Shaping Our Future:
Academic Planning Toward the Second Quarter Century

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Contents

1. Origin and Structure of this Document *

2. Background *

3. Mandate for Saskatchewan Universities *
1. Origin and Structure of this Document

This paper arises from the consideration of a large number of other documents, and in particular of the reports from planning processes at the University of Regina during the 1998-99 academic year. This document will be discussed broadly, and a possibly modified version of the summary is intended to be formally adopted by the University.

Some of the material in this paper is a synthesis of material in other papers; some of it is my own. I have tried to lay out my thinking as I worked toward an understanding of the large amount of work that has already been done in developing plans for the University of Regina. There is sufficient documentation and commentary here to support the real product – a statement of vision, mission, principles, goals and
strategies. That statement – which appears throughout the paper in parts, but is gathered together as an entity after the appendices – is eventually intended to stand alone and to be carried forward into the University’s operational decision-making. The remainder of the paper will simply become archival material.

The paper contains the following sections. There is a summary of the background activities (and the reports of them) and context in which this paper was written. This is a broad but very general review. There are sections discussing the mandate of the Saskatchewan universities, the University of Regina’s specific role, and the recognition of achievement of goals. Supporting back matter includes a list of material consulted, instructions for obtaining material that is available on the Web, and some appendices containing material abstracted from some papers. I will propose the summary statement that appears at the beginning of the paper for adoption after it has been discussed and possibly modified.

This paper can be read with several levels of engagement with the contextual material. These various levels are like concentric circles. The first and smallest circle is the summary itself. The second circle is the body of the paper, without the appendices, which should make sense on its own. The appendices make a third larger circle; they are intended to provide additional background so that some of the thinking of those who have shaped the earlier parts of the dialogue can be understood. The material provided on the Web is the fourth circle. The fifth and final circle is the complete set of documents, some of which are not available in electronic form; the President’s Office can provide information on how to find any document not readily available to readers of this paper.

2. Background

It has been 25 years since the University of Regina became an independent degree-granting institution in Saskatchewan. Our anniversary slogan – ”Celebrating our Past; Shaping our Future” – very accurately describes the stage we are in as we move forward as a maturing university. We have grown up over the last quarter century nurtured by a good foundation that began in 1911 with the opening of Regina College. Today the University of Regina is just like most 25-year-olds: confident in our independence, full of energy and vitality, proud of our achievements and eager to move forward into the future.

That future is, in large measure, ours to shape. The larger social, political, economic and environmental context in which we work and study will be largely shaped by others, but what we make of our opportunities in that context will be up to us.

This paper is a contribution to academic planning of the University of Regina. Academic planning is not something that is carried out once to yield results that are then to be used in perpetuity. Instead, it is a natural part of the ongoing dialogue within the collegium. The academy must evolve as the historical circumstances change; and what is true in general is true for the University of Regina. This University has changed and grown since its inception, and it will continue to change and grow in the future.
Regular processes and occasional periods of more critical and broad reflection will guide these developments.

Universities have been engaged in instruction, scholarship and public service—and in a dialogue about these activities—for hundreds of years. Thus, the University of Regina is part of a long-established tradition of higher education. However, as we were reminded by Jaroslav Pelikan in his recent convocation address, we must take as our task the things that we have as heritage "for thus will you make it your own," actively grasping what has been passed to us.

The University of Regina and our colleagues who have preceded us here have been actively grasping the institution’s heritage throughout its history. From the beginning as a church college, through the period of affiliation with the University of Saskatchewan, the addition of federated colleges, the development of a new campus, and eventually independent existence as a degree-granting university, this community has reflected on the heritage that has been left to it.

When construction of the new campus began (the University of Saskatchewan, Regina Campus), the then Premier of Saskatchewan W.S. Lloyd urged those involved with the University to reflect on academic traditions and to attempt something special and new in this new place. Within a few months some of the members of the academic community had produced the so-called Regina Beach Manifesto describing some of their thinking about educational priorities. And as the University of Regina began its existence as a separate institution, the Board of Governors treated the matter of grasping heritage very seriously, establishing a task force to deliberate on many aspects of the University’s work.

At a key point in its history the University again engaged in a substantial review of academic planning issues. The Academic Review Task Force reported its progress in late 1987 and produced its comprehensive final report in 1988.

The University has certainly operated throughout its history with some sense of its place in society, as represented in the statement of goals found in the Calendar. In that statement the University of Regina places itself in the mainstream of academic tradition, with a threefold emphasis on teaching, scholarship and service.

In the last couple of years, there have been several further developments. In the academic year 1996-97 several discussions about academic plans occurred within the University and in the larger community. The then President produced a paper summarizing his perspectives on these matters, which was discussed and received by the Board. The Board’s own thinking in that year resulted in a statement of Board Priorities that was posted to the Web. As a result of a request from Executive of Council, in 1998 the Board referred the President’s paper to that body, which delegated the task of responding to the paper to the Planning and Priorities Committee.

During the 1998-99 academic year there were three concurrent planning activities under way. The Planning and Priorities Committee established a consultative process that used focus groups in academic
units, and produced a report on their activity during the summer. The Deans’ Council was involved in a second activity; each of the deans having reported on aspirations for their own faculties, they were asked to consider institution-wide issues. They also produced a report. The third activity was the work of the President’s Advisory Committee on Academic Opportunities, an ad hoc group brought together to consider issues that might transcend the existing organizational boundaries.

While the details in the different perspectives concerning the academy in general – and this University in particular – vary, there is considerable consistency to be found in the reports written at various stages in the past, and in the three reports from this past year’s activities. The present paper is in large measure a response to these three reports.

As well as the recent activities concerned with broad institutional planning there have been other more focussed efforts. Late in 1998 a report on the development of the information technology environment on campus suggested a number of changes and improvements that would need to be made over the next several years. A broadly consultative process spread over almost a year resulted in the publication of a revised plan for the development of the campus. The international aspects of the University’s work were the subject of another round of consultations. The Director of the Language Institute and some deans worked on recommendations for the academic development of the Institute. At the request of the President, a small group of colleagues deliberated on various aspects of partnerships between the University and other organizations, and made several recommendations that will initiate broader debate. The federated colleges continue to be an important aspect of the University, and as a result of various discussions their formal position and their own aspirations have been recently restated. And in the midst of a great deal of reflection, the actual work of the University has continued to be carried out.

The status of these many internal documents is varied. Some documents have been affirmed and adopted, and have become policy or have changed practice. In other cases, parts of documents or some recommendations from a report have been so treated. In other cases, documents have simply become part of the background to debate, quoted where deemed appropriate and left aside where not. Collegial planning is a complex and difficult task, and it is often difficult to discern of how some past piece of work or some statement by a committee has influenced the thinking and behaviour of the institution. And the academy is a place of debate, where many things are said and written that are not formally accepted. These written or spoken views may inform subsequent debate but not constrain it unless they have been formally adopted.

Additional complexity, of course, comes from the environment in which the University functions. In particular, there has been a great deal of discussion of academic issues and development of academic policy in Canada and in Saskatchewan that has influenced the internal debates at the University of Regina.

A widely-read nation-wide study early in the decade focused on some needed reforms in Canadian universities, including the need for a renewed emphasis on teaching. Institutional governance received attention. Internationalization was on the national agenda, as it was at many universities in the country;
the Association of Universities and Colleges of Canada had internationalization as one of its major thrusts. Universities are difficult to understand, and there was considerable discussion about accountability, expectations, and performance. While some jurisdictions attempted to find key performance indicators that would characterize institutional success, some universities took the initiative and defined their own measures of success and quality. A number of monographs provided commentary – sometimes provocative – on the authors’ perceptions of the development or deterioration of the national scene. In particular, there was concern about government, corporate and global influences that could distort the essential nature of the academy. The language of some documents emphasized commercial models that were far from the traditional vocabulary of the academy, reinforcing the concerns.

Within the province of Saskatchewan in recent years there has also been a great deal of work in the post-secondary sector. Early in the nineties the "Johnson Commission" examined the state of the two provincial universities and made a number of recommendations. This report was greeted with enthusiasm by the University of Regina but did not satisfy many critics of the university system. It was not explicitly affirmed by government, and its recommendations did not result in policy.

A few years later the "MacKay Report" re-examined the university system. This report has had a great deal of influence. In contrast with many other such reports, it did evoke explicit response from government, first via a statement by the Minister of Post-Secondary Education and Skills Training affirming the government’s positive view of the report. One of Mr. MacKay’s recommendations suggested that the government articulate its expectations of the universities. The government responded within a few months with a paper laying out public expectations.

Funding and costs of education have been much debated in Saskatchewan, both in the annual budget processes within the universities and between the universities and government, and in some specialized activities. A task force involving government and institutional representatives as well as students examined the financial pressures being faced by students. There continued to be a divergence of opinion between some student leaders and others involved in the debate concerning how best to deal with the financial pressures faced by students even in the face of this report. The government produced a written response to this report and in subsequent years made significant improvements in the provincial student assistance programs.

