or the institutions. This year Ontario has instituted a tuition freeze while the recent removal of a freeze in British Columbia has resulted in close to a doubling of arts and science fees since 2001-02.

Historically, average total student debt in Saskatchewan has been below the national average.

Accessibility

For many potential university students it is the cost of living away from home that is the more important financial barrier to university attendance. A recent Statistics Canada study found that students from higher income families who live within commuting distance (80 km) of a university are 1.4 times as likely to attend than those living farther away. For lower income families this figure becomes 4.4. In this province, according to Saskatchewan Learning, 52 per cent of the population lives beyond commuting distance of a university, compared to 19 per cent nationally. Promoting the vigorous use of distance education through the regional college system and, increasingly, over the Internet are part of government's efforts to address these circumstances. They seem to be realizing considerable success as Saskatchewan's university participation rate continues among the highest in Canada.

Family income has historically been strongly positively correlated with university attendance. Studies suggest that there are more than economic factors at work in this phenomenon. Nevertheless, Statistics Canada reports that the gap in university participation rates between youth in higher and lower income families was reduced in the 1990s as participation rates in the socio-economic groups converged. As well, studies at individual universities, like Toronto, have found no evidence that the large increases in professional program fees have affected accessibility. At Toronto, attendance in professional programs by students from families earning less than \$50,000 has increased from 31 to 38 per cent. The studies attribute these results to improved financial assistance programs.

Interestingly, the majority of university students do not work off campus during the school year and the percentage that do (42%) has changed little since 1989.

E. External Stakeholders

Federal and Provincial Governments

In recent years, the governments of Canada and Saskatchewan have been strongly supportive of universities and their missions. At the federal level, student assistance and the encouragement of research have been key elements of budget speeches and funding provisions. According to the Canadian Association of University Teachers (CAUT), the Saskatchewan government has led the country in increased funding of post-secondary education since 1992, one of only three provinces where the funding per student has increased. A variety of initiatives by both levels of government have assisted the development of the University of Regina. Because of past strong support, any uncertainty in the political environment could be a cause for concern.

Accountability

The notion of accountability, the responsibility of organizations receiving public funds to demonstrate the achievement of the purposes of the funding, has been with us for several decades now. In some jurisdictions funding of universities based on key performance indicators, in whole or in part, has been employed with somewhat mixed results. Public auditors are increasingly raising the bar for publicly funded institutions with respect to the clear formulation of objectives and the measurement and reporting of outcomes. Saskatchewan Learning published in March 2004 the first Performance Plan for the provincial learning sector and intends to convene a

Performance Measure Working Group with its sector partners to refine the draft measures contained in this document. The collaborative approach adopted by the department is salutary. This initiative challenges the University of Regina to be explicit in how it will measure and report progress in the achievement of its Vision, Mission and Goals.

Community Relations and Public Support

The University finds strong support in the local community with the alignment of the development strategy of Regina Regional Economic Development Authority with the academic directions of the University. Partnerships such as the Communities of Tomorrow and the Centre for Sustainable Communities are expressions of this shared vision that facilitates collaboration and joint ventures among the university, the community, the business sector, and public organizations. Media coverage is regularly supportive and articles sponsored by organizations like the Saskatchewan Chamber of Commerce tout the knowledge economy and “Universities as Engines of Growth” (a recent headline).

The strong, supportive relationship between the City and the University could be an important asset as the “Cities” initiative of the Martin federal government develops. On the other hand, the potential for federal urban programs to concentrate on the major urban conglomerations and ignore smaller communities could be damaging to Regina and the University of Regina.

In public opinion poll results released in January 2004, 87 per cent of those polled said that post-secondary education and training in Saskatchewan is better than or the same as that in the rest of the country and 63 per cent rated it as excellent or good. Only 6 per cent said it was poor or very poor. These results show improvement over polling results of three years ago when only 69 per cent thought the provincial system was as good as or better than that elsewhere in Canada.

Community views consistently rate health care as the primary concern and the target for increased government funding but many polls also show a willingness to devote more public resources to higher education.

