

Working Title: Moving Forward Together: Realizing Promise and Potential

The University of Saskatchewan is charting a course for its future. We are determined to make the changes that are required to place the University of Saskatchewan among the most distinguished universities in Canada and in the world. We have set high goals for ourselves and we will continue to work together to attain them.

Strategic Directions, 2002

VISION

In 1907, at the edge of a swift-flowing river and surrounded by a vast prairie landscape, our university's founders envisioned a world-class university. They were dedicated visionaries with a powerful dream. Their first bold move was to create a university with an unprecedented combination of colleges: Arts and Science, and, Agriculture. In so doing, they established a university with two purposes: to advance knowledge of the human condition through inquiry and imagination, and, to serve the many-sided needs of the community by supporting Saskatchewan's then foremost industry to thrive and grow. Their goal, eloquently articulated by our first President, Walter Murray, was for the University of Saskatchewan to hold 'an honourable place among the best'.

In 2012, the University of Saskatchewan is positioned within Canada's research-intensive universities. Our broad mandate for instruction and research has led us to build one of the most comprehensive arrays of academic programs in the country. Our research infrastructure, existing or under development, is among the best in Canada. For over four decades, starting with programs in Education and Law, we have increasingly committed ourselves to the education of Aboriginal peoples. We have a solid financial footing and significant opportunities for leveraging our resources. We have worked hard to achieve the vision established by the [Strategic Directions](#) (2002) and by the two integrated plans which followed ([2004](#), [2008](#)). It is a significant record of [accomplishment](#).

By 2020, we envision a university which is widely recognized as one of Canada's most distinguished universities with an impact on the world stage in strategic areas of pre-eminence. Our student body is increasingly diverse and experiences a world-class education in which learning and discovery intersect in innovative and distinctive ways. We are recognized for knowledge creation and innovation which are vital to the social and economic well-being of Saskatchewan, Canada, and the world. Acknowledging our sense of place, we are the pre-eminent medical-doctoral university in Canada in Aboriginal education and research. We are seen as Saskatchewan's key provider of highly skilled and talented personnel for professional roles and for civic, business, and public leadership. We have collaborative research and teaching relationships with a wide variety of provincial, national, and international partners. We are increasingly known for our positive contributions to the people of Saskatchewan, Canada, and the world.

As this Third Integrated Plan unfolds, our planning efforts continue to be guided by the *Strategic Directions*. We continue to pursue our long-term goals of attracting and retaining outstanding faculty; increasing campus-wide commitment to research, scholarly, and artistic work; establishing ourselves as a major presence in graduate education; and recruiting and retaining a diverse and academically promising group of students and preparing them for success in the knowledge age. Our distinctive ways of achieving these goals will distinguish us from our peers and position us to realize our vision to hold 'an honourable place among the best'.

ENVIRONMENTAL SCAN

As the University of Saskatchewan enters its third planning cycle, we face a period of possibility and constraint. Behind us is a decade of transformative change, significant progress, and increasing focus on areas of strength – on knowing who we are, and what sets us apart from others. Ahead of us lie continued uncertainties, economic trials, evolving challenges in the post-secondary education sector, unanticipated events, and profound opportunity.

On the positive side, recognition of the significance and impact of higher education is unprecedented. Society's need for well-prepared citizens, for professionals and leaders, has reached new heights – and the roles of universities and other educational institutions in meeting such needs are on the minds of policymakers and the public at large. Public appreciation of the social and economic impact of research and knowledge creation has also never been more acute. In this knowledge age, the hopes and aspirations of people, communities, governments, and organizations rest on universities to an unparalleled degree – to such an extent, in fact, that universities are unlikely, on our own existing resources, to meet all the needs and expectations of our stakeholders. Our environment calls for strategic choices to be made and new partnerships to be forged.

Over the past four years, as the global economic recession has ebbed and flowed, post-secondary educational institutions, particularly in North America and Europe, have faced severe reductions in government funding, losses in investment income, and increased competition for available resources. Locally, we have experienced strong support from successive provincial governments and, while this may continue, slower economic growth due to unstable commodities markets and constraints on public sector funding are on-going concerns. Other universities are relying more and more on donor funding and, in so doing, the nature of academic leadership at the decanal and presidential levels is changing profoundly. Further, while we are in a favourable economic position compared to our peers nationally and internationally, we cannot be complacent: the global economic downturn has driven universities around the world to be ever more innovative. While we have made great strides, if we are to attain an honourable place among the best universities, our need to transform ourselves, to keep up to our peers, is greater than ever.

Nationally, as the number of universities and degree-granting institutions grows, and more seek to become research intensive, competition for Tri-Agency funding is anticipated to increase. It is critical that our faculty members are connected, engaged, networked, and supported in their pursuit of research and scholarly excellence. Especially important to our goals is the research success of the large number of new hires we have made over the past decade and will continue to make in this planning cycle. We will need to continue to leverage our comparative salary advantages to recruit and retain highly qualified personnel. And, we will need to leverage our considerable investment in research and capital infrastructure (over \$1 billion in a decade) to ensure that our faculty and students utilize these investments to achieve their full potential.

Concurrent with an environment of constrained resources, expectations for accountability and prudent stewardship of the public's trust are increasing. From the federal Tri-Agencies to the provincial auditor, we are required to meet increasingly stringent national and international regulatory requirements related to pre- and post- award monitoring including financial oversight, human ethics, and animal care, as well as to demonstrate increased efficiencies in the new 'fishbowl' reality for higher education. The introduction of a periodic quality audit system for the universities in Saskatchewan as well as legislation to expand the number of degree-granting institutions in the province require us to ensure that the quality and efficiency of our programs, processes, and functions meet national and international standards of excellence.

As of January 9, 2012

Like many other Canadian universities, we draw significant numbers of our students from our own immediate region, and it is important that we deepen and broaden our recruitment of the best students of all kinds within our region. In Saskatchewan, we are particularly mindful that our province's demographics are changing. Although the population is growing, the number of 18-year olds (a proxy for new university students) in the province is expected to continue to decrease over the next five to ten years. On the other hand, the proportion of Aboriginal youth is rapidly growing; there is greater cultural diversity among our communities; and, urbanization continues. To maintain our enrolment, and thereby our significant program array, requires higher participation rates from both traditional (18 to 24-year olds) and non-traditional (Aboriginal, mature, rural, new Canadian, distance) student populations. Saskatchewan has the lowest percentage of post-secondary education graduates in its workforce in the country, a statistic that needs to change and that we can help change as the province develops. Further, given our demographic challenges, we need to achieve enhanced retention and degree completion rates and increased recruitment of students from other provinces and other countries.

