

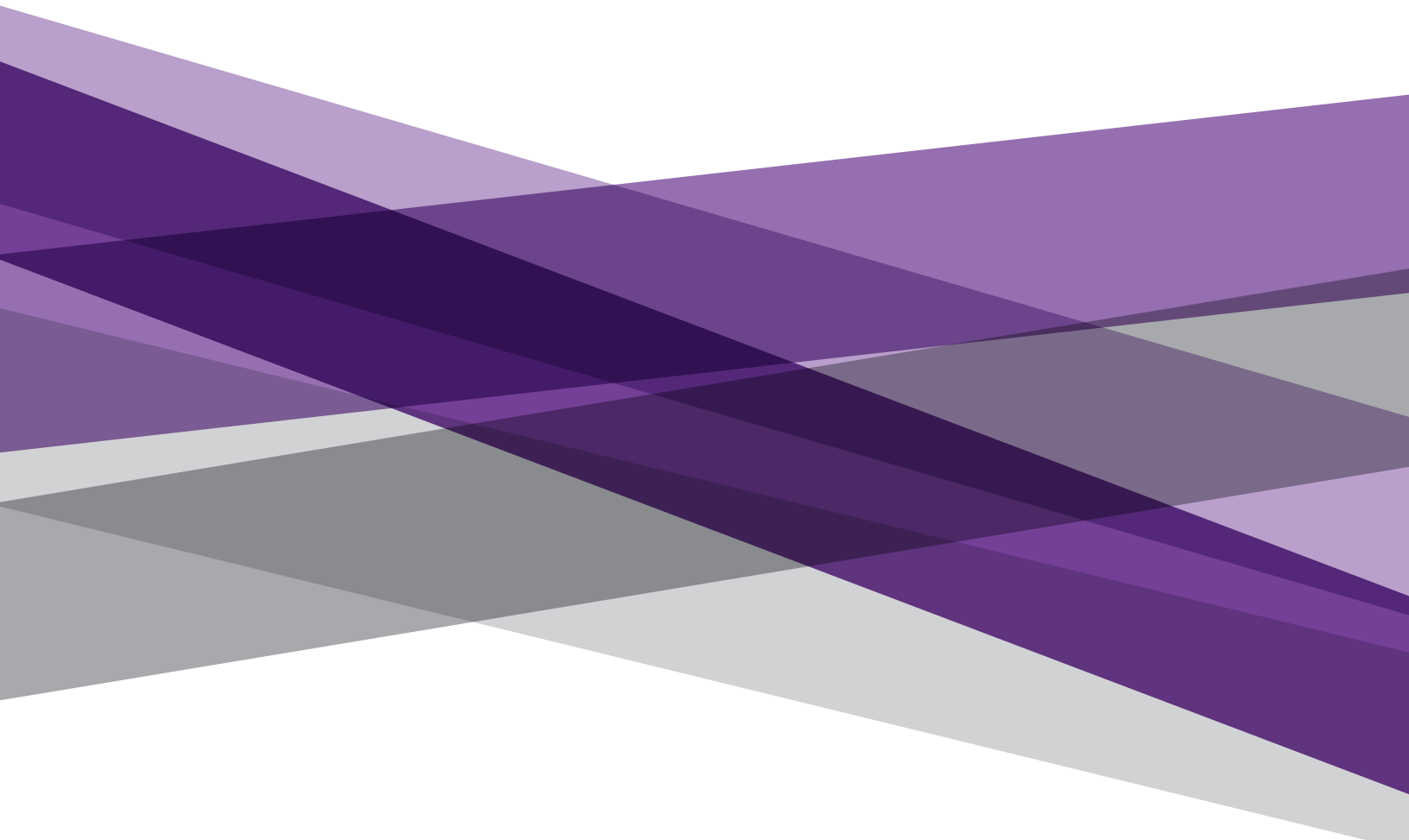


TOMORROW'S LEARNING

IN THE MAKING

**SASKATCHEWAN POLYTECHNIC
ACADEMIC MODEL**





Approved by:
Senior Management Council
September 7, 2016

MESSAGE FROM EXECUTIVE AND PROJECT SPONSORS

Built on Saskatchewan Polytechnic's values, informed through extensive consultations and supported by best practices in post-secondary education, the new Academic Model will standardize the design and delivery of our programs. Guided by the Academic Model Steering Committee, which is comprised of the committee Chair, AVP Arnold Boldt, all deans, representatives from Administration Services, Strategy and Applied Research, and supported by two faculty project managers, the model represents the academic roadmap and direction Saskatchewan Polytechnic wishes to take in the future.

This model recognizes that the diversity of our learners has increased and our current practices may no longer provide the foundation needed to support student success. As Saskatchewan Polytechnic moves towards delivering education in new ways, we must embrace this innovative concept to ensure that the education we provide continues to meet the needs of our students, our employees, the employers, and our society.

The model will continue to evolve as programs are converted and we learn from the process. This is a notable achievement and we appreciate the many hours that went into the development of this important foundational document that will contribute to making Saskatchewan Polytechnic the first-choice polytechnic in Canada by 2020.

The crafting and creation of Saskatchewan Polytechnic's new principles-based academic model has been a labour of love and learning over the past couple of years as we researched deeply, met with and broadly consulted our faculty and staff from all divisions and across all campuses. With the guidance of a steering committee and several working groups, the shaping of our academic model was iteratively and fully informed by what we saw and heard of as evolving student, industry, institutional and provincial needs.

Imagining a framework of program delivery and design, its elements and components, and what a 21st Century classroom and applied learning should look like is a complex undertaking. The new model takes into account student needs to access learning interventions and pathways in multiple delivery modes; it recognizes industry's needs for employees to access learning outcomes from the workplace and after regular day-time hours; it takes into account facilities limitations and sustainability of the institution itself; and it recognizes the province's need to grow its economy. With our new learning ecosystem now operational, innovative and flexible modes of program delivery and learning pathways can now be created.

Special acknowledgement is due to Barb Gustafson and Linda Dewhirst, the two project managers who undertook the daily task of keeping this project moving towards its milestones and deliverables. Their great spirits, attitude and desire to reflect the needs of all stakeholders in the academic model have been second to none.



ANNE NEUFELD, PHD
Provost and Vice President,
Academic Executive Sponsor



ARNOLD BOLDT
AVP Learning & Teaching
Project Sponsor

EXECUTIVE SUMMARY

Saskatchewan Polytechnic's Academic Model is the framework that will guide the design and delivery of programs to 2020 and beyond. It is not the “what” of program content, but the “how” of learning and teaching. To date, Saskatchewan Polytechnic's academic structure has been implicit and based on constructs developed in an era when provincial and institutional mandates and visions were quite different from today. The Academic Model is more explicit, addresses the current and future needs of our students, and adapts to industry, technological and social advancements. It defines innovative ways to build on our existing structure to create flexible modes of program delivery and learning pathways.

Through an 18-month process of extensive consultations and research, this strategic academic plan has been developed. Building from the foundation of Saskatchewan Polytechnic's values and strategic direction, four principles were established. Five elements emerged as themes from consultations across Saskatchewan Polytechnic. Connected to the elements, 29 components or goals were defined. For each component, there are specific commitments. In total, there are 131 commitments to change detailed in the Academic Model. Key among these are:

- Inclusion of employability skills within programs, along with an increased emphasis on work-integrated learning opportunities.
- A commitment to include indigenous content within curricula.
- An increased focus on applied research and scholarship.
- Admission requirements and processes that provide informed options and support for applicants.
- A move from cohort-based programs toward more flexible delivery of courses.
- Use of campus facilities for more hours in a week and all months of the year.
- Standardization of course and term lengths.
- Assessment processes that are authentic and in keeping with other institutions' practices.
- Increased options for learning pathways, both internally and externally.
- A renewed focus on student learning and instructional excellence.
- An organizational culture shift toward innovation, learning and continual improvement.

The Academic Model is an ambitious plan for the future of education and skills training in Saskatchewan that will require focused engagement of all Saskatchewan Polytechnic faculty and staff to realize. This document establishes the direction of the journey; further work through transition planning and staged implementation will move Saskatchewan Polytechnic along the road to serve both students and industry, and toward being the first-choice polytechnic we envision.