Reputation and Recognition

Informal feedback and polling results suggest that there is still considerable room, at least in the mind of the public, for the University of Regina to increase its strengths in research and teaching, translating them into an enhanced reputation and increased private support. Reputations tend to lag behind achievements in this regard, even in the local community. Across the country many business leaders, private and public, would like to see improvements in the basic skills and attitudes of university graduates. Job readiness is an issue for them.

Some Canadian universities benefit in their recruitment activities, for students and faculty, from the attractions of their local communities. The city of Regina, unfortunately, is unheralded despite its many strong features. Events like the 2005 Canada Games can make both the city and the University more familiar to youth outside Saskatchewan.

Differentiation of the mission of the University from that of other universities so that its emphases and accomplishments stand out has always been an important element of institutional strategy.

With only two universities in the province, the University of Regina has considerable opportunity to express a distinct character and mission.

Partnerships

While “convergence” is no longer the buzzword it was five years ago, the inter-relatedness of ideas and innovations and the value of partnerships, formal and informal, in addressing social and economic issues continue to be recognized. The University has persistently acted to enhance and add to its partnerships and its capacity to build relationships. The new provincial funding model has directed additional resources to Luther College and Campion College, strengthening their ability to play productive roles in the University of Regina federation. The new building (and name) for First Nations University of Canada is a source of pride, while new leadership of the institution is being recruited. The Regina Research Park connects the University to some two dozen research and industrial organizations.

A thrust that is less strong at the University of Regina than at some other Canadian universities is the creation, often in partnership with a professional or industry organization, of premium-fee specialized educational programs. Elsewhere these ventures have often become important sources of revenue to supplement the resources of more traditional programs. On the other hand, the University has some strong international partnerships in Joint International Programs.

F. Global Change

Innovation and Technology

The use of technology, especially information technology, has changed dramatically the nature of work and of many production processes. Structures and roles are evolving. New research methodologies have emerged as well as new formats for communication of research results. Research networks and partnerships have expanded. The delivery of services, including student services in universities, is taking new forms. However, the basic format of university instruction, while elaborated by the use of Internet resources and courseware, remains at the core essentially unchanged. New ideas for best practice in teaching and learning support are emerging from educational research and from theorizing about the application of new communications modalities.

Whether a new paradigm for the classroom instruction function will come into effect or not, cost pressures and competition from other organizations, new or old, on the bases of price, quality and time availability challenge all universities to consider how most effectively to mediate and mentor student learning.

Volatility

One signal feature of the early years of this century is the increased volatility of many aspects of our environment. In part this derives from the emergence of the global society where information about developments anywhere in the world can be quickly transmitted to regions far distant. In part the rapidity of technological innovation and its incorporation in products and services available worldwide has heightened competitive forces that can exert enormous positive or negative impact. The past few years have witnessed social and political events, disease transmissions, and environmental variations that have had great economic and social

consequence. In response, universities must prepare to identify and manage their risks more effectively and be more nimble in their responses to opportunities and challenges that arise suddenly.

III. VISION, MISSION, GOALS & VALUES

Vision

The University of Regina is a scholarly community that serves the larger community by advancing, sharing and applying knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens.

Mission

The University of Regina preserves, transmits, interprets, and enhances the cultural, scientific and artistic heritage of humanity through the acquisition and expansion of knowledge and understanding. We apply our skills in the service of society by facilitating constructive criticism, independent thinking, free discussion, and the pursuit of truth, while respecting the rights and responsibilities associated with academic freedom.

By interpreting the past and examining and clarifying contemporary thinking we shape the possibilities of the future. We are open to change and enthusiastic about investigation and creativity. We combine a unity of purpose with a diversity of outlook.

By encouraging the development of their potential, we prepare our students to participate fully in society, and to respond to the demands of a rapidly changing world in ways that are consistent with the highest human values and aspirations.

<i>Goals</i>	<i>Values</i>
<p><i>Teaching and Learning:</i> 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>
<p><i>Scholarship and Research:</i> 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>
<p><i>Service:</i> 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>
<p><i>People:</i> Make the University of Regina a preferred place to study and work.</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>
<p><i>Internationalization:</i> 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>
<p><i>Accountability:</i> 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>

IV. ACCOMPLISHMENTS AND PROGRESS

Since the 2002-2006 Planning Framework was approved, there have been two mid-year reports to the Board regarding activities (January of 2003 and 2004) and two annual reports that also included indicators of success (June of 2003 and 2004). The University's 2001-2002 and 2002-2003 Annual Reports were structured around the six Goals and included extensive examples of accomplishments as well as some indicators of success. Increasingly, resource allocation has been linked to the Framework.