The MacKay Report had also recommended that a more systematic basis than the traditional fixed percentage formula for determining the grants for the two universities be worked out. The universities and government together retained Edward DesRosiers and Associates to carry out a comprehensive study and comparison with other jurisdictions. The work of implementing the results of this study continues. There are still a few unresolved issues concerning the design of the mechanism that was proposed in the study, and some data values to be determined. During this fall term the government and the universities should be able to determine how to proceed with the implementation. This work addresses issues that are also generating interest in other universities around the world.
While this summary has concentrated on the University of Regina, much of the recent work has been in the context of a developing collaborative relationship with the University of Saskatchewan. Our colleagues there are also involved in working out academic plans for that institution’s development in the light of many of the factors that face us in Regina, together with the specific issues that arise from the academic areas in which they are unique in the province (e.g., agriculture, medicine, law).

The remainder of this document contains a suggested framework for continued academic development at the University of Regina. This framework is intended to be discussed widely in the University community. It will also be discussed with our colleagues at the University of Saskatchewan and in government in an attempt to gain some common understanding of what this University and the university system in the province are attempting to accomplish.

3. Mandate for Saskatchewan Universities

There is no ideal system now, nor will there be one in the future that can force every institution to work as conscientiously as it should to improve its educational programs. The impetus must come from within.

Derek Bok

One can say again, and ask you never to forget, regardless of what you do and where you go, that those who teach have done something without which most people could not do for themselves whatever it is they do; that the act of teaching is an exemplary act, of self-fashioning on behalf of knowledge that teaches others how to fashion the self; that no teacher is due more respect or affection than he or she has earned but that the drive behind the teaching effort is a positive one. It is a drive for civic engagement that in innumerable ways, through millions of individuals, over a period of time that embraces generations, results in the transmission of the values and standards and new knowledge in all forms that a society must have if it is to be civilized.

A. Bartlett Giamatti

The university must be open to the whole reality of its time. It must be in the midst of real life, and saturated with it.

José Ortega y Gasset

In sculpting our civic duty, however, we must remember that in the final
analysis, it is a society that is full of hope rather than fear, full of trust rather than alienation, full of knowledge rather than ignorance, full of honesty rather than cynicism, full of confidence rather than helplessness that will survive and progress. It is to these issues, therefore, that the nation and the universities must address themselves.

Harold T. Shapiro

Universities typically see themselves as having a threefold role, namely to engage in teaching, research and public service. Each institution will find its own balance among these activities, and will find its own areas of concentration. The context in which the institution exists, its past history, the opportunities facing it, and the skills and interests of the people comprising the institution will help determine the specialization.

The universities in Saskatchewan have been involved in discussions with government in the forum of the Government Universities Consultative Committee. This Committee is chaired by the Premier. Other government representatives include the Minister of Post-Secondary Education and Skills Training, the Minister of Finance, the Deputy Minister to the Premier and the Deputy Minister of Post-Secondary Education and Skills Training. There has been discussion of the need to articulate a mandate for the university system in the province, with the expectation that this discussion will be resumed in the fall of 1999.

Even in the absence of an explicit agreement with our colleagues at the University of Saskatchewan and in government, much of what should appear in a mandate statement is already clear. A mandate for the provincial university system should include reference to traditional aspects of institutional life and to some of the specifics that appear in the Public Interest paper. In fact, that paper can be treated as providing a good framework for a mandate statement in its "Public Priorities" section. The paper identifies priorities in several areas of institutional activity, and the proposals could be transformed into a mandate statement. The areas the paper identifies are these:

1. Quality,
2. Accessibility,
3. Equity,
4. Learning,
5. Research,
6. Service to the community,
7. Social and cultural development,
8. Economic development,
9. Integration of technology in teaching and learning, and
10. Internationalization.

These various aspects of the academy do not stand as equals in this list. The traditional threefold role of
the academy appears in items 4 through 6. Items 1 through 3 are principles that must be followed in playing those roles. Items 7 and 8 might be seen as elaborating item 6. All of these could be elaborated further, and eventually should be, but for the purposes of this paper they can be left at this level of abstraction. Consult the Appendix for some elaboration if the list is unclear.

Item 9 is different in nature from the others in that it focuses on a specific tool and encourages the universities to use that tool. While the universities in Saskatchewan – and indeed all universities – are making manifold uses of technologies in instruction, there certainly seems room to debate the specific intent behind identifying a mechanism in the context of a list like the one above.

Item 10 is of yet a different nature. Internationalization is important to universities because it relates to all of the fundamental roles. In fact, internationalization must relate to the teaching, scholarship and service roles in an integral manner or it does not make sense. But if the university is to teach all the diversity of what is known, integrating international aspects into the curriculum becomes important – and can be seen as an extrapolation of the mode of operation of the medieval universities from which we draw our own traditions. Those institutions were not limited by national boundaries, but did limit their attention to the aspects of the world that influenced the scholars who taught and learned there. As our “world” has grown, it is appropriate to recognize that growth in our teaching. Similarly, our research enterprise must take into account activities around the globe as we address large problems, for example, in social and technical domains. Finally, our service to our communities must include an appropriately broad definition of community, and even a recognition of the extent to which the local community we serve is itself connected to the larger global community.

It is important that internationalization be seen not as in the first instance a responsibility of the universities that is entailed by their contributions to economic development in the province, but because of its fundamental alignment with the nature and role of the academy. In this spirit, the Association of Universities and Colleges of Canada has identified this helpful list of objectives of internationalization programs: developing human potential, providing a forum for ideas, fostering international cooperation, enhancing international student mobility, and contributing to international development assistance.

The University of Regina already has a large number of international collaborations in place. There are student exchanges, research collaborations, development projects, and so on. For example, the Faculty of Education has been active in China for many years and is now working on teacher development in Central America through a CIDA grant.

While international collaborations are important, so are other arrangements closer to home. Work with other institutions enriches our academic programs and our scholarly activity. The University has active joint work underway with colleagues in Calgary, for example – including a collaborative undergraduate program in petroleum engineering and research connections in the humanities. And within the province there are relationships with the Saskatchewan Institute for Applied Science and Technology (to facilitate student transfer to some engineering programs), the Gabriel Dumont Institute (housed for the next short period in proximity to the Faculty of Education), and others. One of the most significant collaborations
that we have is between our Library and the Library at the University of Alberta, that gives us convenient inter-library loan access to that collection that is much larger than our own.

The most important relationship substantively and politically is that which we have with the University of Saskatchewan. The two universities in Saskatchewan will of necessity share some characteristics, some programs – there are some things inherent in being a university.

But there are other ways in which the universities should complement each other. It does not make sense, for example, for the University of Regina to aspire to programs in nursing, medicine, dentistry, agriculture or law, given the size of the province and the existence of programs in Saskatoon. Similarly, the new program in Police Studies that has been developed in the Faculty of Arts here in collaboration with the Saskatchewan Police College (located on this campus) is something for which there is no apparent need in Saskatoon.

Further, in domains where both universities are active, it is prudent to determine how the programs will relate. For example, the Faculty of Engineering in Regina and the College of Engineering in Saskatoon have agreed that some emphases – such as petroleum – will only be pursued in Regina and some – such as transportation – only in Saskatoon, while one – computer engineering – must be pursued in any modern engineering school so will be pursued in both places. Another example of collaboration can be found in the doctoral program aimed at in-career professional educators in the province that is a joint development of the Faculty of Education in Regina and the College of Education in Saskatoon. In the near future there should be other similar arrangements worked out in other faculties, such as Arts, Fine Arts, and Science.

The Regina Research Park and Innovation Place in Saskatoon are also complementary developments. The focus on agriculture and biotechnology in the north will not be duplicated here, just as the focus on petroleum and energy in our park will not be duplicated in Saskatoon.

While it will be important for each provincial university to maintain its own planning and development processes, it is also important that prudent collaboration and coordination occur as the universities develop. To behave responsibly before the people of the province, it will be important for us to justify growth and development, and to establish criteria for evaluating what we do individually and in concert.

The development of a more precise mandate statement for the provincial universities can await further debate with our colleagues, but this brief discussion should suffice to establish a sufficient context for the elaboration of some more specific plans for the University of Regina in the next section.

4. Framework for the University of Regina

[T]he universities which succeed will probably be those that have a clear,
collective sense of where they are going, a sense that is consonant with both external circumstances and internal strengths.

David M. Cameron

A liberal education is an education for freedom, the freedom to assert the liberty of the mind to make itself new for the other minds it cherishes.

A Bartlett Giamatti

Quality cannot be imposed. It must be elicited. Lack of quality, however, should be sternly and surgically dealt with.

George Keller

Of the many expectations that society has of the modern university, the most important is that it will teach well. That expectation shrouds many different versions of what the product of a university education should be: culturally aware, analytical, intellectually curious, employable, and capable of leadership.

Donald Kennedy

The most important ingredient of a Socratic classroom is obviously the instructor. No curricular formula will take the place of provocative and perceptive teaching that arouses the mind. And a dedicated instructor can enliven the thinking of students in almost any curricular setting. Socratic activity can take place in virtually any humanities or social science course, in connection with readings of many different kinds, as long as the instructor knows a good deal about the particular nature of the student body and strives to develop each individual's capacity to reason.