VALUES

RESPECT

INTEGRITY

SUSTAINABILITY

EXCELLENCE

PRINCIPLES AND PURPOSES

STUDENTS

**WORKPLACE
COMMUNITY**

**SASKATCHEWAN
POLYTECHNIC**

**SASKATCHEWAN
& SOCIETY**

ELEMENTS

1. Knowledge & Skills for Student Success

2. Clear & Efficient Curriculum Design

3. Flexible Student Pathways

4. Instructional Excellence

5. Standardize for Academic Efficiency

8 COMPONENTS

- 1.1 Integrate Employability Skills
- 1.2 Provide Work-Integrated Learning
- 1.3 Enhance Partnerships with Employers
- 1.4 Integrate Applied Research
- 1.5 Incorporate Indigenization
- 1.6 Foster Intercultural Understanding
- 1.7 Champion Innovation
- 1.8 Develop Transitional Support

6 COMPONENTS

- 2.1 Renew Curriculum Model
- 2.2 Clarify Processes for Design and Revision
- 2.3 Analyze Admission Criteria and Processes
- 2.4 Support Accreditation and Licensing
- 2.5 Renew Approval Processes
- 2.6 Create Framework for All Credentials

5 COMPONENTS

- 3.1 Deliver Mix of On-campus, Online and Blended Courses
- 3.2 Offer Open Study, Part-time, and Accelerated Options
- 3.3 Expand Evening and Weekend Courses
- 3.4 Simplify Re-admission
- 3.5 Incorporate Recognition of Prior Learning into all Programs

5 COMPONENTS

- 4.1 Enhance Use of Adult Learning Principles
- 4.2 Ensure Subject-Matter Currency
- 4.3 Ensure Currency in Learning Technologies
- 4.4 Enhance Active Learning Practices
- 4.5 Foster Reflective Learning and Scholarship in Teaching

5 COMPONENTS

- 5.1 Implement Common Term Length
- 5.2 Set Student Class Load at 25 Hours per Week
- 5.3 Standardize Credit Unit at 15 Hours
- 5.4 Set Course Pass Grade at 50%
- 5.5 Adapt to Needs of Apprenticeship Training, ABE, and Continuing Education

COMMITMENTS

40 specific objectives

COMMITMENTS

24 specific objectives

COMMITMENTS

20 specific objectives

COMMITMENTS

25 specific objectives

COMMITMENTS

22 specific objectives

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INTRODUCTION

An academic model is the framework that guides the design and delivery of programs in a polytechnic institution. It is not the “what” of program content, but the “how” of learning and teaching. To date, Saskatchewan Polytechnic’s academic structure has been implicit and based on constructs developed in an era when provincial and institutional mandates and visions were quite different from today. The Academic Model is more explicit, addresses the current and future learning and career development needs of our students, and adapts to business, industrial, technological and social advancements. It defines innovative ways to build on our existing structure, including the learning outcomes-based curriculum model and learning ecosystem, to create flexible modes of program delivery and learning pathways.

STRATEGIC CONTEXT

The Academic Model is guided by the vision, mission and values of Saskatchewan Polytechnic:

VISION

By 2020, our expertise in responsive applied education and research that meet student and market needs will make us globally recognized as the first-choice polytechnic in Canada.

MISSION

To educate students and provide skilled and successful graduates.

VALUES

Respect, Integrity, Sustainability, and Excellence.

Saskatchewan Polytechnic’s strategic plan, **Tomorrow in the Making**, includes four themes. Theme 3, Pursuing Excellence in Program Quality and Innovation, sets the stage for the Academic Model initiative as a means toward the internal process goal of optimize program quality.

The Academic Model project has been identified as a priority in strategic planning and the multi-year business plan, and was created via a project charter in 2014.

NEED FOR CHANGE

Saskatchewan Polytechnic approaches the creation of an academic model from a position of strength. We are well respected in our province and the post-secondary community, earning high ratings from our graduates and their employers. So why change? By looking at today’s realities, and anticipating future needs, we can build on and advance our reputation and experience.

The Academic Model aims to meet the needs of students. Post-secondary students today are the most diverse group ever in Canada as more indigenous, newcomer, first-generation post-secondary, and mature students seek out education. Polytechnic students often bring previous post-secondary training, including degrees, with them as they train or retrain. About one third of students in certificate and diploma programs in Saskatchewan have spouses and children depending on them, with an even higher percentage among apprentices. Students look to Saskatchewan Polytechnic not only for training that will result in employment, but also for help in balancing their family, work and educational responsibilities. We are challenged to add flexibility in delivery modes and timing of training, increase student support services, assure subject-matter currency in programs, and provide engaging instruction.

The Model seeks to meet the needs of industry. Employers are looking to post-secondary education to provide graduates who are not only technically competent but have a host of employability skills such as teamwork, critical thinking, problem solving, and interpersonal communication. In addition to an increased emphasis on these soft skills taught in a formal setting, there is a desire for work-integrated learning in industry where these skills and others can be learned non-formally.

The Academic Model also moves our institution toward its future as a polytechnic. Many opportunities are now available to Saskatchewan Polytechnic: applied research and scholarly activity; degree-granting capability; and education in support of Saskatchewan’s changing economy within our diverse range of programs. The Academic Model is a plan to address student and industry needs, and explore our polytechnic possibilities by establishing an institutional foundation to guide design and delivery of programming and services on a long-term basis.

PROJECT PROCESS

The project began in December 2014 with completion and approval set for June 2016. It was guided by a steering committee, reporting to executive sponsor Anne Neufeld, Provost and VP Academic. The committee included:

- Arnold Boldt, AVP Learning and Teaching, committee chair and project sponsor
- Nancy Dill, Dean, School of Hospitality and Tourism, and School of Human Services and Community Safety
- Dr. Netha Dyck, Dean, School of Nursing
- Dr. Dennis Johnson, Dean, and John Erickson, Interim Dean, School of Construction, and School of Transportation
- Jamie Hilts, Dean, and Brenda Suru, Acting Dean, School of Mining, Energy and Manufacturing, and School of Natural Resources and Built Environment
- Lynda Kushnir Pekrul, Dean, School of Animal and Biosciences, and School of Health Sciences
- Dan MacKay, Dean, and Faye McKay, Acting Dean, School of Business, and School of Information and Communications Technology
- Terence Carswell, AVP Human Resources
- Crystal Nett, AVP Strategy
- Tobi Strohan, AVP Student Services
- Dr. June Anonson, Acting Director, Office of Applied Research and Innovation.

The Steering Committee was supported by two faculty project managers, Linda Dewhirst and Dr. Barb Gustafson. Two working groups, comprised of academic support service directors and the registrar, and program development specialists, also provided input.

A consultative approach was used throughout the project. Extensive interactions took place with senior management, school leadership teams, faculty, staff, students and the faculty association. Two rounds of campus consultations gave faculty and staff an opportunity to better understand and contribute to the Academic Model's design. Six programs, representing a variety of schools, credentials and delivery modes, participated in focused discussions to pilot the concepts of the model and further refine it. An estimated 800 individuals have been a part of the Academic Model's development.

This process, in addition to extensive research of post-secondary trends and best practices, led to themes, which in turn defined the Principles, Purposes, Elements and Components, as detailed in this document.

Documents for Further Reference

In addition to this document, related documents are available for further background information. These include:

- Background Paper: Student Characteristics January 2015
- Background Paper: Addressing the Skills Gap February 2015
- Academic Model Discussion Paper May 2015
- Academic Model (approved in principle) December 2015
- Academic Model Summary May 2016.

PRINCIPLES AND PURPOSES

Principles were created to express the relationship between Saskatchewan Polytechnic and four key stakeholder groups: students; the workplace/community, which includes employers in all sectors and industries; Saskatchewan Polytechnic itself, including administration, faculty and staff; and Saskatchewan and society. The four principles serving as the model's foundation are:

Stakeholder: Students: *At Saskatchewan Polytechnic, student learning is the foundation of everything we do.*

Stakeholder: Workplace/Community: *Saskatchewan Polytechnic partners with employers in developing skilled graduates.*

Stakeholder: Saskatchewan Polytechnic: *Saskatchewan Polytechnic's people are central to student learning.*

Stakeholder: Saskatchewan and Society: *Saskatchewan Polytechnic seeks to maximize the benefits for all and to advance Saskatchewan's growth.*

Associated with each principle is a purpose that further explains what the stakeholders and Saskatchewan Polytechnic should expect from each other.

Students: Saskatchewan Polytechnic facilitates students being active partners in applied learning and moving forward in life through education. Curriculum is designed for quality, innovation and engagement, supporting the knowledge, skills and attitudes expected for a successful career. Program delivery is flexible to fit student needs.

