

# TOMORROW IN THE MAKING

STRATEGIC PLAN 2014 - 2020

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# **TOMORROW IN THE MAKING**

STRATEGIC PLAN 2014 - 2020

# HISTORICAL TIMELINE

**1987**

The Government of Saskatchewan announced major revisions to its post-secondary educational system. Efforts immediately began to amalgamate urban community colleges, the Advanced Technology Training Centre and technical/vocational institutes across Saskatchewan.

**1988**

The Saskatchewan Institute of Applied Science and Technology (SIAST) came into existence through provincial legislation proclaimed January 1, 1988.

Under the guidance of a board of directors appointed by the Saskatchewan Minister of Education, SIAST was directed to provide adult career-related education, training and retraining province-wide and offer its programs through four urban campuses and rurally in partnership with Saskatchewan's regional colleges.



SIAST Campus names were announced:

- Kelsey Campus, Saskatoon (formerly Saskatoon Region Community College, the Advanced Technology Training Centre and the Kelsey Institute of Applied Arts and Sciences)
- Palliser Campus, Moose Jaw (formerly Saskatchewan Technical Institute and Coteau Range Community College)
- Wascana Campus, Regina (formerly Wascana Institute of Applied Arts and Sciences and Regina Plains Community College).
- Woodland Campus, Prince Albert (formerly Prince Albert Regional Community College and the Northern Institute of Technology and the Meadow Lake Vocational Training Centre)



**1992**

The board approved the change in the name from "Campus" to "Institute," thereby establishing Kelsey Institute, Palliser Institute, Wascana Institute and Woodland Institute.



Architectural Engineering Technology program



Electrician program

1987

1988

1989

1990

1991

1992

1993



# HIGHLIGHTS FROM THE HISTORY OF SASKATCHEWAN POLYTECHNIC.

TO REVIEW THE FULL HISTORICAL TIMELINE, PLEASE VISIT [saskpolytech.ca/history](http://saskpolytech.ca/history).

## 1997

A major reorganization took place with the goals of effective and efficient provincial coordination, a province-wide perspective and a provincial capacity to create partnerships with government, industry and communities. Under the direction of the Minister of Post-Secondary Education and Skills Training, SIAST moved toward becoming a single provincial institute.

## 2000

Centralized SIAST Wascana Campus opened in the former location of the Plains Health Centre.



Business program



Professional Cooking program



1994

1995

1996

1997

1998

1999

2000

## 2001

The SIAST Heavy Equipment Mechanic program moved to a new facility at 134 English Crescent in Saskatoon. The building was designed specifically to house the program.

## 2002

Campus Saskatchewan, a partnership among Saskatchewan's post-secondary institutions and the Department of Learning, was established. SIAST was a charter member.

## 2005

The SIAST Aboriginal council was established to provide advice and recommendations to the SIAST president and CEO on strategies for the recruitment, retention and success of students and staff of Aboriginal ancestry.



## 2006

A \$1.6-million, 99-square-metre Mobile Training Lab was unveiled in Prince Albert to expand provincial trades training capacity and increase access by taking shop facilities and instructors to remote and rural areas of Saskatchewan.

## 2007

SIAST and Alliance Pipeline unveiled the new Alliance Pipeline Ltd. Instrumentation Electronics and PLC Lab, with donated state-of-the-art equipment valued at \$180,000.

## 2008

SIAST launched its Simulation Learning Centre, a \$1.05-million reality-based health-care lab.

SIAST was tasked to improve foreign credential recognition as part of the federal \$3-million investment for the Foreign Credential Recognition Support for Labour Market Needs in Saskatchewan project.



2001

2002

2003

2004

2005

2006

2007



## 2009

The Ministry of Advanced Education, Employment and Labour approved a new nursing degree program in Saskatchewan jointly offered by SIAST and the University of Regina, to begin September 2011. The last intake of nursing students for the University of Saskatchewan and SIAST Nursing Education Program of Saskatchewan (NEPS) was September 2010.

The SIAST board of directors approved the Strategic Plan 2009-2019  
SIAST 2.0: Defining Tomorrow.

SIAST received eligibility to apply for research grants through the Natural Sciences and Engineering Research Council of Canada (NSERC).

