



## Strategic Directions

2002 to 2016

Institutional Planning and Assessment  
December 2016



## Executive summary

The University of Saskatchewan has used the strategic directions, developed in 2002, to guide and shape the institution. This report presents an overview of the significant progress made in four areas, with a fifth strategic support area:

1. *Attract and retain outstanding faculty*

The University of Saskatchewan is committed to recruiting distinguished faculty, nationally and internationally, in order to increase research and become a leader in graduate education. Since 2002, faculty compensation has reached our market target of being at the 75th percentile for academic salaries at similar institutions. Faculty numbers and retention have increased, as have the gender and international diversity of our faculty. The number of faculty members holding active research chairs has also increased since 2002.

2. *Increase campus-wide commitment to research, scholarly and artistic work*

The U of S is Saskatchewan's only medical-doctoral university. Since 2002, a number of research institutes have been founded on campus, and faculty members continue to produce innovative research through federal and Tri-Agency funding grants, resulting in an increased number of prestigious research awards for faculty. The U of S supports artistic work through a number of museums, galleries, and music and drama initiatives on campus.

3. *Establish the University of Saskatchewan as a major presence in graduate education*

Graduate students are vital to the learning and discovery mission of the university. Interdisciplinary research has flourished since 2002 through our three graduate schools, and our programs are regularly reviewed to ensure program quality continues to improve. In the last decade, graduate enrolment has increased by approximately five per cent.

4. *Recruit and retain a diverse and academically promising body of students and prepare them for success in the knowledge age*

Since 2005, the number of exchange students at the U of S has increased 160 per cent and significant progress has been made to support web-based learning. International and out-of-province students continue to make up a larger proportion of our student body. Aboriginal student enrolment and graduation rates have increased significantly, and all University of Saskatchewan students continue to be satisfied with the quality of education they receive at the U of S.

5. *Establishing a supportive environment for the strategic directions*

Providing and developing the correct resources—human, financial, information and physical—is essential to support the strategic directions. The university has invested in a significant number of large capital projects since 2002, and is transitioning to a new resource allocation model that will allow more transparency and ownership of resources by our college leaders. There have been a number of other fiscal projects that have helped the university grow its income and diversify its revenues, which will result in less dependency on provincial grant funding.



## Setting the context

### Strategic directions and *Renewing the Dream*

The four strategic directions of the University of Saskatchewan, articulated in a 2002 document titled *Renewing the Dream*,<sup>1</sup> have shaped university policies since they were developed. They were intended to provide a guide for the university toward becoming a world-class institution. During development of the directions, the university community agreed the U of S, in its second century, would be known for its international standards, academic pre-eminence and sense of place. In order for the U of S to become known for these features, four strategic directions were identified to guide the university from 2002 to 2007.

#### Four strategic directions

1. *Attract and retain outstanding faculty.*
2. *Increase campus-wide commitment to research, scholarly and artistic work.*
3. *Establish the University of Saskatchewan as a major presence in graduate education.*
4. *Recruit and retain a diverse and academically promising body of students, and prepare them for success in the knowledge age.*

In April 2010, then-president Peter MacKinnon provided an update on the strategic directions and reflected on the changes in the Canadian context since they were developed.<sup>2</sup> At that time, the university had made significant progress in its strategic directions and goals that had been reached were revised, specifically those surrounding graduate and Aboriginal student enrolment.

As the U of S establishes new directions based on the recently articulated mission vision and values of the university, the intent of this report is to indicate the university community how the U of S worked towards achievement of its strategic directions since the year 2002. Presented herein is a long-term summary of the significant progress made from 2002-2016 in the four areas above.

## 1. Attract and retain outstanding faculty

### Commitments

The commitments to attract and retain outstanding faculty, as indicated in *Renewing the Dream*, are as follows:

- Intensify our commitment to the recruitment, support and development of faculty who meet international standards.
- Create a university complement plan that provides more flexibility within the appointments process, encourages faculty who embrace the teacher-scholar ideal, and facilitates collaboration across units and disciplines to build critical mass.
- Establish the infrastructure, support staff and climate needed to attract outstanding faculty and enable new and existing faculty to thrive.
- Encourage a diversity of faculty talent to ensure the rich and complex mission of the University of Saskatchewan is appropriately realized.

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<sup>1</sup> [usask.ca/ipa/documents/planning/strategicdirections\\_2002.pdf](http://usask.ca/ipa/documents/planning/strategicdirections_2002.pdf)

<sup>2</sup> [usask.ca/ipa/documents/planning/strategicdirections\\_update\\_2010.pdf](http://usask.ca/ipa/documents/planning/strategicdirections_update_2010.pdf)



## Outcomes

### Diversity

Recruiting international faculty members is a key component of the strategic directions and is equally important to the university community. The proportion of faculty coming to the U of S from other countries has steadily increased since 2002 (Figure 1).



Figure 1. International faculty at the University of Saskatchewan, 2002 to 2016.

In addition to diversity through internationalization, the proportion of female faculty members has also increased (Figure 2).

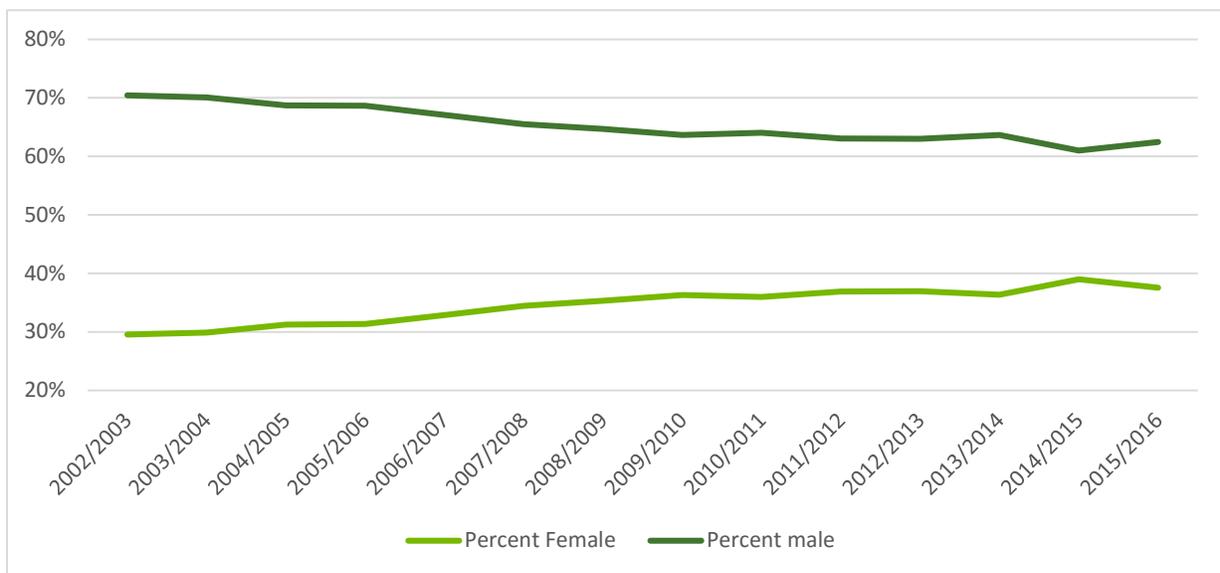


Figure 2. Faculty by gender at the University of Saskatchewan, 2002/03 to 2015/16.



### Academic research strengths

Research chairs are reserved for researchers who are acknowledged by their peers as being world leaders in their field. The number of faculty members holding an active research chair at the U of S has increased since 2002 (Figure 3). These chairs include: Canada Excellence Research Chair (CERC), Canada Research Chair (CRC), and Industrial Research Chair (IRC). In 2016, the U of S had one CERC, 25 CRC, and six IRC.