Workplace/Community: Saskatchewan Polytechnic is responsive to the needs of the workplace through programs that provide current and relevant education and skills training. Employers, along with accreditation and licensing bodies, validate programs, and provide workplace learning opportunities to students.

Saskatchewan Polytechnic: Saskatchewan Polytechnic faculty, staff and management demonstrate instructional, service and leadership excellence, supported through continuous learning that empowers them to facilitate student success, and to be lifelong learners themselves.

Saskatchewan and Society: Saskatchewan Polytechnic's programs are future-oriented to meet existing and emerging needs, provincially and nationally. Saskatchewan prospers as our graduates succeed. Saskatchewan Polytechnic demonstrates institutional, social and environmental stewardship in its decision making and resource use.

Based on these principles and purposes, and informed by ongoing consultations, themes emerged which were consolidated into a series of elements or key goals of the Academic Model. For each element, components detail that goal.

ELEMENTS AND COMPONENTS

The elements of the Academic Model can be seen from the viewpoint of each of the stakeholders, represented in this graphic as quadrants of a circle. Together, they represent the whole community of Saskatchewan Polytechnic. Each element connects to stakeholders, with stronger connections represented by darker colours. All the elements connect to each other, as well, with student success at the centre of the circle. The five Elements and related Components are:

1. To help students gain the knowledge and skills needed for educational and workplace success, Saskatchewan Polytechnic will:

- 1.1. Integrate employability skills in programs.
- 1.2. Provide work-integrated learning opportunities.
- 1.3. Enhance partnerships with employers.
- 1.4. Integrate applied research and scholarship.
- 1.5. Incorporate indigenization of curriculum and instruction.
- 1.6. Foster intercultural understanding and competency.
- 1.7. Champion innovation and lifelong learning.
- 1.8. Develop transitional post-secondary preparation.

2. To ensure clear and efficient program and curriculum design and revision, Saskatchewan Polytechnic will:

- 2.1. Renew the learning outcomes-based curriculum model and program design foundation.
- 2.2. Clarify processes and procedures for program design and revision.
- 2.3. Analyze program admission criteria and processes.
- 2.4. Support programs in meeting accreditation and licensing requirements.
- 2.5. Renew approval processes for program creation and revision.
- 2.6. Create a framework for all credentials.

- 1. Knowledge and Skills for Student Success**
- 2. Clear and Efficient Curriculum Design**
- 3. Flexible Student Pathways**
- 4. Instructional Excellence**
- 5. Efficient and Sustainable use of Resources**



3. To provide students with flexible learning options and pathways, Saskatchewan Polytechnic will:

- 3.1. Deliver a mix of on-campus, online and blended courses in a majority of programs.
- 3.2. Offer open study, part-time, and accelerated options in a majority of programs.
- 3.3. Expand the number of evening and weekend courses offered.
- 3.4. Simplify re-admission or continuation processes.
- 3.5. Incorporate recognition of prior learning and transfer credit into all programs.

4. To provide excellent program delivery and instruction, Saskatchewan Polytechnic will:

- 4.1. Support a teaching philosophy based on adult learning principles.
- 4.2. Assist faculty to maintain currency in subject-matter expertise.
- 4.3. Assist faculty to attain and maintain currency in learning technologies.
- 4.4. Enhance active learning practices.
- 4.5. Foster reflective learning, applied research, and scholarship in teaching practice.

5. To improve efficiency and standardize academic delivery, Saskatchewan Polytechnic will:

- 5.1. Implement a common term length and schedule with 16-week terms, three terms/year, and common start, break and end dates for each term.
- 5.2. Establish scheduled student class load at a maximum 25 hours per week.
- 5.3. Standardize credit unit calculation of 15 hours/credit unit, with definitions to include all delivery modes.
- 5.4. Change the course passing grade to 50 %, with progression grades set by program.
- 5.5. Adapt the Academic Model to the requirements of Apprenticeship, Adult Basic Education, and Continuing Education.

ELEMENTS, COMPONENTS, COMMITMENTS

The following pages provide a brief background for each element, followed by the components of the element in more detail, and actionable commitments toward the component goal phrased as “we will” statements.

ELEMENT 1: KNOWLEDGE AND SKILLS FOR EDUCATIONAL AND WORKPLACE SUCCESS

Background

The mission of Saskatchewan Polytechnic is “to educate students and provide skilled and successful graduates.” Element 1 speaks directly to this mission, linking Students and the Workplace Community stakeholder groups. It aims to align industry needs for increased employability skills—essential skills plus understanding others, problem solving, and critical thinking—through curriculum content and work-integrated learning opportunities, while also providing support for student learning.

Element and Components

1. To help students gain the knowledge and skills needed for educational and workplace success, Saskatchewan Polytechnic will:

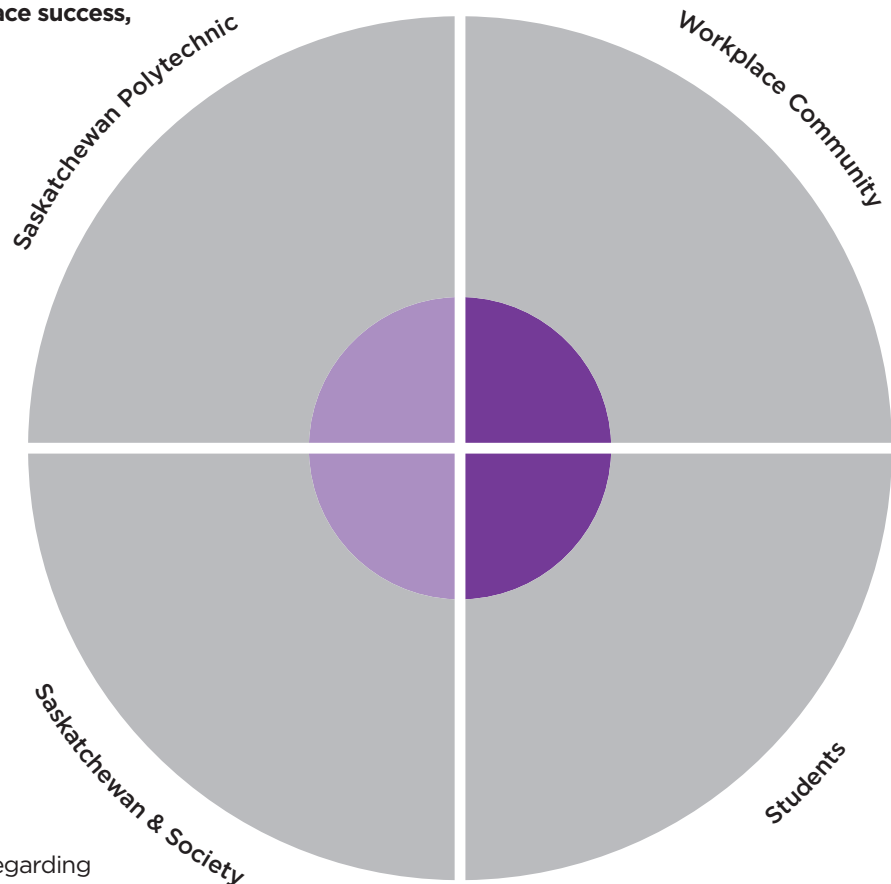
- 1.1. Integrate employability skills in programs.
- 1.2. Provide work-integrated learning opportunities.
- 1.3. Enhance partnerships with employers.
- 1.4. Integrate applied research and scholarship.
- 1.5. Incorporate indigenization of curriculum and instruction.
- 1.6. Foster intercultural understanding and competency.
- 1.7. Champion innovation and lifelong learning.
- 1.8. Develop transitional post-secondary preparation.

1.1 Integrate Employability Skills in Programs

To integrate employability skills into programs, we will:

- a. Review program admission criteria regarding literacy and numeracy to confirm appropriate entry levels, linked to NOC classifications and the Government of Canada essential skills (see 2.3).

- b. Offer options to applicants with below admission level scores to test and upgrade skills, to support success in programs (see 1.8 and 2.3).
- c. Create a credential framework that includes employability skills differentiated by credential level (see 2.6).
- d. Evaluate current program content against this employability skills framework to define and address gaps through program review and revisions to course curriculum (see 2.1 and 2.2).
- e. Create a report of employability skills competencies, as well as extracurricular, research, and work-placement activities, to be included in student records as information for students and potential employers.