The competition for highly qualified students, both locally and internationally, is acute and this is expected to continue given the increasing number of highly specialized niche market universities and colleges in Canada and internationally. As top students from Saskatchewan high schools increasingly weigh their options, we need to ensure that our university is seen as their destination of choice. Further, the competition to attract international students from countries such as China and India is equally intense and, without a planned and integrated approach, we may not attract as many of these students to our doors as we will need to fill all of our programs. And, we need to recognize that the rise of online and for-profit learning, plus aspirations from other institutions within Saskatchewan to offer degree programs, are changing our environment and creating new pressures as well as transfer opportunities.

Internally, we all know that the work of the university is accomplished in great part through its faculty, whose roles embody the research, teaching, and service functions of the university as well as its character as a participatory and self-governing institution. It is increasingly apparent that we have put into place a cumbersome set of processes which regulate our actions and which, while they ensure that checks and balances occur at a variety of points throughout the governance structure, require simplification and streamlining. If we are to compete on a level playing field with other universities in Canada and around the world, we must be able to react to our environment in a much more nimble fashion than currently exists.

These circumstances call on all of us at the University of Saskatchewan to be imaginative and resourceful. We are in a favourable financial position compared to almost all other Canadian universities. We can take advantage of our circumstances through inspired choices.

AREAS OF FOCUS

Over the past decade, our faculty, staff, and students have worked hard and made many gains. Lessons learned from our two previous planning cycles point toward the need for focus on fewer key areas, continuity between planning cycles, leveraging our full resources for maximum impact, and working together in different ways to accomplish our goals. In this planning cycle, we intend to make substantial progress on four key areas: knowledge creation; Aboriginal engagement; culture and community; and innovation in academic programs and services. These areas build on the successful projects and initiatives conceived and planned during the first and second planning cycles. While these are not the only areas in which we must define, accomplish, and measure progress, they are

As of January 9, 2012

the most important for us to distinguish ourselves from our peers and to cement the foundation upon which we truly hold ‘an honourable place among the best.’

This plan presents the strategies which we will employ to pursue our goals over this planning cycle. It is informed by college, school, and unit plans and by eighteen months of discussions across our campus about where urgent attention is needed. While the areas of focus are presented sequentially, they are interlinked, interdependent, and connected. They should be read as a whole, not as isolated silos for action.

Knowledge Creation: Innovation and Impact

The *Strategic Directions* (2002) encouraged the University of Saskatchewan to increase campus-wide commitment to research, scholarly, and artistic work and to meet international standards. [The Foundational Document on Research, Scholarly, and Artistic Work](#) (2004) committed us to establish ourselves as one of the top ten medical-doctoral universities in Canada and one of a select few internationally in key areas. The [Strategic Directions Update](#) (2010) compels us to achieve Tri-Agency funding performance above the national average for medical-doctoral universities in all competitions and in all of our academic units. We have challenged ourselves in this way because a hallmark of Tri-Agency funded programs is peer review and recognition of research accomplishment at the highest standards. We have also done so because Tri-Agency research performance is our university’s most obvious shortcoming and most serious vulnerability.

Over the past two planning cycles, we have laid the groundwork for a strategy that will intensify our research environment and firmly establish us within the top ten medical-doctoral research universities in Canada. We have hired top talent and, increasingly, we are recruiting top talent strategically: we were selected to receive one of 17 Canada Excellence Research Chairs, a \$30 million investment in world-leading talent; we have 36 of Canada’s prestigious Tier 1 and Tier 2 Canada Research Chairs; we have provided increased support for new faculty through start-up grant packages; and we have increased scholarships for graduate students by a total of \$3 million over two planning cycles. We have created three interdisciplinary graduate schools in public health, public policy, and environment and sustainability. We have begun to address innovation and engagement in different ways – particularly the engagement of undergraduate students and communities in knowledge acquisition and discovery. We have also made significant investments in our research infrastructure (buildings, laboratories, funded research chairs, and organizational capacity), and have two of Canada’s most significant national science installations (the Canadian Light Source Inc. and International Vaccine Centre). We have established a quality assurance system to assess performance of our existing research centres and we are finalizing metrics for institutional research performance. And, in order to position the university among international leaders in key areas, we have surveyed our research landscape and identified six signature areas of research¹ in which the University of Saskatchewan can achieve global impact and recognition.

As far as we have come, others have also made great progress. Indications of this can be found in a variety of places. For example, over the past five Tri-Agency competitions, we have remained near the bottom in outcomes in the medical-doctoral category, placing 14th or 15th out of 15 even though we are increasing our total research funding (\$206.6M in 2010/11 vs \$140.6M

¹ Aboriginal Peoples: Engagement and Scholarship; Agriculture: Food and Bioproducts for a Sustainable Future; Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment; One Health: Solutions at the Animal-Human-Environment Interface; Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies; and Water Security: Stewardship of the World’s Freshwater Resources

in 2006/07). Further, our standings in international rankings instruments, such as the Academic Ranking of World Universities (AWRU, previously the Shanghai Jiao Tong) which represent an increasingly more important faculty and student recruitment vehicle, continues to stagnate in part because of our poor performance in citation indexes and reputational surveys. While we aspire to be in the top quartile of peer comparators and our compensation strategies are built around this strategy with specific emphasis on the Universities of Alberta, Calgary, Manitoba, Western Ontario, Guelph, McMaster, and Dalhousie, our performance places us in the bottom quartile of Tri-Agency funding in our category. This disparity cannot continue.

