

October 2018
Endorsed by Faculty Council

Think Big – Be Bold: Arts and Science 2025



UNIVERSITY OF SASKATCHEWAN
College of Arts and Science
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MESSAGE FROM THE DEAN



“We will embrace all of who we are and all of who we will be, together.”

The College of Arts and Science is big, and it is bold.

With this collaboratively created plan as our framework to 2025, we will embrace all of who we are and all of who we will be, together.

Solidly aligned with the University's Plan “nikānitān manācihitowinihk | ni manachiitooaan” (Let us lead with respect), the College of Arts and Science plan is mindful to create compelling, forward-looking, and ambitious goals, with sustainable and measurable guideposts, all resonating with the mission, vision, values, and principles of the University. We will continue to be energetically collaborative with other colleges and units on campus.

The number and methods of consultation undertaken over the span of over a year have woven a culture of purpose and a positive morale. Given the cooperative and enthusiastic participation the college has benefitted from to create this plan, implementing it will also be a rich experience.

With an enthusiastic and energetic approach to change, this plan contains innovative ideas that will lead to winning outcomes in student experience, Indigenization and Reconciliation, teaching and learning, research, artistic and scholarly work, faculty relations, resources, enrolment, development, alumni relations and community engagement. Our students will

know that they belong, that this college is truly theirs, and that opportunities are unlimited.

Our college family is comprised of many valued strands of communities. We are enriched when we embrace all points of view, cultural diversity, and backgrounds: this is especially appropriate for a college as diverse as Arts and Science.

The college is an ecosystem, with students and researchers, scholars, and artists working across boundaries. The students who see boundaries as porous at the University are Arts and Science students. We are a college in tune with today's problem-centric needs: our diversity is at the heart of why our college is such an asset to the province and beyond.

The College of Arts and Science, through our students, staff and faculty, will ‘create the times.’ A sustained breadth of knowledge-creation allows us to capitalize on existing and unpredictable questions and challenges of the future.

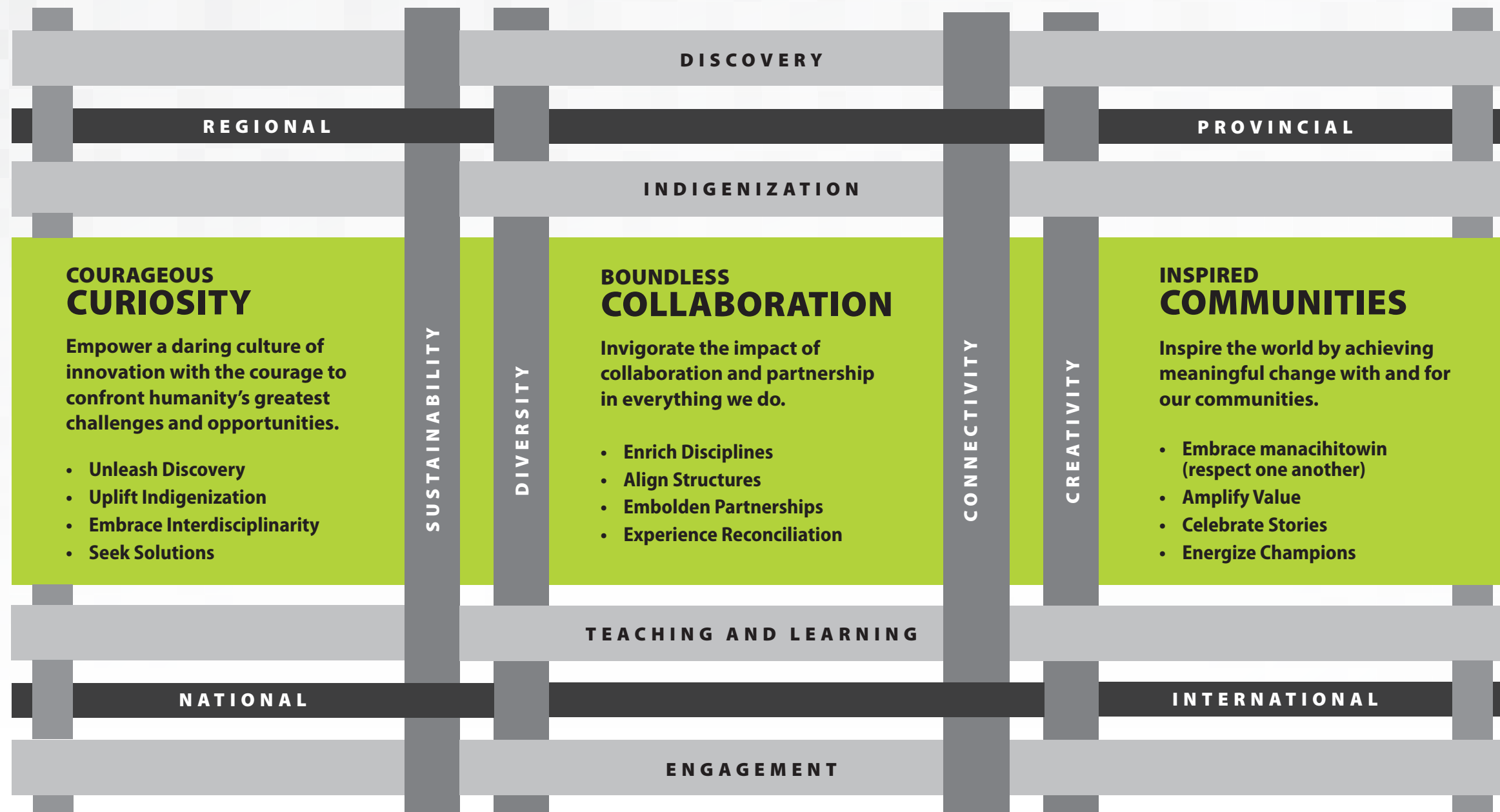
Sincerely,

Peta Bonham-Smith
Dean, College of Arts and Science



UNIVERSITY PLAN 2025

Our plan weaves together our commitments, goals, principles, regions of impact, and mission, vision and values. In the summer of 2018, the Indigenous community gifted a name to the plan; *nīkānītān manāchitowinihk* in Cree and *ni manachihitooaan* in Michif which translates as "Let us lead with respect."



THE UNIVERSITY THE WORLD NEEDS

*nīkānītān manāchitowinihk
ni manachihitooaan*

INTENT OF THE UNIVERSITY PLAN:

Through this plan, the University of Saskatchewan will be the university the world needs.

2025 ASPIRATIONS

Transformative Decolonization Leading to Reconciliation. Indigenous students, faculty, staff and communities are holistically strengthening the spirit and methodologies we inhabit.

Productive Collaboration. Community, private-sector and international partnerships animate every facet of our research enterprise.

Meaningful Impact. Our knowledge, discoveries and innovations are helping communities achieve their social, cultural and economic goals.

Distinguished Learners. Our graduates are among the most inventive, collaborative and sought-after in Canada and around the world.

Global Recognition. Our research, graduates, academic programming and reputation are recognized as world-class.

COLLEGE-SPECIFIC COMMITMENTS

With an **enthusiastic and energetic approach** to change, the College of Arts and Science will create innovative plans in anticipation of future issues, including infrastructure, funding, programs, research, scholarly and artistic work, enrolment (vision in what we do, and how we do it). Our students will know that they belong, that this college is truly theirs, and that **opportunities are unlimited**. Our college family is comprised of many valued strands of communities. We are enriched when we **embrace all points of view, cultural diversity, and backgrounds**: this is especially appropriate for a college as diverse as Arts and Science.



COMMITMENT #1:

Put Students First: Recruitment, Retention, Development, Experience, Success

GOALS

- Build an Arts and Science 'Student First' center to give students direct and immediate access to the co-located services they need, and a gathering space for collaborations, pop-up performances, readings and conversation;
- Target recruitment to increase student enrolment in programs with capacity, and create capacity in programs with high demand;
- Increase retention of students between first- and second-year, with special attention to Arts and Science Indigenous student populations, and individuals who are among the first generation in their families to attend university;
- Improve the student experience, build student community, and formally recognize non-credit learning opportunities with co-curricular record;
- Promote and facilitate internationalization through study abroad, student exchange, and international student recruitment initiatives.

GUIDEPOSTS

- Increase in student satisfaction, reflected in qualitative and quantitative ways
- Growth of enrolment and retention rates
- More inbound and outbound students participating in varied international activities
- Collect feedback about graduated students and make connection to employers

COMMITMENT #2:

Inspire Excellence and Increase Diversity and Equity in Faculty and Staff

GOALS

- Build and retain an outstanding faculty and staff complement:
 - Increase college's percentage of and support to Indigenous faculty, and Indigenous role models in all fields;
 - Increase percentage of women promoted in a timely manner to full professor in all departments;
 - Increase percentage of women in college leadership positions and science, technology, engineering, and mathematics (STEM) fields;
- Ensure plurality of voices in experiences, diversity of community, interests and issues related to gender and sexuality;
- Ensure commitment to diversity is long-term, sustainable, authentic, and self-perpetuating.

GUIDEPOSTS

- Contribute to the university's commitment to recognized Indigenous leadership at all levels of the academy, administration, and governance
- Indigenous faculty are thriving in terms of merit, tenure and promotion
- Address in real and tangible ways the underrepresentation of women scholars at senior ranks
- Enhance our position as an institutional leader of diversity, equity and inclusion

COMMITMENT #3:

Inspire and Foster Excellence in Research, Scholarly and Artistic Work

GOALS

- Deepen the culture of RSAW engagement and activity by providing a suite of supports, services and strategies tailored to faculty and students;
- Appreciate the rich diversity of RSAW approaches, resources, timescales, outcomes and impacts across all disciplines in our college: humanities, fine arts, social sciences, science and technology;
- Incubate cross-disciplinary clusters from existing and emerging RSAW strengths;
- Partner with community and institutional initiatives to support all aspects of Indigenizing RSAW;
- Build capacity and continue to advance community-engaged RSAW across the college;
- Celebrate and champion the impact and achievements of our artists, scholars, and researchers acknowledging that those impacts and outcomes vary greatly within the rich diversity of our RSAW activities.

GUIDEPOSTS

- Empower and support our researchers, scholars and artists at all ranks to engage in RSAW activity, and to promote the value of their work
- Become a partner of choice for national and international collaborators
- Increase number of competitive applications and the success rates in all competitions, including
- Tri-Agency and other sources of funding

COMMITMENT #4:

Implement New Curricula

GOALS

- Build and retain an outstanding faculty and staff complement;
- Equip our students with the skills, knowledge, and cultural competencies needed for the challenges and opportunities of the twenty-first century;
- Implement new degree requirements for all our students: English Language Writing, Quantitative Reasoning, Indigenous Learning;
- Encourage and support faculty to offer courses and programs that cross traditional departmental and disciplinary lines;
- Encourage and support faculty to offer courses and programs that extend off campus and into local and regional communities;
- Encourage and support students to take courses for credit in select locales around the world;
- Develop a School of Architecture and Visual Arts with vibrant interdisciplinary curricula that embrace, reinforce, and amplify Saskatoon's standing as a city of economic and artistic ambition.