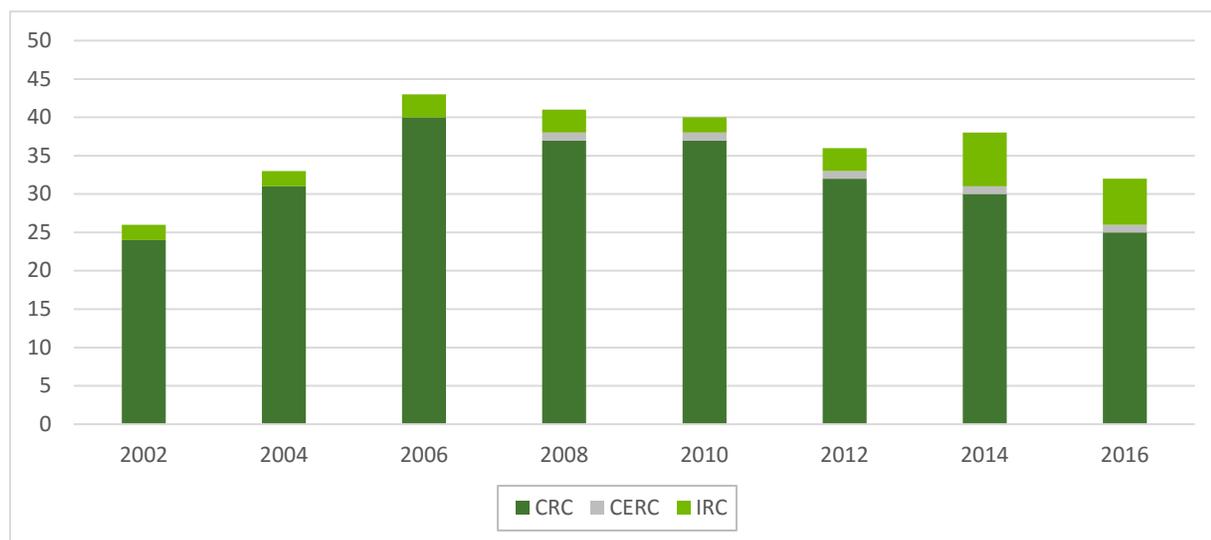


Figure 3. Number of active Canada Excellence Research Chairs (CERC), Canada Research Chairs (CRC) and Industrial Research Chairs (IRC) at the U of S, 2002-2016.

### Recruitment

Progress and diversity targets have been achieved in part due to the recruitment strategies adopted at the university. The U of S has adopted a lead pay compensation strategy that sets compensation targets based on a comparison group of similar universities (medical-doctoral) across Canada. Strategic investment in faculty salary levels has allowed the university to progress towards market targets of being at the 75th percentile (Figure 4). It is anticipated that, by the end of the 2014-2017 University of Saskatchewan Faculty Association collective agreement, the market gap for academic salaries will be fully closed, a change that has contributed to the U of S being competitive for attracting world-class faculty.

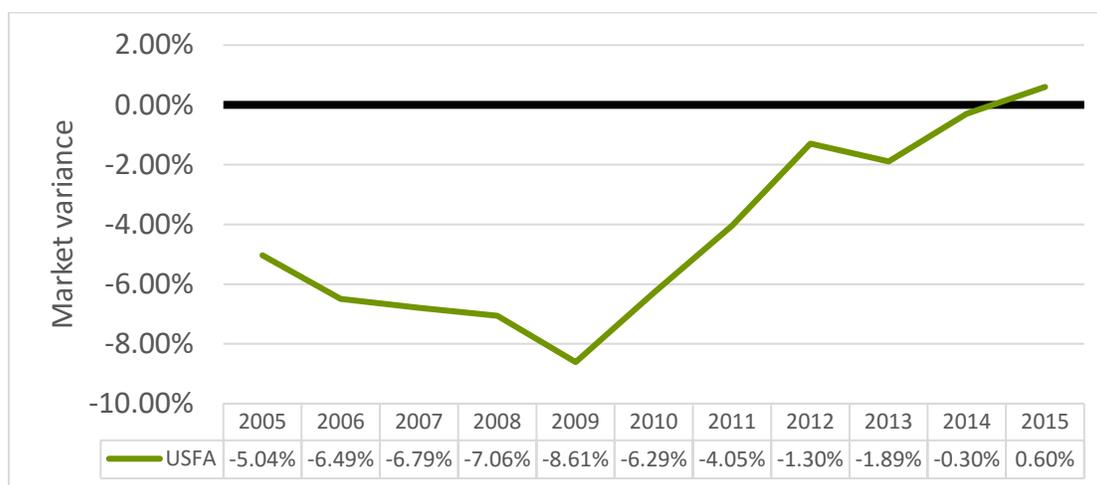


Figure 4. Academic salaries market variance for the University of Saskatchewan Faculty Association, 2005-2015.



The faculty complement has been declining since 2011/12, and although departures for reasons other than retirement increased in 2015/16, this percentage has hovered between 1 and approximately 3 per cent for at least a decade (Figure 5).

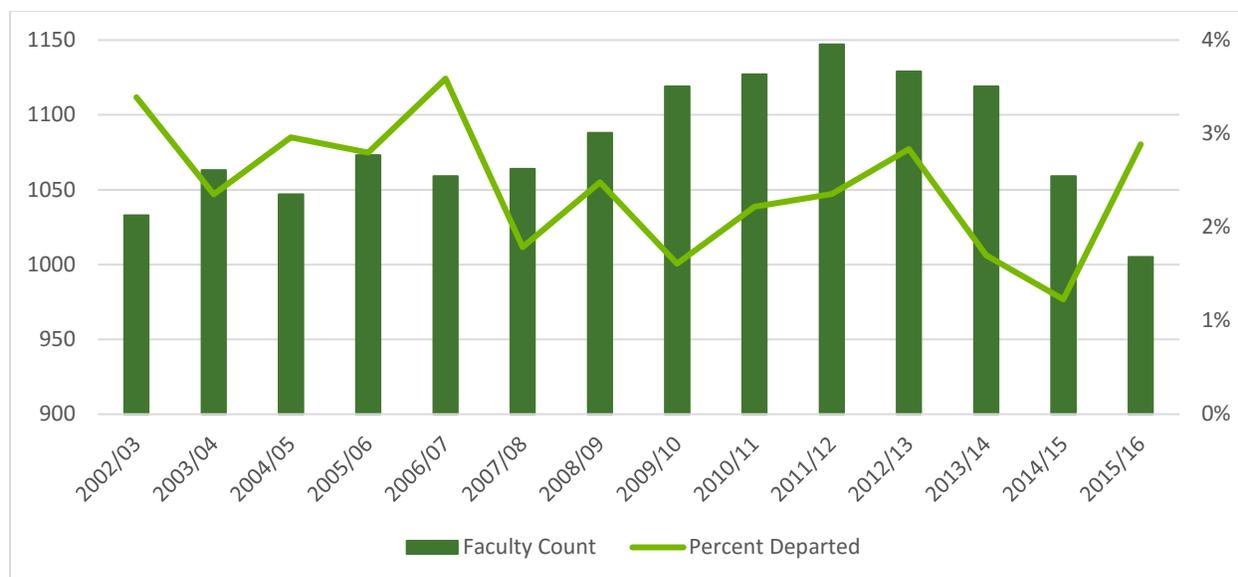


Figure 5. Faculty non-retirement departures, 2002/03 to 2014/15

## 2. Increase campus-wide commitment to research, scholarly and artistic work

### Commitments

The commitments to increase campus-wide efforts in research, scholarly and artistic work, as indicated in *Renewing the Dream*, are as follows:

- ‘Campus-wide’ does not entail an obligation for every individual, and ‘commitment’ does not imply pre-eminence in all areas, but the commitment to creative, intellectual, peer-reviewed work must increase generally, across the university and across all programs.
- Our sense of place will inspire us to continue pursuing research, scholarly and creative activities in areas relevant to this province and its people.
- While we will continue to engage in significant research sponsored by other sources, there are now compelling reasons to increase our tri-agency funding.
- As we contemplate alternative areas of research investment, we cannot afford to be overly constrained by disciplinary boundaries or departmental loyalties.
- Encouraging the fruits of scholarship requires enhanced infrastructure and an environment within which research and creativity can flourish, together with responsiveness to both established and emergent research opportunities

## Outcomes

The Research, Scholarly and Artistic Work (RSAW) Committee of Council was established to promote and encourage an atmosphere of accomplishment and commitment in the areas of research, scholarly and artistic work at the U of S<sup>3</sup>.

