

peyak aski kikawinaw

Together We Are Stronger

STRATEGIC PLAN **2015-2020**

University
of Regina



peyak aski kikawinaw

“We are one with Mother Earth”



Sweetgrass has been used by the First Nations people of the Great Plains for millennia to cleanse, heal and prepare for ceremony. Elders teach us that sweetgrass is the hair of Mother Earth and that each of the three strands of the sweetgrass represent body, spirit and mind.

Many minds, unique in perspective but united in purpose, envisioned our new strategic plan, *peyak aski kikawinaw*.

And now, like the braided strands of the sweetgrass, we are woven together – one body, one spirit, one mind – with one vision for our future.

Together we are stronger.



Table of Contents

A Vision for the Future	4
From Then to Now: The Context & Process	5
Our Vision, Mission & Values	7
Our Strategic Priorities:	8
2015-2020 Strategic Plan	8
An Implementation Framework to Achieve the University of Regina Strategic Plan	18
Strategic Planning Facilitation Team	22



Together we are stronger

The sweetgrass braid is a powerful and fitting symbol of the University of Regina's 2015-2020 strategic plan. Entitled *peyak aski kikawinaw* – Cree for “We are one with Mother Earth” – this plan builds on our rich heritage, recognizes the growing importance of our place in the world, and brings together many strands of thought to set forth a bold collective vision for the future.

It should not be surprising that such a vision has emerged from a university in Saskatchewan, where our provincial motto translates to “From Many Peoples, Strength.” Our strategic plan came into being through the involvement of many people – faculty, staff, students, alumni, University Council, Senate, the Board of Governors, and members of the larger community – who provided both general guidance and specific input that were critical to the plan's development.

The resulting plan identifies and expands upon three key priorities – student success, research impact, and commitment to our communities – that will be crucial for the University of Regina's success over the next five years and beyond. At the same time, the plan includes Indigenization and sustainability as overarching areas of emphasis that contribute to our shared vision of being a national leader in developing educated contributors, career-ready learners, and global citizens while generating meaningful, high impact scholarship.

peyak aski kikawinaw has within it the means of realizing our collective vision for post-secondary education – a vision for which we are all responsible. In the coming years, we must continue working together to bring this vision to life.

By assuming this responsibility, we will rise to the challenge we have set for ourselves. Together we are stronger, and an even stronger University of Regina will be the result of our collective efforts.

Dr. Vianne Timmons
President and Vice-Chancellor

Lee Elliott
Chair, Board of Governors



From Then to Now: The Context & Process

Update on Previous Plan Accomplishments

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

- Significant growth in student enrolment and retention. Total enrolments have grown by 17% from Fall 2009 to Fall 2014, setting record highs in the past four years and closely approaching 14,000 students.
- Increased relevance for Aboriginal, international, and graduate students. From 2009 to 2014, the number of self-declared Aboriginal students has grown by nearly 50% and now makes up 11% of the student population.
- International student growth. From 2009 to 2014, international student enrolments grew by more than 96% to comprise 13% of all students. Over 1800 students from more than 90 countries are enrolled in credit studies while more 350 students are in the non-credit English as a Second Language preparatory program.
- Graduate studies expansion. From 2009 to 2014, graduate student enrolments have increased 13%.
- Continued program development including the establishment of a very successful undergraduate Nursing program with 1,205 students now enrolled, new Master's degree programs in areas such as Health Administration, Journalism, and Nursing, the revamped MBA program, and successful national accreditations in areas including Engineering, Nursing, Actuarial Science, and Clinical Psychology.
- A renewed commitment to teaching and learning through the Strategic Plan for Teaching and Learning, a new suite of faculty teaching awards, and increased response to shifting patterns of student needs by doubling the number of online courses, increasing early morning, evening, weekend and spring/summer offerings, and continuing to expand course offerings in areas of high student demand.
- The University of Regina currently leads Canadian comprehensive universities in research impact¹ and research collaboration.²
- Approximately 1,400 students participating in the UR Guarantee Program, which has been designed to keep them engaged in campus life and support their transition from university to employment.
- Significant increases in student financial assistance, with help from new provincial government programs. The operating budget allocation for scholarships has more than doubled from 2009-10 to 2014-15 from \$3.7 million to \$7.6 million. Among 14 comprehensive Canadian universities, the University of Regina ranks second-highest in total financial aid to students (all university sources) as a percentage of tuition revenue (35% in 2012-13).
- The University of Regina is the only postsecondary institution in Saskatchewan to offer programming, across multiple academic programs, in both of Canada's official languages.
- The President's Task Force on the Future of the Institut français recommended measures to strengthen French language programming. These recommendations are now being implemented.