GUIDEPOSTS

- Students attain skills for forming conclusions, judgements, or inferences from quantitative information; have a writing-intensive experience to achieve competency in writing; learn the context of the contemporary and historical position of Indigenous people, and in so doing also understand the need to challenge and transform core elements of settler colonialism
- Faculty offer courses and programs that attract, and meet the needs of, a changing student population that is more diverse and mobile than ever before

Academic Plan

In the category of Teaching and Learning, the College of Arts and Science has ambitious academic and enrolment goals. These two broad sets of aspirations go hand-in-hand, align with the goals of the University, and will be pursued with an eye to sustainability in terms of human, financial, and spatial resources.

Goal #1: Implement Curricular Renewal

Objectives

This goal is directly tied to the University's 2025 Aspirations of Transformative Decolonization Leading to Reconciliation and Distinguished Learners. It directly relates to the University's Commitment areas of Courageous Curiosity (Uplift Indigenization) and Boundless Collaboration (Enrich Disciplines; Align Structures; Experience Reconciliation).

The College will implement a series of curricular initiatives intended to give students more compelling reasons to come to Arts and Science; to underpin teaching and learning experiences of the highest order when they get here; and to set them up for success in life, however they may define it.

Recently approved college-wide curricular changes will take effect starting in May of 2020. The most notable of our curricular changes, applicable across all degree templates, is the introduction of three new degree requirements: Indigenous Learning, Quantitative Reasoning, and Writing in English. Students will meet these requirements by choosing a 3 credit unit course from an array of approved courses offered in various departments and programs.

More generally, our curricular changes will simplify degree pathways (thereby enhancing student retention and graduation rates) and better accommodate interdisciplinary programming, undergraduate research and community engagement initiatives, and education abroad opportunities. The new templates will be easier to change and adapt as our curriculum evolves in the years to come.

Strategic Initiatives

Any department can nominate a course for inclusion on the lists of courses that meet a given requirement. For all three new degree requirements, the college will work with department heads and others to ensure that every section of a course listed as meeting a given requirement will be delivered, regardless of mode or term of delivery, in a manner that meets the requirement.

1. Indigenous Learning Requirement: a key part of our commitment to uplift Indigenization in our curriculum, counter racism and colonialism in our classrooms, and promote respect and understanding between Indigenous and non-Indigenous communities
 - Students will meet the requirement by taking a course chosen from a list of carefully vetted and approved courses in various departments deemed to have met the Indigenous Learning standard, by instructors with appropriate academic and cultural experience.
 - A standing committee of Indigenous scholars and other acknowledged experts among faculty plus Indigenous student and community leaders will review courses nominated to meet the standard (recently established by a similarly-composed working group and approved by the college.)
 - With matching funding from the Gwenna Moss Centre we will offer collaborative support programs for faculty wishing to develop or re-develop courses to meet the Indigenous Learning requirement standards.
 - The college will support the Indigenous Studies department and its faculty in accommodating an expected surge of students.
2. Quantitative Reasoning Requirement: will ensure that all Arts and Science graduates have the basic skills of quantitative analysis needed to flourish in the modern world. It is also intended to empower more students to consider STEM pathways they might otherwise have considered beyond their abilities.
 - About two-thirds of first-year Arts and Science students will meet the requirement by taking any math or (almost) any statistics course.
 - About 700 first year students are expected to meet the requirement by taking a quantitative reasoning course currently under development.
 - Arts and Science will be the first Canadian partner in the Carnegie Math Pathways Networked Improvement initiative, the first to Canadianize and Indigenize their innovative quantitative reasoning course platform, and the first in Canada to participate in their sophisticated continent-wide analysis of student outcomes.

3. Writing in English Requirement: intended to ensure that all Arts and Science graduates have the basic written communication skills to function effectively in their studies and in the world at large. It is also intended to empower students to consider writing-intensive degree programs they might otherwise have considered beyond their abilities.
 - Students will meet the requirement by taking a course chosen from a list of approved courses in various departments deemed to have met the Writing in English standard.
 - In most cases, students will take a course in which the focus is on writing in the particular discipline. In this “writing across the curriculum” approach, writing assignments serve the mutually reinforcing purposes of learning to write while also learning the disciplinary content.
 - The college will partner with STM to offer INTS 103, “Writing for Academic Success”, a course that prepares students to succeed in classes that meet the writing requirement. We will also explore additional strategies to support students for whom English is a second language in meeting the writing standard.

Resources Required

- With matching funds, the College will partner with the Gwenna Moss Centre to support faculty wishing to develop or re-develop courses to meet the new requirements, and to train graduate teaching assistants in the skills and competencies needed to assist in those classes.
- Additional graduate funding and other monies to support the training and deployment of teaching assistants.
- Funding to support our membership in the Carnegie Math Pathways Network, and the hiring of student mentors, TAs, and a course coordinator for quantitative reasoning.

Metrics/Key Performance Indicators

- Sufficient teaching capacity so that students can meet the requirements in a timely fashion, in a course of their choosing, at the time of their choosing.
- Improved retention and graduation rates.
- Improved NSSE scores and other student satisfaction surveys of senior students (i.e. those who successfully completed the requirements.)
- Demonstrable improvements in quantitative capabilities among students, using the advanced metrics of the Carnegie Math Pathways Network.

Goal #2: Increase undergraduate enrolment across the board, but particularly in designated high-demand fields and among designated cohorts of students

Objectives

This goal is directly tied to the University’s 2025 Aspirations of Productive Collaboration, Meaningful Impact and Distinguished Learners. It directly relates to the University’s Commitment areas of Courageous Curiosity (Embrace Interdisciplinarity and Seek Solutions), Boundless Collaboration (Enrich Disciplines and Embolden Partnerships), and Inspired Communities (Amplify Value).

In accord with the university’s goals for enrolment growth, especially but not only of undergraduate enrolment, and with the demonstrable high demand and limited current capacity for growth in key areas such as STEM (a check on enrolment growth across much of the university), the College seeks to increase capacity and enrolment through creative collaborative ventures with departments, other colleges, the university, and external stakeholders.

Strategic Initiatives

- Seek an enhanced partnership with the College of Medicine in support of the revised Biomedical Sciences (BMSC) degree program.
- Leverage the attractive force of the health professions in our recruitment efforts inside and outside the province, especially but not only in relation to the BMSC program.
- Strive to support the College of Engineering in its drive for curricular renewal and enrolment growth.
- Continue to develop Aboriginal Student Achievement Program (ASAP) and other programming and student supports intended to attract more Indigenous students and close the retention and graduation gap.
- Seek to attract and retain more students from the north, including those who may choose to pursue some or all of their studies in the north.
- Expand online and distance learning options, including complete degree options online and in remote locations, in partnership with regional colleges.

- Develop programming and student supports intended to attract and retain more international students.
- Continue to develop the University Transition (UTRAN) program for students, many of them Indigenous, whose high school grades fall just short of admission, as a means of improving both enrolment and retention.
- Encourage and support the development of multi-disciplinary “capstone” courses, research internships, and other options to attract, support, and enhance the college experience of high-achieving students.
- Ensure that our students are more mindful of the qualities and skills that make them attractive on the job market, and we will do more to assist students in exploring career options and preparing for effective transitions to life after graduation. This will contribute positively to recruitment, retention and graduation rates, and to the college reputation.

Resources Required

Arts and Science will work with departments, especially but not only in the sciences, in a coordinated effort to secure from internal and external funders the human, financial, and spatial resources needed to support enrolment growth in our college and, thereby, across campus.

Metrics/Key Performance Indicators

- Higher enrolments across the board
- Higher rates of retention
- Swifter paths to graduation

Goal #3: Establish a School of Architecture and Visual Arts

Objectives

This goal is directly tied to each of the University’s 2025 Aspirations. It directly relates to the University’s Commitment areas of Courageous Curiosity (each goal) and Boundless Collaboration (each goal), and Inspired Communities (Amplify Value).

Saskatchewan is the only province west of the Maritimes that lacks a school of architecture. Non-resident architects greatly outnumber resident architects, with all the outflow of revenues that entails. There is a demonstrable demand among students and in the community for a school of architecture, and enthusiasm for a program that would align closely with the visual arts in the ever-more-critical process of design. Our proposed School of Architecture and Visual Arts (SAVA) will provide a popular new option for undergraduate and graduate students, and serve to reinvigorate our Art and Art History programs.

Strategic Initiatives

- Secure academic approval for undergraduate and graduate programs in architecture.
- Secure board approval for SAVA
- Hire a director for the school of architecture, recruit students, and launch undergrad program in 2020.
- Hire full-time and sessional instructors as the architecture program unfolds.
- Recruit students and launch the graduate program by 2025.

Resources Required

- Funding to cover hiring a director, faculty, staff, and other start-up costs in advance of projected financial break-even point (ca. 12 years after launch).
- Temporary space on campus in which to launch the school of architecture
- Permanent space on campus for SAVA (architecture and the visual arts, combined)

Metrics/Key Performance Indicators

- School of Architecture up and running.
- School of Architecture and Visual Arts established under a single roof.
- Start-up costs accounted for and program beginning to generate a surplus by year twelve.

Goal #4: Expand and Enhance Interdisciplinary Opportunities for Students

Objectives

This goal is directly tied to the University's 2025 Aspirations of Productive Collaboration and Distinguished Learners. It directly relates to the University's Commitment areas of Courageous Curiosity (each goal) and Boundless Collaboration (each goal).

The College will encourage and enable faculty in established disciplines and emerging fields of study to work jointly to create new teaching and learning opportunities that combine, cross, or blur traditional disciplinary demarcations.

Strategic Initiatives

- Encourage interdisciplinarity in all its permutations by introducing more flexible degree templates and lowering curricular, regulatory, and administrative barriers to collaboration between programs and instructional units.
- Support the development of new undergraduate disciplinary certificate programs that enable students from Arts and Science and other colleges to gain additional expertise and credentials within and beyond their primary discipline.
- Support the development of new undergraduate interdisciplinary certificate and degree programs.
- Collaborate with the College of Education to develop a ladderized undergraduate certificate, post-degree certificate, and Master's degree program in Indigenous Languages.
- Collaborate with the College of Education and numerous Arts and Science departments to develop a set of joint post-degree certificates designed primarily for teachers.
- Collaborate with the Edwards School of Business to develop a joint undergraduate certificates, including entrepreneurship.

Resources Required

.5 to 1 FTE ASPA position added to the Programs Office

Metrics/Key Performance Indicators

- More interdisciplinary (by any definition) opportunities for students
- More students enrolled in interdisciplinary courses and programs
- More disciplinary programs cross-listing interdisciplinary classes
- More disciplinary programs cross-listing classes in other disciplines

Goal #5: Expand and Enhance Internationalization and Education Abroad Opportunities

Objectives

This goal is directly tied to the University's 2025 Aspiration of Distinguished Learners. It directly relates to the University's Commitment areas of Courageous Curiosity (Seek Solutions) and Boundless Collaboration (Embodied Partnerships).

The College will pursue across-the-board increases in opportunities for and participation in undergraduate education abroad initiatives.

Strategic Initiatives

- Increase undergraduate participation in education abroad initiatives by 35% overall compared to 2017/18, and by 50% in the case of Indigenous students.
- Identify or develop at least one viable student exchange option for students in each department or program in the college.
- Lower the ongoing academic, administrative, and financial barriers to creating, implementing, and participating in education abroad opportunities.
- Collaborate with ISSAC and the International Office on new initiatives and partnerships, and on strategic and policy matters as they involve Arts and Science.

Resources Required

Additional financial support for student travel (bursaries, scholarships, and other subsidies).