The task over this planning cycle is firmly to establish a pervasive culture of research and scholarship throughout the institution, while, at the same time, increasing strength in the university's signature areas of research. This is a dual message: all faculty need to be productive in all their areas of work, and, we also need to realize particular impact from our areas of pre-eminence, which, although they are essential catalysts, will not, by themselves, enable us to match the across-the-board performance of our peers. Every faculty member must contribute to the research, scholarly, and artistic mission of our university, and our faculty need to do so in ways which are at least comparable those at our peer universities. In this planning cycle, we need to see outcomes commensurate with the extraordinary investment in personnel and in research infrastructure which we have put into place – we cannot have segments of our institution which are bystanders to our research mission – and we need to build strategically upon these investments.

Our Strategy: Over this planning cycle, we will implement a comprehensive suite of research initiatives at the institutional and college levels encompassing the key functions of recruiting, developing, and networking researchers. These initiatives will round out research engagement throughout the institution and specifically ramp up outcomes and impacts within selective areas aligned with the six signature areas of research. Our strategy will be developed and refined using evidence-based methods and learning from successes at peer universities to understand specific levers for and barriers to research success. Utilizing data from the U15 Data Exchange (U15DE) and other sources, we will work to better understand the gaps between our performance and that of our peers and, based on this information, we will define and execute plans to increase our Tri-Agency funding success at a rate at least comparable to our peers. Supports will be provided in key areas to enable our faculty to succeed in collaborative and innovative ways, recognizing that our strength comes through multi-disciplinary effort, with partnerships that cut across disciplines, institutions, cultures and nations, and often through initiatives that creatively leverage community and locale. Colleges and schools will create and implement research plans which align with institutional goals of pre-eminence and impact, which emphasize strengths both complementary to and independent of the signature areas of research, which describe strategies for increasing productivity of faculty, and which provide for coordination of effort associated with research, scholarly, and artistic work throughout the university. In doing these things, we will build a culture of research and scholarship, with inspired leadership at all levels within the university, to strengthen the teacher-scholar model for faculty within the institution.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Recruit the Best: Because outstanding faculty and graduate students are essential to our research mission, faculty and graduate student recruitment will be driven primarily by considerations of outstanding talent, ability to establish high quality research programs,

ability to attract and retain Tri-Agency funding, and opportunities for national and global impact. We need to recruit the very best into these roles because they are the highly trained and talented personnel which drive our research enterprise. An investment here, whether in the form of a faculty salary or a graduate stipend, is an investment in the capacity for research, scholarly, and artistic work with impact at the University of Saskatchewan as well as one which builds our legacy nationally and internationally. As we recruit new faculty and graduate students, we will be mindful that research, scholarly, and artistic work is measured by impact and significance, and that these are often greater when researchers are clustered, networked, or otherwise work together within coherent, shared, research programs. Recruitment represents a massive investment by the university that cannot be justified simply to fill content areas in historic curricula. Recruitment will focus on how these significant investments will shape the complement to support evolving college and institutional goals, enhance signature areas of research, and contribute to creating synergies among disciplines. We will continue to set clear expectations, during hiring and throughout a faculty member's career, that faculty will continually participate in meaningful ways in research, teaching, outreach, and service/administration as part of their regular duties. While potential for research success is a primary factor in recruitment, we can accelerate research progress by strategically hiring senior mid-career or senior faculty with the expectation that they will bring to bear a strong track record in external funding and international impact in key areas. Further, we can accelerate research impact through the recruitment of research leaders and faculty to advance specific projects, at different levels throughout the institution. And, we can refine our practices by ensuring that deans provide leadership and set direction for searches for new faculty.

Support Faculty and Graduate Students to Succeed: The teacher-scholar model will continue to be the core expectation of faculty throughout their careers. We recognize that we continue to have unevenly distributed pockets of intensive research activity across campus, that needs vary greatly among researchers even within disciplines, and that we need to put in place the right mix of personnel and supports, at both the institutional level and across the campus, for faculty at different stages of their careers. As a community, we will invest time and resources in activities and processes that increase our grant application success rate, including developing publication records before applying for grants, and utilizing the university peer review process. We will implement a mentoring program for new faculty and for promising graduate students who may participate in the professoriate of the future. Faculty members will be supported in leveraging the expertise of others both on and off-campus through collaborative grants and projects, networks, clusters, and groups, and in working on the complex 'wicked' issues facing society today which require innovative, multi-disciplinary, solutions. This work will be recognized as part of the assignment of duties. At the other end of the spectrum, newly hired faculty will be swiftly provided with targeted start-up packages, space and equipment, and mentorship to ensure they are well launched on their academic careers. More undergraduate and graduate students will be systematically engaged in knowledge creation and dissemination. Finally, we recognize that graduate students contribute significantly and variably to the research, scholarly, and artistic work of faculty. In this planning cycle, we will continue to ensure that graduate students are competitively remunerated by increasing the budget for graduate student support, particularly in competitive scholarships and fellowships to attract the best graduate students to our university.

Strengthen Strategic Focus: While individual faculty members will work on a multitude of topics reflecting the diversity of a great university, at the institution-wide level, we will further strengthen our focus on selected areas of pre-eminence. Our signature areas of

research exist because we have, over our history, attracted innovative scholars, graduate students, and resources to achieve critical mass and impact in these areas. We will leverage our investments in our signature areas of research to achieve the international recognition we desire in these areas. As we develop flagship initiatives in each of our signature areas such as the four institutes – water, mining, nuclear, food – we will ensure that we have the leadership, institutionally and within the campus generally, to guide this development and amplify its impact. Building on the process used to identify institutional signature areas, we will look to departments, schools, and colleges to identify their own areas of strength, both independent of, and complementary to, the university's signature areas.

Our success in achieving our goals will be measured against activities that contribute to making research and knowledge transfer more significant and meaningful. We will know we are on track if, by 2016, we have:

- Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.
- Increased the proportion of faculty holding external funding and supervising graduate students to a majority in all departments and colleges, with a goal of 90% participation (including application) in Tri-Agency programs by 2020.
- Established four new institutes (water, nuclear, mining, and food) and assembled the human capital required to move them forward.
- Have a fully functioning and subscribed mentorship program for new faculty.
- Established a baseline and increased participation and leadership in collaborative grants, projects and networks, including national and international research projects/networks.
- Increased internally funded graduate scholarships by a further \$1M and increased by 10% the number of Tri-Agency funded graduate students.
- Established a baseline and increased by 50% the number of undergraduate students participating in research.