There has been strong activity on the U of S campus to support our commitment to research. The Canadian Light Source (CLS) opened in 2005 and is a world-class, state-of-the-art facility that advances science and industry research. The CLS has hosted over 2,500 researchers from academic institutions, government and industry from across Canada.<sup>4</sup> There are a number of new research centres and institutes on campus, including:

- The Global Institute for Water Security
- The Global Institute for Food Security
- International Centre for Northern Governance and Development
- VIDO-InterVac
- Sylvia Fedoruk Canadian Centre for Nuclear Innovation

In 2016, the U of S was awarded funding from the Canada First Research Excellence Fund for two research programs: Global Water : Solutions to Water Threats in an Era of Global Change<sup>5</sup> (\$77.8 million, awarded in September 2016) and Designing Crops for Global Food Security<sup>6</sup> (\$37.2 million, awarded in August 2016).

Faculty members at the U of S have shown to produce innovative research. For example, the proportion of faculty holding external research awards has increased in the last five years (Figure 6). In the last academic year, for example, approximately one out of every two faculty held an external award.

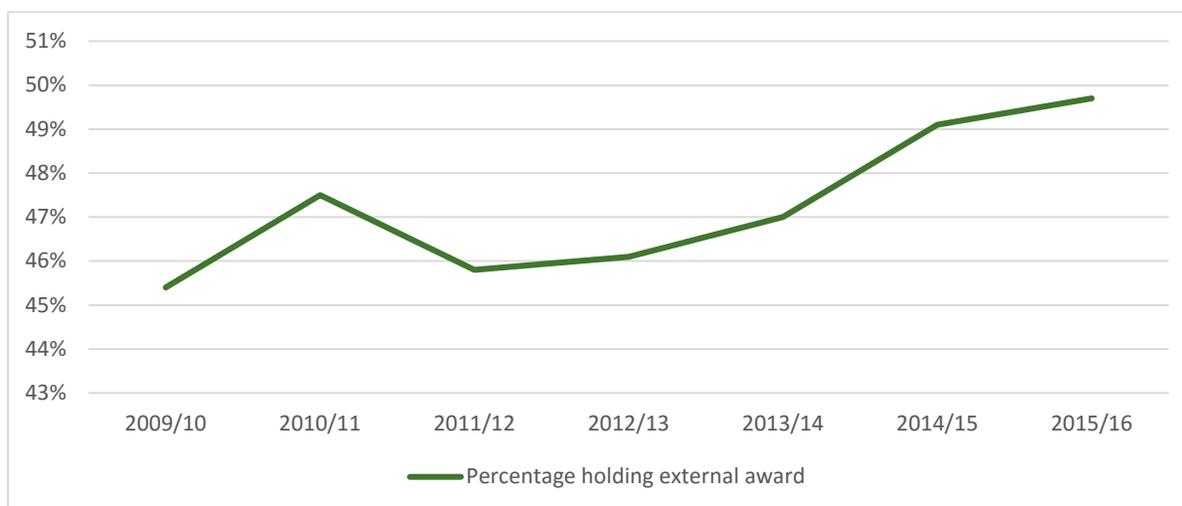


Figure 6. Faculty holding external research awards, 2009/10 to 2014/15.

<sup>3</sup> [usask.ca/ipa/documents/planning/rsaw\\_foundationaldoc\\_2004.pdf](http://usask.ca/ipa/documents/planning/rsaw_foundationaldoc_2004.pdf)

<sup>4</sup> [lightsource.ca/about/index.php](http://lightsource.ca/about/index.php)

<sup>5</sup> [news.usask.ca/articles/research/2016/u-of-s-awarded-77.8m-to-lead-global-water-futures-research-program.php](http://news.usask.ca/articles/research/2016/u-of-s-awarded-77.8m-to-lead-global-water-futures-research-program.php)

<sup>6</sup> [news.usask.ca/articles/research/2016/new-food-security-research-and-technologies-launched-at-the-u-of-s.php](http://news.usask.ca/articles/research/2016/new-food-security-research-and-technologies-launched-at-the-u-of-s.php)



Although the percentage of faculty holding external research awards has increased in general since 2009/10, there is a difference among the academic units in the amount of awards received (Figure 7).

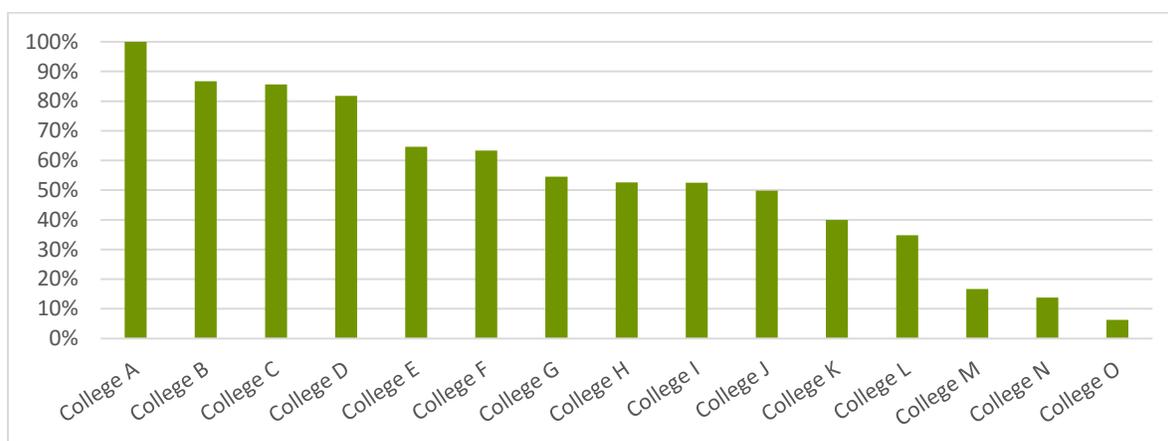


Figure 7. Percentage of faculty holding external research awards by college (2015/16). Colleges have been de-identified.

Six signature research areas were developed in 2010 after extensive campus-wide consultation<sup>7</sup>. These areas are areas where the U of S is poised for outstanding achievement given our research capacity, investments, history and sense of place.

- Aboriginal Peoples: engagement and scholarship
- Agriculture: food and bioproducts for a sustainable future
- Energy and mineral resources: technology and public policy for a sustainable environment
- One health: solutions at the animal-human-environment interface
- Synchrotron sciences: innovation in health, environment and advanced techniques
- Water security: stewardship of the world’s freshwater resources

There are 27 CRCs and CERCs involved with the signature areas across campus (Figure 8).