Overall, the University has made considerable gains and has kept a focus on all six Goals over the two-year period. A summary of progress over the period 2002-03 and 2003-04 follows.

GOAL 1: Teaching and Learning

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.**

All academic units are on a regular review cycle with all reviews including at least one external reviewer. Faculties are actively involved in planning, working to keep programs relevant and up-to-date. Programs have been established or revised in all faculties to meet students' needs and interests. Professional programs have earned accreditation. Academic partnerships with other institutions have been extended. Several faculties are incorporating Aboriginal and international content into curricula. Offerings through the Centre for Continuing Education (including the Conservatory) have been significantly revamped.

Students' learning experiences also have been enhanced with new internship and co-operative education opportunities, including an Aboriginal Co-operative Education pilot in partnership with First Nations University of Canada. A multi-year plan to upgrade undergraduate science labs was undertaken. The *Institut français* was created and officially opened.

The number of faculty members and graduate students participating in Teaching Development Centre events has increased, demonstrating a commitment to effective teaching. An academic integrity initiative was undertaken. The Centre for Academic Technologies is now well established, providing support to faculty who wish to enhance their teaching and course management through technology and to those who wish to offer courses on-line. Campus Saskatchewan has come into being and off-campus registration procedures have been streamlined. More classrooms are 'wired' and there are more portable smart carts available for classrooms not yet wired.

Funding for scholarships and bursaries has increased considerably: a 16.8% increase in 2002-03 over 2001-02; and an 8.2% increase in 2003-04 over 2002-03 (preliminary). The UR Scholars program was replaced with the Centennial Merit Scholarship program, with about 50% more top Saskatchewan students receiving support in 2003-04 than in 2002-03. The response to the scholarship component of *The Building Dreams and Futures* fundraising campaign has been very positive—the \$7.5M target is expected to be reached or surpassed, providing a sound basis for greater scholarship funding in the future.

The 2003 survey results from the Canadian Undergraduate Survey Consortium (CUSC) showed University of Regina graduating students at or above the average satisfaction level for all universities surveyed and above the U of R levels three years earlier on questions of general satisfaction and quality of teaching.

GOAL 2: Scholarship and Research

Objectives:

- 2.1 All faculty are active in scholarship and research and output continues to grow.**
- 2.2 Student involvement in scholarship and research is increased.**
- 2.3 Financial and administrative support for scholarship and research are doubled.**
- 2.4 Total external research funding is doubled.**

Over the last two years, new resources have been allocated and some existing resources have been realigned to increase support and to assist faculty in increasing the success of their grant applications. For example, the Office of Research Services has been enlarged, various units have offered grantsmanship workshops, library holdings have been expanded, and research space has been expanded and updated.

While only preliminary data are available for 2003-04, success has been considerable. The University is now competitive for CIHR grants, has success on grant applications to NSERC above the national average and significantly above its own success rate just a few years ago, and has an increasing number of SSHRC '4As' (proposals that would be funded if funding were available). An estimated increase of about 27% in dollars received during 2003-04 over 2002-03 for tri-council active awards builds on the more than 40% increase in tri-council funding in 2002-03 over 2001-02. The University's complement of Canada Research Chairs and its allocation of federal 'indirect costs of research' funding have grown as a result of increased tri-council success.

There has been increased activity within each of the five thematic areas: Culture and Heritage, Energy and Environment, Health, Informatics, and Social Justice, as our research institutes and centres pursue initiatives under these emphases. The International Test Centre for CO₂ Capture was opened and The Centre for Sustainable Communities was established. The University founded a new scholarly journal in Education and assumed responsibility for another in Administration.