Metrics/Key Performance Indicators

- More education abroad options for students
- More students availing themselves of opportunities

Goal #6: Expand and Enhance Experiential Learning Opportunities**Objectives**

This goal is directly tied to the University's 2025 Aspirations of Productive Collaboration and Distinguished Learners. It directly relates to the University's Commitment areas of Courageous Curiosity (Seek Solutions) and Boundless Collaboration (Embolden Partnerships), and Inspired Communities (Amplify Value).

The College will provide more undergraduate opportunities for learning outside traditional classrooms (real and virtual), and for bringing that experiential learning back into our classrooms.

Strategic Initiatives

- Remove or reduce institutional barriers to developing and implementing community engagement, coops and internships, undergraduate research fellowships, and other experiential learning opportunities.
- Partner with the university, other colleges, and external stakeholders to coordinate and resource the necessary administrative and other support services needed.

Resources Required

- Funding
- Staff
- TBD

Metrics/Key Performance Indicators

- TBD

Capital Plan

MAJOR CAPITAL PROJECTS

Top priority for the College:

Arts and Science 'Student First' center: to give students direct and immediate access to the co-located services they need, and a gathering space for collaborations, pop-up performances, readings and conversation.

Currently Arts and Science student services are located on the furthest outskirts of the Arts building, at the entrance to the Edwards School of Business. Various student services exist in hallways in small windowless rooms, and despite having invested money into various signage solutions, we have the perpetual problem of directing lost students towards the "central" student services office, with the best indication being "go by where the vending machines used to be." This renovation will see the co-location of our student advising services, including general undergraduate (and some graduate?) advising, student records services, the Trish Monture Centre for Student Success, the University Transition Program services, transfer credit, and study abroad, on the first floor of the Arts Building, at the campus bowl entrance, and will serve as a main front door for the community into our diverse college. Mostly, "Students First" is about our college family getting to live our ethos, which is that our students will know that they belong, and that this college is truly theirs, and opportunities are unlimited.

Priorities for partnering with the University:

Museum of Natural Sciences Revitalization: Update and redevelop to enhance its standing as a signature feature of this campus: a hub of scientific research, teaching, and outreach; a prime destination for families, school groups, and visitors to the city; and a vital link between the campus and the community. Build on our success in captivating and inspiring visitors, so that it serves as an inclusive space that respects the land we are on and the Indigenous peoples and cultures here.

Science Meets Art, and the Public: "Smart-P" is a project through which university can provide a physical space to engage, excite, and inspire the public in the university's creative scholarly activities Interdisciplinary research and problem solving activities.

School of Architecture and Visual Arts: Participate with central administration on co-creating a strategy for program rollout that is cost-sustainable in terms of phased-in faculty complement, start-up costs, and operating costs, and that attracts new student enrolments to the college; this school requires a capital investment in space and facilities.

Renewal: We anticipate major renewal of five of 'our' buildings: WP Thompson; Physics; Murray; Arts; Thorvaldson through the \$85M bond issuance. Anticipated growth and enrolment pressures outlined below need to be considered as renewal plans for these buildings are developed:

- We anticipate continued steady growth in graduate student numbers of about 2% per year or 20 additional students per year. Additional space will be required.
- We anticipate growth in first-year science classes (Biology, Chemistry, Computer Science, Geological Sciences, Mathematics & Statistics, Physics and Engineering Physics) both to accommodate planned growth in other colleges (Engineering, Kinesiology for example) but also to accommodate demand from our own students. Additional 1st year teaching labs, particularly in Chemistry and Computer Science, will be required.
- It remains a priority to relocate the department of Mathematics and Statistics to Thorvaldson.

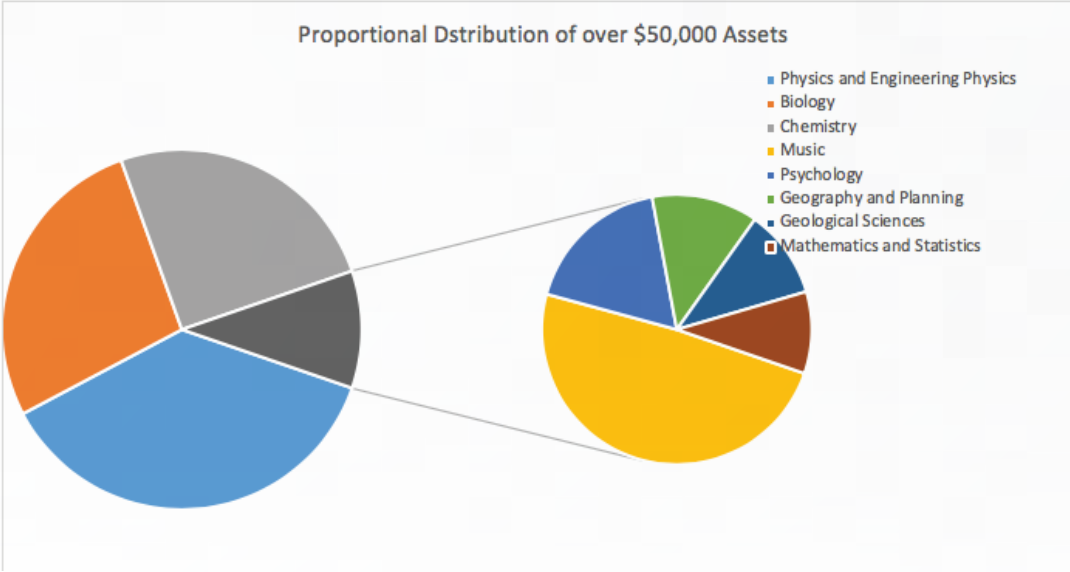
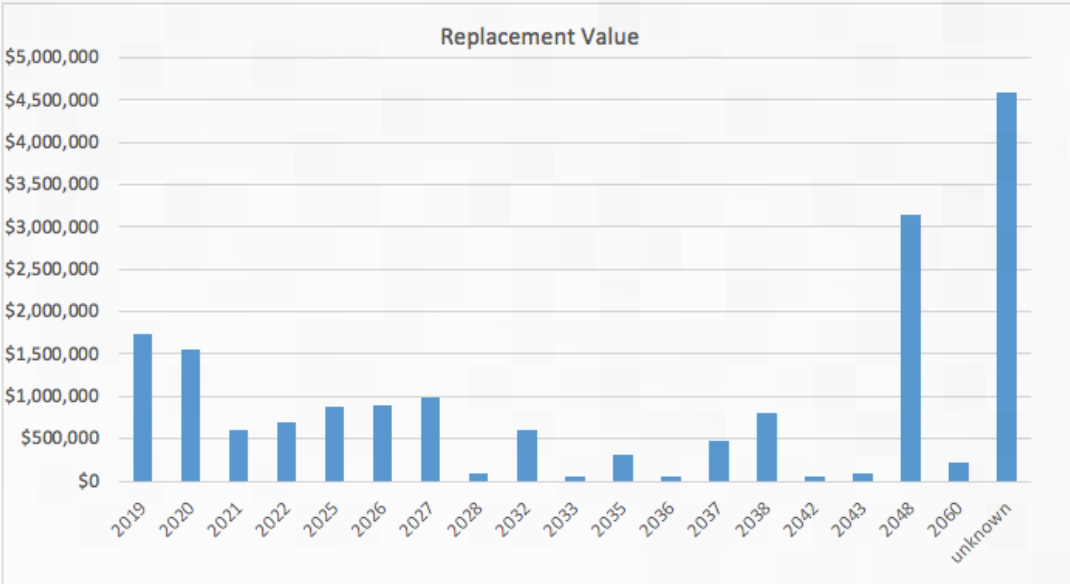
MINOR CAPITAL PROJECTS

The need for minor upgrades to college space is continual. As new faculty are hired, lab and studio spaces need to be renovated to accommodate new research, scholarly and artistic work programs. As graduate programs grow and undergraduate enrolments increase, space needs to be converted or modified to accommodate higher numbers. The college allocates \$250K annually for this purpose through an application process to the highest priorities as per the aforementioned criteria. The college's allocation is leveraged with departmental dollars where possible.

The loss of matching funds from the PCIP minor capital adaptation fund has curtailed our ability to adequately address the needs.

CAPITAL EQUIPMENT

We have long-recognized the risk and liability that aging equipment represents. This planning process provided the impetus to attempt to assess the magnitude of the risk with a focus on only those items with a value of \$50,000 or greater. A ballpark total replacement value for the equipment fitting this criteria is almost \$18M with about \$5M of that needing to be addressed within the period of this plan. This equipment resides in eight of our twenty-one departments (Biology, Chemistry, Geography and Planning, Geological Sciences, Mathematics and Statistics, Music, Physics and Engineering Physics and Psychology).



The college has an annual competition to allocate \$250K for upgrading departmental equipment with priority given to equipment that is essential for instructional purposes. Again, the college’s allocation is leveraged with departmental dollars where possible.

Engagement Plan

The College of Arts and Science Engagement Plan is a part of the larger University Plan: Nīkānitān manācihitowinihk |Ni manachihitooaan (“Let us lead with respect”), which reflects the humility and boldness that inextricably define the University of Saskatchewan’s spirit.

This College Engagement Plan firmly aligns with its central administrative counterpart, the University Relations Strategic Plan, from which stems the University’s Engagement Summary Plan, directed by key areas of commitments, communication, collaboration, and communities.

At the University of Saskatchewan, the meaning of “community engagement” is as varied as its own community of faculty, students, and staff, nuanced by many disciplinary, historical, and place contexts. There is no one way of doing community engagement. Every member of the College of Arts and Science can support community engagement and contributions to strong public partnerships.

The university commitment to community engagement is about support, facilitation, and conversation. Reflecting the founding ideals of the university, first articulated in 1907, our work with community is about learning, sharing, knowledge generation, and community building, in many different forms.

Goal #1: Create, maintain, and grow reciprocal relationships with external communities

Objectives

This goal addresses the University Plan’s principle of Āniskōmohcikēwin | Naashkoopitamihk, (connectivity) meaning strong and meaningful engagements with our province and beyond.

This is directly linked to the University Plan’s commitments of Courageous Curiosity–seek solutions; Boundless Collaboration–embolden partnerships; Inspired Communities–amplify value and embrace manacihitowin.

This goal informs the college’s alignment to the university plan in “lifelong learning.”

Strategic Initiatives

- College will make connection to employers of our graduates
- Ensure proper recognition and respect for current outreach agreements
- Increase knowledge about and access to Cultural Service Providers
- Make campus an accessible place where public can confidently visit
- Reflect diversity of large community with focus on women, Indigenous people, LGBTQ2S, newcomers to Canada, people with disabilities

Resources Required

- Participation of college leaders in University’s provincial tours
- Funding for events and visits
- Staff time to create one-pagers on careers for each department

Metrics/Key Performance Indicators

- Number of MOUs with communities
- Establish baseline data about employment of college graduates
- Data on number of targeted on- and off-campus events to increase depth of stakeholder engagement

Goal #2: Build College profile and reputation

Objectives

This goal addresses the University Plan's principle of Nihtāwihcikēwin | Nihtaoshchikaywin, (creativity), as our efforts can bring to fruition the possibilities we envision for learning and discovery.

This goal is directly connected to the University's commitment Inspired Communities with its goal of Celebrate Stories.

Our research, graduates, academic programming, and reputation are recognized as world-class and demonstrate the value and return on investment of an arts and science education.

Communities see the work and positive impacts of the college embedded throughout society.