Martha C. Nussbaum

A worthwhile university or college is quite simply one in which the student is brought into personal contact with, is made vulnerable to, the aura and the threat of the first-class. … Once a young man or woman has been exposed to the virus of the absolute, once she or he has seen, heard, ‘smelt’ the fever in those who hunt after disinterested truth, something of the afterglow will persist. For the remainder of their, perhaps, quite normal, albeit undistinguished careers and private lives, such men and women will be equipped with some safeguard against emptiness.
This section of the paper will develop a framework for expressing our understanding of the role of the University of Regina. This framework will include a statement of vision and a statement of mission. There will then be statements of principles (values), goals and strategies in several domains that fit within the scope of the vision and mission.

To a considerable degree, much of this material will be familiar to those who know the University well. This is in part because the fundamental characterization of a university should change slowly, and in part because existing statements have been used (and modified) when possible. This is not intended to be a definitively complete blueprint for the University, but rather a statement of direction. Many of us will need to work diligently together to move in the direction that is eventually affirmed by the academic community as a whole, and to elaborate many details around the statements found here.

In my installation address I said that I am committed to having the University of Regina be a place of vigorous humane debate, a place where students can find an enviable educational experience, a place where research and scholarship are valued, and a place from which scholars move out into the broader society to address the pressing issues of the day.

In a context where there is a great deal of discussion about the uniqueness of institutions, there may well be an expectation on the part of some readers that a statement about the University of Regina should largely (even wholly?) reflect unique aspects. However, it is important to recognize a priori that the definition of any member of any class will include both aspects it has in common with other members – these are the attributes that define the class – and aspects that are specific to that member – these are the attributes that make it distinguishable from the other members of the class.

So, for example, a parent has attributes in common with other parents – which define parenthood – and specific attributes – which define the specific family circumstances.

We would be wrong to expect a characterization of the University of Regina to be wholly – or even largely – presenting aspects that are different from what we would find in a characterization of another university. It seems almost silly to have to write this down, but much of the discussion one encounters seems to be framed in such a way that uniqueness is expected and shared features are unwelcome. One of the most frequent questions asked about a university is, "What makes it unique?" We hardly ever ask about a parent, "In what ways are you different from all other parents?"

We should be proud – not defensive – to have a description of the University of Regina that has much in common with other great institutions. We have a community to serve; we will not serve that community by being something of an entirely different nature than are the universities that serve other communities.

There must, however, be distinguishing characteristics of the University. While our fundamental
orientation will share much with those of other universities, we will have an array of programs and research emphases that will differ from those at other institutions. We should expect to have distinguishing features of outstanding quality nationally and internationally. There are already examples of distinguishing features with a track record of having made contributions of high quality, such as the School of Journalism, and the Faculty of Fine Arts. Some new programs and research emphases should also be able to achieve excellence and help to distinguish this University from others.

Further, the University of Regina should evolve. Far from being static in its array of programs and scholarly emphases, the University should be responsive to changes in its environment. In fact, one of the things that is often said to characterize the University is its ability to respond nimbly to such environmental changes, not being hampered by some of the bureaucratic layers found in some larger institutions. We should expect that a detailed description of the University five years from now should include some things not in evidence now – and probably should have some things deleted.

Vision Statement

Several of the documents referenced in the Background section of this paper include descriptions of a vision for the University of Regina. Sometimes these are diffused through large amounts of text, and sometimes they are focused in brief expressions. The most recent of this latter sort is the statement proposed by the recent President’s Advisory Committee on Academic Opportunities. With a slight change of style, and some modification to incorporate aspects of a similar statement proposed in the Deans’ Council report, that statement is adopted here.

Vision

As a scholarly community the University of Regina derives its strength, vision, and purpose by the advancement, sharing and application of knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens.

Mission Statement

In leading up to their statement of vision, the Academic Opportunities group discussed some statements of goals or purpose that have been made in earlier University reports. In particular they identified the existing statement in the Calendar. This statement was felt to be lengthy, and lacking the focus on the people who comprise the University community, and thus they developed their own statement adapted above.

The mission statement expands on the vision. Here is a modified version of the statement from the Calendar – shortened, slightly reorganized, changed in style, and augmented with some minor additions.

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.

From Abstract to Concrete: Values, Goals, Strategies

This part of the document lays out some of the entailments of the vision and mission.

The vision statement describes a community, so we begin with people. There is an important sense of place about a university, because the coming together for learning and debate is important. But the focus is primarily on those who come together. People make a university. The faculty, staff and students in a direct sense, along with alumni and others who make various contributions through the Board, the Senate, and elsewhere, make the University of Regina what it is.

All the groups comprising the University make critically important contributions. The University of Regina is well served by an outstandingly dedicated staff and faculty. It will be important as we move forward to maintain an atmosphere in which faculty and staff are eager to participate, and where they can be fulfilled in their work.

Many existing policies with respect to the treatment of people within our environment are important reflections of our shared values. In particular, we are committed to diversity in the workplace – this is consistent with our view of diversity in intellectual affairs – and to equitable treatment of all, especially of groups that have traditionally been disadvantaged.

The demographic trends in the province show that the aboriginal population will grow dramatically. It is consistent with our mission to increase the participation of aboriginal people in the University of Regina. The presence of the Saskatchewan Indian Federated College (SIFC) is a great asset to the University. However, we must not become complacent by assuming that SIFC will be the only part of the University to work with the aboriginal population of the province – to recruit students, to hire staff and faculty, to apply expertise to socially relevant problems. The University of Regina in its own right must be more actively involved in hiring, in recruiting students, and in carrying out our scholarly mission in the aboriginal community.
The federated colleges as a group contribute to the richness of the community. Luther and Campion, together with SIFC, bring particular traditions and perspectives to bear on the academic disciplines in which they are involved, in ways that complement the perspectives of the larger academy.

It is important as we develop our community to recognize that there are many dimensions to university life. The community is not a cold and dry intellectual debating society. It is also not a shopping mall where students come to purchase some number of hours of instruction. Rather, the community should be rich with cultural and artistic expression, with athletics, with a vibrant student life. Much of what we have each learned has come from participation in such community life, and we should be providing it for our students and for our development, as well as – in a more limited way – for the larger community in which we are embedded.

**People:** 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. Our alumni are a bridge between the internal and external communities.

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

**Strategies:**

- Recruit and retain outstanding faculty, staff and students, and help them realize their full potential.
- Make the working environment stimulating and rewarding by decentralizing responsibility coupled with accountability.
- Promote equity and diversity throughout the University, including leadership roles.

- Create educational and employment opportunities for aboriginal people.
- Promote a superior level of accessibility in comparison with other institutions.

The people in the scholarly community do various things together. It is traditional and appropriate to consider a university as having three fundamental roles. These are the teaching and learning that provides the ongoing inter-generational transfer of the repository of what our society knows to the next generation; the pursuit of scholarship and research that pushes the boundaries of what is known, criticizes what has been received, and creates new expressions of the greatest human values; and the application of expert knowledge in public service.

These are convenient labels, but simply using them might suggest that there are three distinct activities. The reality is not so simple. Scholarly work informs teaching in that active scholars bring their own intellectual pursuits into their classrooms and infect their students with enthusiasm. And teaching often suggests new research ideas as one tries to explain something that doesn’t quite come off as well as it might, thus suggesting a different approach or a new perspective that can be pursued outside the
classroom. In a similar manner research interests sometimes prepare one to serve in certain specific situations for which one has developed an expertise. On the other hand, issues that arise in the broader community often not only require some specific solution, but also suggest fruitful lines of generalization, reflection or exploration for further scholarly work. And the work that faculty members assign to students (papers, projects, etc.) often require them to learn and use the skills that are used when one is pursuing an issue at the boundaries of knowledge rather than in a pedagogical setting so that, again, teaching and research are intertwined.

All this is to say that the three traditional categories do not separate cleanly. They are inter-related. So in the remainder of this part of the paper the traditional categories are used, but they must be understood to be fluid.

**Teaching and Learning**

The University of Regina has long thought of itself and frequently characterized itself as having an academic profile with a core of the liberal arts and sciences, together with selected professional programs.

It might be more clear to talk of a base. A further clarification would result from recognizing that the base is not co-extensive with the existing Faculty of Arts and Faculty of Science. For example, art history is taught in the Department of Visual Arts in the Faculty of Fine Arts, and this should surely be considered in the base of the liberal arts. On the other hand, the base cannot be thought of as encompassing all of the legitimate activities of the Faculty of Science and the Faculty of Arts. For example, the doctoral program in Computer Science is one of the largest in the University, but there would still be a solid base if that specific program were not present. It is difficult to see how any particular graduate program could be argued to be part of the base.

So perhaps we can speak of ourselves as having a base in the liberal arts and sciences, together with specialized and professional programs. The relationship between the base and the specialized programs is an important but complicated one. Being part of the base may confer certain privileges but it definitely confers certain obligations, namely, the obligation to serve the collective as a base. This means, in particular, that service teaching is not something to be denigrated. Departments or faculties that have fundamental service teaching roles are important to the University and to the other programs they serve.