GOAL 3: Service

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 in the wider community.**
- 3.3 Technology transfer is facilitated.**

The level of activity on the part of faculty, staff and students in their professional communities and the engagement of the broader community with the University have increased noticeably over the past two years. The number of external requests for participation has increased and in 2002-03 the Regina Regional Economic Development Authority (RREDA) explicitly tied its cluster strategy to the University's research agenda. The University-Industry Liaison Office (UILO) was established in 2002-03 and has negotiated the University's first patent agreement and licensing agreement.

The University's endowed lectures and other public presentations have been well- and sometimes over-subscribed. During 2003-04 a number of faculties and institutes reached into the community with innovative new initiatives. A new periodical was launched in 2002-03 for those in police and security services to bridge academic research and practice.

While anecdotal evidence suggests that the wider community increasingly sees the University as a valuable resource, empirical evidence is not currently available.

GOAL 4: People

Objectives:

- 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 First Nations University of Canada, increasing the number of Aboriginal students.**
- 4.2 A faculty and staff complement appropriate to enrolment and activities, with a larger proportion of permanent positions.**
- 4.3 Salaries, benefits and support for faculty and staff that are competitive with similar universities and employers.**
- 4.4 Improved quality of community life on campus.**
- 4.5 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.**

Enrolment has increased, but will not achieve the overall target (i.e. the current trajectory would see an overall increase of about 13% over the five-year planning period vs. the target 20%.) Good progress is being made on attracting graduate and international students: graduate students have increased from 8.9% of the student body in Fall 2001 to 9.7% in Fall 2003; international student have increased from 5% of the student body to 8% in the same period. The University is providing scholarships to significantly more top Saskatchewan high school graduates. Unfortunately, the option to self-declare status means that we have unreliable estimates of Aboriginal students.

While the number of faculty searches undertaken each year is tapering off slightly, there are some disciplines in which the market is tight and recruitment increasingly difficult. Research was completed in 2003-04 that will extend market supplements to two difficult-to-recruit-to faculties.

Overall percentages of equity group employees have remained stable since 2002, with representation of women and members of visible minorities above the targets and representation of Aboriginal people and people with disabilities under the targets.

As the University gains a higher profile, those most closely associated with it are taking greater pride. This is especially evident in the response to the Family Phase of the *Building Dreams and Futures* fundraising campaign. In 2003 the proportion of graduating U of R students who were satisfied with the concern shown by the University for students as individuals was greater than at the group of other CUSC universities and at the U of R in 2000.

GOAL 5: Internationalization

Objectives:

- 5.1 Students gain international awareness and understanding.**
- 5.2 Exchanges of students and faculty members with universities in other countries continue to increase.**
- 5.3 Support services for international students and collaborations in teaching, research and service are increased and improved.**

The International Liaison Office was restructured as the Office of International Co-operation and Development (OICD) with a mandate to provide strategic guidance to the University. An internationalization strategy was developed recommending greater focus and diversity in international arrangements; a new Director was hired who has consulted on the best ways to implement the strategy. The University is becoming more strategic and deliberative in its international arrangements with regional strategies emerging. As well, all international agreements and joint programs are being reviewed, services for visiting international students are being strengthened, and more domestic students are participating in international opportunities. Overall, the number of students participating in formal Study Abroad programs increased by 54 or 128% over the two years, although most of the growth has been in the inbound category.

GOAL 6: Accountability

Objectives:

- 6.1 Develop and implement a strategy for increasing awareness among key audiences of the University's progress.**
- 6.2 Maintain and enhance reporting processes to government.**
- 6.3 Ensure internal lines of responsibility and accountability are clear and understood.**

Several steps have been taken to strengthen accountability over the past two years. For example, the Board of Governors refined its governance practices. Significant progress was made on addressing concerns raised by the Provincial Auditor. An enterprise-wide risk management assessment (ERM) has been undertaken. A revised planning framework is being prepared that will make reporting on progress externally and to the Board more straightforward.

V. PERFORMANCE MEASUREMENT: AIMS, MEASURES AND TARGETS

As explained in Part I, the introduction to this document, a new format has been created for expressing how the University intends to realize its Vision, Mission, Goals and Values and will gauge, and report on, its performance and progress.