Strategic Initiatives

- Build personal and relevant connections, and tell our stories. Create and follow through on coordinated communications strategies and channels to support college priorities, celebrate successes, and translate and transmit knowledge to the public
- Create digital engagement plan with a distributed content strategy that aligns with University's strategic plan for social media and increases engagement and affiliation for College's internal and external audiences
- Invite the community to participate - personal connection through events on campus and in the community (open houses to showcase what we do; tour labs and research centers; fun lectures; family oriented events; showcase photos of events; bring university to community recruitment fairs; share positive testimonials widely
- Create relationships with students before convocation (targeted groups such as past student union presidents)

Resources Required

- Multimedia photo video and advertising budget
- Resources for College pinning ceremony
- Resources for surveys (student union; alumni)
- Funding for A&S Magazine

Metrics/Key Performance Indicators

- Rankings, surveys, and other measures of visibility, status, impact
- U of S Public Perceptions Reports
- Digital analytics tools
- Media coverage - More positive stories in various media about student research alumni donors faculty and staff and research funding and grants
- More videos produced about college

Goal #3: Strengthen alumni and donor relations and outreach

Objectives

This goal is directly connected to the University's commitment Inspired Communities with its goal of Energize Champions.

The objective is to make our stakeholders realize and feel like they are integral to the life and future of the College.

Strategic Initiatives

- Understand who our engaged alumni and donors are and what is meaningful engagement for them
- Steward our relationships with alumni and donors, including College's Alumni of Influence
- Encourage current students to think of themselves as "future alumni in residence"
- Ensure sustainable and effective fund administration
- Create conversations and opportunities where alumni are and giving them reasons to come to us to talk to students about what it means to be an alum; show them their impacts on students; create events based on alumni interest and find ways to engage alumni relations at the department level - every department should be doing something and know who are their alumni are

Resources Required

- Online functions need to be donor-centric
- Past alumni engagement survey instrument and data
- Resources to conduct surveys and events
- Funds and human resources to create advancement toolkits for departments

Metrics/Key Performance Indicators

- Accurate and current alumni data
- Baseline of donor stewardship activity
- Number of alumni participating in meaningful experiences and events, in communications, as volunteers, and donating to the college and university
- Donor engagement and satisfaction

Goal #4: Diversify and strengthen development relationships and success**Objectives**

This goal is directly connected to each of the University's Aspirations for 2025 and the University's commitment Inspired Communities with its goal of Energize Champions.

The objective is to embed the spirit of philanthropy in the culture of the College, and to create core fundraising priorities. Development is above all about relationships.

Strategic Initiatives

- Ensure an effective group of influencers and fundraisers
- Engage prospective donors through meetings, cultivation events and visits
- Test new fundraising models
- Research of prospects, including foundations and lapsed donors
- Increase communications about what strategic initiatives we do with alumni and donors
- Build relationships with people who are already donating not just with dollars but with time, ideas, energy
- Increase donor reports to communicate how the money is being spent and how financial support makes the college possible and contribute to the cost of an arts and science degree -get students involved to share donation stories
- Create core fundraising priorities with departments

Resources Required

- Human resources for comprehensive campaign
- Resources to develop a fund advisory committee
- Funds for thank you events
- Staff position in development communications
- "Not just dollars": a number of donors get a specific project and raise the funds needed to accomplish it

Metrics/Key Performance Indicators

- Meet and exceed College fundraising targets
- Meet goal for prospect solicitation

Enrolment and Student Experience Plan

Goal #1: Increasing student enrollment through new student recruitment

We aim to increase the number of new first-year students and upper-year transfer students from local, out-of-province and international markets over the next five years. We aim to outpace the growth of the city of Saskatoon (projected at 2%/year) by growing our student body by 4%/year over the next 5 years. Our student headcounts have been relatively flat since 2013 (increasing from 9,321 in 2013 to 9,414 in 2018), but we have several opportunities for growth outlined below.

Objectives

- Increase recruitment of students from Saskatchewan with particular attention to students from the southern regions of the province, adding an additional 25 students from southern Saskatchewan each year.
- Increase recruitment of Indigenous students (see Vice Dean Indigenous Plan summary), adding an additional 100 Indigenous students each year.
- Increase recruitment of international students, adding an additional 50 international students each year.

Strategic Initiatives

- Run social media campaigns each year (using 'Study International' or a similar agency) to attract more international student applicants.
- Run targeted social media campaigns (Facebook, Twitter, SnapChat, Instagram, Google Adwords) coordinated with central recruitment to target students from Saskatchewan.
- These campaigns should showcase programs targeted for growth, such as Computer Science.
- We should enhance our partnerships with regional colleges, especially for the purpose of recruiting upper-year students. Consolidating our recruitment and regional college support personnel is one step in this direction.
- To facilitate the recruitment of Indigenous students, when groups of Indigenous youth are on campus (for example the Nutrien Kamskenow® program), these students should be provided with promotional material for the UofS and College of Arts and Science, such as hats, t-shirts, and other promotional items.
- Develop short promotional and informational videos to promote our student services and programming initiatives

Resources Required

- We would need a dedicated advertising/recruitment budget (multi-year requirement), including \$15,000/year for Study International (or similar) and \$5,000/year for Social Media campaigns.
- We would need more social media content for these campaigns, including the development of video tours (one-time requirement).
- We would need to increase our recruitment resources to our regional college partners.
- The resources required to increase capacity in Computer Science are articulated elsewhere in the college plan

Metrics/Key Performance Indicators

- Student Headcounts (with special attention to diversity targets for Indigenous and International students), 3CUEs taught by A&S
- Increased number of transfer students from our regional college partners

Goal #2: Increasing student enrollment through retention initiatives

Increasing student enrollment through increased retention into the second, third, and final year of study.

Objectives

- Historically, Arts and Science has lost approximately 25% of its first year students between the first and second year. One of the most efficient and effective ways we can grow our student body is to keep the students we already have, especially because we have unused capacity in many upper year courses. This year, our second-year retention rate is currently at a 10-year high of 77.5%, and after 5 years it should be over 80%, increasing our headcounts by approximately 60 students each subsequent year.
- Our current learning community programs (FLEX, UTRAN, and ASAP) collectively serve approximately 500 first-year students each year, but approximately 1,350 first-year students don't access these programs. We need to broaden the reach of our learning community programs. One obvious avenue for expansion is running FLEX in term 2, and possibly even expanding it into the second year. These programs provide a greater sense of community and academic/social supports among the student body.
- The vast majority of our first-year programming focuses on the fall term, but programs designed to retain students who have had a difficult first semester (such as the 'academic recovery' program) have performed well in pilot implementations and should be expanded.
- Students who do not declare academic majors during the first year and less likely to return for a second year. We need to promote academic majors in Arts and Science and career opportunities following from training in A&S (not just providing a transitional role before 'professional colleges').
- Students experiencing academic difficulty often don't contact academic advising until it is too late and they are already placed on probation or even required to discontinue from their studies. Through an 'early alert' program we can detect and proactively engage these students before the decline in their academic progress keeps them from being able to complete their degrees or certificates successfully.
- Our Undergraduate Student Office does an excellent job of serving students who seek help, and present in-person in the Arts building during business hours. However, being able to deliver advising and academic services outside of normal business hours and through on-line platforms helps us reach students who are far away, unavailable during business hours, or even too anxious to have a difficult conversation face-to-face.

Strategic Initiatives

- Continue to expand the FLEX learning community program into the second term, and possibly the second year.
- Expand the 'academic recovery' program in FLEX to 3 or 4 sections.
- Implement the "P1" early-alert advising program for students experiencing academic difficulty.
- Expand 'Major Possibilities' career fair for major choice and declaration, possibly holding both fall and spring sessions.

Resources Required

- More learning community administrative support (2 staff currently serve the 450 students in FLEX and UTRAN).
- The current P1 project is supported part-time by a single staff member, but at least one full-time position could be dedicated to this task.

Metrics/Key Performance Indicators

Student Headcounts (with special attention to diversity targets for Indigenous and International students), 3CUEs taught by A&S, second-year retention rates, 6-year completion rates, and within-campus retention rates.

Goal #3: Increasing the flexibility and accessibility of student advising

Increasing the flexibility and accessibility of student advising with the goal of increasing student satisfaction and student retention.

Objectives

In addition to delivering high quality personalized advising in face-to-face appointments in the Undergraduate Student Office, we would also seek to provide advising online and outside of normal business hours. Being able to deliver advising and academic services outside of normal business hours and through on-line platforms helps us reach students who are far away, unavailable during business hours, or even too anxious to have a difficult conversation face-to-face.

Strategic Initiatives

- Pilot an on-line advising platform
- Communicating with students through email is becoming increasingly difficult and unreliable, as most students prefer SMS as their primary means of communications. We would like to start collecting SMS contact information and seeking permission to use this means for contacting our students.

Resources Required

- WebEX plugins, webcams and microphones
- Industrial SMS software required so academic advisors are not resorting to using their own devices to contact students via SMS (text).

Metrics/Key Performance Indicators

- Number of student contacts (shorter-term)
- Measures of student satisfaction in NSSE (shorter- and longer-term)
- Student retention statistics (longer-term)
- Enrollment (headcounts and 3CUEs)

Goal #4: Increase (outbound) participation in Student Exchange

Objectives

Currently the College of Arts and Science is much more likely to receive students as part of our exchange agreements than we are to send students abroad. This problem does not appear to be pervasive across campus though, as other colleges have a much higher proportion of their student body taking part in study abroad opportunities. With regards to student exchange programs, we average less than 20 outbound students participating each year.

Strategic Initiatives

- Identify at least one study abroad opportunity for each one of our academic programs
- Identify transfer credit pathways that extend opportunities for internationalization
- Develop a college-wide study abroad plan
- Increase student awareness of existing study abroad opportunities

Resources Required

Current student support staff, communications staff, and members of the TLSE team should be able to support this initiative

Metrics/Key Performance Indicators

- Increased number and proportion of students participating in Study Abroad opportunities.
- Specifically, Increase the percentage of students participating in education abroad by 35%, and the percentage of First Nations, Metis and Inuit students participating in education abroad by 50%

Goal #5: Implementing Co-Curricular records for the College and Departmental learning opportunities

Objectives

In addition to delivering high quality personalized advising in face-to-face appointments in the UGSO, we would also seek to assess college- and departmental-level learning opportunities for CCR credit.

Strategic Initiatives

- Establish a CCR review committee
- College- and Department-level learning opportunities for CCR credit need to be identified and evaluated
- CCR activities for departments will be supported through the Administrative Support Group, whereas college-level activities will be supported through the UGSO

Resources Required

The current staff complement can support this initiative.

Metrics/Key Performance Indicators

Number of students with CCR entries, and number of CCR entries for each student.

Goal #6: Reducing the frequency and severity of Academic Misconduct

Objectives

- Many incidents of academic misconduct appear to arise from misunderstandings about how to properly use and cite academic sources. Although many instructors do an excellent job of teaching these skills in class, additional seminars and proactive awareness campaigns could help reduce the frequency of these incidents.
- International students represent less than 15% of our student body, and yet comprise almost 40% of those students accused (formally) of academic dishonesty. We should work towards reducing this proportion among our international students.
- In addition to discouraging academic dishonesty, we should also be promoting the value of academic integrity.

Strategic Initiatives

- Delivery of academic integrity seminars during orientation, particularly when orienting new international students.
- Bathroom signs promoting academic integrity (many incidents of attempted cheating on exams occur in bathrooms).
- LCD screen messages promoting academic integrity.