Aboriginal Engagement: Relationships, Scholarship, Programs

[The Foundational Document on Aboriginal Initiatives: Forging New Relationships](#) (2004)

committed us to becoming the pre-eminent Canadian medical-doctoral university in Aboriginal education in five areas including: student affairs; academic programming; research, scholarly, and artistic work; cultural initiatives; and community outreach. The *Strategic Directions Update* (2010) describes Aboriginal education as the great social imperative of the 21st century in our province and beyond and compels the University to achieve 15% Aboriginal enrolment of our total enrolment by 2020. University education, including in professions, sciences, arts, and at the graduate level, is critical to the future of First Nations and Métis people and communities in Saskatchewan, and therefore to the future of the province itself. Our university is called to service in meeting these needs.

The University of Saskatchewan holds a national reputation as an innovator and leader in Aboriginal education. As a result of decades of path-breaking efforts, our percentage of First Nations, Métis, Inuit, and Indigenous students is the highest among our peer medical-doctoral universities. Beginning with the College of Education Indian Teacher Education Program (ITEP) and the Program of Legal Studies for Native Peoples (PLSNP) associated with the College of Law, we have been responsible for ground-breaking initiatives in Aboriginal education for over four decades. Throughout the 1980s, 1990s, and into the 21st century, we have accelerated and diversified our [student support programs](#). We have significant research and scholarly expertise and have identified one of our signature research areas as *Aboriginal Peoples: Engagement and Scholarship*. We are the first university in Canada to have a presence on an urban reserve, at

English River. We have many connections to Aboriginal communities within the province and beyond. In the first planning cycle, we identified student support as the key area of focus and we put into place the Aboriginal Achievement Model as a key initiative institutionally. In the second planning cycle, we identified graduate education as a high priority. Numbers of Aboriginal graduate students have been slowly growing and we have created new graduate programs in Agriculture and Bioresources (PGD in Aboriginal Agriculture and Land Management) and Education (Integrated M.Ed. through an Indigenous land-based cohort). There are emerging initiatives in many colleges and important central initiatives which have contributed substantially to student success. However, rates of enrolment and success for Aboriginal students remain significantly below our targets.

In the spirit of Treaty Six, in whose territory the University of Saskatchewan is located, our vision is to be recognized as a place where many peoples come together to engage in mutually respectful relations and dialogue. We bring this spirit to all of our educational, scholastic, and service activities as we: engage in partnerships with international and regional Indigenous, First Nations, Métis, and Inuit communities; increase the participation and support the success of Aboriginal students; build institutional research capacity and reputation; promote understanding of Aboriginal society by non-Aboriginal students, staff and faculty; and work with Indigenous people from around the globe, including far beyond our campus and our province.

Our Strategy: The University of Saskatchewan will bring increased focus to ensuring the recruitment and success of First Nations, Métis, and other Aboriginal and Indigenous students across the full range and all levels of university programming. Within colleges, student success – achievement, retention, completion, and transition to jobs and leadership roles – will be particularly important. University-level initiatives will focus on working with partners to augment the pool of qualified applicants, increase visibility and the attractiveness of the campus for prospective students, and ensure co-ordination among colleges. The University of Saskatchewan will fully grasp the foundational imperative of its role in educating larger numbers of First Nations, Métis, and Inuit students for the benefit of the province and the country. Although we have a solid track record and significant achievements, because we are a large and complex university, our colleges are at different stages of progress. It will be important to develop multiple paths to achieve success in our Aboriginal focal area. One key element of our strategy will be learning from our trailblazers so as to capitalize on this knowledge for greater impact across the whole institution during this planning cycle. Ensuring Aboriginal student success will be a complex task which will require many specialized approaches: engagement of non-Aboriginal faculty, student, and staff; support for new teaching methods, content, and transition/retention programs where required; research by, for, and with Aboriginal people; community partnerships developed in a coordinated way by those experienced at this work, drawing others in wherever possible. Our goal is to be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among students. As an institution, we will build personal, professional, and technological networks and partnerships to share information widely across the campus for greater overall impact and to make our campus a more welcoming environment. Our university will begin to be known as a place where faculty, staff, students, and alumni have experience working in a diverse and intercultural environment including honouring the roles of our region's first peoples. As we work with Aboriginal communities, our efforts will be characterized as a balanced team, – described by Gordon Oakes, former chief of the Nekanee First Nation, as two horses, one Aboriginal and one non-Aboriginal, moving forward together, each understanding and celebrating each other's culture and traditions.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Coordinate University-Community Relationships: Our university has many Aboriginal partners – communities, schools, governing organizations, corporations and individuals; locally, provincially, nationally, and internationally. These partnerships are created and nourished primarily within individual units and relationships are often carefully guarded. The end result is multiple contacts with single communities; without coordination, the overall impact of the university is diffuse. In this planning cycle, we will look to campus leaders to work proactively and collaboratively to assist the university to increase the overall impact of our activities through greater coordination and harmonization of effort, internally and externally. This work will take a multi-pronged approach. Two initiatives will be the primary focus:

- *Engage with the provincial K-12 system.* We anticipate the creation of a joint Council - Provost's Task Force early in the planning cycle to support this important initiative. The main focus is coordination of activities and initiatives taking place in the elementary and secondary schools in Saskatoon, in schools in areas immediately surrounding Saskatoon, and within the province. A particular focus concerns the emerging campus-led partnership to promote STEM education (science, technology, engineering, and mathematics) within the Northern Administrative District, which will be accelerated so as to ensure that Aboriginal students and northern residents have access and early exposure to the full benefits of the University of Saskatchewan. Based on this prototype and our work with the provincial K-12 system, we will launch a broader initiative throughout the province to ensure that all Aboriginal students are exposed to STEM education in new and innovative ways.
- *Facilitate and co-ordinate community-based research in First Nations and Métis communities.* The university will identify resources, processes, and protocols to support the involvement of faculty and students in partnerships for research, scholarly, and artistic work in, with, and reflecting the priorities of First Nations communities and Métis Locals. These partnerships will reflect the idea of mutually beneficial engagement that both advances the university's research goals and meets needs identified by recognized community partners.