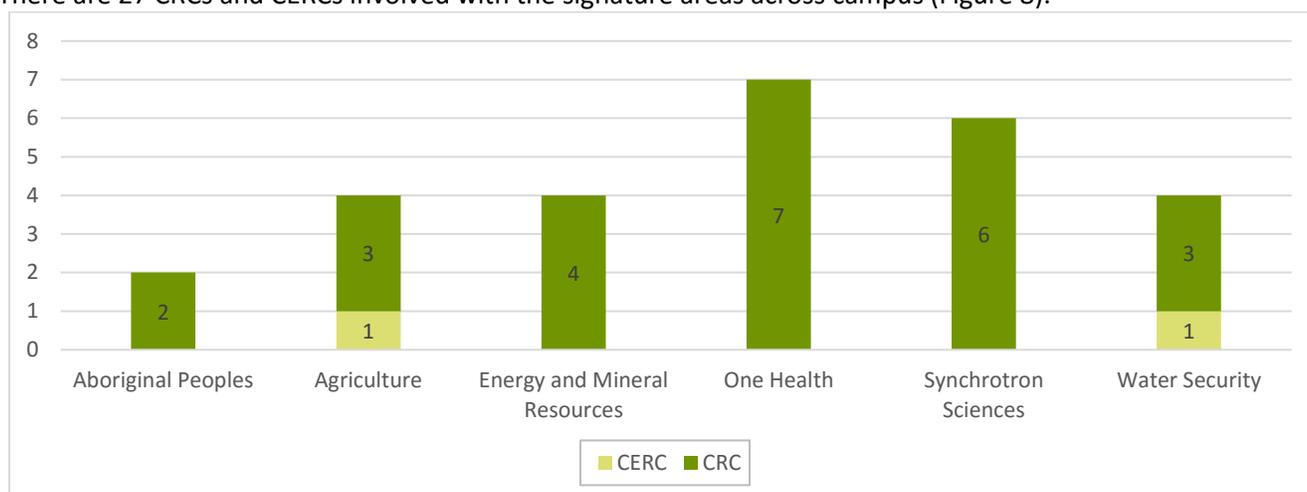


Figure 8. Canada Research Chairs (CRC) and Canada Excellence Research Chairs (CERC) by signature area (2016).

<sup>7</sup> [usask.ca/vpresearch/workshop/SignatureAreasOnePager.pdf](http://usask.ca/vpresearch/workshop/SignatureAreasOnePager.pdf)



Artistic work at the U of S includes visual arts (painting, sculpture and photography), performing arts (music and drama) and literary works (fiction and poetry). The U of S is home to three museums – the Diefenbaker Canada Centre, Museum of Antiquities, and the Museum of Natural Sciences. There are five art galleries on campus<sup>8</sup> – the Gordon Snelgrove Gallery, the Kenderdine Art Gallery, two College Art Galleries, and the St. Thomas More Gallery. These galleries and museums welcome thousands of visitors each year and provide the public and the campus community with valuable learning experiences. The Greystone Theatre continues to present three plays a year, showcasing the work of student actors and technicians<sup>9</sup>, and the *wicêhtowin* – Aboriginal Theatre Program is the first of its kind in Canada<sup>10</sup>. There are a number of ensembles on campus, including the Greystone Singers<sup>11</sup>, who in 2013 were awarded first prize in the Mixed-Voice Collegiate Choirs category of the biennial ChoralCanada-CBC National Choral Competition for Amateur Choirs. Other ensembles include a jazz ensemble, music theatre ensemble, chamber ensemble, university chorus, and a wind orchestra<sup>12</sup>.

### 3. Establish the University of Saskatchewan as a major presence in graduate education

#### Commitments

The commitments to establish the University of Saskatchewan as a major presence in graduate education, as indicated in *Renewing the Dream*, are as follows:

- To redress the balance in keeping with the newly developed enrolment plan, we will vigorously recruit and support higher numbers of graduate students, restore both capacity and scholarly vitality, and establish this university as a major presence in graduate education.
- Graduate students are the faculty of tomorrow. Trends show that fewer than 40 per cent of new PhDs enter the academy, thus graduate enrolment must be expanded to accommodate the current wave of faculty renewal.
- We owe it to our [graduate] students to provide effective supervision and training, and a rich learning and research experience through which they can discover all aspects of academic life, and, we hope, be encouraged to choose academic careers.

#### Outcomes

The university has actively recruited graduate students in order to make the university a major presence in graduate education. As a result, there has been approximately a five per cent increase in graduate enrolment in the last decade (Figure 9).

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<sup>8</sup> [art.usask.ca/](http://art.usask.ca/)

<sup>9</sup> [arts.usask.ca/drama/greystone/](http://arts.usask.ca/drama/greystone/)

<sup>10</sup> [explore.usask.ca/programs/colleges/arts\\_and\\_science/aboriginaltheatre/](http://explore.usask.ca/programs/colleges/arts_and_science/aboriginaltheatre/)

<sup>11</sup> [artsandscience.usask.ca/music/ensembles/greystone.php](http://artsandscience.usask.ca/music/ensembles/greystone.php)

<sup>12</sup> [artsandscience.usask.ca/music/ensembles/](http://artsandscience.usask.ca/music/ensembles/)

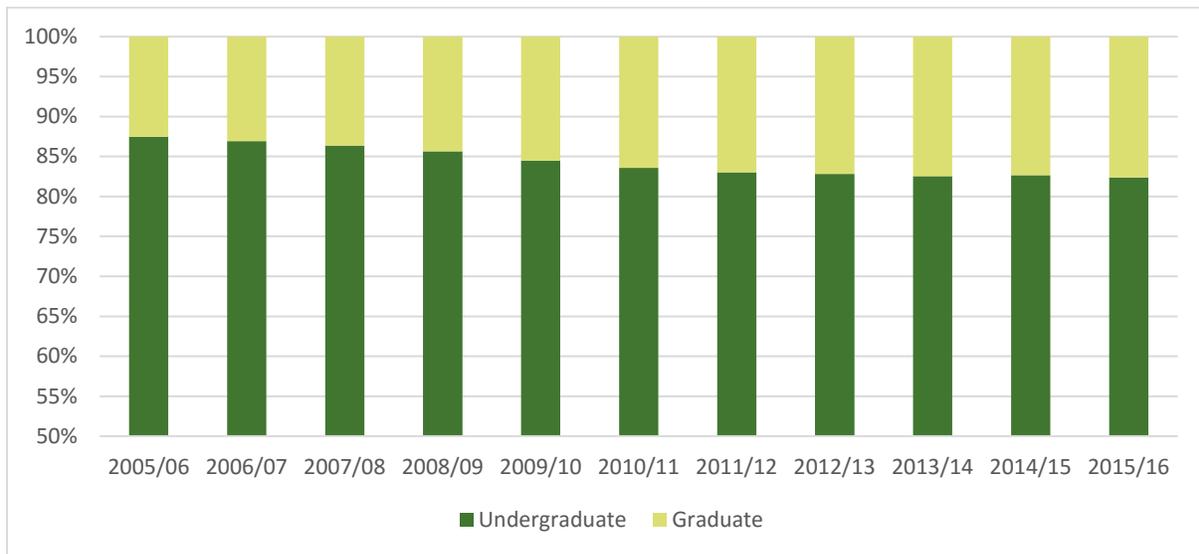


Figure 9. Proportion of undergraduate to graduate students at the U of S, 2005/06 to 2015/16

With the intent to contribute to the faculty of tomorrow, the U of S places particular importance on training PhD graduates. Accordingly, the overall graduate enrolment has been influenced by an increase in the number of PhD students (Figure 10).