Resources Required

- Development of instructional resources to help promote academic integrity and discourage academic dishonesty.
- Development of a promotional campaign for deployment during examination periods

Performance Indicators

- Decreased prevalence of informal and formal resolutions of academic misconduct.
- Average severity of penalties in cases of academic misconduct should decrease over time.

Faculty Relations Plan

Goal #1: Indigenize faculty

Objectives

This goal is directly connected to the University commitments of Courageous Curiosity “Uplift Indigenization”; Boundless Collaboration “Align Structures” and “Experience Reconciliation”; Inspired Communities “Embrace manacihitowin” and the College-specific commitment “Inspire Excellence and Increase Diversity in Faculty and Staff.”

The College intends to close the gap between where we are and where we want to be, by transforming our existing faculty complement. Our strategy is grounded in the ongoing process of faculty renewal and supported by resources managed by the College. Closing the gap by 2020 would require 8 new Indigenous faculty members to be hired in each of the next 4 years. Given the competitive recruitment landscape and the limited number of positions the College has available for renewal each year, this is a goal we are unlikely to meet. A more realistic goal would be to close the gap by hiring 3 new Indigenous faculty members in each of the next 10 years.

The College of Arts and Science commits to allocate 50% (to a maximum of three) of the positions available in our annual faculty complement planning process for the recruitment of Indigenous faculty members. This commitment will stand until such time as our goal has been realized. To allow ongoing improvement and adaptation to changing circumstances, this recruitment strategy will be reviewed annually by the dean.

We would like to have Indigenous colleagues in all units across the College at all levels of academic experience. Therefore, the positions will be distributed across disciplinary areas with the option to appoint at all ranks in order to more quickly increase our capacity for teaching and research leadership by Indigenous faculty.

Strategic Initiatives

- “Grow our Own Faculty”: nurture our own Indigenous undergraduates/graduate students to become faculty members which would complement and expand the College’s Indigenous recruitment initiatives. Creating this new initiative will require time to develop because it will require consultation with Departments about disciplinary specific requirements and feedback on how to produce competitive prospective faculty; it will require locating senior colleagues willing to mentor such undergraduate and graduate students. To work well this cannot be a one size fits all program. Once we have a draft program developed we will actively seek funding from PCIP to test this program and further refine it before full implementation.
- Utilizing department heads and faculty, engage with promising young scholars at an earlier career stage than usual may offer some competitive recruitment advantage
- Departments apply for funding/support for promising senior undergrads/MA candidates. Assist these students with funding for graduate courses and possibly funding for PhD training at another Canadian university
- This program could and should lead to designated positions for these home grown scholars. Consider making tenure-track offers to very promising candidates dated 6 months to 1 year out, conditional upon completion of PhD (or other required credential)
- Other recruitment incentives such as recruitment of Indigenous PDFs, bridging term positions with reduced duties, provision of a PhD-completion scholarships, or deferred start dates to allow completion post-doctoral fellowships could be considered where circumstances warrant

Resources Required

- Ongoing discussions and collaborations with Provost, College of Graduate and Postdoctoral Studies, Department Heads
- Financial support required – possibilities to be explored include University-level, fundraising, Community Partners

Metrics/Key Performance Indicators

- Improving our ratio of Indigenous Faculty
- Improving numbers of Indigenous graduate students and PDFs
- Comparisons with our peer institutions in the U15

Goal #2: Growing Leaders

Objectives

This goal is directly connected to the University commitments of Courageous Curiosity “Unleash Discovery” and “Uplift Indigenization”; Boundless Collaboration “Enrich Disciplines” and “Align Structures”; Inspired Communities “Embrace manacihitowin” and the College-specific commitment “Inspire Excellence and Increase Diversity in Faculty and Staff.”

We will improve leadership succession planning within the College. If we are to maintain our strengths, we need to increase our capacity to be leaders in the College and across the University. We need to pay attention to succession planning for Department Heads and beyond (Vice Dean positions, etc.)

We will increase the number of Indigenous faculty in leadership positions. We will increase numbers of female faculty in leadership positions.

We will actively encourage and mentor current faculty to consider leadership opportunities. Providing leadership opportunities is not just about College dynamism and strength, it is also important to retain a cohort of faculty with leadership aspirations. Ultimately, more broadly based leadership and administrative competence throughout a larger group of faculty in the College is critical to maintain our position as the largest, and most vibrant, college on campus.

Strategic Initiatives

- Identification of leadership gaps (most noted above) – determine current and future leadership requirements, identify succession plans (work on succession planning), develop leadership pipeline, identify gaps in skills and time required to fill those gaps
- Identify potential future leaders (encourage succession planning within departments) – must look at those who are highly visible as well as less obvious potential leaders – assist in developing leadership roadmaps for these individuals
- Building leadership capacity should also begin with being alert to new/early career faculty with leadership potential, mentoring them with guidance for a range of committee assignments.
- Coaching, mentoring, empowerment, job shadowing, rotational leadership on committees – identifying current leaders that can provide
- Develop a strategic leadership program

Resources Required

- Mentorship from Dean and Vice Dean Faculty Relations with individuals to facilitate their development
- Identify leadership training opportunities – internally and externally, conferences, courses (funds for National and International Groups)
- People resources – encourage and mentor Heads for future leadership, and to alert us to faculty within their departments who have leadership potential.
- Funding resources – funds for leadership training; funds for national and international faculty/administrative coaching materials

Metrics/Key Performance Indicators

- A broader range of leaders appointed in various levels of leadership in the College and University
- More faculty willing to serve as Dept Headships, fewer 2-3 term headships in the College

Goal #3: “Improve” Diversity / Equity / Inclusion

Objectives

This goal is directly connected to the University commitments of Courageous Curiosity “Uplift Indigenization”; Boundless Collaboration “Align Structures” and “Experience Reconciliation”; Inspired Communities “Embrace manacihitowin” and the College-specific commitment “Inspire Excellence and Increase Diversity in Faculty and Staff.”

The diversity of a university’s faculty, staff and students influences its strength, productivity and excellence. Diversity of experience, age, physical ability, religion, race, ethnicity and gender contributes to the richness of the environment within the college for teaching and research.

More voices at the College table will lead to less groupthink, more energized campus, and better chance at excellence in all we do.

We need to cultivate a culture of workplace inclusion.

Strategic Initiatives

- Updated department standards
- Diversity programs for Departments with tenure-track hires
- Increasing diversity in departments—such as more female faculty within natural science departments. This is both an issue of faculty recruitment but also of faculty retention.
- Develop structures and strategies to assist leaders in managing diversity (such as hiring committees being accountable to ensuring an equitable search)

Resources Required

- Institutional commitment to costs of diversity are important—policy on spousal hires; “family” friendly policies that better address the burden of childcare and elder care.
- University Senior Leaders continue to champion these issues in their actions, and their financial support

Metrics/Key Performance Indicators

- Need qualitative and quantitative data on faculty hiring and retention
- Need qualitative and quantitative data from HR and Diversity office
- We will know we have succeeded when we no longer need to prioritize diversity

Goal #4: Improve Faculty Mentorship

Objectives

This goal is directly connected to the University commitments of Courageous Curiosity “Unleash Discovery”; Boundless Collaboration “Align Structures” and “Embolden Partnerships”; and the College-specific commitment “Inspire Excellence and Increase Diversity in Faculty and Staff.”

Early-career support is important to building success of new faculty. The university provides a suite of mentorship options addressing research and teaching to aid in career development. The college provides some mentorship for new faculty, but recognizes the need to enhance that program by providing additional content tailored to Arts and Science faculty. It is essential that new offerings supplement, not duplicate, existing programs, and be flexible so as to respond to the diverse disciplinary needs and varied levels of experience of incoming faculty. Mentorship also needs to be sensitive to the considerable demands faced by new faculty. The current mentorship program will be modified and expanded to include:

- Department Heads
- Faculty at the renewal of probation stage (3-year to pre-tenure)
- Associate Professors who need support in preparation for promotion to full professor rank

Strategic Initiatives

- Modifications to existing new faculty mentorship program will begin in the 2018/19 academic year
- Development of additional programs to mentor those noted above – these programs can work hand-in-hand with the Vice Dean RSAW portfolio to encourage tri-agency applications and assist faculty in getting their research programs funding and thriving

Resources Required

- People resources – development of programs from the VDFR office
- Funding from central to support various national and international subscriptions to organizations, such as the National Centre for Faculty Development and Diversity

Metrics/Key Performance Indicators

- Increase in research intensity (qualitative and quantitative markers – grants, publications, citation index, invited lectures etc)
- Increased number of faculty promoted to Associate and Full within regular timelines (fewer faculty held at Associate Rank)
- Increase in female Full Professors
- Using the five baskets concepts from the Federation of Humanities and Social Sciences: a broader range of impacts in scholarly impact, practice and policy initiatives, and social and cultural impact

Goal #5: Celebrate and Recognize Faculty Achievement

Objectives

This goal is directly connected to the University commitments of Courageous Curiosity “Unleash Discovery”; Boundless Collaboration “Enrich Disciplines” and “Align Structures”; Inspired Communities “Amplify Value” and “Celebrate Stories” and the College-specific commitment “Inspire Excellence and Increase Diversity in Faculty and Staff.”

We need to celebrate and share successes and achievements of all faculty, and promote recognition of our researchers, scholars and artists locally, nationally and internationally. Accordingly, we will show growth in scholarly influence, visibility and impact, and increased recognition of disciplinary and interdisciplinary strengths.

Our scholars and researchers will be part of a recognized and celebrated community that is connected and collaborative. The College’s decision to abandon the divisional structure towards an integrated College able to capitalize on diversity remains a work in progress on the ground. We will actively work to create moments of recognition, celebration, and community, to foster the integration and knowledge of all parts of our dynamic College. Our 300 plus faculty require better mechanisms to learn about our strengths and to move beyond departments and disciplinary specific units, into the wider world of the College.

Strategic Initiatives

- Plan events around college / university award recipients (Master Teacher, Distinguished Researcher/Scholar, New Researcher/Scholar etc., SSHRC awards). Encourage award winners to hold talks to showcase their success
- Celebration of retirements
- Acknowledge outputs developed from sabbatical leaves
- In conjunction with the VD RSAW, identify faculty for awards, particularly external awards

Resources Required

- People resources for nominations and pro-active work on locating faculty for nominations, honours
- Financial resources to hold events

Metrics/Key Performance Indicators

- More faculty nominated for national and international awards
- Increased awareness of College strengths and faculty stories – teaching, research and administrative contributions
- Better faculty participation in College life: governance, celebrations, performances, etc.
- Recognized faculty should come from more diverse backgrounds, such as more Distinguished Professorships awarded to female faculty, and non-STEM faculty
- The Federation for the Humanities and Social Sciences has created a concept called five baskets to assess scholarly impact more broadly than publication metrics, again (as above) this would allow us to assess a broader range of scholarly, practice and policy, and society and culture

Indigenization Plan

This summary plan describes the College of Arts and Science's commitments to Indigenizing the University of Saskatchewan. It describes five goals, the first of which lies at the heart of everything the College does. The other four goals are more specific and, because they are equally important, the order of presentation does not reflect a ranking. Instead, those goals address key dimensions of the College – the students, faculty and staff, research, scholarly, and artistic work, and community – each of which is indispensable for a vibrant and healthy College of Arts and Science.