Increase Visibility of Aboriginal Culture and Symbols On-campus: Our campus is one of the most beautiful in Canada, and its Gothic architecture speaks to a proud collegiate tradition. That architecture also is a symbol of European colonization and under-represents the traditions of Aboriginal Peoples who inhabited these lands since time immemorial. In this planning cycle, we will move to make our campus better reflect our unique position at the intersection of First Nations, Métis, and Inuit culture through the construction of the Gordon Oakes – Red Bear Student Centre as a distinctive campus landmark. This signature on-campus centre of Aboriginal higher learning will be a home and hub for Aboriginal students and student activity. Other efforts to increase the visibility of First Nations, Métis, and Inuit culture will be through initiatives such as website content and signage in Aboriginal languages, naming of roadways and rooms after Aboriginal leaders or in Aboriginal languages, and displays of art collections. Aboriginal culture will also be prominent in our university's ceremonies and events.

Showcase Success and Leverage Expertise: It is critical that that we proudly celebrate the accomplishments of our faculty, staff, students, and community partners; share stories of successes; and build on the key learning of our past accomplishments to further accelerate student success throughout the entire university. Early in this planning cycle, we will organize a symposium which will be geared toward ensuring that the campus community is fully aware of our past and current accomplishments so that, jointly with University Council and with our Aboriginal partners, we may collectively celebrate our successes and turn our attention toward the next priorities in Aboriginal education for the University of Saskatchewan. In this planning cycle, we will also celebrate Aboriginal education and culture in additional ways. We will establish awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy, contributions to reconciliation and understanding between Aboriginals and newcomers in Canada, including targeted and prestigious graduate scholarships. Through reciprocal learning – where Aboriginal and non-Aboriginal communities, peoples, students, and faculty respect and learn from one another – we will move forward together.

Our success in achieving our goals will be measured against activities that contribute to making Aboriginal engagement at all levels more significant and meaningful. We will know we are on track if, by 2016, we have:

- Increased the number of self-identified Aboriginal students completing their studies and graduating in a wider variety of programs in numbers comparable to those of the student body as a whole.
- Identified and documented the number and types of partnerships we have with Aboriginal communities.
- Built the Gordon Oakes – Red Bear Student Centre.
- Increased the visibility of Aboriginal culture, language, and symbols throughout the campus, including on institutional, college, school, and unit websites, on roadways and signage, on and within buildings.
- Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.
- Established a baseline for the number of classes providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities/organizations.

Culture and Community: Our Global Sense of Place

The *Strategic Directions* (2002) encouraged the University to be known for its connections to Saskatchewan, Western Canada, the North, and to the Great Plains environments of the world, while at the same time nurturing its connections to community, thereby enriching both the university and the province. Our *First Integrated Plan* challenged us by making it clear that “no local challenge that deserves the word is without its global manifestation; no global challenge fails to touch us where we live.” Over the Second Planning Cycle, we have developed and invested in an implementation plan to support the goals enunciated in [Globalism and International Activities](#) (the International Activities Foundational Document, 2003). Internationalization and a sense of place are two ways in which we have sought actively to shape the culture of our university. We are at a moment in our history when we can make significant choices about what kind of university community we aim to become. The hallmark for our university’s third plan needs to be a deliberate cultivation of creativity and diversity.

The University of Saskatchewan is a dynamic, resourceful, community – a place full of life, people, and activity. We are a creative community, located within and connected to other creative communities, – most immediately, the City of Saskatoon, recently named Canada’s creative capital. The world today requires creativity at all levels – and, according to recent studies, technology, talent, and tolerance are key elements that encourage and sustain creativity and innovation. By definition, universities are places of creativity and innovation. Our university is a part of, and a microcosm of, larger communities including the province, the nation, and the world. The problems of today’s world call on all of us to bring our talents, our time, our energy, our ideas, and our creativity to develop innovative solutions. Given the talent available here and the resources we have within our university, we arguably have a critical and leading role to play in ensuring that Saskatoon and Saskatchewan are seen as among the world’s most creative communities. Markers of a vibrant, creative, community include embracing diversity, showing openness to change, responding flexibly and nimbly to opportunities, and placing a premium on new ideas. Innovation and creativity are expressed in practices as disparate as risk taking and artistic expression. In this planning cycle, we need to be open to possibility. We anticipate becoming an even more diverse community if not a much larger one. To do so, we will need to provide a safe and welcoming environment – in infrastructure, in support services, and in attitude. We are well positioned to continue to support the province’s goals of recruiting and retaining highly qualified people, from within the province, Canada, and internationally. We have a growing understanding about how we can model the overarching global imperative of sustainability as well as model sustainable financial stewardship of our considerable resources.

Our Strategy: In this planning cycle, we will build on the successes of the *Second Integrated Plan: Toward an Engaged University* and specifically continue to work together collaboratively across boundaries to support our community to be greater than the sum of its parts. This will require us to be more inter-culturally engaged, more knowledgeable about other communities, peoples, customs and traditions, more invested in the sense of place anchored at the University of Saskatchewan. We need to ensure that we fully embrace our intercultural environment and pursue international partnerships that reflect our priorities. We need to fundamentally accept that being a great university encompasses global citizenship, quality, and diversity. We are well positioned to bring the province’s multi-cultural motto, ‘from many peoples strength’, to reality. Valuing a wide variety of perspectives, –Aboriginal, new Canadian, mature students, various gender identities– should be second nature. We want to surround our faculty, staff, and students within a culture of engagement and empowerment, and arm them with a sense of social responsibility to our local and global communities. We need to play a leadership role in making Saskatoon one of the world’s most creative cities. To do so will mean that we need to take chances on new ventures, on innovative ideas, and expect a mixture of success and failure as a rite of passage.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Celebrate and Promote Diversity: Communities are shaped by their citizens. As a reflection of society today, our campus community will be diverse –both visibly and in perspectives. Over this planning cycle, we will significantly ramp up our efforts to encourage and support activities leading to the development of diversity and inclusion among faculty and staff throughout the university. As part of this activity, we will actively recruit Aboriginal faculty and staff and, more generally, ensure an appropriate diversity of peoples and cultures within our faculty, staff, and student complements. We will further initiate opportunities for faculty, students, and staff to develop increased intercultural awareness.