The term "liberal" – as in liberal arts, or liberal education – has been used in different senses in some of the University’s documents over the years. Here it will be taken to mean free, in the sense of being free from the constraint of producing a specific outcome. (Thus, in the primary sense, it is in contrast to professional education – law school primarily prepares one to be a lawyer.) So liberal education is education that does not attempt to prepare a student for a particular career, but rather attempts to deal with the important ideas in the history of our society, and thus prepare the student for life in that society.

It turns out, not surprisingly to us in the academy, that such liberal education is in fact valuable not only
to students but also to potential employers. In spite of folk wisdom affirming that graduates of liberal arts programs cannot find jobs, they continue to be hired and even sought out by many enterprises when recruiting. Further, it continues to be true that most jobs to be created over the next several years will be primarily for those with university degrees. And it continues to be true that those with university degrees of all sorts continue to have better earning prospects over their careers than do those entering the work force with other sorts of preparation. Thus liberal education, while not focussed on a particular employment outcome, continues to be a good preparation for informed citizenship and for employability.

The Academic Opportunities committee quite rightly pointed out that this orientation is not necessarily limited to only the traditionally-designated arts liberal arts and sciences. Many parts of the academic spectrum of courses and programs can be pursued with this liberal orientation, and should be.

It is thus a good service to society and to students – in more than one way – to continue to focus on liberal education as the base of the University’s array of program offerings. This does not mean that other programs are unimportant, but simply that they do not play the same central role in a description of how various offerings fit together.

Our academic activities are organized using faculties. Faculties are the homes for scholars, and the locus of responsibility for academic programs. Some faculties – such as Science – contain departments while others – such as Social Work – are not organized into such distinct internal units. Faculties exist to play a role in the scholarly community. They are not self-defining, but are shaped by collegial debate and resource allocations.

The current structure of the University of Regina is the result of careful evolution. It should be expected that the careful evolution could continue as circumstances warrant change. Faculties or departments or programs might merge, or be integrated in some less dramatic manner; interdisciplinary programs are to be encouraged as mechanisms for evolving the program offerings without having to rebuild the organization. They might be removed, or they might have parts pruned from them. It is clear that new parts will grow – we are very good at adding programs, courses, and so on, and less able to remove what might no longer be serving the purpose for which it was created.

As we move forward we need periodically to examine our structure. We must be sure that our structure serves the academic goals we have set, rather than hampering them.

An affirmation of an existing (or modified) structure must surely entail a commitment to provide the resources to each faculty that are necessary to mount a reasonable array of programs in that faculty. Affirming the continuing importance of a faculty does not mean that the academic community as a whole is content to have the members of that faculty proliferate programs – with the entailed expense – that would draw resources away from other important activities in other faculties. The community as a whole would also not support a proliferation that resulted in a diminution of quality, since the quality of all of our activities reflects on the community as a whole.
That said, it certainly seems that some of our smaller faculties need increased resources if they are to be viable at all. For example, the Faculty of Fine Arts has a small number of departments each with a small number of faculty members. The continued existence of the Faculty seems to mean that additional resources will have to be allocated to that Faculty. There is a critical mass of resources below which faculties cannot fall (and it varies by faculty) and still be of a sufficiently large scale to meet their basic mandates. The resources to be considered include primarily the number of faculty members, but also the number of support staff, equipment, space, and so on.

As another example, the Faculty of Administration is certainly close to – if not below – critical mass, given the array of undergraduate, graduate, and professional programs that it is mounting to meet the needs of students.

Of course, the critical mass needs to be determined relative to other criteria – more fundamental ones – that help us decide what activities are important in the first place. These will certainly include various aspects of fit to the community (alignment with provincial social and economic priorities, choices by students, employment prospects, and so on).

Although there have not been suggestions about faculties per se, there has certainly been a good deal of discussion about two units that are not faculties but that are engaged in some faculty-like activities along with their other activities. These two units are Extension and the Language Institute. It seems clear that an institution-wide commitment to a particular mode of operation will be needed for each of these. The Vice-President (Academic) will need to take the lead in developing this consensus, taking into consideration some of the work that the units themselves have already carried out. These units have different missions than do the faculties, but they are each important to the University’s development in the next period, and it will be important to share the vision for what they can accomplish broadly in the campus community.

Another aspect of the way we organize ourselves for our central teaching and learning mission is the presence of the federated colleges at the University of Regina. The recent round of consultations and discussions affirmed what has been affirmed repeatedly in the past: the colleges are an important aspect of our community because they bring a particular kind of intellectual diversity, and because they provide options for students. The colleges build communities within the larger community of the University. Some other educational institutions have recently expressed interest in a closer relationship with the University. Whether this results in more federated colleges, or closer affiliations of a different sort, or whether the discussions end without any change in formal relationship, these relationships have been and continue to be fruitful, and the University should be open to exploring other such relationships.

While at the level of these larger units it seems appropriate to proceed more or less as we have been, it is not at all clear that within faculties the same conclusion should be drawn. Deans, taking advice from their faculty colleagues in whatever manner is appropriate in their units and circumstances, need to be prepared to make difficult judgements about the array of program offerings in each faculty.
It is unrealistic to think that the University can find the public funds necessary to allow a continual specialization of program offerings. Change cannot always be growth, even if growth can be accomplished in some circumstances. As a community we need processes to delete programs and courses – and we need to use them, just as we now regularly use existing processes to add programs or courses. Deans and other academic leaders will need to find innovative ways of finding additional resources from non-conventional sources.

The Vice-President (Academic) will need to work with the deans to carry out an examination of existing offerings. Part of what will be required is the identification of criteria that can be used to support judgements about adding or deleting programs. This will require balancing such factors as student demand, employer demand, demographic trends, employment opportunities (such as the frequently-articulated anticipated demand for teachers in this province in the next several years), and our own leadership in creating demand for offerings that encapsulate our basic values about education.

While these matters can and must be debated, it seems clear that we should commit ourselves to doing only those things that we can do well. Peer review, and assessments of quality, must be responded to realistically. This is not to say that the academic community should be or would be unwilling to allow periods of grace for newly begun activities, or for units that have slipped to regain former glory. But we simply cannot use scarce resources to carry what does not achieve its own goals, or that is of unacceptably low quality. It would be a less than responsible use of public funds, and it would be disheartening to those in other units who could use the resources to advantage.

In particular, this means that unit reviews need to be seriously used not just as evidence in support of increased budget requests. Sometimes they need to be used to help us decide to stop doing something – or at least to put activities or units under closer scrutiny for a period of time, with a view to seeing an improvement or removal.

The next part of this discussion turns from questions of organization and focuses on the activity of teaching and learning.

One aspect of teaching and learning that has captured a great deal of interest in universities, governments, and the broader community is the use of information technologies for the enhancement or replacement of traditional modes of teaching. All universities are using these technologies. Some have chosen to make this an area of focus, sometimes even requiring faculty members to use specific technologies in specific manners. Others have chosen to make the use of these technologies less central to the development of their academic programs.

It seems clear from the results of various discussions at the University of Regina that we are choosing to be an institution of the second type, that is, one where modern technologies are available and aggressively exploited, but where the decisions about use of these technologies are left to academic units and faculty members rather than being imposed as an institution-wide emphasis. The work of the Information Technology Committee resulted in many members of the University community expressing
their desire to use these technologies in their own teaching. The University will need to provide sufficient resources (equipment, modern teaching spaces, staff, and so on) to support these colleagues.

Another important aspect of teaching and learning is the quality of the experience. If teaching so that students learn is important to us, we need to commit ourselves to doing it well. There are several points to be made here. First, it is in the public interest, according to the government, to promote both quality and accessibility. Second, it is clearly in the University’s self-interest to promote both of these. Third, these two are often in conflict. Quality would suffer if the University were to be flooded with more students than could fit into available classrooms, gain access to library collections, and be supervised in laboratories and practica. So these two must be held in tension. We want to promote both.

In particular, it will be important to have some agreed criteria for determining if we are doing a good job of teaching. One way, of course, is to ask students about the experience as a course completes. Perhaps asking them several years after they have left might give a more useful indication of whether they perceive that they were well taught.

It will also be important to maintain the quality of the Library’s collections and services. The Library serves not just the teaching and leaning mission, of course, but this seems the most appropriate place to mention it. While the Library’s role is evolving as information technologies evolve, it remains a key component of our environment.

**Teaching and Learning:** 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.

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

**Strategies:**

- Require quality in academic programs and in the learning experience.
- Have a base of liberal arts and sciences together with specialized and professional programs.
- Expect faculties to change by integration and pruning as well as by growth.
- Provide sufficient resources to achieve critical mass in mandated programs.
- Promote interdisciplinary studies.
- Build upon the diversity offered by federated colleges.

**Scholarship and Research**
The University of Regina, in common with all universities, has scholarship and research as part of its role. We have experienced a significant increase in certain types of research in recent years, partly as a result of the availability of funding for these activities. For example, several teams of researchers – primarily from Science and Engineering, given the nature of the funding program – were successful in obtaining funds from the Canada Foundation for Innovation. Projects in prairie ecology, petroleum technology, and informatics have been developed in this manner.