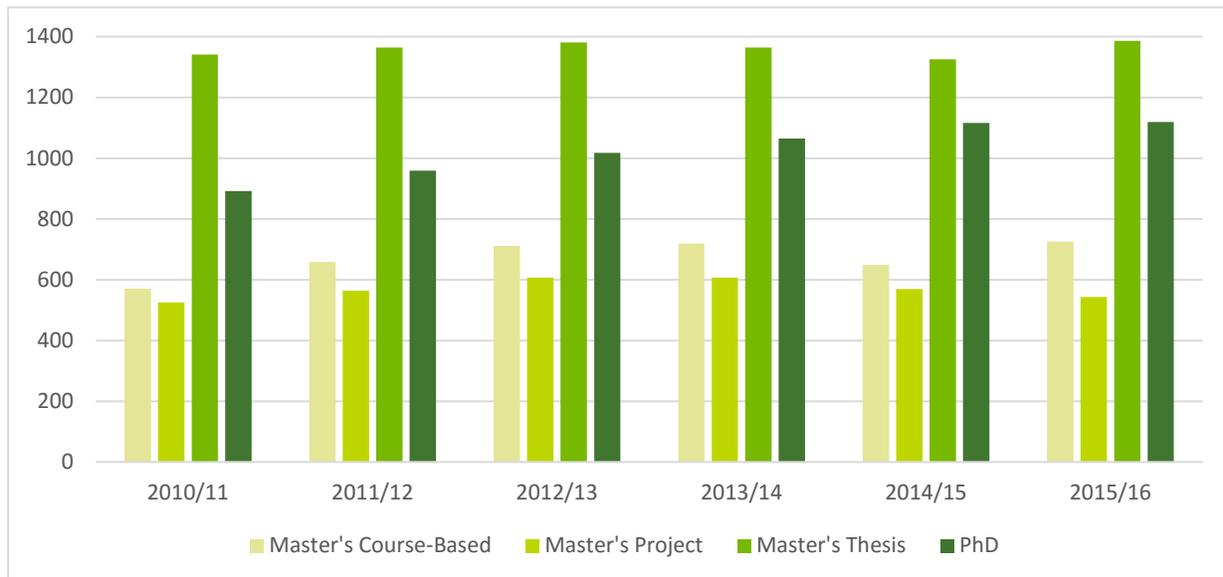


Figure 10. Graduate program types at the U of S, 2010/11 to 2015/16.



Compared to other U15 universities, the U of S has lower than average graduate tuition rates (Figure 11). In addition, the amount of financial aid that graduate students receive in both Master's and PhD programs has been increasing (Figure 12).

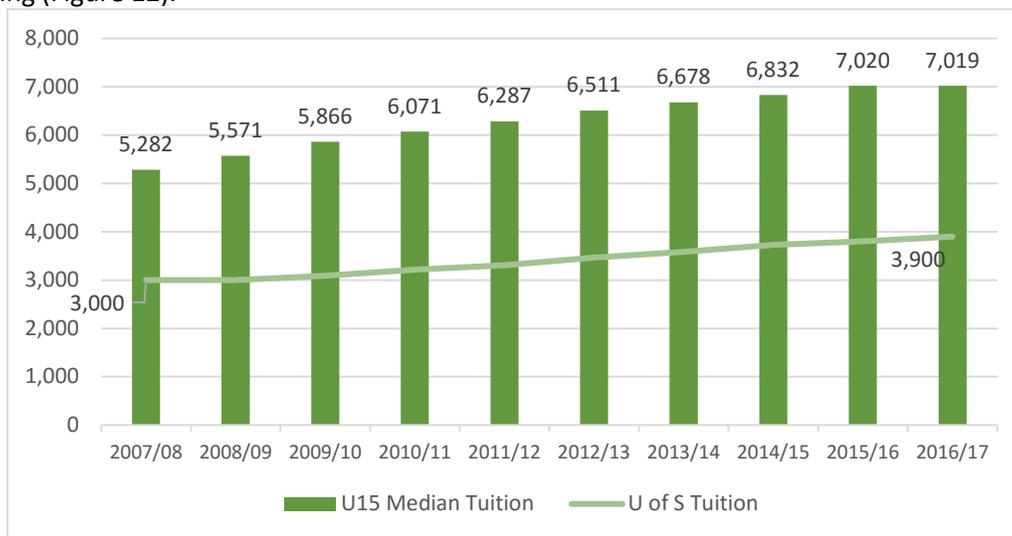


Figure 11. U15 and U of S graduate tuition (course-based master's program), 2007/08 to 2016/17

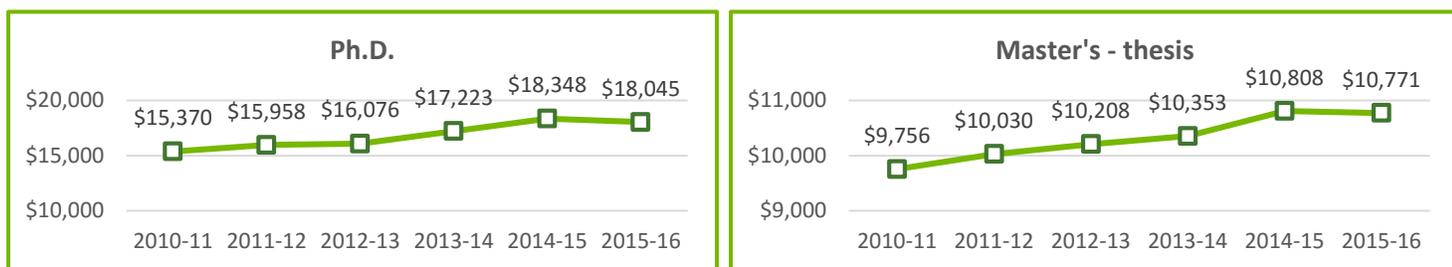


Figure 12. Average student financial aid received, PhD and Master's (thesis), 2010/11 to 2014/15.

Although there are more graduate students enrolled, periodic measurements of graduate student satisfaction reveal that the large majority of students remain satisfied with their academic experience (Figure 13).

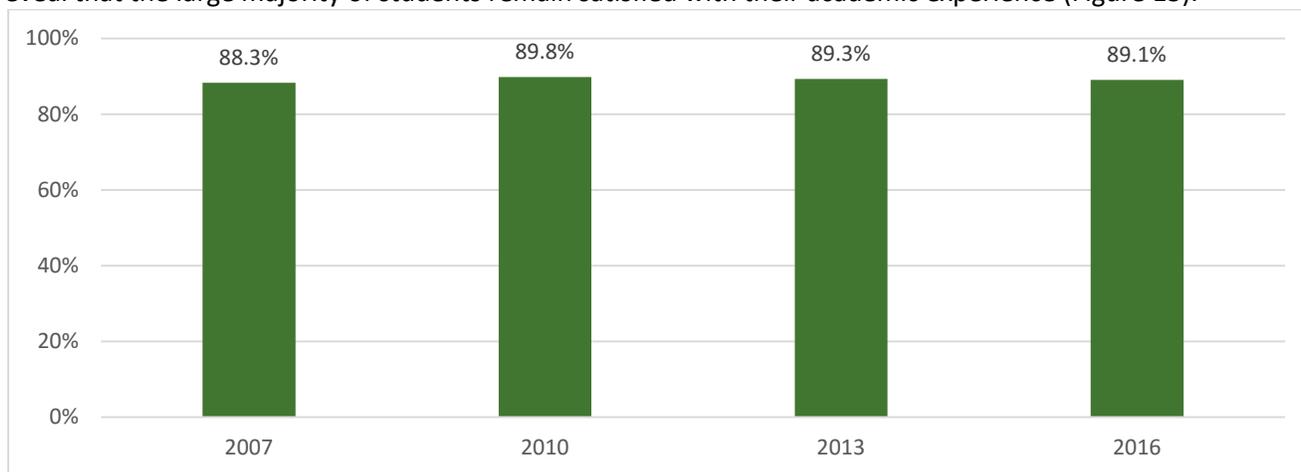


Figure 13. Satisfaction with the quality of the academic experience at the U of S, 2007, 2010, 2013 and 2016.



The Gwenna Moss Centre for Teaching Effectiveness (GMTCE) was established in 2000 to improve students' learning experiences. Since 2001/02, over 950 students have accessed graduate studies and research courses from the GMCTE. These courses provide graduate student teachers with strategies, information and resources to support our student teachers.

Three interdisciplinary graduate schools have been established since 2007/08, including the School of Public Health, the Johnson-Shoyama Graduate School of Public Policy, and the School of Environment and Sustainability. In 2015/16, funding was approved for a pilot project in the School of Environment and Sustainability to develop interdisciplinary programs in cooperation with the eight undergraduate environmental programs<sup>13</sup>.

In 2009, the Interdisciplinary Centre for Culture and Creativity (ICCC) was founded. Housed in the College of Arts and Science, the ICCC “fosters interdisciplinary programming, research and artistic activities<sup>14</sup>”. The Centre grants a number of awards, grants and fellowships each year to support interdisciplinary work.