The definition of Indigenization guiding this document is the definition brought to University Council as an information item by the Teaching, Learning, and Academic Resources Committee on February 16, 2017. This definition was developed by an ad hoc Indigenous faculty group, and is as follows:

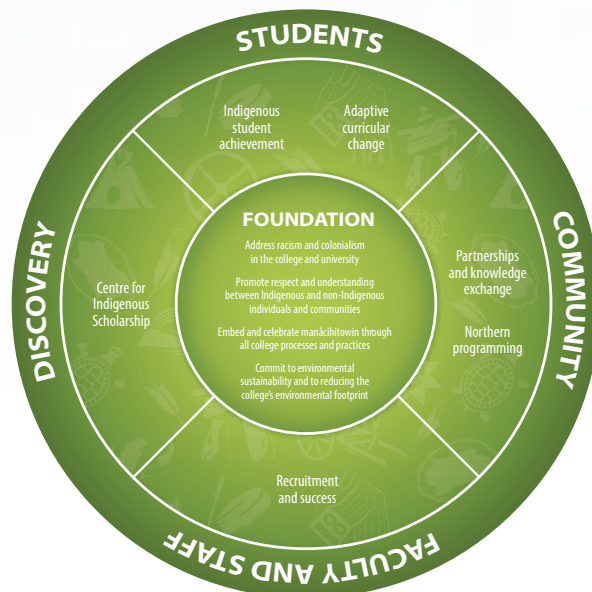
The university commitment to community engagement is about support, facilitation, and conversation. Reflecting the founding ideals of the university, first articulated in 1907, our work with community is about learning, sharing, knowledge generation, and community building, in many different forms.

Indigenizing within the University of Saskatchewan is a proactive and dynamic process for engaging faculty, staff and students to:

- Strengthen inclusive communities and partnerships that respect and understand the value and importance of Indigenous knowledges and practices (e.g. histories, teachings, languages, traditions, ceremonies, protocols, creative expressions, etc.) belonging to the diverse peoples of Saskatchewan and beyond, and that recognize that academia benefits by valuing and including pluralistic ways of knowing, thinking, and doing;
- Engage in critical reflection of the colonial history and systemic effects on Indigenous and non-Indigenous peoples, including Treaty relationships and Métis and Inuit land rights;
- Operationalize the Calls to Action of the Truth and Reconciliation Commission and to enact a transformative reconciliation of the University of Saskatchewan's commitment to inclusion and authentic voice and engagement of First Nations, Inuit and Métis peoples in Saskatchewan and beyond; and
- Promote and support Indigenous visions and aspirations for self-determination through transformative education for Indigenous well-being, growth and prosperity.

Indigenous peoples is inclusive of First Nations, Inuit, and Métis peoples of Canada and their unique perspectives.

This document is the product of a series of in-depth conversations with students, staff, and faculty who freely donated their time to provide their ideas and feedback. We gratefully acknowledge their insights and contributions as this document could not have been written without their help.



Goal #1: Indigenize and decolonize the College of Arts and Science

Objectives

This goal addresses three objectives that lie at the heart of everything undertaken in the College of Arts and Science:

1. Address the challenges of racism and colonialism in the college and university;
2. Promote respect and understanding between Indigenous and non-Indigenous communities;
3. Articulation and teachings of manâchitowin (respect one another) will be fluid and deeply known and evident throughout the college

These three objectives are directly linked to the Uplift Indigenization, Experience Reconciliation, and Embrace manâchitowin goals of the University Plan. Students will learn the context of the contemporary and historical position of Indigenous people, and in so doing also understand the need to challenge and transform core elements of settler colonialism. This goal also directly contributes to one of the five areas of impact to which the University aspires – Transformative Decolonization Leading to Reconciliation – and addresses the TRC’s Calls to Action related to for-credit programming in Indigenous languages.

Strategic Initiatives

- The College of Arts and Science will provide opportunities for all faculty and staff to participate – on a volunteer basis – in training aimed at raising awareness of and addressing racism in the workplace and the classroom. This training will be mandatory for heads and senior administration.
- The College of Arts and Science will work with the ASSU and the Indigenous Student Council to organize an annual anti-racism event/campaign for all students. Potential events include concerts, high-profile speakers, and social media awareness campaigns.
- The College will establish a system for reporting and responding to instances of racism in the classroom and workplace, in an ombudsman role working with Discrimination and Harassment Prevention Services.
- The College of Arts and Science will create an Indigenous space in a central, high visibility location. This space will be complementary to the Gordon Oakes Red Bear Student Centre, must be appropriate as a meeting space for Indigenous students, faculty, staff, and community members, and will be suitable for smudging.
- The College of Arts and Science will change its standards for tenure and promotion to recognize the significance of community engagement, community-based research, and contributions to Indigenization.
- The College of Arts and Science will support language retention and revitalization through various initiatives throughout the College, including signage and support for developing language-focused courses.
- The College of Arts and Science will include an Indigenous course requirement in all its programs.

Resources Required

- Funding for training courses on addressing racism in the workplace and the classroom
- Funding for anti-racism campaign
- Admin support for an ombudsman position in the College of Arts and Science
- Space and funding to create an Indigenous meeting space. College-funded in the short term, and donor-funded in the long term
- Part of regular duties of departmental committees and college review committee
- Funding for welcome signs in multiple Indigenous languages in key locations. Support for development of Indigenous language courses and programs
- Funding for increasing teaching capacity in terms of courses and qualified instructors for the Indigenous course requirement, in collaboration with the Gwenna Moss Centre for Teaching and Learning

Metrics/Key Performance Indicators

- Number of participants and increases therein each year
- Number of events and participants that are part of the anti-racism campaign
- Reduction in the number of incidents of interpersonal and systemic racism, as indicated by reporting mechanisms that encourage candid disclosure (including anonymous reporting mechanisms)
- Number of users and events in the Indigenous meeting space
- Number of departmental standards that include recognition of community engagement, community-based research, and contributions to Indigenization
- Number of courses and enrolment in Indigenous language courses
- Number of courses that meet the Indigenous course requirement and number of instructors participating in Indigenous Course (re)Design program

Goal #2: Enable Indigenous Student Success

Objectives

This objective specifically deals with Indigenous student success. The College of Arts and Science is committed to addressing the underrepresentation of Indigenous students in post-secondary education through recruitment, retention, and graduation. This goal addresses the Truth and Reconciliation Commission's (TRC) Calls to Action on Indigenous student success and implements the principles on Indigenous Education stated by Universities Canada.

These objectives from the College Plan address the Uplift Indigenization and Experience Reconciliation goals of the University Plan:

- Enable the success of Indigenous students, both throughout their studies and after graduation
- Increase retention of students between first- and second-year, with special attention to Arts and Science Indigenous student populations and students who are among the first generation in their families to attend university

Strategic Initiatives

- The College of Arts and Science will increase its efforts to recruit and support Indigenous students, including through the Aboriginal Student Achievement Program (ASAP), ASAP STEM Pathways, and the 90-level courses in biology, chemistry, and physics. The College will continue to collaborate with other colleges, including Engineering and Nursing, to provide and enhance these supports. The College will continue to support students through the Trish Monture Centre (TMC).
- Indigenous students will also benefit from the College's commitment to Put Students First as described in the college-specific strategic commitments.
- The College of Arts and Science will honour cultural commitments and contributions in students' co-curricular records.
- Courses will honour Indigenous pedagogies and learning strengths in assessment and instruction to privilege competencies and skills emphasized in Indigenous life-long learning curricula alongside knowledge emphasized in Western academic outcome-based curricula. Course development will take into account accessibility and attractiveness to mature and parent student cohorts. The College of Arts and Science will increase opportunities for land-based education.

Resources Required

- The Aboriginal Student Achievement Program is currently supported by funding from various sources, including the College of Arts and Science, the Indigenous Engagement Strategic Fund (OVPTLSE & OVPIE), the College of Engineering, and the Council of Health Science Deans. Funding is also provided by SaskPower and Husky Energy. Enrolment is near capacity in the STEM area. Conversations with our funding partners are ongoing to maintain and, where needed, increase capacity.
- See college document for information on Student First project
- Existing resources
- The College of Arts and Science in partnership with the Gwenna Moss Centre for Teaching and Learning (GMCTL) has set up Indigenous Learning Development Fund to support developing new courses and modifying existing courses for the College of Arts and Science's Indigenous Learning Requirement. The College and GMCTL will each contribute \$80,000 in 2018/19 and 2019/20. GMCTL's portion will come from the Curriculum Innovation Fund.

Metrics/Key Performance Indicators

- Percentage and numbers of Indigenous students in all years (total and per department). Quantitative and qualitative measures of success of Indigenous students (GPA, retention rates, time to completion, graduation rate, and scholarships) should improve markedly year to year until on par with those of non-Indigenous students. Increase in number undergraduate Indigenous students engaging in research, leadership, and cultural activities.
- See college document for information on Student First project.
- Number of Indigenous students with a co-curricular record.
- Number of participants and courses supported through the Indigenous Learning Development fund. Number of courses and enrolment in land-based courses.

Goal #3: Boost Indigenous Faculty and Staff Recruitment and Success

Objectives

The objective is to increase the College of Arts and Science's percentage of and support for Indigenous faculty, and Indigenous role models in all fields. The College of Arts and Science has made a commitment to increase the proportion of Aboriginal faculty to 15% from its current number of 4%, to reflect the current demographic profile of Saskatchewan. To reach this goal, the College will need to add 32 additional Aboriginal members to its faculty complement through its Aboriginal Faculty Recruitment Strategy, the first year of which was 2017-2018.

This objective addresses the Experience Reconciliation goal of the University Plan and the College specific commitment to Inspire Excellence and Increase Diversity and Equity in Faculty and Staff.

Strategic Initiatives

- The College implemented an Aboriginal Faculty Recruitment Strategy according to which 50% (to a maximum of 3) of the positions available in its annual faculty complement planning process are used to recruit Indigenous faculty members. In 2017-2018, two faculty were hired under this program. The College has committed to continuing this initiative until the goal is reached.
- Department and college standards will be revised to recognize contribution to Indigenization, Indigenous ways of knowing, and engagement with Indigenous communities. The College will actively strive at improving recognition, tenure and promotion, and retention of Indigenous faculty. The College will honour and value the role of our College and departments in developing junior faculty who successfully graduate to senior positions at other institutions.
- The College, in partnership with the Gabriel Dumont Institute (GDI), has created a Research Chair in Métis Studies. The chair was approved in the spring of 2018.
- Develop a program for appointing a community scholar(s) and elder(s)-in-residence.

Resources Required

- Hiring under the Aboriginal Faculty Recruitment Strategy is part of the regular, annual faculty hiring process whereby positions that become available through retirements and resignations are allocated to departments through the complement planning process. No additional, new resources are required.
- Retention of Indigenous faculty would require funding for special increases, teaching release, and research and graduate student/post doc support as is done at present in similar cases involving non-Indigenous faculty.
- The College has committed a faculty position appropriate for a senior scholar for the chair. Additional resources to support the chair were committed by GDI and CGPS.
- Funding for one full-time or two part time positions.

4. Metrics/Key Performance Indicators

- % Aboriginal faculty to reach 15%.
- Progress of Indigenous faculty to tenure and promotion to be at the same pace as other faculty. Improved retention of Indigenous faculty across all disciplines within the College of Arts and Science
- Quantitative and qualitative measures of success of the chair include HQP, publications, funding, and community engagement.
- Quantitative and qualitative measures of success of the position(s), including number of students engaged and narratives describing the interaction and outcomes.