It is important that scholarship and research be broadly construed in our internal debates, and as we represent ourselves to the larger community outside the University. There are many different modes in which faculty members work when they are involved in their scholarship, many different modes of interaction with graduate students who are a fundamental part of the research enterprise in some discipline areas, and many different forms that results of these activities can take.

It is also important that the research and scholarship component of the University’s role be seen by each faculty member as something to which to contribute. Research is not for a select few drawn from the ranks of the faculty; it is for all of us as faculty members.

But while all faculty members should aspire to be active scholars, the University cannot expect to find the funds necessary to support groundbreaking research in well-equipped groups with large research staffs, in each of the many disciplines or fields represented among the faculty. There needs to be a way of identifying some areas that will get more intense support. There can be various criteria for this including the way in which some areas integrate into the overall academic profile of the University, the availability of funds for certain types of research, the interests and availability of faculty members, and so on.

The process of arriving at a set of projects to submit to the Canada Foundation for Innovation competition resulted in the identification of the three areas already mentioned (prairie ecology, petroleum technology, informatics). In addition to these, there are other areas represented by research institutes in faculties or spanning the boundaries of faculties. This needs to be an evolving set of interests as circumstances change. The Vice-President (Research) needs to develop a process for evaluating candidates for inclusion on a list of research priorities, and for periodically revising that list. Specifically, it is important that research centres and institutes not exist beyond a useful lifetime. It might be appropriate, for example, to establish all new institutes with the default assumption that they will be gone in some number of years unless circumstances warrant their continuing.

The discussion of teaching and learning recognized that the array of faculties and departments at the University is something that changes slowly. In order to be responsive to the more rapidly changing research domain the University has been able more quickly to form institutes focussed on particular areas of research or scholarship. Some of these, once formed, have had long and productive lives; the Canadian Plains Research Centre is a good example. Some faculties, such as Education and Social Work, have internal research units that coordinate many of the research activities of faculty members on a wide range of issues and projects.
Some of the newer units could also be very important to the University in the near term. For example, the Petroleum Technology Research Centre may form the nucleus of an array of activities including researchers from several faculties examining problems – technical, social, environmental, ethical, political – in the broad area of energy use.

The Saskatchewan Institute for Public Policy should develop into an important centre for the examination of the policy implications and options in several domains that would link to other research activities (and perhaps groups or institutes or centres) at the University. SIPP is a partnership between the University and the government of Saskatchewan, so that the formal arrangements that it operates under are more complex than is the case for some other units. But its mandate certainly includes the kind of research that other institutes are involved in, as well as leaving room to carry out some contract work in advising government on policy development.

The newly-formed Saskatchewan Population Health Environmental Research Unit (SPHERU) is a collaborative venture with the University of Saskatchewan. The primary ties at the University of Regina are to the Faculty of Physical Activity Studies where some of our colleagues have longstanding interest in issues of population health. The work of this unit could be very important to the University in the future. While we are not active in many of the more specialized and technical aspects of medical research, it is clear that many of the problems that face our society need to be addressed from the kinds of broad perspectives that this unit will take.

**Scholarship and Research:** We have a healthy urge to know what is now unknown. Our investigation, reflection, and critique of tradition are rewarding to those involved. Our activities enrich the community. Our students are involved in research activities.

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

**Strategies:**

- Stimulate and encourage scholarship and research broadly in the University, with all faculty members being active in scholarship and research.
- Identify areas to receive concentrations of research support.
- Take advantage of external opportunities consistent with our academic profile.
- Use institutes and centres to organize the response to the changes in research interests and priorities brought forward by faculty members.

**Service**

It is in the pursuit of our research and scholarly interests that we are often most able to directly serve the broader communities in which we are embedded – the city, the province, the country, other parts of the
world. As the Deans’ Council report points out, we "serve the community by investigating and critically reflecting upon cultural, economic, scientific, technological and social issues."

We are a community with a great deal of knowledge and expertise – sometimes even wisdom. If we want to be viewed by society – and we do – as the repository of the intellectual and cultural heritage of our society, we should use what we know in service to society.

This service can take many forms. Sometimes it is advice given somewhat informally. On other occasions, faculty or staff members are retained on contract by some government or commercial organization. Many members of the University community serve as experts on boards or committees of community organizations. In all these ways the University can serve the larger community. Our service is not only to industry and business, but also to government and the public.

One of the specific ways in which we can serve the larger community is by stimulating economic development in the community as the results of research are applied and commercialized. A wide range of issues arises in this area, some of which are unresolved even at the national level. It will be important for the University of Regina to consider carefully how we will deal with increasing pressure from some quarters for universities to focus more energy on innovation and the generation of wealth for the country. Perhaps some ends are best achieved as side effects of attempting to achieve something else.

**Service**: Our scholarly community has expertise that can be used in service to society. We bring our expertise to bear on socially relevant problems.

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

**Strategies**:

- Encourage members of the University to serve in the larger community not just as responsible citizens but as discipline and professional experts.
- Facilitate approaches from the larger community to the University for support.
- Seek opportunities to present creative and artistic output to the larger community.
- Facilitate technology transfer, innovation and economic development to flow as natural results of research where appropriate.

**Internationalization**

Many universities in Canada and also in other parts of the world have been making internationalization an explicit part of their statements about mission and activities. The justification for this has already been discussed in the section on the mandate for the province’s universities.

This is an aspect of our work that – at least at this stage in the University’s development – warrants
explicit inclusion in our statement of direction.

**Internationalization:** 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. Our work responds to and strengthens Saskatchewan and Canada.

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

**Strategies:**

- Facilitate exchanges of students and faculty members with other universities.
- Expand curricula as appropriate to include broader perspectives.
- Pursue research interests in collaboration with colleagues in other countries.
- Seek out service opportunities where our expertise is relevant in developing countries.

**Conclusion**

This set of goals and strategies will require hard work, collaborative work. We can do that kind of work if we so choose.

There will also be a need for funds to accomplish some of these things. The University is in the fortunate and rare position of expecting to have financial flexibility in the next couple of years that will allow us to reallocate resources to areas of priority. As the historically accumulated debt is retired, and the shorter term debt resulting from the voluntary severance program is also retired, base budgets will have some flexibility. This is an important point in our history at which to have some consensus about what we would like to do, because we do in fact expect to have the resources to do it.

**5. Recognizing Achievement**

We approach accountability from the position that the public has a right to know what the universities are doing, why they are doing it, and whether they do it well. The universities should organize themselves so that they can answer these questions rationally, fully, and honestly. They should be able to assure the public that they are carrying out their educational function in a manner that serves the public need for higher education. They should also be prepared to answer their critics.

Canadian Association of University Teachers
A performance indicator is a number which can be calculated by a good statistician without any exercise of judgement and which is seen as a surrogate for a measurement of what one is actively interested in. Unfortunately outsiders are apt to believe that they provide adequate means of assessment without the labour of understanding it. The only way to avoid assessment based on the naïve use of indicators is to provide our own assessment and to do so by making it clear that they are not simply whitewash.

Peter Swinnerton Dyer

A sound model of accountability would be one that is capable of registering a university's capacity to offer an intellectual and moral vision that speaks of goods beyond bargaining and inconvenience. Not everything in life is negotiable.

Peter C. Emberley

Of all the threats to the institution, the most dangerous come from within. Not the least among them is the smugness that believes the institution’s value is so self-evident that it no longer needs explication, its mission so manifest that it no longer requires definition and articulation. … Without constant attempts to redefine and reassert publicly their nature and purpose, universities become frozen in internal mythology, in a complacent self-perpetuation.

A. Bartlett Giamatti

If we can clarify our perception of duty and gain public acceptance of it, we will have fulfilled an important obligation to the society that nurtures us. That obligation constitutes the highest institutional form of academic duty.

Donald Kennedy

Any claim to independence from external scrutiny must be contingent on a very high level of self-scrutiny. If that self-scrutiny should fall short, the risk that outside scrutiny might, however unjustifiably, be reimposed would return. In this area, like any other, freedom can only last if combined with responsibility. To this rule, academic freedom is no exception.

Conrad Russell
The search for accountability measures is what has driven the hunt for performance indicators. While the Commission recommends against performance indicators, it has no objection to the concept of accountability.

Stuart L. Smith

It is sometimes argued that universities are engaged in activities – teaching, scholarship, public service – that are inherently impossible to measure. An extrapolation of this argument is sometimes made in order to conclude that those in the academy – and thus well aware of its unique role in society – are the only ones able to judge the performance of the academy. The position of those who make such an argument is that academics must essentially ask the rest of society to trust their judgements about their own activities.

An argument along these lines recognizes the unique skills and training of academics. However, it goes beyond what is acceptable to many citizens. The amount of faith to be placed in academic judgement is beyond what most citizens and political leaders will exercise. Thus, some jurisdictions have imposed performance measures on universities to establish accountability to the society that provides most of their funding. As Russell suggests, scrutiny will likely be imposed in the absence of strong self-scrutiny.