1.2 Provide Work-Integrated Learning Opportunities

To build on Saskatchewan Polytechnic's tradition of workplace learning, as programs convert to the new Academic Model, we will:

- a. Include a work-integrated learning component, of no less than 10% or one week of the total program schedule, preferably scheduled between on-campus course segments to better integrate the workplace learning into the overall program learning.
- b. Include learning outcomes regarding workplace professionalism, communication, observation and learning within the workplace, basic safety training, and professional ethics to enhance students' learning while in a work-integrated learning component and upon entry to the workforce.
- c. Ensure faculty maintain contact with students and employers during the work-integrated component of a program, and conduct evaluations of student learning in the workplace.
- d. Ensure that, in cases where students cannot reasonably be placed into actual workplace settings, programs include service projects, applied research, workplace visits and/or guest speakers, and simulations of work environments within the curriculum.

1.3 Enhance Partnerships with Employers

To enhance Saskatchewan Polytechnic's existing partnerships with employers, we will:

- a. Define the expectations for Program Advisory Committees (PACs) to clarify their involvement in program revision and utilize their industry expertise through advising on broad-based occupational or program competency expectations, predicting future needs, and facilitating greater opportunities for student work placements.
- b. Define expectations for students, faculty and employers during work-integrated learning placements, to include formative assessment of student learning during the work placement, and encourage ongoing student placements.
- c. Utilize industry expertise by inviting guest speakers to address students and arranging student visits to workplaces.
- d. Create a process to develop time- and content-responsive corporate/customized training to meet industry needs, while ensuring standards of consistency, quality and wise use of resources, and allowing students to ladder into credentialed programs to support lifelong learning and career enhancement.

- e. Explore the possibility, in conjunction with Donor and Alumni Relations, of sponsorships and gift-in-kind donations of equipment and resources for programs and campus sites in need of updates to stay current with industry expectations.

1.4 Integrate Applied Research and Scholarship

To ensure the potential and contribution of applied research and scholarship is used to move Saskatchewan Polytechnic toward its vision, we will:

- a. Recognize applied research and scholarship as an institutional mandate and academic priority for all programs.
- b. Define the intent, expectations and best practices of applied research and scholarly activities for the institution, the faculty, and program curriculum differentiated by credential level.
- c. Develop learning supports, resources, and opportunities for students and faculty in the knowledge and skills (from introductory to advanced levels) expected in an applied research post-secondary environment.
- d. Expand the collaboration between the Office of Applied Research and Innovation (OARI), program leaders, and faculty in order to support curriculum development, teaching practice, institutional expertise and capacity.
- e. Review policy and agreements regarding faculty intellectual property and copyright.

1.5 Incorporate Indigenization of Curriculum and Instruction

To support academic achievement for all students and to meet the promises made toward indigenization at Saskatchewan Polytechnic, we will:

- a. Define in greater detail the concept of indigenization within program design and delivery.
- b. Support research into ways of incorporating Indigenous ways of learning and teaching in polytechnic applied education.
- c. Ensure program curriculum includes indigenous content and ways of knowing, as programs convert to the Academic Model.
- d. Include a learning component within all programs regarding Indigenous history, culture and intercultural understanding, with the time, depth and breadth of the component differentiated by credential level.
- e. Design and offer faculty training regarding Indigenous ways of learning and teaching, specific to polytechnic applied education.
- f. Review applied research procedures, and training offered to faculty and student researchers, to ensure research under Saskatchewan Polytechnic auspices meets the ethics requirements for research involving Indigenous people.

1.6 Foster Intercultural Understanding and Competency

To foster greater intercultural understanding within Saskatchewan Polytechnic, we will:

- a. Offer training for faculty in teaching methods to support international students' learning.
- b. Provide a referral process for international students to access further learning assistance both within and outside Saskatchewan Polytechnic.
- c. Include intercultural competencies (e.g., understanding one's own culture and communicating in a culturally diverse workplace) within the curriculum for all programs, differentiated by credential level.
- d. Develop policy and opportunities for international experience for students, through work placements and study-abroad options.
- e. Enhance connections between Saskatchewan Polytechnic's international projects and Saskatchewan-based delivery of programs to foster student and faculty learning of other cultures.

1.7 Champion Innovation and Lifelong Learning

To foster innovation and lifelong learning, we will:

- a. Increase flexibility in program delivery options, scheduling, and transferability of credits to better serve our evolving student community comprised of all ages, stages of life, and work and post-secondary experiences.
- b. Ensure applied research opportunities that foster innovation and creative thinking are available for students at all credential levels.
- c. Expand opportunities for problem-solving activities, project work, service experiences and other learning practices that advance innovation and creative thinking within all programs.
- d. Support, through dedicated financial resources, selection guidelines, processes and procedures, faculty and staff professional development opportunities within and outside Saskatchewan Polytechnic to help individuals realize their goals of lifelong learning, and teaching and service excellence.

1.8 Develop Transitional Post-Secondary Preparation

To assist students to make a smooth transition to post-secondary education at Saskatchewan Polytechnic, we will:

- a. Investigate transition and retention models at other post-secondary institutions, and assess their best practices for possible inclusion in our approaches.
- b. Gain a better understanding of student issues and support needs through research of our students including first-generation, indigenous, mature, international, and newcomer students.
- c. Develop an institution-wide, co-ordinated introduction and transition strategy available to all incoming students at all campuses, including short pre-orientation, extended transition, and first-day orientation options.
- d. Provide academic testing, preparation, and core skill (literacy and numeracy) upgrading options for students who nominally meet admission requirements, as well as future applicants, using a variety of delivery modes.
- e. Increase accessibility to support and learning services including counselling, seminars (mental health, study, research and writing skills, etc.), and peer mentoring for on-campus, evening, weekend, off-campus and online students.
- f. Provide a 'one-stop' link on Saskatchewan Polytechnic's home page specifically for prospective and new students, including FAQs on resources, academic requirements and expectations, orientation to the campuses, information on support services and contacts, and academic resources, with specific areas for Indigenous, international and newcomer students.

ELEMENT 2: CLEAR AND EFFICIENT PROGRAM AND CURRICULUM DESIGN

Background

The cornerstone of the Academic Model is Saskatchewan Polytechnic's programs. It is critical that programs be created, designed and reviewed with quality, innovation and engagement in mind. Programs must incorporate adult learning principles, meet the curriculum goals for students and the workplace, and be grounded in the subject matter expertise of our faculty. The process of design and revision must be done efficiently and effectively, to ensure students are prepared for the demands of today's workplace.

Element and Components

2. To ensure clear and efficient program and curriculum design and revision, Saskatchewan Polytechnic will:

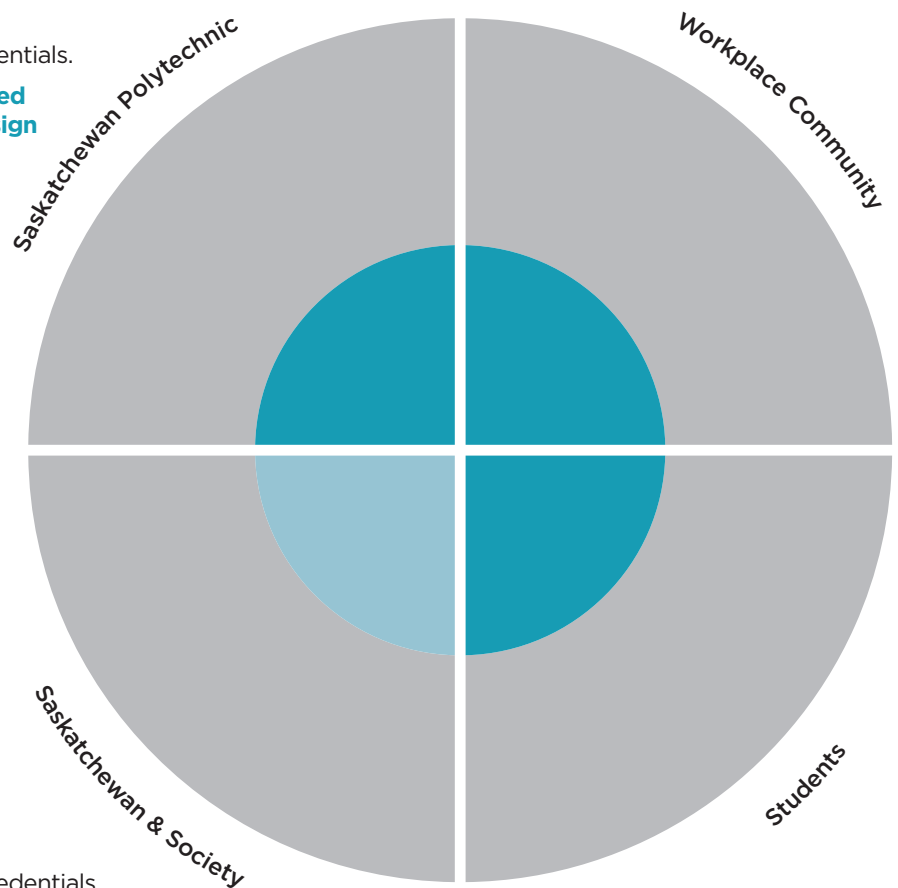
- 2.1. Renew the learning outcomes-based curriculum model and program design foundation.
- 2.2. Clarify processes and procedures for program review and revision.
- 2.3. Assess program admission criteria and processes.
- 2.4. Support programs in meeting accreditation and licensing requirements.
- 2.5. Renew approval processes for program creation and revision.
- 2.6. Create a framework for all credentials.