¹ For the time period spanning 2004-2013, the University's "impact" as calculated by Thomson Reuters' NCI (including all Web of Science subject areas) exceeded that of a comparator group of SFU, UVic, York, Waterloo, Guelph, UofS, and UNB.

² Research InfoSource, Spotlife on International Research Collaboration, www.researchinfosource.com/pdf/Spotlight2014Comprehensive.pdf.



- A growing number of experiential and international learning opportunities, with a record of more than 800 Co-operative education work placements in 2013 and more than 800 domestic students studying abroad over the past four years. Earnings by students in Co-op and other work placements now total more than \$9 million annually.
- The implementation of a number of important initiatives to help Indigenize the University for all members of the campus community. The success of Aboriginal students, faculty and staff on our campuses has been supported through the expansion of the Aboriginal Student Centre and the establishment of the Aboriginal Advisory Circle.
- The University has increased the resources of the Centre for Student Accessibility, enabling it to provide enhanced services and support to students with disabilities so that they can approach their studies as other students do.
- Enhanced engagement with the larger community through initiatives such as the President's Community Award. This engagement has helped increase the amount of annual donor contributions.

For a more complete summary, go to www.uregina.ca/strategic-plan/assets/docs/pdf/2009-14-sp-accomplishments.pdf.

Environmental Scan Considerations

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

- Financial challenges stemming from constraints on government contributions to operating and capital budgets;
- Faculty concerns regarding the direction of our academic mission, the balance between professional and non-professional programs, and the amount of support available for research and graduate students;
- Increasing student demand for career-directed and professional education;
- The responsibility to serve an increasingly diverse group of new Saskatchewan learners as noted in *The Saskatchewan Plan for Growth*;
- The need to make postsecondary education more accessible to a growing Aboriginal population in the province;
- Technological advancements and the challenge of adapting to them;
- A new generation of students with different interests and characteristics; and
- The aging physical infrastructure of our campuses.

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

Overview of Strategic Planning Process

In Winter 2014, a 15-person strategic planning facilitation team came together. Their task: to hear a rich and wide variety of input from hundreds of faculty, staff, students, alumni, community members, and other University stakeholders and community partners, and then, working from that input, to guide the development of this new Strategic Plan. Through extensive face-to-face consultation sessions, student postcard suggestions, email submissions, and web-based fora, blogs, and online forms, the team listened to the thoughts, ideas and dreams people have for the University of Regina for the next five years and beyond. This valuable feedback from hundreds of individuals was central to the team's work in putting together the 2015-20 Strategic Plan.



Our Vision, Mission & Values

Vision Statement

The University of Regina aspires to be a national leader in developing educated contributors, career-ready learners, and global citizens, and in generating meaningful, high-impact scholarship.

Mission Statement

The University of Regina:

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

Values

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

Inclusivity & Diversity: We are a learning community. We value interaction between faculty members and students as the fundamental activity of the academy. We recognize and support the diversity of our students' needs, and are inclusive of our Aboriginal, new Canadian, and international students, employees and partners. We aim to be accessible to all who wish to learn with us. We welcome the world to our campuses.

Pursuit of Knowledge: We have a driving urge to know the unknown. Our investigation of and reflection upon varied intellectual pursuits is fundamental to us. We engage our students in these pursuits, seeking to instil in them a lifelong quest for knowledge and understanding. We reaffirm our commitment to education in the liberal arts, which is the historic core of our academic offerings. We balance our duty to academic integrity with our commitment to academic freedom in our work and interactions.

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

Accountability & Well-Being: We are accountable for our performance to each other, our students, our alumni and the public. We value a safe, healthy, and supportive community.



Our Strategic Priorities: 2015-2020 Strategic Plan

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



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

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

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



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

1. **Indigenization**³: The University of Regina is situated on Treaty 4 and Treaty 6 lands. Aboriginal students, employees and community members are welcomed and supported at the University of Regina. Since the inception of the 2009-2014 Strategic Plan, we have been focused on implementing important initiatives to support the success of Aboriginal students, faculty and staff on our campuses, and Indigenize the University. This momentum is embedded and expanded in the 2015-2020 Strategic Plan.
2. **Sustainability**: Commitment to sustainability is critical to ensure institutional and societal longevity and success into the future. At the University of Regina sustainability is deeply rooted in social justice and is taken to encompass economic, cultural, social, and environmental sustainability.