The Maclean’s annual ranking exercise is a response to the desire of the public to have some sort of evaluation – although in this instance as a tool in selection rather than as a means of holding institutions accountable for their use of public resources – that can be easily understood. While it is easily understood, it can be criticized in many ways, as simple approaches often should be: it assumes simple linear models; it reports ranking not performance; it ignores a very high level of performance by international standards as the base and concentrates only on differences; it uses some data that are problematic.

Saskatchewan Post-Secondary Education and Skills Training has not moved to impose performance indicators in this province. On the contrary, it has taken a lead role in the development of the expectations document produced by the Council of Ministers of Education of Canada, that allows for and even expects a quite different approach.

Three years have passed since the publication of the MacKay report that suggested the universities in the province be allowed a limited time by government to demonstrate progress towards revitalization.

Against this background, the University of Regina should take the opportunity it has been given, and identify its own criteria for success. These criteria must be tangible and defensible, but they do not need to be trivially measurable. They must be transparent so that other observers outside the University – our peers, government, and the citizens of the province – can understand the criteria and how we arrive at our evaluations.

Peer review is a fundamental principle in our academic life. Having peers make judgements minimizes
the opportunity for self-deception. Where it is possible, the University should establish criteria for success that are based on existing evaluation mechanisms (e.g., for the awarding of national grants or prizes). Our non-academic activities must also be subject to periodic review by peers at arm’s length.

In other cases, it will be necessary to devise our own criteria. It will be important for us to establish criteria that deal with the results of our activities rather than with the scale of our activities. For example, simply calculating the amount of time spent in contact with students is a poor proxy for attempting to determine if good teaching is occurring. Focussing on contact hours is based on the perhaps reasonable assumption that most teaching is done reasonably well and that interaction between faculty members and students is facilitated in scheduled classes. However, if something is being done badly, then doing more of it is not necessarily a good thing. We must identify ways of determining if in fact the teaching that we are doing is effective.

As we proceed to gain consensus on a set of goals, we must also develop a set of criteria for recognizing success in achieving these goals, publish the results of regular performance assessments, and be willing to be held accountable for what we have done. The faculty and staff of the University of Regina are well able to identify sensible criteria, and are certainly well able to achieve good results.

**Accountability:** We are publicly accountable for our performance with respect to our goals.

**Goal:** Provide sufficient information to allow informed evaluation of our performance.

**Strategy:** Identify criteria for success associated with each of our goals through realization of our strategies, and publish progress reports.

### 6. Next Steps

It might have been expected by some readers that this paper would contain specific proposals concerning programs to be given additional resources, and others to be trimmed back or eliminated, or specific proposals concerning the allocation of faculty positions or space. The reports that document the past year’s reflection on academic planning at the University of Regina do not in general contain such specific recommendations. Realistically, they could not – the processes used to produce those reports do not give the several groups a mandate to make such recommendations.

Similarly, the President does not have a mandate to single-handedly determine a set of specific proposals based on the work that has gone on thus far. I have opinions of my own, and some of those opinions will be evident in this paper. But many of the decisions that need to be taken require broad involvement and discussion in the scholarly community.
There are two sorts of discussion that will be needed. First, we need to gain affirmation for (a possibly modified version of) the statement of vision, mission, values, goals and strategies in this paper. The steps that will follow the completion of the first draft include these:

- Discussion at the annual retreat of deans and directors on September 22.
- Discussion at the annual retreat of the Board of Governors on September 28.
- Release of the entire document on the Web, with the summary pages sent to all staff and faculty members at the end of September.
- Preliminary discussion at the Executive of Council meeting on October 1.
- Discussion at the October meeting of the Planning and Priorities Committee.
- Discussion at the Senate meeting on October 15.
- Discussion at a full meeting of Council to be held around the end of October.
- Discussion with our colleagues at the University of Saskatchewan and in government during the fall term.
- Approval by the Board in November.

If there is agreement on the statement or some modification of it that can be easily arrived at, the various bodies will then be asked to formally approve the modified version.

The second sort of discussion will be more difficult, I expect, and certainly more protracted, for once we have agreement on a set of goals, we will need to work out specific priorities to guide our decision-making. There will be a combination of ways in which this will be done.

- Some of what is said in the statement contained in this paper itself will help determine priorities. For example, if there is agreement that a critical mass of resources needs to be allocated to any program that is to be sustained, then some units will immediately have a strong argument to put forward.
- Some existing processes will be used to determine some priorities. For example, there is a strong role for deans and their advisors in the faculties in determining the array of programs to be offered within a faculty. The delegation of responsibility and accountability envisioned in the draft statement contained in this paper will make deliberations in faculty councils perhaps even more important than they have been. There is no University apart from the community of which we are all members. There is no central bank to fund new ideas, so some difficult decisions will need to be made in faculties.

Additional funding either to support new initiatives or to provide incremental resources to mandated programs to attain critical mass, must be found from new revenues or through re-allocation of existing resources both within a faculty and at institutional levels. Faculty Deans and other academic leaders will need to explore innovative funding opportunities to support new and existing program areas.

Similarly, the Planning and Priorities Committee and the Dean’s Council will be asked to deal with some of the very concrete matters that will need to be addressed.
The unit review process needs to be used as a more effective tool in determining realistic strategies for programs and units, following realistic assessments of current state and future prospects.

The Vice-President (Academic) will be responsible to coordinate much of the work encompassed in the previous two points, but will also be responsible to determine criteria for success related to each of the goals.

The Vice-President (Research) will conduct an overall review of institutes and centres to determine the strengths of each, and to make recommendations concerning their future role in the University’s development.

The Vice-President (Administration) will review and revise the budget process to facilitate a broader review of budget submissions and to provide advice from an academic perspective on the decisions that are embedded in the budget each year.

In support of many of the activities that will be carried out, there will be a need for more and better information about our activities. The Institutional Research unit is rebuilding after not having been staffed for several years. We will need to determine what information will be useful in guiding our deliberations, and ensure that all members of the University are provided with the information that is being used.

A committee chaired by the Vice-President (Academic) and consisting of the Vice-Presidents, elected representatives of the Planning and Priorities Committee, and representatives of the Dean’s Council will be set up to advise the President on academic priorities. The committee will develop proposals and action plans for their implementation. Any proposal or action items arising out of this committee will be subject to approval using existing bodies.

In the current academic year we will need to put together a plan and budget for the next annual cycle. Some of what we will need to do to determine directions will not be accomplished by the time that budget must be produced. In the process of forming that budget it will be particularly important to balance the needs identified by deans within the existing programs and plans of each faculty, with the need to retain some flexibility for the next few years. Many of the decisions taken as a result of the review process will be implemented in the following budget year. While many opportunities can be found for changes within faculties, some opportunities can only be created centrally. Therefore, some flexibility must be retained in this year’s budget decisions. Deans will need to examine their current needs based on future directions for their programs.

One role of the administration is to support and facilitate the ongoing academic activities of the institution. In order to facilitate these activities, we will be examining ways of streamlining various procedures that are currently in place. Some of this will require administrative actions while some may require broader consultations within the academic community. These issues will be discussed with the Deans; barriers and streamlining opportunities will be identified and acted upon as soon as possible. Whenever possible authority and responsibility will be delegated to local decision making bodies. Those changes that only require administrative decisions will be implemented as soon as possible. The Vice-Presidents will be responsible for implementing streamlining actions in their respective areas.

This is an exciting period in the history of the University of Regina. While there are always legitimate
arguments to be put forward by the University and by its various component parts to lay claim to more resources, there is also always the unavoidable opportunity and obligation to make the best use of those resources we are able to garner.

We have opportunities to refine our academic programs, to develop our scholarly enterprise, to apply our expertise to important issues facing our province and the wider world. We have brought many enthusiastic students into our programs, and can expect to make the University an even more attractive place to learn. After a long period of relatively little development, the recent past and near future years are seeing much needed improvements and expansion in our facilities.

If we believe that our defining resource is the people who make up this scholarly community, then there is cause for considerable enthusiasm and optimism about what we can shape from the future. The faculty and staff of this institution are dedicated experts. Our students are the future leaders of our society. Together we can surely put the University of Regina on a course into the second quarter century that is as valuable to the province as the course followed in the first quarter century, and is a course that is fulfilling for each of us to follow as we work together as a scholarly community.

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50. Reid Robinson; University of Regina Federated Colleges; Office of the Secretary, University of Regina (March 1996).


53. Ken Sagal; Policy Framework Discussion Paper for the International Liaison Office of the University of Regina (June 1999).

54. Saskatchewan Education; Looking at Saskatchewan Universities: Programs, Governance, and Goals: Executive Summary, Report of the University Program Review Panel (March 1993).

55. Saskatchewan Education; Looking at Saskatchewan Universities: Programs, Governance, and Goals: Report of the University Program Review Panel (March 1993).

56. Saskatchewan Post-Secondary Education and Skills Training; Public Interest and Revitalization of Saskatchewan’s Universities (n.d./ 1997).