A graduate program review was implemented in 2010/11 to ensure that the quality of our graduate program activities and offerings continue to improve.<sup>15</sup> Graduate programs are assessed in the domains of teaching and learning, research and scholarly accomplishments. In addition, the College of Graduate Studies and Research was reviewed in 2014-15 to ensure it is supporting our graduate students appropriately.

## 4. Recruit and retain a diverse and academically promising body of students and prepare them for success in the knowledge age

The University of Saskatchewan supports the economic needs of the province through training of students, providing industry, international, and community partnerships, and supporting research, scholarly and artistic work. The university is committed to providing the skills and training students need to succeed.

### Commitments

The commitments to recruit and retain a diverse and academically promising body of students and prepare them for success in the knowledge age, as indicated in *Renewing the Dream*, are as follows:

- Enhance educational quality and services inside and outside the classroom.
- Provide a stimulating and supportive learning experience for Aboriginal students, in all program areas, so that we are known as a welcoming place for students of Aboriginal ancestry.
- Capitalize on our expertise in distance learning, and make effective use of new developments in information and communications technology to offer our students courses in new, more flexible formats.
- Offer more enriching opportunities for our students: international exchanges so they can cross boundaries of culture, language and geography; experiential learning such as internships and co-op programs in partnership with the community, industry, government and others; undergraduate research experiences; and interdisciplinary programming to broaden our students' horizons and hone skills of synthesis and problem-solving.

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<sup>13</sup> [usask.ca/environmental-programs/index.php](http://usask.ca/environmental-programs/index.php)

<sup>14</sup> [artsandscience.usask.ca/iccc/](http://artsandscience.usask.ca/iccc/)

<sup>15</sup> [usask.ca/gpr/index.php](http://usask.ca/gpr/index.php)



- Increase our efforts in this highly competitive environment to actively recruit the top students of our province and of Western Canada, encourage students of outstanding potential to choose this university, and work vigorously towards a more diverse student body.

## Outcomes

The U of S has been working towards increasing the internationalization of the university. Since 2005, the number of exchange students (inbound and outbound) increased by 153 per cent (Figure 14). The U of S has also been making progress in supporting off-campus and web-based learning—since 2005, the number of off-campus students increased by 130 per cent (Figure 15), while the number of web-based, televised and off-campus classes offered at the U of S has increased by 61 per cent.

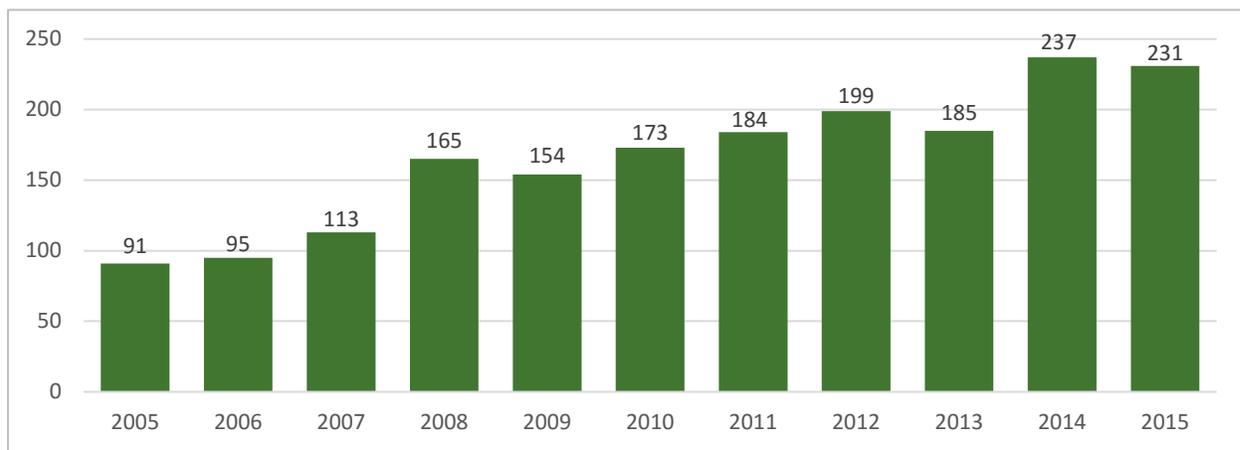


Figure 14. Total number of exchange students (in-bound/out-bound and domestic/international), 2005 to 2015.

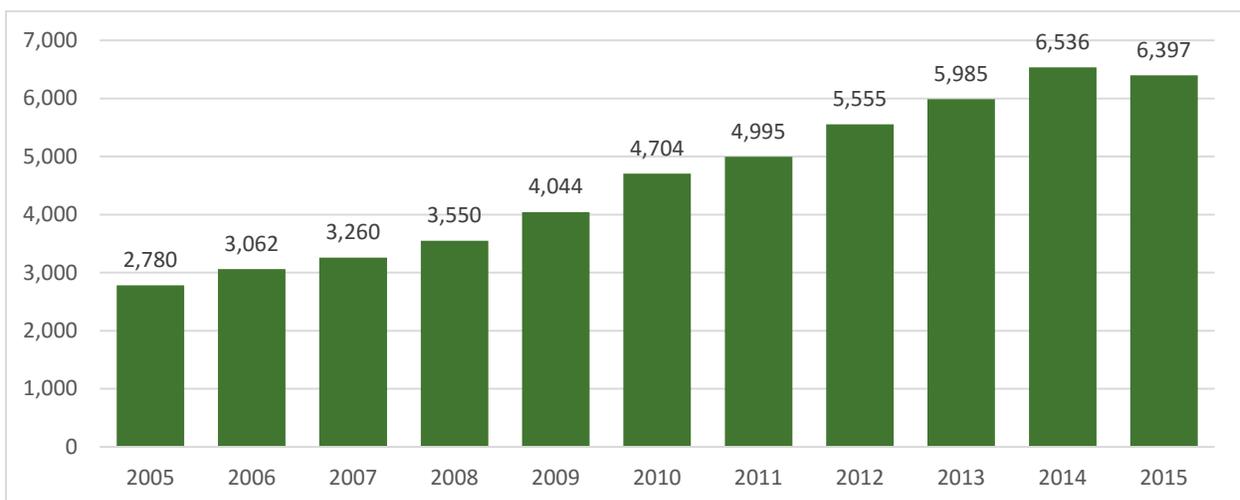


Figure 15. Number of off-campus students at the U of S, 2005 to 2014.

The student body at the U of S comprises a greater proportion of international and out-of-province students than a decade ago (Figure 16). This diversity shows that the U of S competes for students locally, nationally and internationally.