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

- **Objectives**: Provides defined goals or accomplishments that the University desires to achieve within each of the Strategic Priority areas (*"The What"*).
- **Indicators of Success**: Provides recommendations for specific measures that allow us to assess our progress and performance toward achieving the intended objective (*"The Result"*). The Board of Governors is responsible for developing metrics in an annual Performance Measurement Framework document. The proposed indicators in this plan will guide the development of these annual measures.
- **Supporting Actions**: Provides further direction for actions and efforts to be implemented in order to support achieving the desired objectives and intended results (*"The How"*). The lists of Supporting Actions are not exhaustive. Individual Faculties, departments and units should view them as starting points and develop more specific Supporting Actions through their own strategic and operational planning.

³ The Aboriginal Advisory Circle to the President (AAC) defines Indigenization as "the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability."

Strategic Priority: Student Success

The University of Regina exists to provide quality postsecondary education to our students. Guided by the Strategic Plan for Teaching and Learning, the University will strive to provide the necessary supports required to meet diverse student needs. Together, we will work to ensure that all of our students are given the opportunity to encounter a variety of perspectives, reflect critically on their assumptions, and communicate effectively on a range of subjects.

STUDENT SUCCESS OBJECTIVE:

Enhance supports to better facilitate student preparedness for academic success.

Indicators of Success:

- Increased retention and success rates of first-year students.
- Increased completion rates of Aboriginal students.
- Increased completion rates of international students.
- Increased proportion of graduate students completing programs in a timely manner.
- Increased research and scholarly dissemination by graduate students.
- Increased retention rate of all students.

Supporting Actions:

- Improve supports offered to new students transitioning into university.
- Develop and implement retention strategies that reflect current student needs.
- Develop and implement a strategy to evaluate the effectiveness of student support services.
- Expand linkages with Saskatchewan school boards to better facilitate student preparedness for success at university.
- Enhance services and academic supports for Aboriginal students.
- Enhance services and academic supports to assist international and new Canadian students transitioning to Canada, with particular emphasis on English Language proficiency, Canadian culture, and university expectations.
- Enhance teaching and learning supports for staff and faculty who, facing new classroom realities, are adopting new methodologies and pedagogic strategies.
- Develop and implement a strategy to improve time to completion for graduate students.



STUDENT SUCCESS OBJECTIVE:

Embed Indigenous practices, ideas and principles in our academic pursuits.

Indicators of Success:

- Increased Indigenization in each Faculty and academic unit.
- Increased resources focused on Indigenization efforts.
- Increased academic programming partnerships and collaborations with First Nations University of Canada.
- Increased number of Indigenous learning spaces.

Supporting Actions:

- Provide workshops and resources for all faculty to build understanding about Indigenizing our teaching.
- Offer course(s) in each academic program that address Indigenous concepts.
- Engage with First Nations University of Canada to develop partnerships that clearly articulate ways to take advantage of each other's academic programming without duplication.
- Respect and practice traditional ways of knowing in our curricula and pedagogical practice by learning from Elders and local traditional knowledge keepers.
- Develop Indigenizing teaching spaces where ceremony is both integral and expected.
- Facilitate Indigenous knowledge and action in support of sustainability across our university.

STUDENT SUCCESS OBJECTIVE:



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

Indicators of Success:

- Increased tenured and tenure-track faculty.
- Improved student and alumni satisfaction rates.
- Increased effective and flexible learning opportunities offered.
- Increased student appreciation of the value of education beyond career goals.

Supporting Actions:

- Develop and implement a strategy for creating tenure-track faculty positions.
- Implement the goals and actions of the Strategic Plan for Teaching and Learning.
- Facilitate the integration of the liberal arts across disciplines.
- Expand learning opportunities for part-time, online, distance and lifelong learners across all our campuses.