57. Saskatchewan Post-Secondary Education and Skills Training; Student Assistance Task Group Report (June 1997).

8. Finding Material

Some of the documents referenced in this paper are available in whole or in part on the World Wide Web. From the University of Regina home page at www.uregina.ca choose Administrative Services, then President’s Office, then Current Issues, then Academic Planning. The papers found there include:

- The three planning consultation results from the spring of 1999: the Deans’ Council, the Planning and Priorities Committee, and the President’s Advisory Committee on Academic Opportunities;
- The policy framework paper from the International Liaison Office;
- The discussion paper produced by the committee considering external partnerships;
- The recommendations extracted from the 1975 Board task force, the 1988 Academic Review Task Force, and the Johnson commission; and
- Links to a government site with the MacKay report and the DesRosiers project report, together with some other relevant government documents.

Appendix 1: The Regina Beach Manifesto

University of Saskatchewan, Regina Campus Committee on Educational Policy for Liberal Arts, December 13-15, 1963
Education Policy for the Liberal Arts

"The unexamined life is not worth living" – Socrates

1. The university has traditionally undertaken the role of preserving, transmitting, and increasing the intellectual and cultural heritage of man. We must affirm our acceptance of this task, which is not systematically undertaken by any other institution in society.

2. This reaffirmation cannot be taken to mean that a university is a mausoleum of possibly interesting but irrelevant and impractical ideas, a repository of the past. No. There must also be an affirmation that the university is the "mind of society," examining institutions, seeking to penetrate the future, sensitive to change, aware of the past, and of the manifold problems and dangers of the present.

3. Above all, the role of critic, of examiner of institutions and ideas, belongs to the modern university functioning as a community of scholars. This criticism should be sustained by constant reference to essential human values. This implies a de-emphasis of mere topicality in the subject matter of the liberal arts curriculum. It demands a deliberate renewal of the study of the nature of love, of justice, freedom, science, economic good, the arts: in fact, all those values which give meaning and substance to life. Further, it requires that all liberal arts students should be involved with a wide range of subject matter, so presented that the student may be enabled to synthesize his total experience in the liberal arts college. Such a program will frequently call for a kind of intellectual slum-clearance, a breaking up of those myths which are frequently identified with reality. This constant critique must be applied first to the university itself.

4. The implication for educational philosophy is that above all the idea, the general context, the point of view is what should be transmitted to the student. The professor is charged with the responsibility of opening and of sustaining a dialogue with the student; the student must be encouraged to see that his relationship to the educational process, and to the dialogue, is not that of exposure merely, but of involvement. An exceedingly careful choice of basic material has to be made in order to achieve a depth of appreciation in a given subject. Material will be continually re-assessed for its relevance and value. The development of critical intelligence in the student calls for considerable attention by the professor to the basic critical assumptions of his discipline. The "mindless counting" approach to knowledge finds scant welcome in this framework; and methodological hobby-horses and peculiarities become secondary.

5. Professors and students may be expected to express themselves on all issues, controversial or not, but are responsible to the academic community.

Appendix 2: Statement of Goals at the University of Regina

[extracted from the University of Regina Calendar]
The purpose of the University is the preservation, transmission, interpretation and enhancement of the cultural, scientific and artistic heritage of the human race, and the acquisition and expansion of new knowledge and understanding.

This purpose will be fulfilled by interpreting the past, examining and clarifying contemporary thinking and anticipating the possibilities of the future. These efforts should be sustained by a sensitivity to change, and an enthusiasm for investigation and creativity. Unity of purpose will be combined with diversity of outlook to examine every facet of life.

The University of Regina will pursue these aims by providing open access to advanced learning in ways sympathetic to the geographic and cultural framework of Canada and especially of Saskatchewan.

The University of Regina believes that it can best provide this quality of education by designing programmes that build on solid foundations of intellectual experience. Students will be prepared for the requirements of society and the demands of a world in which the rapid advancements in knowledge will have to be understood and applied in ways which are consistent with the highest human values.

The University will serve the needs of society, but in so doing it will engage in constructive criticism to encourage independent thinking, free discussion, and the pursuit of truth.

**Appendix 3: Vision, Goals and Priorities (1997)**

[these are extracts from the paper]

**Vision**

The University of Regina will be a leading institution of higher learning in its chosen areas of concentration, preparing future generations through research and teaching.

**Distinctive Characteristics**

The University will be:

- outward and forward looking, sensitive to the needs of its students and of the communities it serves;
- exceptional and visionary, with programs of high quality in both research and teaching;
- innovative, while serving its multi-cultural communities through teaching and research, with equal weight and importance being placed on each;
ethical, with an commitment to justice, culture, democratic principles, and the environment.

**Goals**

The University of Regina will have, as its primary goals:

- To serve its students by providing a high quality liberal education;
- To develop research and teaching programs of the highest quality in a selected group of fields and disciplines;
- To provide its students and the people of Saskatchewan and Canada with knowledge of and access to other parts of the world;
- To serve its communities in Saskatchewan and Canada through innovative programs in teaching and research.

**Appendix 4: Public Expectations**

This material is extracted from the CMEC report.

A Quality: Governments and institutions work in partnership as appropriate, to ensure high quality educational outcomes and intellectual environments in teaching and learning, research and scholarship, community service, and management of intellectual and physical resources. Institutions and the sector as a whole emphasize creativity and innovation. The PSE sector provides a suitable range of challenging learning experiences, various forms of service to local and broader communities, and internationally respected research and scholarship that enrich the learning environment while preparing the learner for satisfying employment and active citizenship.

B Accessibility: Postsecondary education is accessible throughout life. Quality learning opportunities are provided to those accepted into PSE programs. There are opportunities for those individuals who do not meet admission requirements and require further preparation. International students are received by institutions in recognition of the fact that the integration of international students serves both individual learners and the broader community.

C Mobility and Portability: Students obtain credit for prior learning as they transfer between programs, institutions and the labour market. Governments ensure that there are no barriers to interprovincial mobility that unreasonably inhibit access.

D Relevance and Responsiveness: Postsecondary education gives the learner the opportunity to acquire relevant and diverse knowledge, competencies, and skills for a complex social environment and labour market. It promotes the productive connection of learning, work, and civil society. PSE challenges, informs, and guides the direction of society and is critically responsive to the challenging needs of the
learner and society.

E Research and Scholarship: Research and scholarship contribute to the cultural, social, and economic development and health of communities, regions, Canada as a whole, and the global community; to the development of a highly educated and effective work force, a new generation of researchers, and people who can access the research of others; and to the broad education of citizens.

F Accountability: PSE institutions and governments are openly accountable to the public in relation to mandates and outcomes and for reassuring citizens, and students in particular, that resources are allocated to achieve maximum value and sustainability of postsecondary education.

Appendix 5: Indicators of Performance

These categories and measures are extracted from the Queen’s University report. They illustrate the way in which a university can identify criteria for recognizing success.

Students

- Demand: Undergraduate applicants per available space
- Students with High Potential: Incoming Students with A grades as a percent of registrants
- Graduate Studies: Full-time graduate enrolment as a percentage of full-time enrolment
- Gender Composition: Female students as a percent of total
- National and International Character: Geographic source of full-time enrolment; percent of 1st year students from other provinces; students on exchange; geographic location of alumni
- Scholarships and Student Assistance: Scholarship and bursary funding as a percent of operating revenue
- Rhodes Scholars: Canadian Rhodes scholars relative to full-time enrolment
- Graduates: Proportion who graduate; degrees awarded

Professors

- Quality of Teaching: teaching awards; Killam awards relative to share of non-medical faculty; Steacie Fellowships relative to number of non-medical faculty
- Gender Composition: Women appointed to continuing faculty positions at Queen’s

Research

- Research Funding
- Research funding as a percent of operating revenue
- Ratio of % share of granting council revenue to % share of Canadian salaries
Technology transfer: licensing & royalties, patents

Supporting the Learning Environment

- Distribution of classes by class size
- Library funding as a percent of operating revenue
- Library acquisition funding as a percent of operating revenue

Student Satisfaction

- Student surveys: learning experience was enjoyable, intellectually stimulating
- Index of student satisfaction

Appendix 6: Public Interest

The following statements are extracted from the body of the government’s "public interest" report.

Government and the Universities: Respective Roles and Responsibilities

It is clearly in the public interest for government to support universities, legislatively, morally and financially, and to ensure their autonomy, vitality and academic freedom. It is the duty of government to ensure that the universities are properly accountable for the moneys and privileges granted to them.

The government, as primary guardian of the public interest, has a responsibility for clarifying broad public priorities and directions for the guidance of the universities as they go about their business.

The government has a responsibility to ensure that the two universities together provide an array of programs and services appropriate to Saskatchewan in a cost-effective manner, without unwarranted duplication or overlap.

Public Priorities

1. Quality: The Government of Saskatchewan believes that all teaching and research programs must maintain high quality in order to provide students with the best possible education and preparation for employment, to enhance the universities’ reputations and the value of the degrees they confer, and to use scarce public resources to the greatest effect.

2. Accessibility of University Programs and Services: The government of Saskatchewan believes that it is in the public interest for all qualified Saskatchewan residents to have reasonable access to university education at the undergraduate level.
Proximity of access must be related to the nature and cost of programs. It is desirable and appropriate for both universities to offer a broad range of programs in the liberal arts and sciences. The government believes that, between them, the two universities should maintain access to high-quality graduate and professional programs, especially in those fields of particular importance to the social, economic and cultural heritage and future of the province. A professional program to support each key area, such as agriculture, information technology, health and social policy development, should be available at one or the other of the universities. Certain other professional and graduate programs, particularly those with high costs and low enrolments, should be available on a regional or national basis, through interprovincial agreements.