Model Sustainability and Stewardship: One of the drivers of creativity is our desire to contribute to social and environmental sustainability in our immediate environment and around the world wherever we are active as a university. Our sustainability goals cross the traditional lines of teaching, research, operations, administration, and service and call on all of us to find new ways to work together in service of global goals. The broadest form of sustainability is the stewardship of the natural environment in a socially and economically responsible manner that meets the needs of both present and future generations. In this regard, our vision is that every member of the campus community will have an awareness of sustainability and make informed choices in all areas of campus life: education, research, operations, governance, and community engagement. In the second planning cycle, members of our community worked together to develop a Campus Sustainability Plan. In this planning cycle, we will identify three or four concrete initiatives that will serve as prototype projects in the first year and which will result in demonstrable gains for enhanced sustainability on campus. We will identify the actions required and costs associated with implementing the *University and College Presidents' Climate Change Statement of Action for Canada*, to which the university is signatory. We will encourage members of the campus community to make individual and collective change in their daily lives to be responsible participants in the global community.

It is also the case that institutions that are poorly organized in terms of administration, finances, and procedures will find it difficult to prioritize sustainability in the face of other kinds of pressures and priorities. Thoughtful and transparent stewardship of our financial resources and our capital inheritance, including compliance with regulation and reporting requirements and effective management of resources at all levels of the institution, is also an aspect of sustainability. We are in a strong position relative to our peers because we have been managed well. Yet, to meet the expectations of external funders, partners, and regulators, while supporting our decentralized structure, we need to ensure clarity in assignment of responsibilities, tasking individuals with responsibility and accountability; provide enhanced orientation, training, and communication programs; establish service level agreements and standards of service performance for all administrative and support units; and establish a leading practices internal control framework. Our RenewUs strategy, as part of the Multi-Year Capital Framework, will ensure that key parts of our campus receive the attention they need to continue to support our instructional and research programs.

Foster Student Creativity and Innovation: We will expand and create new opportunities for hands-on, active learning and applied innovation in student-oriented and student-driven initiatives. Our students already engage in a variety of forms of creative activity in courses and projects, and outside the formal curriculum through clubs, entrepreneurship, and community engagement. They have signalled their interest and enthusiasm for 'out-of-class' experiences through the establishment of student-led projects such as the University of Saskatchewan Space Design Team (USST), the inter-professional iPASS symposium in health sciences, Footprint Design, and Student Teachers Against Racism among other examples. We know that involvement in applied work and learning relevant to student interests leads to better student engagement and outcomes. Part of our commitment to creativity and innovation, and thereby to our provincial and global sense of place, needs to be the provision of opportunities for our faculty and students to explore ideas, in essence, to provide them with organizational, curricular, and physical spaces in which innovation can be incubated and flourish. While different approaches will be needed in different types of disciplines, students in arts, professions, humanities, and natural and social sciences all

desire and can benefit from formal and informal opportunities to put learning, talent, and imagination to work.

Our success in achieving our goals will be measured against activities that contribute to making culture and community more significant and meaningful. We will know we are on track if, by 2016, we have:

- Engaged 40% of all faculty and staff in activities designed to increase Aboriginal awareness and understanding.
- Increased by 10% the number of self-identified Aboriginal faculty and staff.
- Created a baseline to determine the level of 'welcome' our campus environment provides.
- Demonstrably increased our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.
- Developed new opportunities for student creativity and innovation open to students from all colleges and fields of study.

Innovation in Academic Programs and Services

The [Teaching and Learning Foundational Document](#) (2008) committed the University to increased innovation in its academic programs and services. Following from the emphasis in the *Second Integrated Plan* on the undergraduate and graduate student experience, we have made significant inroads in changing the teaching and learning environment for our undergraduate and graduate students. Specifically, we have initiated learning communities, created teaching awards, provided increased support for curricular innovation and design, adopted a learning charter, increased student support, provided mentoring and training, opened up experiential learning opportunities in a wider variety of programs, and created a new portfolio to advocate for teaching and learning on campus along with initiatives at the college and department levels.

The University of Saskatchewan has one of the broadest arrays of academic programs available in Canada. While many of our programs, particularly our professional programs, are in high demand, given today's highly mobile, connected, and discriminating student body, not all of our programs can lay claim to the same demand. Further, we cannot expect that the current program array, based primarily on disciplinary lines, will be sufficient or even attractive to 21st century learners who are increasingly more technically literate, more mobile, and more entrepreneurial in the choice and selection of courses and programs leading to a degree. We need to offer more compelling, engaging, challenging, academic programs which are creatively designed, are grounded in multidisciplinary and broad global perspectives, are informed by the scholarship of discovery, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Students have asked for a variety of innovations, such as experiential learning activities, more choice, and increased flexibility in scheduling and regulations, through a host of surveys, studies, and reports. It is now time to ensure that their expectations are met, particularly as we face the challenge of Saskatchewan's demographics and adopt a more systematic approach to enrolment planning.

Our Strategy: Over this planning cycle, we will work to create flexibility and simplicity within programs and services, to increase multidisciplinary, and to provide increased opportunities for experiential learning for our students throughout their academic programs. Further, we will work toward improving decision-making at the unit level with a view to ensuring synergies between the university's signature research areas and our

program array. We will implement Strategic Enrolment Management to create a mix of programs and learners that reflects deliberately chosen academic priorities, to facilitate student movement between degree programs, and to address low enrolment programs. Utilizing the investment in the University Learning Centre (ULC) and the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) in the past two planning cycles will be critical to our success.