- Develop interdisciplinary approaches to curriculum design and delivery between Faculties and departments.
- Practise instructional strategies that aim to meet the needs of an increasingly diverse group of learners (culturally-sensitive, anti-oppressive, anti-racist, etc.).
- Provide services to support the continued development of an inclusive university that recognizes the diversity of our student populations.
- Promote the development in every discipline of curricula that allow students to “acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future”.⁴

STUDENT SUCCESS OBJECTIVE:



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

Indicators of Success:

- Will have demonstrated progress toward providing enhanced experiential and service learning opportunities.
- Increased the number of graduating students who have engaged in experiential, service learning, and international study opportunities.

Supporting Actions:

- Identify and reduce barriers to participation in experiential learning opportunities during the course of a student’s degree.
- Expand and promote experiential and service learning opportunities, including international learning, community service learning and co-op/practicum/internship opportunities.
- Infuse curricula with applied experiences through placements, case-based projects, research, studies abroad, group work, community service, and senior capstone projects.
- Promote the adoption of sustainability components in experiential learning opportunities.

⁴ UNESCO Education for Sustainable Development.

Strategic Priority: Research Impact

“Research” encompasses creative endeavours and other scholarly activities that foster new knowledge. Critical to the University’s success are its strategic research clusters, which have been identified as a function of their critical mass (highly-qualified personnel), performance (impact) and distinctiveness: Anxiety, Stress & Pain | The Digital Future | Water, Environment, & Clean Energy | Health Equity | Social Justice & Community Safety.⁵ Not only is it key that the University continues focusing on high-impact research, but it is essential that research successes are communicated and celebrated within the community.

RESEARCH IMPACT OBJECTIVE:

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

Indicators of Success:

- Increased funding and titled scholarships for supporting and recruiting high-calibre graduate students.
- Increased Tri-Council funding, alumni-funded research monies and other partnership research monies.
- Increased success rate of external grant applications.
- Increased number of research-related partnerships specific to the strategic research clusters.
- Increased amount of research in and about Saskatchewan for the benefit of Saskatchewan residents.
- Increased research publication impact factors.
- Increased funding support for, and professional recognition of, community-engaged scholarship.
- Increased research impacts in our communities and in public policy.

Supporting Actions:

- Increase the research funding budget.
- Prioritize research resources and develop new funding partnerships that align with the five strategic research clusters.
- Stimulate new research partnerships and funding opportunities that are responsive to community needs and build capacity with local communities, including First Nations and Métis communities.
- Increase institutional research support for grant writing and research administration.
- Encourage the development of interdisciplinary research and academic programming among Faculties, the Library and departments through an internal interdisciplinary funding program.
- Increase support for research on topics with relevance to sustainability.

⁵ Vice-President (Research).

RESEARCH IMPACT OBJECTIVE:

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

Indicators of Success:

- Increased number of external research partnerships.
- Increased number of positive research articles/stories in the local media.
- Increased proportion of stories on the University's website and media releases devoted to research.
- Research-related communication strategy developed and implemented.
- Increased number of enquiries for University expertise.
- University becomes an essential partner to address community issues and concerns.
- University known as a leader in environmental sustainability.

Supporting Actions:

- Increase the number of public presentations of research findings.
- Profile University of Regina research successes internally and externally.
- Create a targeted communications strategy to keep University of Regina stakeholders, community members, and Indigenous media updated on research developments.
- Provide necessary resources to publicize our research successes.
- Foster the development of more community-based research projects.
- Implement key strategic recommendations from the Sustainability Strategic Plan.
- Continue to build partnerships through the United Nations University Regional Centres of Expertise on Education for Sustainable Development.
- Enhance research collaborations with other universities and colleges, both in Canada and internationally.

RESEARCH IMPACT OBJECTIVE:

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

Indicators of Success:

- Increased internal and external funding specific to Indigenous research.
- Increased supports for faculty and students to practise Indigenous-based research.
- The diversity of ways that Indigenous inquiry is undertaken is appreciated and celebrated.
- Increased number of publications and presentations of Indigenous-based research.

Supporting Actions:

- Develop a strategy to enhance Indigenous research in partnership with First Nations University of Canada, the Gabriel Dumont Institute and other potential partners.
- Regularly host an Indigenous research showcase to broaden awareness of Indigenous research and Indigenous research methods.
- Encourage and support awareness of Indigenous ways of knowing in research and graduate programs.