A total of 13 aims have been distilled from the higher-level purposes expressed in the Vision, Mission and Goals. The aims are divided into four categories: the Fundamentals category reflects the three traditional functions of universities, the Opportunities group responds to the challenges posed by the six Goals, Resources relates to the use of our financial and physical means in the immediate and longer terms, and External Stakeholders refers to the external communities of the university.

For each of the aims one or more measures have been selected to indicate how we, and others, might know the extent to which the aim is being accomplished at the University level. There are many ways of assessing performance and progress with respect to the aims; these measures are a subset of the possibilities. In the selection of measures, quantitative measures were favoured. Where possible, the measures employ data that the University is currently collecting and for which external benchmarks and norms are available. For some, compromises were required to achieve feasibility and comparability; in theory there might be better measures but the data are not readily and consistently available. For some of the measures, new survey activities will be initiated by the Office of Resource Planning to generate a factual basis for reporting. And for a very few aims, qualitative measures will be used.

While no manageable set of measures can fully gauge performance and progress with respect to the aims, let alone all of the University's goals, those selected can act as sample indicators of the wider range of achievements by the University and its constituent units.

For each measure a five-year and an annual target will be established. Most of the targets have been defined. A few await the first gathering of data through surveys or analysis. This work will be completed in the first year of the new planning cycle 2004-09. For two measures the targets employ qualitative rather than quantitative assessment. Stories or anecdotes will be reported to illustrate the application of management information in university management and high impact engagement with the community. Judgments with respect to the University's performance and progress in these areas will examine the quality and effect of the initiatives described.

The use of management information and comparative data by decision-makers at the University will, of course, not be limited to the 23 measures set out in the Planning Framework. There is a commitment to expand the management use of quantitative information of various sorts. One of the aims expresses this objective. Thus, the 23 measures in the Planning Framework are representative, intended to be comprehensively so, of a much wider range of indicators employed by managers at various levels in their decision-making and monitoring of the University's activities and development.

The set of aims, measures and targets are presented in the following matrix. After the matrix, a commentary describes some of the features of the measures and targets.

THE 2004-2009 PERFORMANCE MEASUREMENT FRAMEWORK

The Performance Measurement Framework provides the means by which the Board of Governors will monitor the University's progress towards achieving its Vision, Mission and Goals. It also provides the means by which the University, in its Annual Report and other formats, will report externally on its performance. The aims of the Performance Measurement Framework are intended to be representative of the University's planned progress; they act as sample indicators of the wider set of achievements of the University and its constituent units. Faculties and departments contribute to progress with respect to the University's Mission and Goals in many ways that don't necessarily impact the aims of the Performance Measurement Framework. Significant contributions of this nature will also be monitored internally and publicized externally. At the same time, early work on implementing of the Performance Measurement agenda will involve discussions with faculties and department about how they participate in the achievement of the targets. Some of this will take place through the budget process.

The aims of the Performance Measurement Framework reflect the enduring Vision, Mission, Goals and Values of the University. The selected institutional measures, for the most part, are also continuing elements of the University's future. The multi-year targets are intended to be growth targets for the 2004-2009 planning period beyond which further growth and development is anticipated. The annual targets provide a means of measuring yearly progress towards the multi-year targets. The definition of some targets awaits data collection through new surveys or analyses to be developed by the Office of Resource Planning in 2004-2005; these are designated "To be determined", as are the targets for alumni commitment that will emerge from a review of University Relations. However, the measures have been selected; activities and initiatives can continue to improve the University's performance with respect to an aim even when the targets are not determined. For example, enhanced new faculty orientation activities, recently introduced, should contribute to the development, satisfaction, and retention of the University's exemplary faculty and staff (aim 6).