- Curriculum and instructional design strategies for the development of learning outcomes, experiences and activities
- Guidelines on how to design, develop and embed online and blended curriculum, digital literacy, and learning technology tools into a program
- Guidelines for program mapping and curriculum alignment (pre and co-requisites, concurrent, clustered, standardized and core courses)

2.1 Renew the Learning Outcomes-Based Curriculum Model and Program Design Foundation

To ensure programs are designed and reviewed according to a consistent curriculum development theory and set of practices, we will:

- a. Confirm the learning outcomes model as our educational foundation.
- b. Adapt and refocus the current curriculum model to be a resource that provides the pedagogic/andragogic basis for program and course design, and serve as a "how to" reference document, by including:
 - Definition of terms
 - Principles of adult learning as a philosophy of curriculum design
 - Principles of universal design
 - Standard learning taxonomies (e.g., Bloom, Marzano)
 - Structure and requirements for credentials including a program checklist of the Academic Model's elements and components for curriculum, differentiated by credential



- Guidelines in establishing entrance requirements, such as NOC levels for essential skills
- Development strategies of authentic assessment tools, grading structure and rubrics
- Standard format for a course syllabus.

2.2 Clarify Processes and Procedures for Program Review and Revision

To ensure our programs maintain high quality standards, and to make the review and revision process more efficient and consistent, we will:

- Streamline processes for program decision-making to be straightforward, efficient, and effective with consistency across programs, campuses and delivery modes.
- Incorporate curriculum/program goal setting and mapping into the program review cycle at a minimum every 5/6 years as a way to evaluate, interrelate and align the development of the required graduate knowledge and skills at a programmatic level.
- Simplify and standardize the process of program and curriculum review and revision by developing a new process document, to serve as a companion, interrelated document to the curriculum development model recommended in 2.1. This document would include:
 - Definition of terms
 - Processes and procedures for annual program assessments, student data and Vitality Index analysis, and program reviews done a minimum every 5/6 years
 - Academic Model transition program review
 - Gap analysis and program needs assessment formats
 - Internal review procedures with faculty, staff and academic support areas
 - External validation requirements including establishing clear expectations for input from industry via accreditation, licensing bodies and/or PACs
 - Minor and major course and program change procedures and forms
 - Integrated Development Fund procedures and selection criteria.
- House the curriculum model, and program review and revision process documents, online so as to ensure easy access and allow for centralized maintenance and updating of content.

2.3 Analyze Program Admission Criteria and Processes

In order to balance accessibility through the admission process with student progress and completion, we will:

- Review, at the senior management level, First Qualified First Admitted (FQFA) as the general admission philosophy of Saskatchewan Polytechnic, with consideration of competitive entry for selected programs.
- Review admission policy and procedures in light of best practices at other polytechnics and Strategic Enrollment Management (SEM) research findings.
- Analyze, in conjunction with SEM and Institutional Research, existing Saskatchewan Polytechnic student data to inform admission requirements for specific programs and general admission processes.
- Review current admission requirements as part of a program's annual and 5/6 year review cycle to ensure accurate and substantiated criteria for program entry.
- Utilize student testing options (e.g., Accuplacer, TOWES) within high attrition (>25%) programs to provide information to more accurately set admission criteria, help guide student upgrading, adjust teaching approaches, and inform future curriculum revision.
- Provide testing options within high attrition programs to assess students' ability to succeed at the program's skill level, and to provide diagnostic information to students.
- Develop individualized assistance plans or other means of improvement for those students in need of upgrading.

2.4 Support Programs in Meeting Accreditation and Licensing Requirements

To ensure the Academic Model's elements and components do not jeopardize the accreditation and licensing requirements of programs, we will:

- Investigate how the Academic Model elements and components will be accepted by the accrediting/licensing bodies, and make program adjustments where necessary.
- Commit to continuing to meet and surpass program accreditation requirements.
- Investigate, for non-accredited programs, the possibilities for program recognition by industry-based accreditation and/or professional bodies.

2.5 Renew Approval Process for Program Creation and Revision

To improve the efficiency and quality assurance of the program creation and revision approval process, we will:

- a. Provide recommendations on modifying current practices and sequencing toward a new Academic Authorities Grid.
- b. Assess the potential for establishing an Academic Council to replace and expand the membership, role and authority of the current Program Council.
- c. Establish the terms of reference, roles, responsibilities and authority level of each decision-making level.
- d. Ensure the revised authorities grid aligns with the requirements of Saskatchewan Higher Education Quality Assurance Board (SHEQAB) and references the approval process for degrees.

2.6 Create a Framework for All Credentials

To more clearly define the range of credentials offered by Saskatchewan Polytechnic, a credential framework will be established, within which we will:

- a. Align credential parameters with other institutions in Saskatchewan and throughout Canada to facilitate better transfer credit pathways for students and graduates.
- b. Define all credentials by prerequisite education for entry; depth and breadth of learning outcomes (incorporating Element 1 components); and graduate competency requirements.
- c. Standardize the hours and credit expectations for each credential to create clear distinctions between the credential levels, and establish laddering pathways.
- d. Build quality assurance processes into all credential levels.
- e. Revise Policy 114 (Program/Course Completion Credentials).

ELEMENT 3: PROVIDE STUDENTS WITH FLEXIBLE LEARNING OPTIONS AND PATHWAYS

Background

As Saskatchewan Polytechnic embraces being a learner- and learning-centered post-secondary institution, we recognize and understand the changing academic needs, life experiences, and responsibilities of our students. To better align to these needs, the way we offer our courses and programs must adjust. To fit this new reality, flexibility in our offerings, and innovation in our approach, will be required to meet our continued commitment to student success.

Element and Components

3. To provide students with flexible learning options and pathways, Saskatchewan Polytechnic will:

- 3.1 Deliver a mix of on-campus, online and blended courses in a majority of programs.
- 3.2 Offer open study, part-time, and accelerated options in a majority of programs.
- 3.3 Expand the number of evening and weekend courses offered.
- 3.4 Simplify re-admission or continuation processes.
- 3.5 Incorporate recognition of prior learning and transfer credit into all programs.

3.2 Offer Open Study, Part-time and Accelerated Options

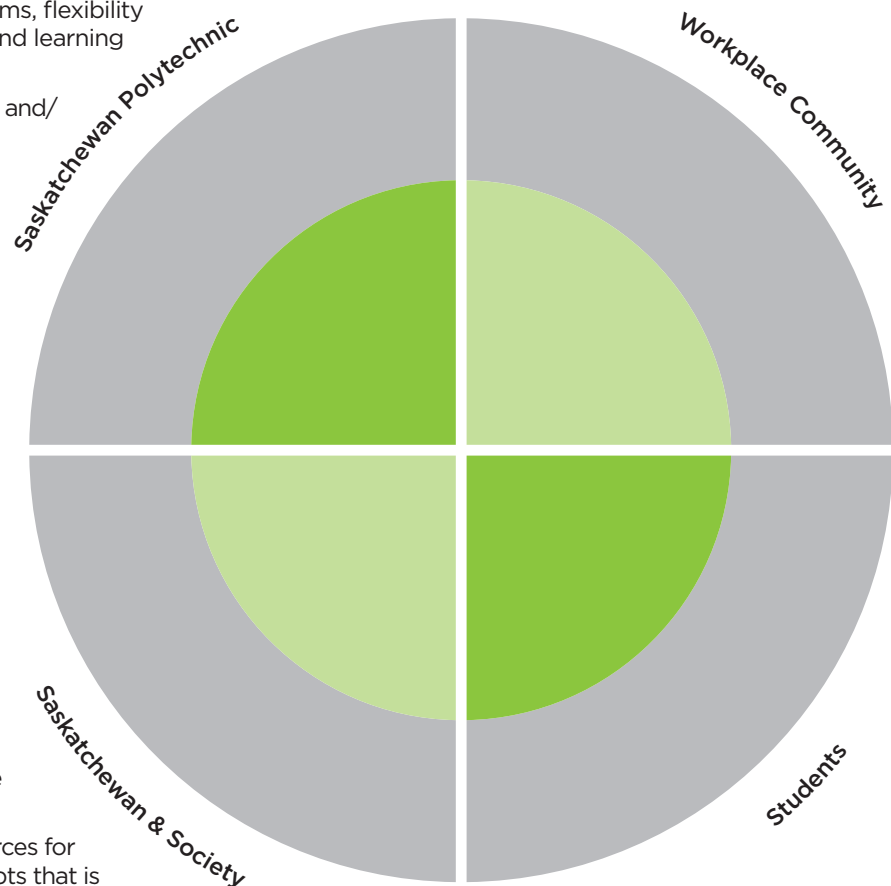
In order to improve flexibility for student scheduling, we will:

- a. Create a strategy to move from a program-based registration system to a course-based registration system. This would include providing students with a program map upon entrance to guide their course selection and clearly define requirements.

3.1 Deliver On-campus, Online and Blended Courses

To meet expectations for quality programs, flexibility for students, and to enhance teaching and learning practices, we will:

- a. Encourage the incorporation of online and/or blended courses in each program.
- b. Establish an online and blended learning strategy that defines quality standards for curriculum design, assessment, learner support, teaching and technology; explains best practices for the integration of learning technologies within a learning outcomes based curriculum; and standardizes the required processes and procedures for change.
- c. Prioritize general courses (e.g., communications, mathematics, computer fundamentals) that are used by multiple programs for online delivery.
- d. Develop an e-resource strategy which may include the use of eText, cross-discipline learning modules, MOOCs, and Bring Your Own Device (BYOD).
- e. Create a repository of learning resources for online delivery of content and concepts that is openly available to Saskatchewan Polytechnic faculty for sharing, adapting and revising.



- b. Redefine part-time, full-time, and open study/ unclassified student categories for both internal purposes and external needs including student funding and tax credit requirements (See 5.2).
- c. Offer opportunities for part-time study through online and/or part-time on-campus delivery within all base programs.
- d. Consolidate the inventory of general courses (communications, mathematics, computer fundamentals), resulting in a limited number (<10) of broad-based courses in each general subject area, covering the foundational learning for numerous programs within one course with adaptable learning examples, activities, assignments and resources for program-specific requirements.
- e. Ensure these consolidated general courses are offered in a range of terms and delivery modes to allow students greater flexibility in completing these components of their program.
- f. Create an accessible database of internal transfer of equivalent courses for use by students and programs.

3.3 Expand the Number of Evening and Weekend Courses Offered

In order to improve flexibility in students' course scheduling, we will:

- a. Offer high demand and/or critical courses (core, prerequisites, co-requisites) outside of regular weekday hours (evenings, weekends, spring/summer term) at least once during the academic year.
- b. Review hours of related ancillary services (e.g., library, computer labs, cafeteria, student services, etc.) with a goal of providing a full student campus experience, beyond weekday business hours.

3.4 Simplify Re-Admission or Continuation for Students

In order to increase options for students who have dropped courses or discontinued studies but wish to complete a Saskatchewan Polytechnic program, we will:

- a. Streamline the re-admission/continuation process to ensure students who have taken a leave are able to re-enter their program in an efficient manner.
- b. Revise policy to allow for mature (>21 years) student admission or readmission based on post-secondary success proven through course completions.
- c. Review and revise policies (including 1202 Academic Progress; 1206 Evaluation of Student Learning; 1208 Grading System and Student Promotion; 1213 Supplemental Exams; 1214 Tuition and Fees) and related procedures to ensure they reflect the changes within the Academic Model.
- d. Evaluate how institutional statistics are gathered and analyzed to ensure they correctly represent attrition and retention in various program delivery modes.

3.5 Incorporate Recognition of Prior Learning and Transfer Credit into All Programs

To increase flexibility for students and efficiency for the institution through use of RPL, we will:

- a. Provide PLAR assessment availability for a majority of courses in all base programs.
- b. Establish transfer pathways to internal and/or external programs for all base programs.
- c. Create an accessible database of internal transfer credit or equivalency for courses.

ELEMENT 4: PROVIDE INSTRUCTIONAL EXCELLENCE

Background

The relationship between students and instructors is key to success for students and for Saskatchewan Polytechnic. It is through the direct work of instructors that the institutional mission—“to educate students and provide skilled and successful graduates”—is met. Students rely on faculty for both subject matter knowledge and teaching ability. Instructional excellence is a combination of these two areas of expertise.

Element and Components

4. To provide excellent program delivery and instruction, Saskatchewan Polytechnic will:

- 4.1. Support a teaching philosophy based on adult learning principles.
 - 4.2. Assist faculty to maintain currency in subject-matter expertise.
 - 4.3. Assist faculty to attain and maintain currency in learning technologies.
 - 4.4. Enhance active learning practices.
 - 4.5. Foster reflective learning, applied research, and scholarship in teaching practice.
- b. Support faculty in self-directed study to support subject matter currency, through allocation of time and resources.
 - c. Support faculty in scholarly activities and applied research, as a means to encourage ongoing connection to industry.
 - d. Develop initiatives to connect faculty within a common subject matter area, to foster a community of practice and sharing of information, across Saskatchewan Polytechnic campuses and other polytechnics.

4.1 Support a Teaching Philosophy Based on Adult Learning Principles

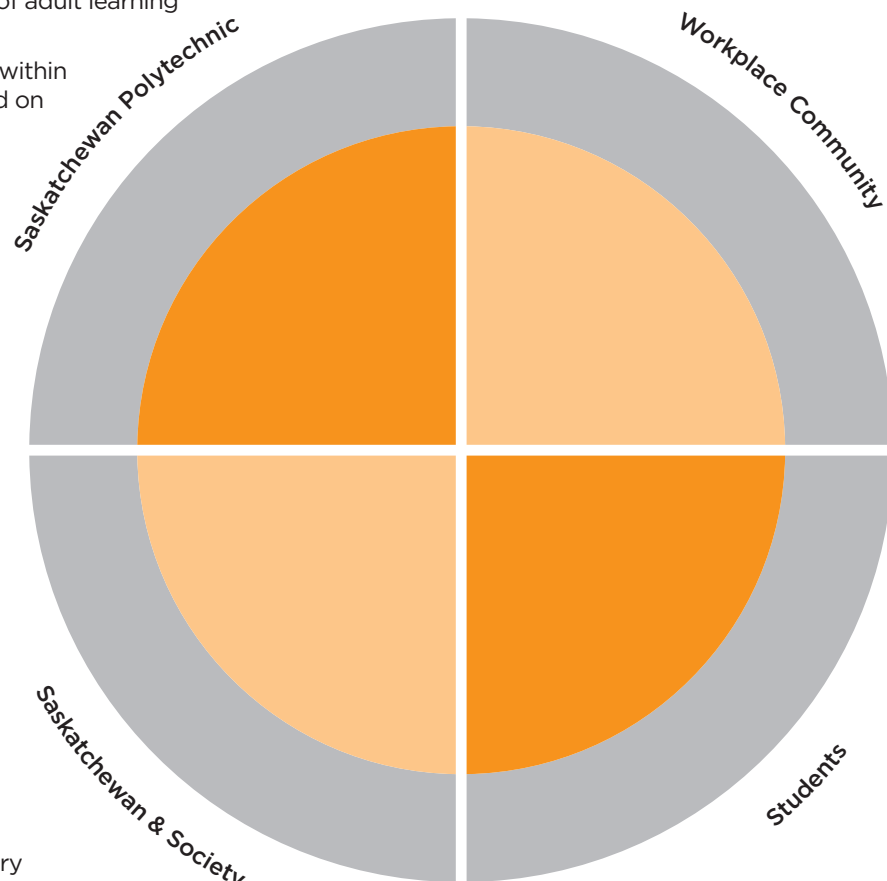
To enhance the understanding and use of adult learning principles in teaching practice, we will:

- a. Emphasize adult-learning principles within instructor training programs, focused on the application of these principles within a polytechnic educational environment, and ensuring adult learning principles are modelled within instructor training delivery.
- b. Develop ongoing learning support activities for faculty that both reinforce and demonstrate the application of adult learning principles.
- c. Create opportunities for sharing between faculty members of learner-centred teaching practices.
- d. Create a learning charter, and revise policy, to clearly outline expectations in the relationship between faculty and students.