Strategic Priority: Commitment to Our Communities

The University of Regina's motto, *As One Who Serves*, speaks to the deep connection and commitment to serving all of the communities the University touches in Saskatchewan, across Canada, and around the world. The University is committed to collaborative community service and engagement opportunities. This includes the communities within the institution as well as people and organizations external to the academy at the local, provincial, national, and global levels. This priority focuses on our people, on institutional sustainability, and on the importance of engaging with our communities in order to improve institutional and personal well-being through actions that address needs in our community.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE:

Focus on our people by continuing to build a friendly, respectful, diverse, safe and welcoming university for all.

Indicators of Success:

- Increased satisfaction with accessibility services.
- Increased satisfaction related to diversity and culturally responsive needs being met.
- Improved mental health support services for students, faculty and staff.
- Sustained employee engagement results and retention rates.
- Increased attendance at University events by students, faculty, staff, alumni and community members.
- Progressed toward building a representative workforce reflective of the province's diverse population.

Supporting Actions:

- Increase awareness and appreciation among students, faculty and staff of Indigenous history, people and contemporary issues.
- Improve accessibility on our campuses for all students, employees and members of the public.
- Foster stronger ties between the academy, the undergraduate Students' Union (URSU), the Graduate Students' Association (URGSA) and the Alumni Association (URAA).
- Implement recommendations from the President's Task Force on the future of the Institut français.
- Build a strong university community spirit among students, alumni, staff and faculty.
- Increase diversity among our campus communities with culturally responsive initiatives, activities and services.
- Develop a strategy to work toward a representative workforce.
- Develop a comprehensive program of mental health awareness and support for students, faculty and staff.
- Enhance opportunities and support for student and employee physical well-being.
- Formalize and support programs to provide opportunities for all University employees to participate in professional development.
- Promote a healthy work-life balance.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE:

Focus on institutional sustainability and transparency to ensure that we are a preferred institution at which to learn, conduct research, teach and work.

Indicators of Success:

- Enrolment management strategy completed, communicated, and understood.
- Annual improvement in cost containment and efficiencies.
- Decreased deferred maintenance.
- More financial support from alumni.
- Completed renewal of the College Avenue Campus.
- Expanded hours for campus access.
- Sustained strong and healthy working relationships with our federated colleges.
- Reduced environmental footprint of the University.

Supporting Actions:

- Develop an enrolment management strategy.
- Assess the quality and sustainability of our academic programs and of the units that support them.
- Improve cost-containment initiatives and process efficiencies across the academy.
- Implement plans to improve employee engagement in the functioning of academic, administrative and research units.
- Develop a plan for addressing the infrastructure deficit and building maintenance.
- Implement ways to use our existing infrastructure more efficiently and environmentally sustainably.
- Work with the Alumni Association to identify opportunities for alumni engagement.
- Increase services available on the main campus for extended hours to accommodate campus life in evenings and on weekends.
- Explore new ways of engaging with Campion and Luther Colleges and First Nations University of Canada to develop joint programs, reduce duplication, and market together domestically and internationally.
- Promote the goals and actions from the Sustainability Strategic Plan.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE:

Focus on connecting and engaging with all the communities we touch.

Indicators of Success:

- Increased number of collaborative projects with governments, businesses, and community-based organizations.
- More news stories that focus on university successes.
- Increased number of new undergraduate students from outside our traditional catchment area.
- Enhanced community use of University services and facilities.
- Increased number of joint programs, collaborations, and exchanges between students and faculty provincially, nationally, and internationally.

Supporting Actions:

- Increase partnerships and collaborations with community-based organizations, other external agencies, formal and informal associations and groups, as well as the general public.
- Improve links with governments and the business community.
- Strengthen the university's relationship with the francophone community.
- Promote opportunities for community-engaged scholarship, community service, and service learning.
- Develop and implement a communications strategy to share research contributions and innovations in effective teaching and service to the internal and external communities.
- Increase the number of local, regional, provincial and national events hosted on our campuses.
- Increase collaboration with the City of Regina and Wascana Centre Authority to improve environmental sustainability initiatives, expand community projects and promote cooperative marketing.
- Review and expand relationships and collaborative opportunities with the University of Saskatchewan, Saskatchewan Polytechnic and Saskatchewan Regional Colleges, as well as postsecondary partners beyond our provincial borders.
- Establish and promote free community parking in designated areas on evenings and weekends.