THE 2004-2009 PERFORMANCE MEASUREMENT FRAMEWORK

FUNDAMENTALS			
AIMS	SELECTED INSTITUTIONAL MEASURES	2004-2009 MULTI-YEAR TARGETS	ANNUAL TARGETS
1. Continue to lead in the provision of high quality education	Results on National Survey of Student Engagement (NSSE) Results of student satisfaction surveys	Results better than the NSSE Canadian norm Satisfaction with university and program better than the CUSC norm	Progress on eliminating any adverse gap Maintain institutional satisfaction above norm. Identify and close any gaps at the program level.
2. Grow and sustain a balanced research culture	Research funding by source Growth in graduate student numbers Number of grants from the federal granting councils per 100 eligible faculty member	Exceed national rates of growth Graduate students at 15% of total enrolment Increase to the median for Maclean's comprehensive universities	Exceed national rates of growth Increase by one percentage point per year. Eliminate 1/5 of the 2003-04 gap
3. Contribute our expertise to the life and progress of the community	High impact engagement	Three demonstrated examples per year	Three demonstrated examples

THE 2004-2009 PERFORMANCE MEASUREMENT FRAMEWORK

OPPORTUNITIES			
AIMS	SELECTED INSTITUTIONAL MEASURES	2004-2009 MULTI-YEAR TARGETS	ANNUAL TARGETS
4. Expand and diversify the student body	Enrolment statistics	Maintain Canadian non-Aboriginal undergraduate enrolments Increase international students to 10% of student body Increase Aboriginal students to 20% of student body	Maintain previous year's level. Eliminate 1/5 of the 2003-04 gap. Eliminate 1/5 of the 2003-04 gap.
5. Provide superior student experience	Results of student satisfaction surveys Retention rate from full-time year 1 to year 2	Satisfaction with services greater than the CUSC norm Increase to median of Maclean's national ranking	Maintain superior rating. Two percentage points improvement per year
6. Attract, encourage and develop exemplary faculty and staff	Results of faculty and staff satisfaction surveys Faculty and staff retention	To be determined To be determined	To be determined To be determined
7. Enhance alumni commitment	Percentage of alumni who give to the university	To be determined	To be determined.
8. Improve on the use of management information	Application of management information	Three demonstrated examples per year	Three demonstrated examples

THE 2004-2009 PERFORMANCE MEASUREMENT FRAMEWORK

RESOURCES			
AIMS	SELECTED INSTITUTIONAL MEASURES	2004-2009 MULTI-YEAR TARGETS	ANNUAL TARGETS
9. Apply resources well	Comparison of operating expenditures to CAUBO norms	Close fit to regressions on expenditures per fte student and various categories of expenditure (no significant difference)	Maintain or improve closeness of fit
10. Strengthen sustainability	Percentage of operating revenue from sources other than provincial operating grant and Saskatchewan students' fees Spending on renewal and adaptation of the physical plant Complete successful fund-raising campaign and establish on-going fund-raising capacity.	Increase to 20% Five-year average at 1.3% of Plant Replacement Value p.a. As defined in the Building Dreams and Futures documents and future plans.	Eliminate 1/5 of the 2003-04 gap. 1.3% of the Plant Replacement Value As defined in the Building Dreams and Futures documents and future plans
EXTERNAL STAKEHOLDERS			
AIMS	SELECTED INSTITUTIONAL MEASURES	2004-2009 MULTI-YEAR TARGETS	ANNUAL TARGETS
11. Enhance the University's recognition and esteem	Results of surveys of provincial population	To be determined	To be determined
12. Demonstrate responsible management and governance	Audit report Compliance with adapted TSX corporate governance guidelines	Unqualified audit report Full compliance	Unqualified audit report Full compliance
13. Build and maintain beneficial partnerships and relationships	Partners' satisfaction Number of partnerships	To be determined To be determined	To be determined To be determined

Commentary

The National Survey of Student Engagement

There is abundant research on factors that contribute to the learning and personal development of university students. This research shows that the single best predictor of desired outcomes is the time and energy students devote to educationally purposeful activities. Chickering and Gamson's well-known "Seven Principles for Good Practice in Undergraduate Education" include student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diversity in talents and learning styles. Other studies have added to this list.

The National Survey of Student Engagement (NSSE) has been designed and psychometrically tested to assess the extent to which undergraduate students at particular universities and in specific programs are engaged in activities and immersed in environments that research indicates are highly correlated to positive learning outcomes and personal development. The survey instrument is administered to a sample of students who report on the extent of their involvement in various learning activities and their experiences of the institutional environment that supports their learning.