4.2 Assist Faculty to Maintain Currency in Subject Matter Expertise

To meet the goal of faculty currency in subject matter expertise, we will:

- a. Increase options for return-to-industry sabbaticals and industry-related professional development.



4.3 Assist Faculty to Attain and Maintain Currency in Learning Technologies

To assist faculty to attain and maintain currency in learning technologies, we will:

- a. Ensure basic computer literacy of faculty through review of hiring qualifications.
- b. Provide mini workshops, in face-to-face and online formats, to encourage use of educational technologies and upgrading of basic computer skills for novice and seasoned instructors.
- c. Develop a coordinated, integrated and collaborative approach between Learning Technologies, Library Services, and ILDC to provide both in-depth and “just-in-time” training and support for faculty to develop online courses, embed technology-based learning resources within courses, and deliver courses using appropriate modes.
- d. Provide training on best practices for the incorporation of learning technologies within curriculum design; practice using new learning platform applications; and customized training for specific program areas.
- e. Establish a learning community for peer-to-peer mentoring and sharing best practices.
- f. Plan for regular updates of classroom computers, to ensure learned skills in educational technology can be applied.

4.4 Enhance Active Learning Practices

In order to enhance the practice of active learning in Saskatchewan Polytechnic program delivery, we will:

- a. Include flexible classroom design considerations in renovations or new construction of classrooms/ learning spaces.
- b. Include provision of meeting rooms for students small-group work in planning renovations, reallocation of space, or new construction.
- c. Include computers and other equipment to facilitate demonstrations and sharing of materials in design of upgrades to current classrooms or new construction.
- d. Provide training for active learning, including modelling of active learning methods specific to the subject matter area, for faculty through the ILDC.

4.5 Foster Reflective Learning, Applied Research, and Scholarship in Teaching Practice

To foster reflective learning and innovation in teaching practice, we will:

- a. Provide faculty training in self-reflective and problem solving exercises to improve teaching practice, as well as for use as a teaching tool with students.
- b. Encourage collegial and respectful peer-to-peer feedback on teaching with a focus on problem solving, promoted through the employee code of conduct, and related policies and procedures.
- c. Establish a peer-to-peer mentoring initiative, with training of mentors to assist new faculty in problem solving and reflective teaching practice.
- d. Train faculty supervisors in use of constructive feedback for improvement.
- e. Use faculty evaluation processes to encourage reflective learning and improvement in practice.
- f. Increase institutional research expertise and capacity, via collaboration between the Office of Applied Research and Innovation and faculty, to develop the knowledge and skills (introductory to advanced levels) expected in an applied research post-secondary environment.
- g. Provide training, and support through funding and time allocation, for research into the scholarship of teaching and learning specific to a polytechnic educational environment.

ELEMENT 5: STANDARDIZE FOR ACADEMIC EFFICIENCY

Background

Saskatchewan Polytechnic has an obligation to be a good steward and make efficient use of its physical resources, financial resources provided by government funding and student tuition, and the human resources of its management, faculty and staff. Standardization and simplification of program components (credit units, courses, terms) can facilitate the planning needed to ensure this efficiency. At the same time, flexibility wherever reasonable is also required, given the diversity of industry needs to be met within Saskatchewan Polytechnic’s 150-plus programs. In particular, the need for adaptation of the Academic Model to apprenticeship training, Adult Basic Education, and continuing education delivery is acknowledged.

Element and Components

5. To improve efficiency and standardize academic delivery, Saskatchewan Polytechnic will:

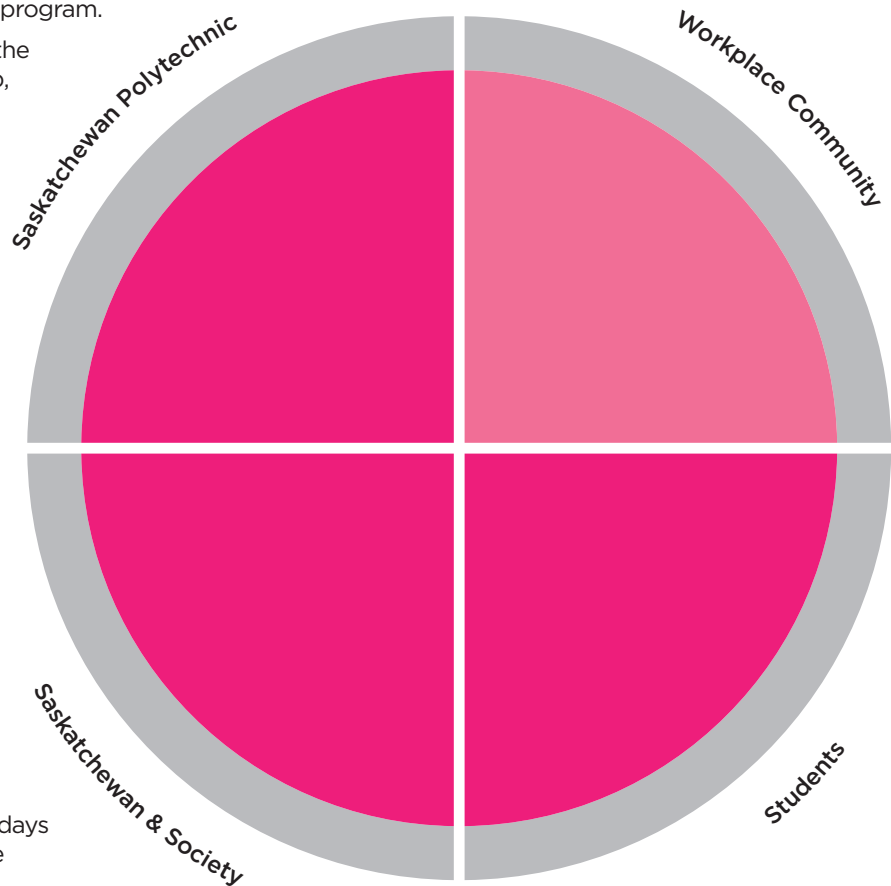
- 5.1. Implement a common term length and schedule with 16-week terms, three terms/year, and common start, break and end dates for each term.
 - 5.2. Establish scheduled student class load at a maximum 25 hours per week.
 - 5.3. Standardize credit unit calculation of 15 hours/ credit unit, with definitions to include all delivery modes.
 - 5.4. Change the course passing grade to 50 %, with progression grades set by program.
 - 5.5. Adapt the Academic Model to the requirements of Apprenticeship, Adult Basic Education, and Continuing Education.
- b. Develop an application and approval process for those programs that require an exception due to overriding circumstances—usually related to industry demands and work-integrated learning schedules—that do not allow delivery within the standard term structure.

5.1 Implement Common Term Length and Schedule

In order to support a consistent schedule across programs and campuses and make efficient use of institutional facilities and resources, we will:

- a. Establish a standard academic year including three periods of study:
 - September through December (Fall Term)
 - January through April (Winter Term)
 - May through August (Spring/ Summer Term).

Each term will include a minimum 70 instructional days and allowance for 5 days of exams, over approximately 16 weeks. A standard break of no less than three business days will be scheduled at the approximate midpoint of the term.



5.2 Establish Scheduled Student Class Load at 25 Hours per Week

To provide students with work-life balance and opportunity for successful completion of their chosen program, we will:

- a. Set the maximum class load hours within the following limits:
 - 25 hours of credit-bearing, instructor-led, scheduled class, lab and guided workplace simulation time per week in certificate and diploma level programs.
 - 15 hours of credit-bearing, instructor-led, scheduled class time per week in degree, advanced certificate and post-graduate diploma programs. This figure acknowledges a greater proportion of independent student learning activity at the degree and post-graduate level. Associated labs, simulations and shop sessions may add scheduled hours to these programs' schedules, but total scheduled hours should not exceed 25 hours per week.
 - 30 hours of credit-bearing, instructor-led, scheduled class time, plus shop time, per week in trades training programs.
 - 40 hours of workplace or industry time per week within co-op, clinical, practicum and internship placements, in all programs.
- b. Revise definitions of full-time and part-time student:
 - Full-Time Student: A student who is enrolled at Saskatchewan Polytechnic for 9 hours or more of scheduled instruction per week or 9 credit units (CU) during a term in a degree or post-graduate program; 12 hours or more per week in a Basic Education program; or, 15 hours or more of scheduled instruction per week or 15 CU during a term, in a certificate, diploma or apprenticeship program.
 - Part-Time Student: A student who is enrolled at Saskatchewan Polytechnic for less than 9 hours of scheduled instruction per week or 9 CU during a term in a degree or post-graduate program; less than 12 hours per week in a Basic Education program; or less than 15 hours of scheduled instruction per week or 15 CU during a term in a certificate, diploma or apprenticeship program.
- c. Clearly communicate the expectation for students to work independently, outside of scheduled hours, as a ratio of approximately one hour independent study to one hour scheduled time for certificate and diploma level programs, and two hours independent study to one hour scheduled class-time for degree and post-graduate programs.
- d. Review creation of an institution-wide attendance policy.