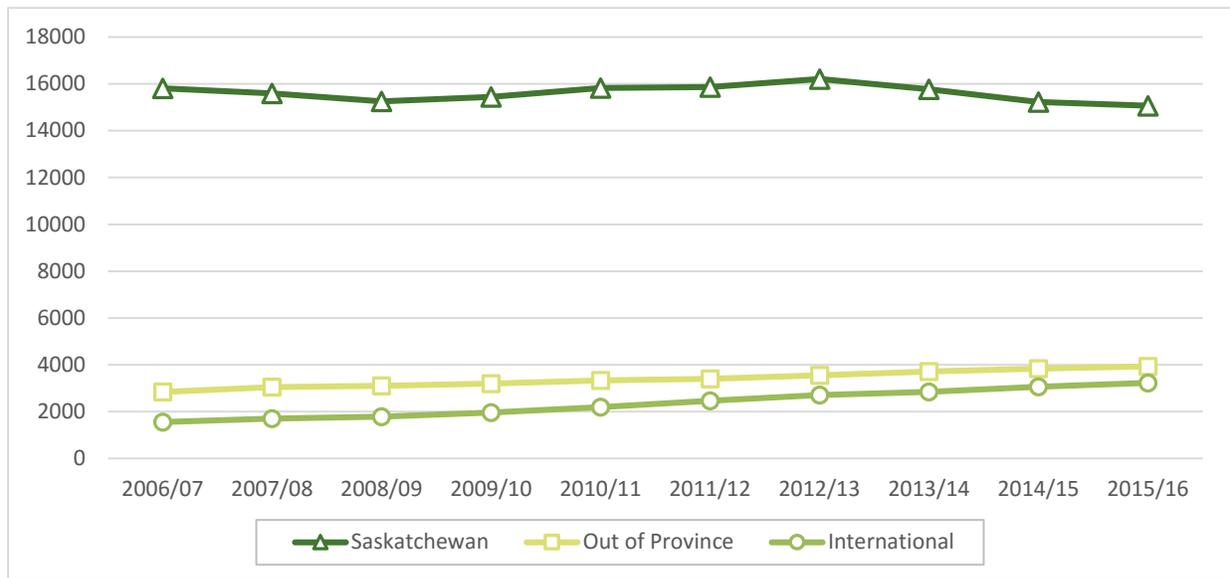


Figure 16. Number of students enrolled at the U of S by origin, 2005/06 to 2014/15.

To enhance the quality of educational experiences, the U of S has significantly increased the number of experiential learning initiatives. Further, in promoting the value of educational experiences student have had at other post-secondary institutions, there are now a greater number of approved formal articulation agreements (Figure 17).

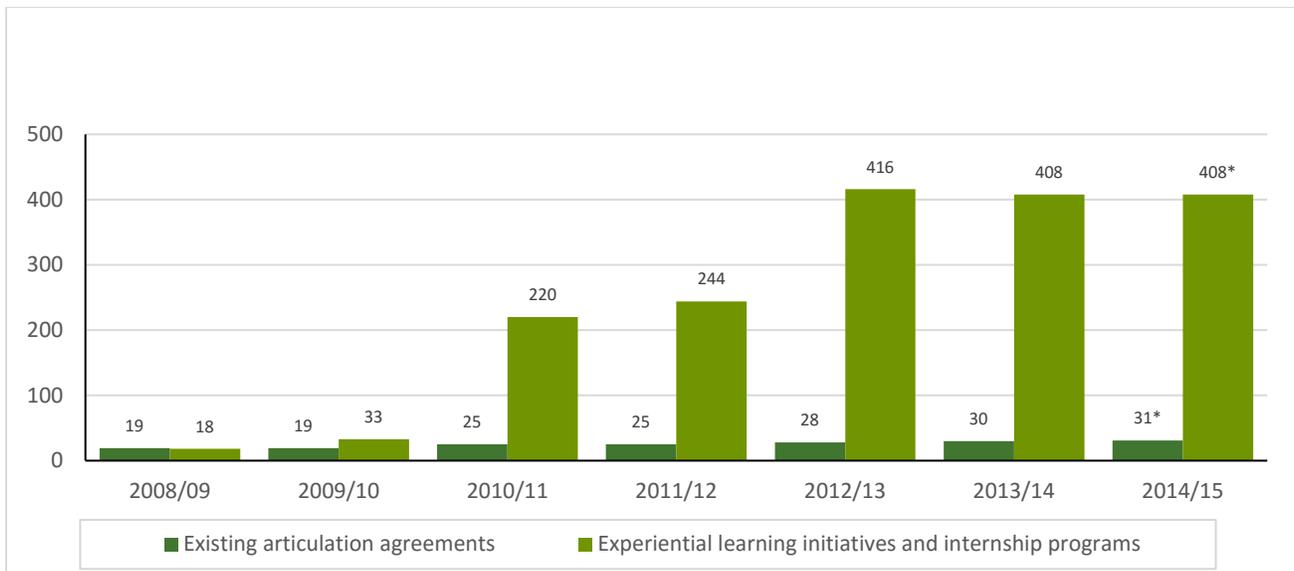


Figure 17. Experiential learning initiatives and internship programs and existing articulation agreements, 2008/09 to 2014/15. \*Note: 2015/2016 and 2014/2015 data not available. 2013/2014 data used.



The number of Aboriginal students, both undergraduate and graduate, has steadily grown (Figure 18). As the Aboriginal student population increased, so has the number of Aboriginal graduates from U of S programs (Figure 19).



Figure 18. Aboriginal undergraduate and graduate students, 2005/06 to 2015/16.

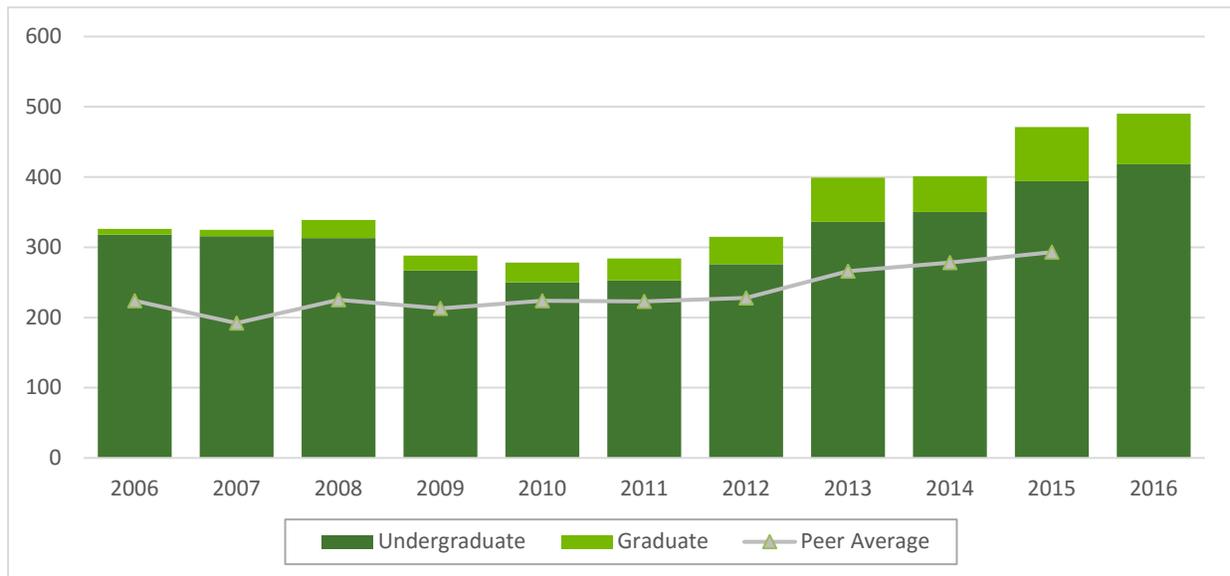


Figure 19. Number of self-identified Aboriginal students graduating each year, 2006 to 2016. *Note: Peer average not available for 2016.*

According to tri-annual surveys of graduating students, approximately nine out of 10 students graduating from the U of S are satisfied with the quality of education that they receive (Figure 20).