In the United States NSSE has been used by 850 colleges and universities to assess the quality of their educational practices and guide their improvement efforts. A Canadian version of the instrument has been created. In 2004 11 major Canadian universities participated in the survey. It is expected that at least 6 will be involved in the 2005 survey. Thus there is now sufficient benchmark data to justify the University of Regina's use of this assessment tool. Discussions are underway regarding participation.

More information about NSSE can be accessed at the NSSE website: <http://www.iub.edu/~nsse/>

The Canadian Undergraduate Survey Consortium

For a number of years the University of Regina has participated in the Canadian Undergraduate Survey Consortium (CUSC) that surveys, on a three-year rotation, a large sample of all undergraduate students, graduating students and first-year students. In recent years between 26 and 30 universities have participated. The survey queries students about the contributions of academic and support services to their personal growth and development and about their satisfaction with various aspects of their university experience. In some years it also gathers data on specific subjects such as education financing and debt and post-graduation plans. The University of Regina has performed above the norm in student assessments of quality and satisfaction. The recent expansion of the sample size will now permit analysis of the data at the faculty level, at least for larger faculties. The planning framework target will thus be capable of extension to the program level for major programs.

A post-graduation follow-up survey for the Saskatchewan post-secondary sector is under development. Once it is underway it potentially can add further evidence of student satisfaction and information regarding employment or further education outcomes.

Research Measures

There is no completely satisfactory methodology for aggregating and benchmarking all of the various forms of scholarly production within a university. The principal forms of research and scholarship vary from faculty to faculty. Three sets of measures are included in the Performance Measurement Framework, recognizing that they miss much of what occurs. Research funding by source examines the total external support that University of Regina's research efforts have garnered from various competitions that judge the potential worthiness of proposed scholarly activities and the track record of our researchers. Growth in graduate student numbers, from the current 9.7% of all students to a targeted 15%, could easily have been included under the "expand and diversify the student body" aim. In the research measures section, it reflects the scholarly activities of students in preparing theses, project reports, and other forms of new knowledge, recognizing that many University of Regina graduate students are in professional or course-based programs. The number of grants per 100 eligible faculty from the national granting councils is a measure that is easily obtainable from the Maclean's annual rankings. It serves as a measure of the extent to which faculty peers throughout the country positively evaluate the scholarly output of University of Regina faculty who apply to the granting councils. It is also important because the University's revenue from federal support programs such as the Indirect Costs of Research program depend on success in the granting process. In recent years the University's researchers have shown remarkable progress on these measures, moving from 45% of the median in 1999-2000 to 75% of the median in 2002-03 for SSHRC grants and from 67% of the median in 1999-2000 to 76% in 2002-03 for NSERC/CIHR grants. The aim is to continue this momentum.

Qualitative Measures

For two of the aims, no quantitative measure obviously presents itself. Instead, high impact engagement with the community and progress in the use of management information in decision-making will be reported using qualitative evidence, viz., three demonstrated examples of new undertakings and achievements. The University's achievements will then be judged by the significance and impact of the initiative in contributing to the specific aim. The use of a trio of examples is arbitrary: more than one to assure the extent of activity but not so many that obvious impact and quality will be lost in detail.

Enrolment Growth

Enrolment growth targets for graduate students (see above) and for international students (to 10% of all students from 7.8% in fall 2003) have been carried forward unchanged from the 2002-2006 Planning Framework, as is the objective to maintain and grow the undergraduate enrolment base. In the face of the declining Saskatchewan grade 12 demographic, the target of maintaining Canadian non-Aboriginal undergraduate enrolments will demand increasing efforts in recruiting and retention. A very ambitious target for growth in the number of Aboriginal students has been proposed, increasing from the current approximately 13% (subject to confirmation) of all students to 20%. These figures include students at the First Nations University of Canada and assume growth at both First Nations University and the University of Regina through continuing cooperation and collaboration.

Student Retention

The student retention measure included in the Performance Measurement Framework is less than ideal. It counts the number of full-time first-year direct-from-high-school students in one year who return to the University on either a full-time or part-time basis the following year. While very limited in its coverage, the measure may serve as an indicator of the success of efforts to increase student retention rates over the wider range of undergraduate students. This measure was selected because comparative data is available from the Maclean's ranking: in 2002-03 the University's 75.9% retention figure was significantly below the median national level of 85.8%.