Within their plans, a number of colleges and schools identified the need to rethink their programs profoundly, streamline processes to provide for more flexibility, and increase simplification within curricular offerings. To deliver undergraduate and graduate degree programs renowned for quality, innovation, and relevance, academic units will need to work collaboratively together. Streamlining and simplifying processes and programs will reflect how we work together, ensuring that organizational structures do not: impede efficiency and effectiveness in delivering academic programs, impede student mobility (from inside or outside of the university), recognize prior learning, open up new 'pathways' for transfer students, or support student success. Likewise, trust and support for innovation and allowing for fluidity within programs and service offerings through enhanced decision-making and accountability will need to be nurtured and supported. To maximize impact from institutional resources, academic units will work collaboratively with administrative units to support student success. Assessment initiatives based on pre-defined learning outcomes will be developed and implemented and will serve as a basis for decision-making and for program and service development.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Focus on Learner-Centred Programming and Curricular Innovation: Universities are defined in significant measure by their academic programs. Students increasingly choose universities on the basis of the degree programs offered as well as institutional reputation from various and disparate sources. Student populations also shape the identity and profile of universities and the academic units they house by virtue of their participation in higher education. Each student who chooses to enrol with us to reach their educational goals has individual needs, interests, and abilities. While we cannot tailor our programs and services to address all possibilities, we can design them with flexibility at their core. We also need to design them to meet the expectations of today's and tomorrow's students, including meeting them where they are and providing experiences that they enjoy. Further, we need to design programs around identified learning outcomes that drive course design and offerings. The curriculum mapping exercise currently underway in the College of Arts and Science has much potential here to transform our thinking.

Potential and current students and graduates need to be able to define what sets a University of Saskatchewan educational experience apart from educational experiences at other universities and post-secondary institutions. These differences should be directly related to the curriculum delivered or the method of delivery. One of the ways to be more distinctive is to provide Aboriginal-related content, experiences, or examples within curriculum in ways that complement the discipline and enhance the intercultural knowledge or practice of our graduates. Other ways include delivering programs through distance and distributed education or year-round, with a focus on experiential or community-based learning. This will involve designing many new courses and

programs on a foundation of outreach and engagement with experiential learning opportunities and primary research built directly into the curriculum. We will, in this planning cycle, continue to encourage curricular innovation, create an institutional plan for distance and distributed learning, identify prototypes of blended learning models, consider block programming for degree programs, and explore moving away from a primarily two-semester system. One aspect of increased flexibility will be the possibility of utilizing our third semester (May to August) more creatively and strategically than has hitherto been the case.

Support Student Success: In the previous two planning cycles, we initiated and completed transformative changes to the teaching and learning environment through concerted effort and focus. Singular successes included the establishment of the ULC, the transformation of university learning and library facilities and services, Marquis Hall renovations and Bookstore upgrades, and building new student residences. In this planning cycle, we need to provide additional innovative academic services, in areas such as student advising, academic support, flexible access for students on and off campus, to support student success. We need to focus our energy and effort on providing students with the financial supports they need, including scholarships and bursaries.

Actively Shape Our Student Body: To reach our goal of a diverse student body, we will assist all colleges, schools, and programs in developing targets for composition and diversity of their student populations in alignment with institutional goals. This needs to be a conscious effort informed by evidence, with concerted efforts placed on addressing areas of strategic priority which support our broad institutional goals, and which involve the whole campus. While our size will not be much larger, we need to change the student mix, continuing to focus on graduate student recruitment, on out of province and international students at the undergraduate level, and building a presence in other provinces, especially Alberta, and other countries which are carefully identified based on data. We should aggressively recruit high calibre Aboriginal graduate students, as well as students of Indigenous heritage and students interested in Indigenous cultures and issues. As we move toward our goals of research intensiveness, we will increase the number of graduate students by recruiting the most talented students, from Saskatchewan, Canada, and around the world. Lastly, given provincial demographics and the significant facilities and infrastructure we have available to us, we must attract and retain the very best students from Saskatchewan and make available to them highly attractive undergraduate and graduate scholarships. Our efforts will be supported by active alumni engagement and strong leadership at the college/departmental levels.

Demonstrate Effectiveness: Coupled with a focus on evidence-informed learning outcomes assessment, our processes will be more aligned with international standards and expectations for transparency, efficiency, and program and service delivery. To achieve outcomes for students and communities using our always limited resources, all participants in the university community will be thinking deeply and explicitly about the significance and impact of their activities. Looking at opportunities to consolidate and strengthen our programs will be a deliberate consequence of the Strategic Enrolment Management project. Looking at streamlining academic processes to provide more flexibility and simplicity and to reduce the barriers to achieving our goals will build on the work initiated in the second planning cycle. Our recent Service and Process Enhancement Project (SPEP) identified a long list of opportunities; it is unreasonable to

think that we would not continue to act on these, and identify other opportunities as they arise.

Our success in achieving our goals will be measured against activities that contribute to making our programs and services more effective and streamlined. We will know we are on track if, by 2016, we have:

- Defined learning outcomes for all undergraduate and graduate programs.
- Established a baseline and increased by 20% the number of students engaging in experiential learning, including community-service learning, internships, international student exchanges and co-op experiences within their academic programs.
- Increased by 50% the number of programs or portions of programs available via online or flexible distributed formats.
- Increased by 10% institutional completion rates for undergraduate and graduate students.
- Made substantial progress and are on track to achieving the goal of institutional Aboriginal enrolment at 15% by 2020.
- Decreased administrative expenses to the median of our comparators.

RESOURCES TO SUPPORT THIS PLAN

This Third Integrated Plan for the University of Saskatchewan is supported by a Multi-Year Budget Framework, a Multi-Year Capital Framework, and an implementation plan which are also currently under development. Together, these documents comprise the University-level plan, financial and capital resources, and implementation strategy for the next four years. They represent the 'integration' within integrated planning.

People Resources. A university is comprised of people and people's talents and diversity are its greatest resource. This plan has outlined a series of commitments that will require our collective energy and leadership throughout the institution to fulfil. It has also set goals for us about the kind of university we want to be and which have implications for our organizational culture and composition. All four focal areas have indicated that we cannot achieve our goals unless we actively and deliberately shape and direct recruitment, development, leadership and organizational culture in supporting ways.