Goal #4: Establish a Centre for Indigenous Scholarship

Objectives

To fulfill our commitment to share our teaching and learning as well as our research, scholarly, and artistic work with our community; to develop and promote strong, permanent relationships with our community; and to pursue knowledge mobilization in our scholarship, the College of Arts and Science will establish a research centre to address these objectives:

- Create a centre to support all aspects of Indigenizing RSAW, driven by community input
- Pursue a deep understanding of Indigenous peoples, settlers and immigrants, the cultural diversity, the connections, and the economies on this land
- Participate in collaborative Tri-Agency research programs that directly or indirectly contribute to Reconciliation and decolonization

Strategic Initiatives

The College of Arts and Science will establish a Centre for Indigenous Scholarship with the mandate to be the focal point for community-driven research in the social sciences, humanities, and fine arts that directly benefit Indigenous people and communities. The Centre will be an interdisciplinary space to foster collaboration, offer a flagship graduate student scholarship and mentorship program, provide incentives for Indigenous research, and attract visiting scholars from around the world.

Resources Required

Centre for Indigenous Scholarship is funded by the College of Arts and Science from funding previously allocated to ICC. Funding includes an admin position, a teaching release for the director of the centre, and funding for research support distributed through the Centre. The centre has also been assigned office space.

Metrics/Key Performance Indicators

Indicators of success of the centre include Tri-Council and other funding leveraged using Centre funding, qualitative and quantitative measures of community engagement and knowledge transfer to the community resulting from research projects, and qualitative and quantitative measures of graduate student outcomes.

Goal #5: Strengthen partnerships with the community

Objectives

This goal reflects our dedication to the University Plan's Inspired Communities commitment to achieve meaningful change with and for our communities. As the College pursues goals 1 to 4, it must do so guided by the community. The changes we envision, including developing engagement opportunities, expanding and re-envisioning a Northern programming strategy, and increasing internship and experiential learning, can only occur through meaningful engagement with and in partnership with our communities. This goal addresses the following objectives:

- Strengthen partnerships (possibly through an Advisory circle to the dean) with the City of Saskatoon, local community-based organizations, and neighboring communities, to become delineated under a formalized process for consultation
- Strengthen partnerships with individual Indigenous communities, within and beyond the province
- Establish symbiotic community connections: be a catalyst to forge strong connections to the wider world, and connect the local to the global

Strategic Initiatives

The College of Arts and Science will explore the creation of an advisory circle to the Dean, with members drawn from Indigenous communities – broadly defined – to provide advice to the Dean on matters of interest to the Dean and the advisory circle related to the college and university. The college will work together with other colleges and the Vice-Provost Indigenous Engagement as it develops the plans for the advisory circle.

Resources Required

Funding for an annual meeting of the advisory circle, including travel, honoraria, meals and refreshments, and gifts

Metrics/Key Performance Indicators

Quantitative and qualitative measures of success of the advisory circle include the number and engagement of participants, impact of advice on the college, and initiatives resulting from advisory circle activity. Monitoring community impact could be done through social mapping or other communications data to see how connections forged with and through the advisory board relate to and are beneficial to community-engaged research, student recruitment, and post-secondary funding decisions.

People Plan

STAFF

We have moved from a model of complete decentralization of clerical staff to a hybrid model of central and local support under a single manager – Administrative Support Group (ASG) - resulting in significant cost savings. As our ASG evolves, we continue to look for opportunities to reduce redundancies with ConnectionPoint and to bring additional departments into the model as departmental front office retirements and resignations occur.

The voluntary exits during 2017-18 also provided opportunity for some restructuring of instructional and technical support in our large science departments to both better align with current needs and to streamline – i.e. more appropriately combine duties - to reduce cost.

We have taken advantage of the SBA model to reduce direct costs and to improve efficiency and effectiveness.

All open staff positions are carefully reviewed for opportunities to eliminate or modify.

Research, Scholarly and Artistic Work Plan (RSAW)

Research, scholarly and artistic work in the College of Arts and Science is founded on the expertise, activities and accomplishments of our individual faculty, research staff and students. We are growing a culture in which all are engaged in research, scholarly and artistic work, in its diverse forms. We are targeting supports, especially to increase success with external funding, and to celebrate and communicate our achievements. We are leveraging our individual expertise by strengthening existing and generating new concentrations of collaboration and connection.

Goal #1: Improve Tri-Agency outcomes by increasing intensity of RSAW

Objectives

Accelerate RSAW performance and success.

This goal is directly tied to the University's 2025 Aspirations of Meaningful Impact and Global Recognition. It directly relates to the University's Commitment areas of Courageous Curiosity (all four goals); Boundless Collaboration (Enrich Disciplines, and Align Structures).

Strategic Initiatives

1. Implement College's SSHRC strategy
 - Increase SSHRC application rate and success rates
 - Develop strategy for external funding for Fine and Performing Arts
2. Expand NSERC strategy
 - Increase number of grant applications while maintaining success rates
 - Increase matching of eligible contracts through partnered programs
3. Develop a college CIHR strategy

Resources Required

- Resources and funding commitment from the college to implement SSHRC Strategy
- Funding commitment from central and college to develop and implement the Fine and Performing Arts Strategy
- People resources from University Relations, Development Office to assist in possible fundraising for Fine and Performing Arts RSAW
- Resources to develop and implement CIHR strategy and expand NSERC strategy

Metrics/Key Performance Indicators

- Yearly increase in total value and number of all tri-agency grants, including LOI stage and participation in internal review processes
- Increase in RSAW outputs and impacts

Goal #2: Increase intensity of research, scholarly and artistic work by building upon our distinctive strengths

Objectives

Enhance strategic leadership in existing areas of RSAW strength.

Elevate new areas of RSAW focus that are distinctive for our college

This goal is directly tied to the University's 2025 Aspirations of Productive Collaboration and Global Recognition. It directly relates to the University's Commitment areas of Courageous Curiosity (all four goals); Boundless Collaboration (Enrich Disciplines, Align Structures, Embolden Partnerships).

Strategic Initiatives

- Identify our distinguishing strengths as a college
- Incubate new multidisciplinary clusters
- Encourage pursuit of larger-scale Tri-Council and other funding opportunities
- Identify and create Research Chair opportunities in focus areas

Resources Required

- People and resources to identify existing and potential strengths
- People resources and funding internally and from SRI /OVPR to perform an environmental scan of current collaborations, identifying new interdisciplinary and disciplinary cluster opportunities and developing those collaborations
- Partnership with SRI to develop larger-scale funding proposals
- Collaboration with Director of Development to identify donor-funded opportunities and interests

Metrics/Key Performance Indicators

- Increase cross-disciplinary clusters
- Increase in number of Research Chairs
- Increase in RSAW outputs and impacts

Goal #3: Foster Connections and Collaborations

Objectives

Increase connections with Indigenous, local, national and international partners, organizations and communities.

This broad-based goal is directly tied to each of the University's 2025 Aspirations. It directly relates to each goal in all three of the University's Commitment areas.

Strategic Initiatives

- Work with other colleges, centres and SRI to support institution-wide initiatives. Be good citizens in being quick to come to the table and to engage in partnerships
- Work with Vice Dean Indigenous to develop new Centre for Indigenous RSAW
- Create strategy for recognizing Community Engaged Scholarship

Resources Required

- Partnership with OVPR / SRI on developing connections
- Resource and activate MOUS, Community collaborations, college/centre collaborations and external collaborations with other Universities, and Colleges, International and NGO's

Metrics/Key Performance Indicators

- Number of active partnerships and collaborations internally, locally, nationally and internationally
- Activated MOUS's, etc.

Goal #4: Nurture a culture of RSAW by celebrating RSAW achievements and success

Objectives

Inspire and foster increased engagement of faculty and students at all levels and across all disciplines in research, scholarly and artistic work

This goal is directly tied to the University's 2025 Aspirations of Productive Collaboration, Meaningful Impact and Global Recognition. It directly relates to the University's Commitment areas of Courageous Curiosity (all four goals); Boundless Collaboration (Enrich Disciplines, Embolden Partnerships); Inspired Communities (all four goals).

Strategic Initiatives

- Develop an Honours, Prizes and Awards Strategy
- Plan and execute appropriate celebration events
- Form and execute communications plans on RSAW progress, successes and impacts to a variety of stakeholders

Resources Required

- Partnership with VD Faculty Relations on celebration events
- Partnership with SRI / OVPR and departments on Awards Strategy
- People resources for Awards Strategy
- Resources for celebrations
- Central and college communications and event planning support

Metrics/Key Performance Indicators

- Numbers of honours, prizes and awards
- Communications metrics (e.g. audience numbers, views)
- Event success metrics

COLLEGE ALIGNMENT WITH THE UNIVERSITY PLAN

The College will align its strategic commitments and related goals and objectives to the university's ambition to be the university the world needs:

- **Transformative Decolonization Leading to Reconciliation.** The world needs a university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
- **Productive Collaboration.** The world needs a university in which research and innovation are inspired by and accountable to community partners.
- **Meaningful Impact.** The world needs a university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
- **Distinguished Learners.** The world needs a university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
- **Global Recognition.** The world needs a university that sets the standard in learning, research, scholarship, creativity, and community engagement.

By 2025, the job market and technology will have changed, and the College of Arts and Science, through our students, staff and faculty, will 'create the times'. A sustained breadth of knowledge-creation allows us to capitalize on existing and unpredictable questions and challenges of the future.

We will reach out more broadly across the college and see that the synergy of knowledge is bigger than the convergence of 21 major disciplines. We will use current and new frameworks for problem solving.

We need to work closely with the institution on risk mitigation for our top risks: academic program capacity and equipment age; financial reserves; cyber security; competitive, funded and in-compliance RSAW; communications; technological innovation; management structures; health and safety; post - secondary education competition; availability of information about critical operations and processes.

The college is an ecosystem, with students and researchers, scholars, and artists working across boundaries. The students who see boundaries as porous at the University are Arts and Science students. We are a college in tune with today's problem-centric needs: our diversity is at the heart of why our college is such an asset to the province and beyond.

STRATEGIC COMMITMENTS TO THE UNIVERSITY PLAN

1. Join University to embolden partnerships in strategic developments and outreach opportunities:

- **School of Architecture and Visual Arts:** Participate with central administration on co-creating a strategy for program rollout that is cost-sustainable in terms of phased-in faculty complement, start-up costs, and operating costs, and that attracts new student enrolments to the college.
- **“Galleries Reimagined”:** Place Indigenous representation and engagement as cornerstones of the reimagined approach to visual arts on campus. Include Indigenous peoples in the hub’s activities, targeting growth of the university’s collection of works by Indigenous artists, and prioritizing partnerships with Indigenous arts organizations and artists under the new academic programming structure.
- **Museum of Natural Sciences Revitalization:** Update and redevelop to enhance its standing as a signature feature of this campus: a hub of scientific research, teaching, and outreach; a prime destination for families, school groups, and visitors to the city; and a vital link between the campus and the community. Build on our success in captivating and inspiring visitors, so that it serves as an inclusive space that respects the land we are on and the Indigenous peoples and cultures here.
- **Science Meets Art, and the Public:** “Smart-P” is a project through which university can provide a physical space to engage, excite, and inspire the public in the university’s creative scholarly activities. Interdisciplinary research and problem solving activities need to be supported in the university’s ecosystem to realize our community’s innovative potential. Curiosity-based scholarly inquiry, with community engagement and knowledge translation are top drivers in conceptualizing this new space.