An Implementation Framework to Achieve the University of Regina Strategic Plan

Introduction

The University of Regina's new Strategic Plan (referred to as the "UR Plan") sets an ambitious, but achievable, agenda for the next five years. The successful realization of the UR Plan can only be accomplished with a strong sense of shared ownership amongst all members of the University community.

The mechanism to accomplish this shared ownership is this Implementation Framework which is designed to provide strong support for shared ownership, sustained momentum and strategic alignment across the University. It allows for Units to define and affirm their commitment to achieving the University's three Strategic Priorities and achieving our indicators of success, while still articulating their unique identity and contribution. The strategic and operational components within the Implementation Framework provide opportunity to successfully link strategy to operations by positioning the strategy as the foundation for decision-making and decision-setting. The performance management component identifies and links individual performance to strategic priorities, providing clarity and direction for individual and unit level contributions and ultimately engaging and focusing efforts toward the successful implementation of the University of Regina 2015-2020 Strategic Plan.

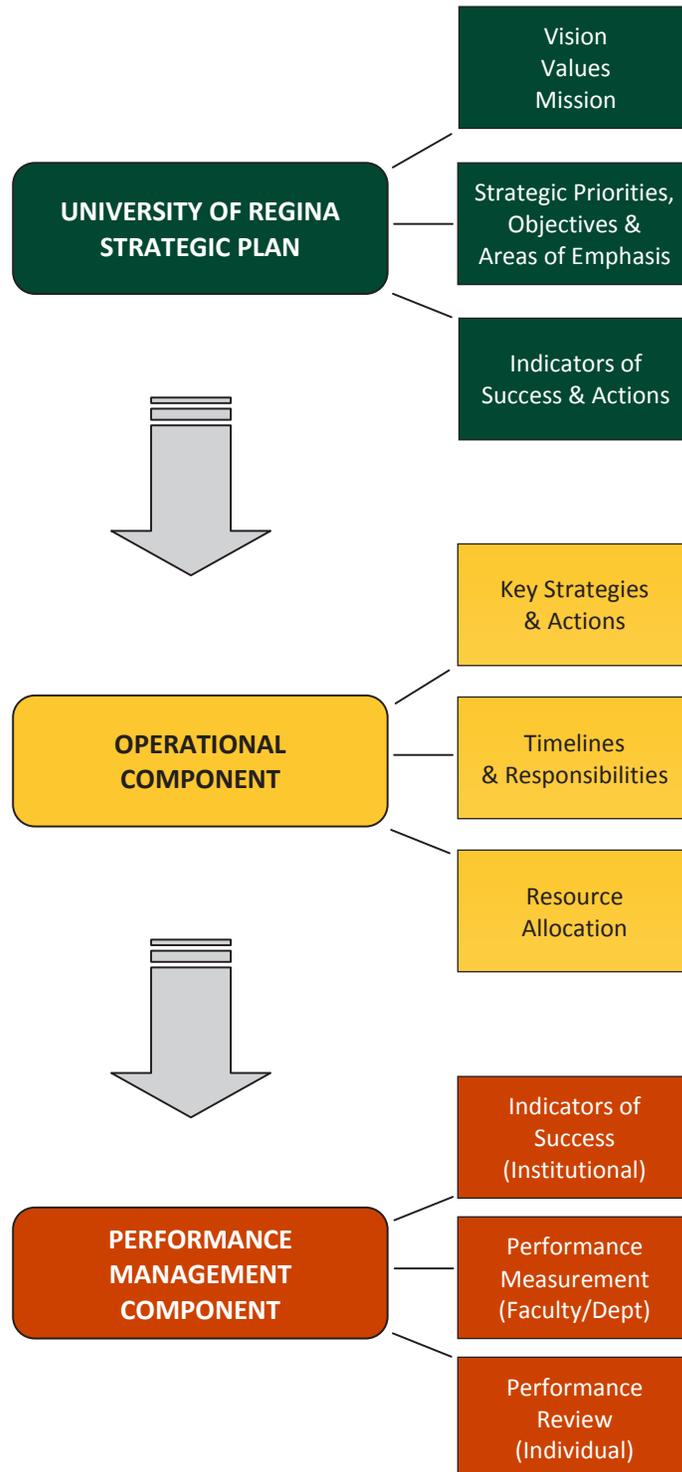
The Implementation Framework includes the following elements:

- **The Strategic Component:** the broad based or 'big picture' elements that provide a foundation for the more specific operational plans that will follow, and typically include: vision, mission, values, strategic priorities (Student Success, Research Impact, Commitment to our Communities) and objectives, indicators of success and actions. These strategic components are usually reviewed and revised on a regular cycle and provide direction for a specified period in the institution's history, usually 3 to 5 years.
- **The Operational Component:** the more specific elements that detail how the vision, mission, strategic priorities, indicators of success and actions will be achieved, and typically include: key strategies and actions, timelines, responsibilities and resource allocation. These operational components are usually established annually, as part of the annual budgeting process of the institution.
- **The Performance Management Component:** the measurement elements that are designed to assess three levels of performance in relation to the strategic and operational plans:
 - 1) *Institutional level*
 - 2) *Academic, Administrative and Research Unit level*
 - 3) *Individual level*

Figure 1 provides an overview of these three components and the elements contained within each.

Figure 1

Implementation Framework Components & Associated Elements





Implementation Framework Goals

The ultimate goal in creating an Implementation Framework for the University of Regina is:

- To ensure realization of the UR Strategic Plan through the establishment and alignment of Strategic and Operational Plans at the Unit level, that are linked to the mission, vision, strategic goals and objectives identified in the UR Plan

Other key goals in implementing the Implementation Framework include:

- To provide Academic, Administrative and Research Units (hereafter referred to as “Units”) with an opportunity to establish a strategic foundation for their work within the larger institutional context that reflects their uniqueness and contribution, and is consistent with the established mission, vision and values of the University
- To develop performance measures that can be used to determine if the strategic priorities, objectives and actions contained in the Unit Plans have been achieved
- To link the performance evaluation of senior out-of-scope (OOS) staff members and their direct reports to the realization of specific strategic priorities, objectives and actions contained within Unit plans

Implementation Framework Assumptions

A number of assumptions have been adopted in the development of the Implementation Framework, and these have been identified below.

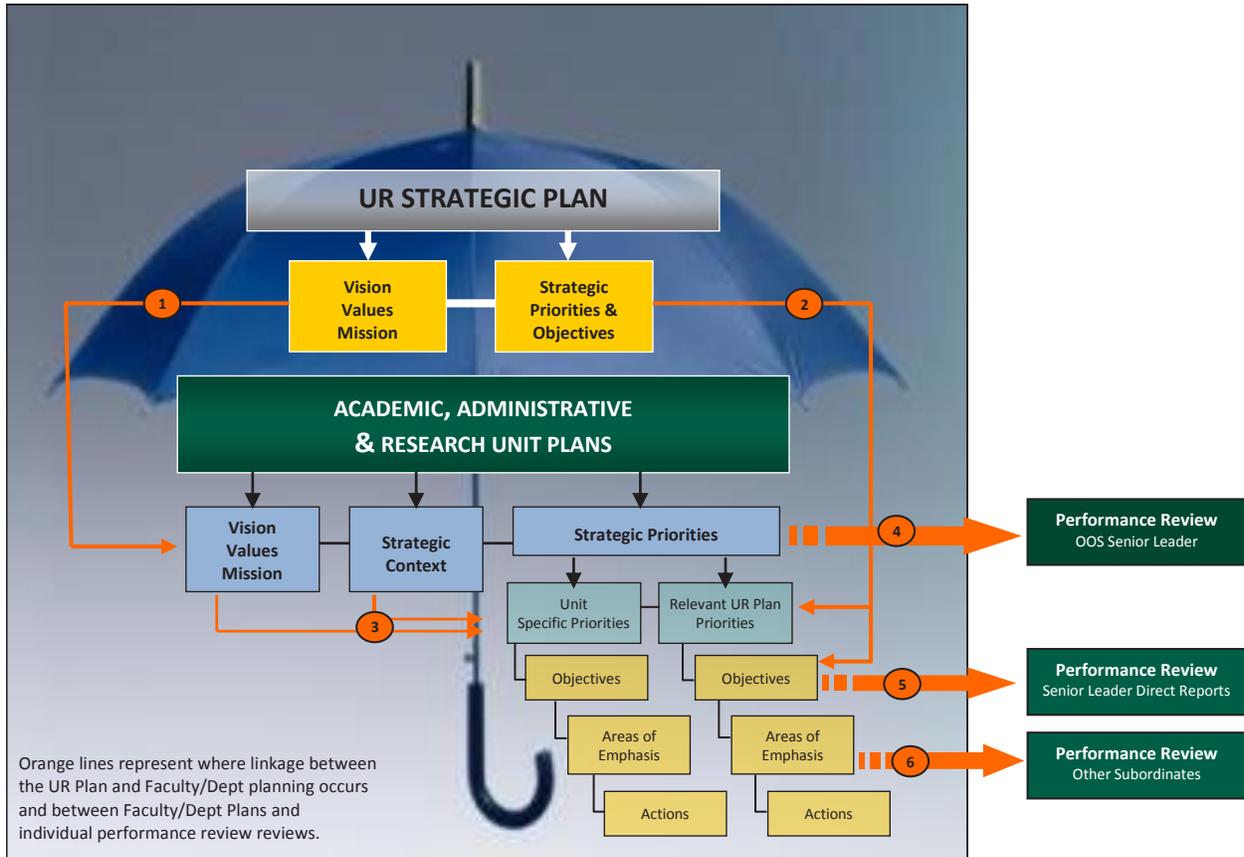
- All Units will develop a Strategic Plan⁶ for the 2015 to 2020 implementation period, and an Operational Plan for each fiscal year within that period
- The Strategic components of Unit plans will be aligned with and linked to the strategic components of the UR Plan (vision, mission, values, strategic priorities, objectives, actions and areas of emphasis)
- The Operational components of Unit Plans will be driven by the strategic priorities, objectives, actions and areas of emphasis of the UR Plan and include detailed action plans
- Units will demonstrate that they have reviewed all of their existing services, programs, initiatives and activities for consistency with the UR Plan
- All future services, programs, initiatives and actions detailed in Unit plans will be consistent with the UR Plan
- The Operational Planning process will be coordinated and linked to the annual budget process to allow resources to be allocated in a manner consistent with the strategic priorities
- A performance measurement system will be designed at the institutional and Unit level to measure achievement of the strategic priorities of the UR and Unit Strategic Plans