Financial Resources. Current global economic uncertainties and anticipated constraints in public sector financing, tempered by our experiences in 2008/09, surround us as we approach the start of this planning cycle. Our university invested energy in diversifying revenue sources over the past two planning cycles and is well positioned financially although challenges persist. In spite of economic uncertainties, at the university-wide level, the *Academic Priorities Fund* (APF) will continue to support transformative change initiated as part of the integrated planning process. Currently, \$3.5 M is available in permanent funding to support initiatives outlined in this plan. However, the APF represents only a fraction (less than 1%) of our resources and it is essential to leverage all of the human and financial capital the university has, most of which are allocated to the colleges and units, to be successful. In this planning cycle, the **Multi-Year Budget Framework** will move away from an exclusive focus on the operating budget to provide a comprehensive overview of consolidated university revenues from 2012-2016 as well as a detailed projection of both revenues and expenses in the operating budget anticipated for the planning period. By the end of this planning cycle, the office of Institutional Planning and Assessment (IPA) will have developed a comprehensive multi-year budget framework which includes all university revenues and expenses. As we work to increase our collective

understanding of the financial resources at our disposal, early in this planning cycle we will also transition to a new budget approach, currently referred to as the Transparent, Activity Based, Budget System (TABBS). It is anticipated that this new system will have a profound effect on the university, including the provision of better information to decision-makers throughout the university to guide choices and inform decision-making. It will also provide a framework for how colleges can meet budget targets through activity increases and revenue growth. As we move toward a more rigorous budgeting system, we will work diligently to live up to the title of our new system and to work with the campus community and with the Board of Governors to review the framework, update assumptions, and obtain annual approvals.

Capital Resources. In the decade since the *Strategic Directions* were written, we have made exceptional progress in establishing new campus facilities and infrastructure. These capital investments represent an historic investment in a comprehensive set of projects that will fundamentally strengthen our capacity in teaching, research, and the student experience. While the Government of Saskatchewan has been and will continue to be our most important funding partner, we will continue to seek out and leverage capital funding from other sources, such as the Government of Canada, other provincial governments, donors, private sector partners, students, the university operating budget, and university debt. We expect this trend to continue as our engaged university builds more mutually beneficial partnerships, pursues projects where there is a shared interest with governments and other organizations outside the university, and leverages our land endowment, pursuing more private sector partnerships, as we have with *Preston Crossing* and the *College Quarter*, and as outlined in *Vision 2057*, as a source of finance for university priorities. In this planning cycle, the **Multi-Year Capital Framework** will shift our emphasis to address our backlog of deferred maintenance through a new and concerted approach - which we call *RenewUS* - that draws on the experiences and best practices at other universities that have effectively tackled the deferred maintenance challenge – institutions including UBC, Yale, and the University of Manitoba. *RenewUS* calls for a reinvigorated effort, informed by the academic directions of key programs, and investing energy and financial support, to achieve a set of major capital projects in this planning cycle. The Multi-Year Capital Framework will identify the Gordon Oakes Red Bear Centre as an institutional priority. We are also cognizant of the significant gap in childcare spaces available to faculty, students, and staff and we will continue to pursue our partnership strategy with local provisioners over this planning cycle. Our new institutes will challenge us to partner with a host of others to ensure their fruition. Finally, we anticipate that we will pursue new – and in many cases emergent - capital projects, ensuring that we respond to academic initiative and opportunity, and keep our teaching, research, and student services on the leading edge. In the creation and dissemination of knowledge, standing still is simply not an option.

Implementation Strategy

Plans without a strategy for implementation rarely produce results. Through the integrated planning process – the *Strategic Directions*, the foundational documents, the *First* and *Second Integrated Plans*, and now the *Third Integrated Plan* - we have defined who we are. In implementation of these documents, we are actors shaping the future of our university. Our people bring our plans to life.

Over the past two planning cycles, we have utilized two distinct implementation processes. The *First Integrated Plan* was prescriptive; clearly describing the expectations for each of seventy-one distinct initiatives. The implementation process was relatively straight forward – execute the initiatives as described. Tasks were diverse in size and scope, leading to “quick wins” and larger, longer-term, projects. The *Second Integrated Plan* differed in that it described twenty intentionally open-ended commitments structured to give a great deal of creative space to those involved in the

As of January 9, 2012

implementation process and designed to encourage multidisciplinary and engagement. Through the commitment leader model, leadership was distributed throughout the campus at multiple levels. The model purposefully introduced tension by asking people to work differently outside of traditional collegial and governance processes and allowed those individuals serving as commitment leaders to facilitate culture change.

In the lead-up to developing the *Third Integrated Plan*, an evaluation of the commitment leader model was conducted; overall, the model was viewed favourably. Key to its success were the informal nature of the engagement, as the commitment leaders sat outside of normal governance and decision-making processes, and the mandate to bring people together from across the university. As the university grows in complexity, and looks to increase multidisciplinary and to maintain our collaborative nature, it is that much more important for people to be familiar with “multiple neighbourhoods” of the university community.

In this planning cycle, we will strive to bring together the best aspects of both implementation models employed in the first two integrated plans. We will make every effort to define expectations early in the process. We will recognize that there are two types of commitments – those limited to clearly articulated products that simply need to be completed, and those that, while they may include specific tasks and outcomes, also include opportunities for open-ended processes to identify creative and additional ways to advance our work as an institution in relation to the commitment. The first set of commitments will be executed under a project management framework using best practices in communication and consultation to engage stakeholders at appropriate times in appropriate ways. The second set of commitments will be led by a facilitator/ animator who will guide the conversations in such a way as to: encourage a diversity of perspectives; explore collaborative, flexible solutions; and foster leadership in many corners of campus. It will be critical to engage individuals from multiple neighbourhoods in these conversations, particularly our newer faculty members who bring recent knowledge of other institutions and who will be critical in shaping our university in the decades to come.

Our strategy will recognize that we are a creative, collaborative, resourceful, university. Our best resources are our people and it is imperative that we engage them in multiple ways in implementing the University’s *Third Integrated Plan* and the college, school, and unit plans.

CONCLUSION

A plan establishes priorities in the context of a moment in time, an internal and external environment, and available information. The best planning takes into account vision, capacity, and strengths. This plan builds on a foundation of strategic thinking and implementation that makes it adaptive to changing circumstances while being anchored to shared vision and goals.

Our campus is a different place than it was a decade ago; this is a product not only of changing times but of concerted effort, collegial processes, and, importantly, the determined environment that we have collectively created and fostered. As with our previous two plans, the success of this plan and the objectives of the university depend on the engagement of our faculty, students, and staff. We have a collective responsibility for governance, administration, and outcomes. Working together within the university and with our local, national, and international partners provides us with the platform for success. The maturity of our planning process is evident and we are building on a track record of success. We are confident that we will realize, in this planning cycle, the full promise and potential of our hard work and choices. We are implementing our vision that will ensure that we take an honourable place among the best in the world.