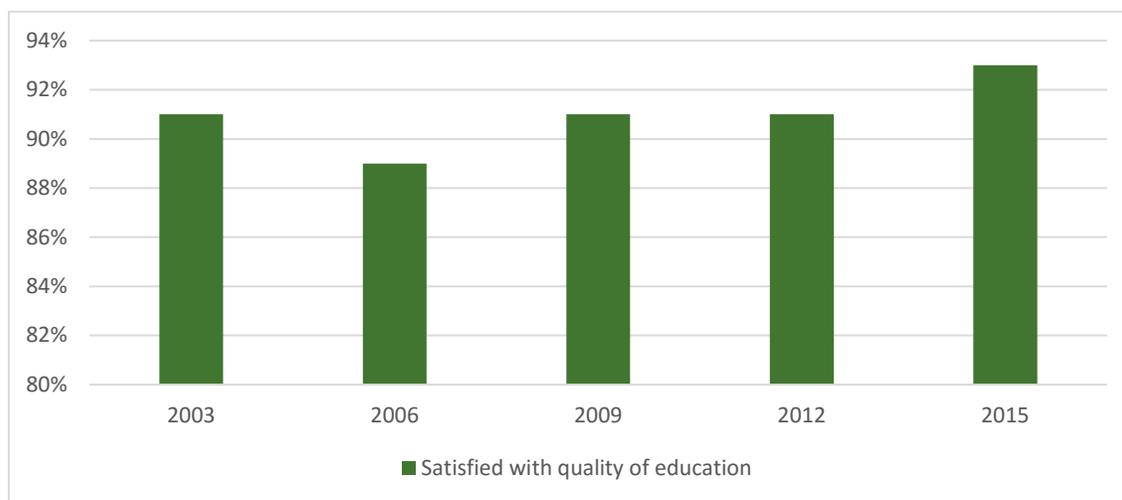


Figure 20. Graduating student perceptions of education quality, 2003 to 2015 (Source: CUSC Survey).

## Establishing a supportive environment for the strategic directions

### Commitments

The commitments to establish a supportive environment for the strategic directions, as indicated in *Renewing the Dream*, are as follows:

- Cultivate an environment of collegiality and trust.
- Celebrate the university locally, nationally, and internationally.
- Enrich the resources and physical environment of the campus.
- Enhance our revenue opportunities.

### Outcomes

#### *Responsibility centre management (RCM)*<sup>16</sup>

As part of the second integrated plan, the university committed to continue strengthening its financial position and stewardship through a number of actions, one of which included implementing a process for more effective resource allocation<sup>17</sup>. The university is currently in phase three of the Resource Allocation Project, which includes refinement of the transparent, activity-based budget system (TABBS) and implementation<sup>18</sup>.

- We are in transition from our historical, incremental resource allocation process to a transparent, activity-based RCM process.
- The full transition to RCM may take a few years and will require ongoing refinements to both the TABBS model and the RCM process.

#### *Capital investment and renewal*

Major capital projects at the University of Saskatchewan helped support and meet the university's strategic directions. Since 2002, a significant amount of major capital projects worth over \$1 billion have been developed. Projects of significance include:

<sup>16</sup> [usask.ca/rcm](http://usask.ca/rcm)

<sup>17</sup> [usask.ca/plan/documents/Second%20Integrated%20Plan%20Final%20Report%20June%202012.pdf](http://usask.ca/plan/documents/Second%20Integrated%20Plan%20Final%20Report%20June%202012.pdf)

<sup>18</sup> [usask.ca/tabbs/](http://usask.ca/tabbs/)

- Stadium parkade (2003-04)
- Griffiths stadium (2006-08)
- VIDO-InterVac (2007-12)
- Health Sciences renewal and new build (2008-ongoing)
- Place Riel expansion (2009-13)
- College Quarter undergraduate and graduate residences (2009-13)
- Marquis Hall renewal (2009-14)
- Canadian Feed Research Centre (2012-15)
- Cyclotron phase 1 (2013-14)
- Childcare expansion project (2015)
- Gordon Oakes-Red Bear Student Centre (2013-16)
- Livestock and Forage Centre of Excellence (estimated 2015-18)

Most recently, the Government of Canada announced \$32 million in funding for three projects at the U of S as part of the Post-Secondary Institutions Strategic Investment Fund<sup>19</sup>:

- \$30.1 million for a new Collaborative Science Research Building, which will focus on projects that have potential clean-technology applications;
- \$1.1 million for renewing research space and improving energy efficiency at St. Thomas More College; and
- \$815,000 for building new infrastructure at the St. Peter's College campus for biomass production, harvesting and processing. The Government of Saskatchewan is providing an additional \$250,000 for this project.

In October 2016, a new hotel development was announced. The development will be located on College Drive, east of the Stadium Parkade<sup>20</sup>. It combines two hotels, a Holiday Inn Express and a Staybridge Suites, and will support both short- and long-term visitors to campus. Revenues generated from the lease of the land will support further development of College Quarter.

#### *Resources to support our plans*

The academic priorities fund (APF) was created in 2002 as part of the move towards a more integrated planning process.<sup>21</sup> The APF is intended to support major strategic change initiatives that are embedded in the integrated plan. These initiatives can be specific projects, innovative ideas or programs that link with the integrated plan's priority areas and focus on the academic mission of the university. Since 2005-06, the APF has allocated over \$15 million in permanent funding to support integrated plan initiatives.

#### *Revenue diversification*

- Development of Preston Crossing began in 2001, as a partnership between the university and the private sector.<sup>22</sup> This development provides a consistent cash flow to the university to support students through bursaries and scholarships. It currently generates \$1.79 million annually for scholarship funding. The Preston Crossing development is being expanded and the next phase will open in April 2017. This will generate more revenue for student support.<sup>23</sup>

<sup>19</sup> [news.usask.ca/articles/general/2016/federal-government-invests-in-u-of-s-infrastructure.php](http://news.usask.ca/articles/general/2016/federal-government-invests-in-u-of-s-infrastructure.php)

<sup>20</sup> [news.usask.ca/articles/general/2016/new-hotel-development-breaks-ground-at-the-u-of-s.php](http://news.usask.ca/articles/general/2016/new-hotel-development-breaks-ground-at-the-u-of-s.php)

<sup>21</sup> [www.usask.ca/ipa/pcip/academic-priorities-fund.php](http://www.usask.ca/ipa/pcip/academic-priorities-fund.php)

<sup>22</sup> [usask.ca/corporate\\_admin/real\\_estate/#Preston](http://usask.ca/corporate_admin/real_estate/#Preston)

<sup>23</sup> [words.usask.ca/news/2014/09/11/u-of-s-signs-lease-agreement-with-ronmor-developers-inc-for-phase-five-preston-crossing-expansion/](http://words.usask.ca/news/2014/09/11/u-of-s-signs-lease-agreement-with-ronmor-developers-inc-for-phase-five-preston-crossing-expansion/)

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- Vision 2057 provides a land use planning framework for university-owned lands that has the potential to realize revenues between \$30-90 million per year.<sup>24</sup> The university has land holdings of approximately 13,385 acres across the province, a significant resource and of key importance in the university's future success.
  - Real estate income has increased 819 per cent since 2002.<sup>25</sup>

#### *Fiduciary responsibility*

There are a number of indicators the university uses to determine whether we are being responsible with our funds. The University of Saskatchewan has an AA+ indicative credit rating, favorable tri-agency reviews, and strong internal controls and financial monitoring. The U of S will continue to pursue quality investments in human, financial, information and physical capital. Ensuring the right environment is present will support research goals and improve collegiality and trust.

## Conclusion

The strategic directions have guided the University of Saskatchewan since 2002. Significant progress was made in each area:

- Attract and retain outstanding faculty.
- Increase campus-wide commitment to research, scholarly and artistic work.
- Establish the University of Saskatchewan as a major presence in graduate education.
- Recruit and retain a diverse and academically promising body of students and prepare them for success in the knowledge age.

Establishing a supportive environment for the strategic directions has always been part of the process. Without the proper support for human, financial, information and physical resources, the U of S would not have been able to make progress on the strategic directions.

The U of S has, since 2002, been working to become an internationally renowned university distinguished by its international standards, academic pre-eminence and sense of place. These three ideals are interrelated and comprise a significant part of the strategic directions. As the U of S transitions to a new institutional plan inspired by a newly established mission, vision and values, the institution will continue to grow and change and new strategies will be developed to support our learning and discovery mission as the province's only medical-doctoral university.

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<sup>24</sup> [usask.ca/corporate\\_admin/real\\_estate/Vision%202057.pdf](http://usask.ca/corporate_admin/real_estate/Vision%202057.pdf)

<sup>25</sup> Source: 2001-02 and 2015-16 annual financial reports: [usask.ca/reporting/annual\\_reports/](http://usask.ca/reporting/annual_reports/)