Each of the core elements of the Implementation Framework is linked. A visual of this linkage is provided on the next page. Further detail regarding each of these components will be provided to members of the University Leadership Team as they work with their faculty and staff to develop the academic, administrative and research unit plans to coincide with the UR Plan.

⁶ Those units with established Strategic Plans or those in the process of developing one will be asked to review and revise those components of their plans (mission, vision and values) to be consistent with the UR Plan.

Figure 2

Linking the UR Plan to Academic, Administrative & Research Unit Planning & Performance Review



- 1) UR Plan vision, values and mission will be used as a filter/context for the **development of Unit** specific vision, values and mission.
- 2) UR Plan strategic priorities and objectives that have been identified as relevant will be adopted into Unit Strategic Plans.
- 3) Unit specific vision, values and mission, as well as results of strategic context setting activities, will provide a context/filter for the establishment of Unit specific strategic priorities.
- 4) Unit strategic goals that have been identified for inclusion in the out-of-scope (OOS) Senior Leader's performance review can be derived from both Faculty/Department specific priorities and relevant UR Plan priorities that have been adopted into the Unit Plan.
- 5) Unit objectives that have been identified for inclusion in the OOS Senior Leader's direct reports performance reviews can be derived from both Unit specific objectives and relevant UR Plan objectives that have been adopted into the Unit Plan.
- 6) Unit areas of emphasis that have been identified for inclusion in the performance reviews of other subordinates can be derived from key strategies with the Unit Plans.

Strategic Planning Facilitation Team

Joe Piwowar, Faculty of Arts, Chair

Michelle Beitel, Office for Research, Innovation and Partnership

Cory Butz, Faculty of Science

Kate Cushon, Library & Centre for Teaching and Learning

Bonnie Dobson, Faculty of Nursing

Gina Grandy, Faculty of Business Administration

Larena Hoerber, Faculty of Kinesiology & Health Studies

Gwen Keith, University of Regina Alumni Association

Kelly Kummerfield, Human Resources

Chris Oriet, Faculty of Arts

Shauneen Pete, Faculty of Education & Executive Lead - Indigenization

Wes Pearce, Faculty of Fine Arts & University Council's elected representative

Lisa Watson, Faculty of Business Administration

Dipo Ziwa, former member URSU Board of Directors

Advisor:

Brian Christie, Office of Resource Planning



For more information about the University of Regina's
2015-2020 Strategic Plan, visit our website at:
www.uregina.ca/strategic-plan