5.3 Standardize Credit Unit Calculation of 15 Hours/Credit Unit

To support student flexibility through electives and transferability, allow efficiency of scheduling, and for consistency with other post-secondary institutions, we will:

- a. Establish a standard credit unit for all credentials, representing 15 hours of scheduled learning activity, with 1-3 learning outcomes per credit unit. More specifically:
 - For classroom-based learning, 1 CU equals 15 hours of direct instruction.
 - For simulated workplace (on-campus, faculty guided) learning, 1 CU equals 15 hours of faculty supervised time in the laboratory, simulation centre or shop.
 - For online, blended or independent student project learning, 1 CU equals an estimated 15 hours, or 1-3 learning outcomes, of student interaction with the provided materials, based on the capabilities of an average student within the program, and/or based on a comparison with the same or similar course in a classroom-based setting.
 - For workplace and industry learning (practicum, clinical, internship, co-op placements, service projects), recognizing that learning is not the sole purpose of the workplace, 1 CU equals 30-40 hours of attendance at the workplace.
- b. Design courses as three credit units (45 hours; 3-9 learning outcomes) whenever possible and with four credit units (60 hours; 4-12 learning outcomes) maximum. Design workplace and industry learning courses (practicums, internship, co-op and clinical placements) as a maximum 160 hours of student attendance in the workplace.

5.4 Change Course Passing Grade to 50% with Progression Grades Set by Program

To ensure students' knowledge and skills, measured against learning outcomes, are appropriately and consistently reported across programs in a manner that aligns to transfer credit partners, we will:

- a. Continue to use a percentage grading system and adopt a 50% pass grade for individual courses.
- b. Create a process to establish progression grade, or grade point average (GPA), required to move forward within or graduate from a program.
- c. Review related policies (Policies 1202 Academic Progress; 1206 Evaluation of Student Learning; 1208 Grading System and Student Promotion; 1213 Supplemental Exams) in light of the change to a 50 % course passing grade.
- d. Provide training for faculty to adapt current grading tools to reflect the new passing grade standard.

5.5 Adapt the Academic Model to Apprenticeship, Adult Basic Education, and Continuing Education

Apprenticeship

In order to incorporate as many aspects of the Academic Model as possible within apprenticeship training and pre-employment trades programming, while still meeting the requirements of Saskatchewan Apprenticeship and Trades Certification Commission (SATCC), in collaboration with SATCC, we will:

- a. Ensure pre-employment trades programs and apprenticeship training go through the standard program review process with an aim of incorporating the components of the Academic Model wherever reasonably possible.
- b. Promote innovative means of delivering training in discussions with SATCC and related boards.
- c. Acknowledge the need for flexibility in certain aspects of the Academic Model in order to meet the contractual requirements of SATCC.

Adult Basic Education

In order to incorporate as many aspects of the Academic Model as possible within adult basic education programming, while still meeting the requirements of the Ministry of Education and the Government of Saskatchewan, we will:

- a. Ensure basic education programs are reviewed with an aim of incorporating the components of the Academic Model wherever reasonably possible.
- b. Explore opportunities to link adult basic education and the post-secondary programming of Saskatchewan Polytechnic to increase student pathways.
- c. Explore flexible delivery options, similar to those recommended for post-secondary programs, for adult basic education programs.
- d. Acknowledge the need for flexibility in certain aspects of the Academic Model in order to meet the contractual requirements of delivering adult basic education.

Continuing Education

To utilize the strengths of the Academic Model to support the full range of Saskatchewan Polytechnic's continuing education offerings (brokered credit programs, open enrollment, non-credit and corporate training), we will:

- a. Deliver Saskatchewan Polytechnic credit programs as brokerage or open enrollment according to the standards set for regular delivery regarding program content, credit units, hours of instruction, teaching standards, rigor of assessment, and required grades but with flexibility in start and end dates and hours of instruction in a day or week.
- b. Create a process to develop time- and content-responsive non-credit and corporate/customized training to meet industry and individual needs, ensuring standards of consistency, quality and wise use of resources, and allowing laddering into credit programs whenever possible (see 1.3).
- c. Recognize that the Academic Model is designed primarily for credit programming and may not fit for non-credit offerings; however, the overarching aim of the Academic Model to support student success holds true for all programming and students of Saskatchewan Polytechnic, and continuing education programming should incorporate aspects of the Academic Model whenever possible.

LOOKING FORWARD

The development of the Academic Model has drawn on the professional academic expertise of the institution, with more than 800 individuals participating through discussions via meetings, six pilot programs, two rounds of campus-wide consultations, and ongoing conversations with faculty, staff, leadership teams, student associations, the faculty association and senior management. As well, two working groups comprised of the directors of academic support services and the registrar, and the program development consultants/project manager, have helped guide the development of the Academic Model. As the Model moves forward, it is important that the commitment to an open, collaborative process continues through ongoing communication shared in a timely manner across the institution and accessible to all.

As was done in the research stage of the Academic Model, a project charter will guide the transition and implementation phase. The development work to integrate the Model into the structure of the institution will continue for some time and involve all aspects of Saskatchewan Polytechnic, aligned with other institutional initiatives including the Strategic Plan and the multi-year business plan.

The Academic Model's elements and components, as approved by Deans' Council and Senior Management Council, will guide working groups established to operationalize the Model with AY 2016-17 as a development/transition year, and AY 2017-18 the first implementation year. An implementation and transition strategy has been developed which sets 12 central projects in priority of importance and implementation timeline. A working group and lead have been suggested for each project, with representation from across the institution to ensure a smooth transition. Within these working groups, advisory members and pilot program participants who have had experience assessing the Academic Model, as well as interested faculty and staff, will be invited to participate in the transition and implementation.

As is expected for the Strategic Plan, school plans, and each program, the Academic Model should be assessed annually and reviewed in detail every five years to ensure it is relevant, useful, and efficient, and meets the academic needs of the four stakeholder groups: Students, Workplace/Community, Saskatchewan Polytechnic, and Saskatchewan and Society.

CONCLUSION

Our vision states:

By 2020, our expertise in responsive applied education and research that meet student and market needs will make us globally recognized as the first-choice polytechnic in Canada (Saskatchewan Polytechnic, 2014, p. 24).

The new Academic Model is in keeping with this vision. It has and will draw on the expertise of the institution in educational practice, through ongoing collaboration and consultation. It embraces the tradition and strength of applied, work-integrated education and the opportunities inherent in being a polytechnic to add to that foundation. It is responsive to the needs of employers and students, today and into the future.

Strengthened by our values of respect, integrity, sustainability and excellence, the Academic Model is a key part of our institutional vision. In this process, it is recognized that large-scale changes in a post-secondary institution can be difficult to implement. Moving toward the vision via the Academic Model is not a singular event with a concrete end date, but an ongoing set of complex expectations requiring forward-thinking and committed leadership, strategic alignments, dedicated resources, and additional effort from all of Saskatchewan Polytechnic's people. There will be challenges to face, issues to resolve, and the cultural climate to understand and respect.

The year 2020 brings to mind perfect vision or 20/20 eyesight. The vision within the Academic Model is clear, but not perfect: it can, and will, be further enhanced as the model moves through implementation. The work to make the vision of the Model a reality in our programs and services for students will take many years—likely far past 2020—to fully implement. Changes to the model will occur during that time, in further response to the needs of students and employers, and to the possibilities within the world of post-secondary education.

A continual refocusing through the Academic Model's development and implementation will be needed and expected; however, the point of focus remains the same throughout. Saskatchewan Polytechnic exists “to educate students and provide skilled and successful graduates”, aspiring to the highest standards in order to be “the first-choice polytechnic in Canada.”