3. Equity: It is in the public interest for the universities to provide opportunities for groups that have faced or continue to face barriers to full participation in the learning and working opportunities of the universities, including Aboriginal people, visible minorities, people with disabilities and women. It is in the public interest that the university provide a place of work and study that enables all members of the university community to achieve their full potential. This means providing a learning and working environment that is free of attitudinal, systemic, physical and communication barriers to access and participation and free from discriminatory policies and procedures.

4. Meeting the Learning Needs of Society: The government believes that it is in the public interest for the universities to ensure that there is a fair and appropriate balance between the teaching activity and scholarly pursuits of their faculty, and to ensure that their internal procedures for performance review recognize effectiveness in teaching as being at least as important as excellence in research.

4.1 Learning Needs of the New Economy: The government believes that it is in the public interest for the universities to be flexible and creative in recognizing and responding to the changing needs of an increasingly diverse student population, and to collaborate willingly and effectively with other post-secondary institutions in meeting the needs of society and of the new economy.

4.2 Learning Needs of Aboriginal People: It is in the public interest for the universities to intensify their efforts to encourage the empowerment of Aboriginal peoples through participation in post-secondary education, both within universities and in Aboriginal institutions. One goal is for Aboriginal people to be represented in proportion to their population across all university programs and services, among students, faculty, staff and board members. Another goal is for universities to represent more fully and appropriately in their academic activities Aboriginal knowledge and culture. To that end, universities must ensure that individual Aboriginal people have fair, reasonable and properly supported access to programs and positions.

4.3 Learning Needs of Rural, Northern and Small-urban Saskatchewan: Government believes that it is in the public interest for the universities together to provide greater access to their programs
in rural, northern and small-urban areas, and, as much as possible, to ensure that students living in these areas have access to programs of study which lead to degrees and certificates or reflect the students’ needs for lifelong learning. It is further in the public interest for the universities to consult with educational and community representatives about levels and types of demand for university education, and to develop the technologically and pedagogically most effective means of instruction.

5. It is in the public interest for each university to develop its own distinctive areas of research specialization.

5.1 Sponsored Research: The Government of Saskatchewan believes that, since research sponsored by the federal government benefits the nation as a whole, it is in the national interest for the federal government to be responsible for the costs of such research, including indirect costs.

5.2 Non-sponsored Research: The government believes that it is in the public interest to develop a mechanism whereby a greater proportion of non-sponsored university research work would be focussed on topics of particular importance to Saskatchewan and the prairie region, without unduly constraining customary freedom of inquiry.

6. Service to the Community: The government believes that it is very much in the public interest for the universities to continue to place a high priority on community service as they revitalize themselves.

7. Social and Cultural Development: It is in the public interest to have high-quality university teaching and research programs engaged with the health, social and cultural issues facing the province and nation.

8. Economic Development: It is in the public interest for the universities, between them, to maintain high-quality academic and research programs in each of these vital areas. In vital areas where no programs currently exist, the government encourages the universities to develop appropriate collaborative and interdisciplinary strategies for remedying such deficiencies.

9. Integration of Technology in Teaching and Learning: The government believes that it is in the public interest for the universities to integrate multimedia learning approaches in all facets of education and training to enhance both quality and effectiveness, to increase access to learning opportunities, and to prepare learners to participate fully in a society based increasingly on the global development, sharing and trading of knowledge.

10. International Activities: It is in the public interest for the universities to attract foreign students, to reflect international realities and challenges in their curricula, where appropriate, and to market their educational and research expertise internationally. The government recognizes its responsibility to assist in appropriate ways with such endeavours.

It is in the public interest for the universities to co-ordinate their international activities with one another, and with other institutions (e.g., SIAST) and government agencies which are also involved in international activities.

**Funding of University Education**
Criteria for University Funding:

- Fairness and Equity;
- Objectivity and Transparency;
- Predictability; and
- Stability.

Tuition Fees

It is in the public interest for the universities to keep their tuition fees in line with those at the universities in neighbouring provinces.

The government acknowledges that it could be in the public interest for the universities to adopt a policy of charging higher fees in high-cost professional programs, especially if there is evidence that graduates from those programs can look forward to good employment prospects and high incomes.

The government acknowledges that it could be in the public interest for the universities to reserve some spaces in some professional programs for foreign students who would enrol under the auspices of formal agreements between the universities and foreign governments or agencies, and who would pay the full cost of their university education. However, the government believes that any such arrangements should not unduly reduce access for Saskatchewan residents.

Student Assistance Programs

The Government of Saskatchewan recognizes a responsibility to take the lead in working with students and all post-secondary institutions to develop options for student assistance to be advanced for discussion at the national level with the federal government and the other provinces.

In particular, the Government of Saskatchewan will be developing proposals on possible improvements to student financial assistance as part of the development of its training strategy. These will take into account concerns about increased education and training costs, rising debt load and, to the extent possible, federal proposals.

Accountability

The government believes that it has a responsibility to hold the universities accountable, acting on behalf of the citizens of this province, within the framework of priorities and obligations set forth in this paper.
### Appendix 7: General Design Criteria for University Funding Mechanisms

This material is extracted from the DesRosiers report.

**Accountability:** Should make the rationale for the distribution of funds among institutions objective and transparent. Conditions which attend transfer of funds should be explicit. Basis on which the distributions are made should be auditable. Auditable elements should include, levels of activity, in eligible programs, according to prescribed definitions.

**Equity:** Institutions engaged in like activity should receive comparable funding. Different activities should be funded at a level commensurate with their differences.

**Flexibility:** Mechanism should be able to accommodate changes in public policy. Should be sensitive to changes in patterns of activity costs.

**Neutrality:** Mechanism should not generate unintended biases for institutions to take particular actions solely in order to enhance their respective funding share.

**Predictability:** In order to assist institutions in planning their activities, the funding mechanism should give rise to funding allocations that are predictable. One ought to be able to model its outcomes using a variety of input assumptions.

**Responsiveness:** Should facilitate institutional responsiveness to public policy objectives. Should facilitate institutional responsiveness to changes in the demand for university services.

**Simplicity:** The principles which underpin the funding mechanism should be generally comprehensible. The mechanism itself may be more complex but should remain reasonably simple to administer.

**Stability:** The funding mechanism should not give rise to significant annual variation in institutional allocations. In this context, the data on which distributions are based should be non-volatile.

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**Summary: Shaping Our Future – University of Regina – 1999**

**Vision**

As a scholarly community the University of Regina derives its strength, vision, and purpose by the advancement, sharing and application of 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.

**Values, Goals, Strategies**

**People**: 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. Our alumni are a bridge between the internal and external communities.

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

**Strategies**:

- Recruit and retain outstanding faculty, staff and students, and help them realize their full potential.
- Make the working environment stimulating and rewarding by decentralizing responsibility coupled with accountability.
- Promote equity and diversity throughout the University, including leadership roles.
- Create educational and employment opportunities for aboriginal people.
- Promote a superior level of accessibility in comparison with other institutions.

**Teaching and Learning**: 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.

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

- Require quality in academic programs and in the learning experience.
- Have a base of liberal arts and sciences together with specialized and professional programs.
- Expect faculties to change by integration and pruning as well as by growth.
- Provide sufficient resources to achieve critical mass in mandated programs.
- Promote interdisciplinary studies.
- Build upon the diversity offered by federated colleges.

Scholarship and Research: We have a healthy urge to know what is now unknown. Our investigation, reflection, and critique of tradition are rewarding to those involved. Our activities enrich the community. Our students are involved in research activities.

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

Strategies:

- Stimulate and encourage scholarship and research broadly in the University, with all faculty members being active in scholarship and research.
- Identify areas to receive concentrations of research support.
- Take advantage of external opportunities consistent with our academic profile.
- Use institutes and centres to organize the response to the changes in research interests and priorities brought forward by faculty members.

Service: Our scholarly community has expertise that can be used in service to society. We bring our expertise to bear on socially relevant problems.

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

Strategies:

- Encourage members of the University to serve in the larger community not just as responsible citizens but as discipline and professional experts.
- Facilitate approaches from the larger community to the University for support.
- Seek opportunities to present creative and artistic output to the larger community.
- Facilitate technology transfer, innovation and economic development to flow as natural results of research where appropriate.

Internationalization: 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. Our work responds to and strengthens Saskatchewan and Canada.

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

**Strategies:**

- Facilitate exchanges of students and faculty members with other universities.
- Expand curricula as appropriate to include broader perspectives.
- Pursue research interests in collaboration with colleagues in other countries.
- Seek out service opportunities where our expertise is relevant in developing countries.

**Accountability:** We are publicly accountable for our performance with respect to our goals.

**Goal:** Provide sufficient information to allow informed evaluation of our performance.

**Strategy:** Identify criteria for success associated with each of our goals through realization of our strategies, and publish progress reports.