New Surveys and Data Collection

A number of the measures involve the creation and administration of new survey instruments or other forms of data collection. Until the results of the initial data collection are in hand it is not possible to specify multi-year and annual targets. The Office of Resource Planning has the responsibility for these initiatives. As well, the targets for alumni commitment await the completion of a review of University Relations.

Resources Measures

In 2003 the Office of Resource Planning produced an analysis of the expenditure pattern of the University compared to other Canadian universities. This study, which employed statistical regression techniques, showed that the University of Regina's expenditures were virtually at the norm for Canadian universities, after adjustment for enrolment levels. Absent a policy decision to vary from the norm in some manner, this statistical fit has been adopted as the target for resource use.

The aim of sustainability has two thrusts. The first, to diversity the financial resource base of the University, will be measured by the success of fund-raising efforts and by achievements in increasing the percentage of operating revenue that comes from other than the provincial operating grant and fees from Saskatchewan students, from the current 16.7% to 20%.

The second sustainability thrust addresses the condition of the physical plant. The target, based on minimal industry standards for plant renewal and adaptation, is 1.3% of Plant Replacement Value (PRV) per year on average. The University currently dedicates funding from the annual provincial capital grant equivalent to 0.8% of PRV while other renewal expenditures are funded within major capital projects and by minor projects drawing on units' operating funds and researchers' research grants. Given the lumpiness of capital expenditures, the annual target may be exceeded in some years and not be attained in others. The significant target, therefore, is the five-year average.

VI. MOVING FORWARD

The aims identified in the 2004-2009 Performance Measurement Framework are designed to move the University forward in terms of its Vision, Mission and Goals. Most, like continuing to lead in the provision of high quality education, are enduring aims of the University of Regina. Others, like improving the use of management information, are more specific to the 2004-2009 time frame. The measure and targets, as well, are more particular to the next five years.

For most, if not all, of the aims, the University is well positioned to make considerable progress. A variety of studies and reviews conducted within the 2002-2006 Planning Framework have presented recommendations for improvements related to topics such as student recruitment and retention and faculty recruitment, retention and development. The fund-raising campaign is progressing well. The 2004-05 budget has provided additional resources for student services, infrastructure support, and information management. Capital planning has occurred for projects that will strengthen the sustainability of the physical plant. As these endeavours move forward, progress towards the multi-year targets should occur.

For other aims, institutional initiatives are being developed. The various new surveys identified in the 2004-2009 Performance Measurement Framework will not only inform the establishment of targets but should also suggest avenues for pursuing the aims. An enrolment management initiative will address the aims related to student recruiting, retention, and satisfaction. A review of University Relations will soon be completed; it will help to clarify or confirm the targets for several aims and suggest the means of achieving them.

In addition, faculties, departments and other units of the University continue their efforts to enhance teaching, research and service. They will do so in ways that best reflect their individual cultures, opportunities and resources. The budget process will continue to provide units with a vehicle for describing their accomplishments with respect to the Plan and proposing resource allocations that will support additional progress. The Strategic Opportunities Fund and the Research Opportunities Fund are important mechanisms for assisting initiatives that come from faculties and departments. Unit reviews, annual reports, special studies, performance reviews, and plans of various forms are other means of organizing efforts and resources to address the aims. All can be informed in some appropriate way by the aims, measures and targets of the 2004-2009 Performance Measurement Framework.

VII. CONCLUSION

The 2004-2009 Plan with its Performance Measurement Framework represents an evolution of planning at the University of Regina. It does not signal a change in direction for the University but rather a progression and intensification of efforts to realize the institutional Vision, Mission and Goals. The refined format that employs measures and targets will permit a more explicit description and accounting of progress and achievements. The measures, however, describe only a sample of the many ways in which individuals, units, and the institution pursue the Vision, Mission and Goals of the University of Regina. The measures are limited by our ability to quantify and aggregate the multiplicity of accomplishments that occur within the complexity of the University. These individual efforts will not be diminished but will, it is intended, be enhanced and supported as the University moves forward within the 2004-2009 Planning Framework.

NOTES