2. Sustain, coordinate, expand environmental programming: Dovetail with schools and colleges and departments, and coordinate our environmental initiatives with the Global Institute for Water Security, Global Water Futures, Global Institute for Food Security, Plant Phenotyping and Imaging and Research Center.

3. Expand and re-envision Northern programming strategy. Build on current and past successes and use Prince Albert and La Ronge as jumping-off points for programs, faculty, and facilities in the north. Pursue creative course delivery options with our partners in regional colleges and communities. Enhance land- and community-based programming. Support a revisioning of the Emma Lake Kenderdine Campus.

4. Increase internships and experiential learning: increase opportunities for students and engage more students in those opportunities; hire outward-looking new faculty and continue to align our degrees and programs to best equip our students for the challenges and opportunities of the future.

5. Connect more meaningfully with our college alumni and the new generation of donor investors who seek long-term sustainable impact. Enable and enhance a culture of philanthropy founded on relationships built to last and evolve over a lifetime. Support lifelong learning, and in doing so involve seniors and retirees in college life.



COMMITMENT #1:

Courageous Curiosity

By acting thoughtfully, and jointly, the College of Arts and Science will renew, strengthen, and advance arts and science disciplines, programs, and research, scholarly, and artistic work, and collaborate, thereby setting strategic directions for the university as a whole. Creativity is empowering and in the College of Arts and Science, creativity is in all that we do. It is encouraged, accepted, championed and rewarded.'

1. UNLEASH DISCOVERY:

- Enable a culture of research, scholarly, and artistic work (RSAW) engagement by increasing external support and a diversity of outputs, strengthening collaboration and connections, enabling an environment for RSAW trainee success and discovery- and curiosity-based research in arts, humanities, social sciences, sciences;
- Increase undergraduate student engagement in RSAW;
- Prepare graduates, versed in humanities, sciences, social sciences, technology and fine and performing arts for a diversity of future life pursuits;
- Through ideas and data, investigate through basic research what is and what has been, and innovate what needs to be, whether curiosity- or problem-driven.

GUIDEPOSTS

- Growth in scholarly influence, visibility, and impact
- Success in attracting the best students, trainees, faculty, leaders, and staff from across the globe
- Improved success in peer-reviewed funding
- Teaching excellence that inspires curious, courageous learners

2. UPLIFT INDIGENIZATION:

- Pursue a deep understanding of Indigenous peoples, settlers and immigrants, the cultural diversity, the connections, and the economies on this land;
- Create a center to support all aspects of Indigenizing RSAW, guided by community input;
- Enable the success of Indigenous students both throughout their studies and preparing them for success upon their graduations;
- Address the challenges of racism and colonialism in the college and university.

GUIDEPOSTS

- Growth in the number of Indigenous policies, programmes, curricula, and initiatives developed with and validated by Indigenous peoples
- Recognized Indigenous leadership in the college
- Amplified Indigenous student, faculty and staff recruitment and retention efforts
- Systems and structures—including tenure, promotion, and merit practices—that support and recognize Indigenization
- A college community—Indigenous and non-Indigenous—increasingly empowered by active and ongoing system-wide learning that supports the growth and sustainability of Indigenization

3. EMBRACE INTERDISCIPLINARITY:

- Encourage and enable established disciplines and emerging fields of study to work jointly to create new conceptual, theoretical, methodological, and translational innovations to address challenges of today and tomorrow;
- Redesign or reimagine the structures of curricular and collegial processes such that innovation and connection can flourish across all institutional lines;
- Prepare all our students for a world in which they will be called upon to analyze complex problems, plan courses of action, provide responsible leadership, and engage cultural diversity, and ways of knowing. Students will learn to create and innovate, inspire and enlighten, argue with persuasiveness, speak and write with clarity and precision, understand qualitative and quantitative data, and use technologies, tools, instruments, information systems and artistic expression in transformational ways.

GUIDEPOSTS

- Growth in the diversity and strength of interdisciplinary programs
- Recognized leadership in interdisciplinary models and methods
- Systems and structures aligned with interdisciplinary culture
- Growing global recognition and leadership in applying interdisciplinary approaches within our signature areas

4. SEEK SOLUTIONS:

- Solve problems: share our teaching and learning as well as our RSAW with multiple communities in multiple ways, ensuring multi-directional processes of learning that involve interaction and listening, with the shared goal of generating mutual benefit;
- Create problem-solving relationships: develop and promote strong, permanent relationships with communities, and a commitment to knowledge mobilization in our scholarship;
- Establish symbiotic community connections: be a catalyst to forge strong connections to the wider world, and connect the local to the global

GUIDEPOSTS

- Increasingly empowered culture of experimentation and entrepreneurship among students, faculty and staff
- New and enhanced applied learning experiences for students
- Growing leadership and recognition in artistic, scientific, technological and social innovation
- Expanding community engagement in discovery and innovation

COMMITMENT #2:

Boundless Collaboration

The College of Arts and Science will create and strengthen partnerships inside and outside the college and university, create diverse teams and nurture critical skills, set platforms for identifying local and global issues and solve complex problems. Together, we will be innovative: taking measured risks and working dynamically.

1. ENRICH DISCIPLINES:

- Continue Curriculum Renewal: introduce writing, quantitative reasoning, and Indigenous learning requirements into degree programs;
- Embrace the diversity of our disciplines, guiding them to cooperation in fresh interdisciplinary ways;
- Address global questions and concerns from strong disciplinary bases.

GUIDEPOSTS

- Growth in recruitment of global faculty and students to all disciplines
Increased recognition of disciplinary strength and impact globally
- Stronger, more diverse community connections within disciplines

2. ALIGN STRUCTURES:

- Simplify degree and certificate paths, and leverage our unique capacity for cross-departmental and inter-disciplinary programming;
- Pursue strategic enrolment increases, balancing our existing and projected capacity with the needs and desires of our students;
- Create strategic complement plans for faculty and staff;
- Articulate and embed community engaged scholarship and collaboration, as well as interdisciplinary RSAW and teaching, in departmental standards for tenure, promotion and merit;
- Reward and celebrate good college and university citizenship and service;
- Make visible and meaningful investments in student services, leading to positive student experience and student outcomes.

GUIDEPOSTS

- Systems and structures increasingly contribute to building the culture of trust essential to collaboration
- Tenure, promotion, and merit systems appropriately recognize and reward disciplinary and interdisciplinary collaboration and community-engaged scholarship
- Student experience increasingly shaped by collaborative learning opportunities
- Physical and virtual environments across our college enable a connected, collaborative, and welcoming community
- Increased morale and job satisfaction for college employees

3. EMBOLDEN PARTNERSHIPS:

- Enrich internationalization: increase domestic student participation in study abroad and student exchanges; increase faculty participation in international RSAW and teaching programs; actively, strategically recruit and support international students; engage students in certificate- and degree-based classes that teach international dimensions;
- Connect within and beyond the college through local, national and international collaborations, increasingly with alumni and donor-investors;
- Establish Arts and Science student cohorts – diverse student communities nurtured by the diverse college environment, including faculty and staff mentors
- Enhance creativity through connection; the breadth of RSAW and teaching and learning in the college provides an ideal environment for exchange of ideas, starting with students at the undergraduate level;
- Share strategies and resources with our regional college partners and students.

GUIDEPOSTS

- Growth in the number, diversity, and scale of local, national, and international partnerships in research, scholarly and artistic work, scholarship and training
- International students increasingly view the college as a destination for unique, high-value learning opportunities
- College policies and support systems enable effective partnerships across sectors, geographies, and cultures
- A spirit of holistic wellness and mutual respect imbues all our engagement efforts

4. EXPERIENCE RECONCILIATION:

- Promote respect and understanding between Indigenous and non-Indigenous communities;
- Enact the Truth and Reconciliation Commission (TRC)'s Calls to Action on Indigenous student success, culturally appropriate curricula and for-credit programming in Indigenous languages;
- Emphasize Indigenous student supports, Indigenous-focused academic programs and RSAW, and Indigenous faculty recruitment and retention;
- Participate in collaborative TriAgency research programs that directly or indirectly contribute to Reconciliation.

GUIDEPOSTS

- Growth in number, diversity, and strength of programming initiatives contributing to Reconciliation
- Leadership in Reconciliation models, initiatives, and methodologies
- Systems and structures that support Reconciliation
- Strong evidence of initiatives that are responses to the TRC Calls to Action

COMMITMENT #3:

Inspired Communities

We will embrace all of who we are and all of who we will be, together.

1. EMBRACE MANACIHITOWIN (RESPECT ONE ANOTHER):

- Strengthen partnerships (possibly through an Advisory board to the dean) with the City of Saskatoon, local community-based organizations, and neighboring communities, to become delineated under a formalized process for consultation;

- Develop a program for appointing a community scholar(s) and elder(s)-in-residence;
- Strengthen partnerships with individual Indigenous communities, within and beyond the province;
- Articulation and teachings of manacihitowin will be fluid and deeply known and evident throughout the college;
- Enhance reciprocity and coordinated initiatives (such as maximizing internship opportunities for Indigenous students with Indigenous governments and organizations);
- Implement Universities Canada's principles on Indigenous Education.

GUIDEPOSTS

- Increased number of experiential cultural and language opportunities for all students, staff, faculty, and leadership
- Protocols and policies that are respectful of diverse Indigenous cultural groups
- Systems and structures that support collaborative and reciprocal relationships and partnerships with Indigenous peoples on- and off-campus
- Practices and policies that respect and honour Elders, Traditional Knowledge Keepers, and Language Teachers
- Articulation and teachings of manacihitowin will be fluid and deeply known and evident throughout the whole campus community

2. AMPLIFY VALUE:

- Maintain strengths in dual credit for high school students, seniors programming, and community non-credit programming; and promote life-long learning;
- Pursue mutually-beneficial Memoranda of Understanding and Agreement with other colleges and universities, other partners;
- Commit to environmental sustainability and to reducing the college's environmental footprint.

GUIDEPOSTS

- Enhanced contribution to communities' overall health and wellness, quality of life, and capacity to achieve social intents
- Increased impact on communities' capacity to protect the environment and promote ecological sustainability

3. CELEBRATE STORIES:

- Celebrate and share the successes, accomplishments, events and experiences of our college, and of our individual faculty, students, staff and alumni using all available channels;
- Promote the recognition of our researchers, scholars, and artists locally, nationally, and internationally;
- Successfully build identity while enhancing and upholding the reputation of the institution;
- Profile our RSAW, policies that inform, stories that teach, artwork that engages and events that reach our community and beyond.

GUIDEPOSTS

- Students, faculty, staff, alumni, and others in our community understand and value the college/ university story and can carry it into their conversations
- Increased share of traditional and digital media
- Improved reputation and institutional recognition locally, provincially, and globally

4. ENERGIZE CHAMPIONS:

- Support philanthropic activity and engagement in support of the college's fundraising priorities
- Devise a stewardship plan to ensure our donors are recognized in a consistent and meaningful way;
- Refine our Alumni Engagement strategy to develop a culture of alumni engagement from day one of graduation.

GUIDEPOSTS

- Strengthening of mutually beneficial relationships with alumni to serve the needs of our graduates and our college
- Growth in the degree and depth of alumni engagement—as ambassadors, partners, supporters, and donors
- Expanded, more diverse donor base in Saskatchewan, across Canada, and globally
- Substantial increase in donor support toward our mission

To read the full plan, visit:
artsandscience.usask.ca/college/2025



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College of Arts and Science

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