SIAST unveiled four state-of-the-art wireless patient simulators at its campus in Regina. SIAST was the first in the world to receive the wireless model - METIman.

SIAST Woodland Campus student family housing opened. SIAST's supporting partners in the \$6.8-million 36-unit student family housing project were Saskatchewan Housing Corporation, Ministry of Advanced Education, Employment and Labour, City of Prince Albert, Northern Lights Community Development Corporation, Cameco Corporation, and Indian and Northern Affairs Canada.

SIAST Kelsey Ontario Avenue centre opened. The Centre's 3,330 square metres feature 11 classrooms and five shops focused on paramedic and trades training.



## 2010

The Natural Sciences and Engineering Research Council of Canada (NSERC) approved a \$200,000 grant application from SIAST's Chemical Technology program to seek wastewater treatment solutions: SIAST's first NSERC grant. The research was conducted in partnership with two Saskatchewan businesses: EcoLibra and Ground Effects Environmental Services.

SIAST unveiled a five-year, \$5.5-million Aboriginal Student Achievement Plan (ASAP). The initiative was designed to enhance Aboriginal student participation and success at SIAST.

SIAST won its bid for Social Sciences and Humanities Research Council of Canada (SSHRC) eligibility.

SIAST Kelsey Campus, Ave W Education Centre opened. The \$21-million, 3,150-square-metre facility accommodates programming and services for SIAST, the Saskatoon Public Schools and the Saskatoon Trades and Skills Centre (STSC).



## 2011

The Government of Canada invested in flight simulator technology to benefit the aerospace industry. This assisted SIAST in purchasing a new King Air Turbo Prop simulator for use in pilot training and certification.

## 2012

SIAST celebrated the grand opening of its SIAST Kelsey Campus Mining Engineering Technology Building in Saskatoon.

SIAST joined Polytechnics Canada, an alliance of 10 research-intensive, internationally recognized post-secondary institutions committed to creating high-quality jobs for the future.

## 2013

SIAST received authorization to grant its first degree, a Bachelor of Psychiatric Nursing.

SIAST and the University of Regina began work on a joint master's degree – the Collaborative Nurse Practitioner program.

## 2014

SIAST rebrands as Saskatchewan Polytechnic.

2008

2009

2010

2011

2012

2013

2014







# MESSAGE FROM THE CHAIR AND THE PRESIDENT AND CEO

## AS WE LOOK TOWARD 2020, WE SEE A BRIGHT FUTURE AND AN EXCITING ROAD AHEAD.

Friends,

In recent years, change has been a byword for our institution. We became a polytechnic with a renewed commitment to provide student-centred, industry-driven programming that responds to labour market needs; we launched our first degree program; and we welcomed more students than ever. Our province is thriving, and as Saskatchewan's first and only polytechnic, we are a major player in its growth plans.

However, it is easy to get caught up in the rapid pace of growth and change. We know that for us to take full advantage of the opportunities this time brings, we must pause, reflect and plan for the future.

As we developed this strategic plan we took time to consider the changing world around us and to listen to the communities we work with about their needs for the future. What those activities told us is that we must be ready for the demands of a new reality. It's not just a matter of doing more of what we're already good at. We need to be open and receptive to doing new things and to doing things differently.

Students are at the heart of everything we do and are also at the heart of this plan. Our focus on every student is what breathes life into Saskatchewan Polytechnic. Simply put, we help students realize their potential – every day our people mentor and inspire students so they can have fulfilling and rewarding careers, and contribute to the communities where they work and live.

We also recognize that our students won't have fulfilling and rewarding careers without industry, and so we must ensure that industry drives our programming and delivery. Underscoring this is our duty to maintain a relentless focus on teaching and learning excellence. Excellence never rests.

This plan renews our commitment to all our learners, in particular our Aboriginal, international, newcomers to Canada and other diverse students. With this focus we hope to better support these groups as they acquire the skills, education and training that are in high demand in our province.

Developing the plan is only one part of the equation. We are committed to its successful execution and will continue to apply project management techniques and progress reporting to support and monitor achievement of our goals.

This truly is a great time for Saskatchewan and for us. As we look toward 2020, we see a bright future and an exciting road ahead. For Saskatchewan Polytechnic to be all that it can be is not without its challenges. It is a big undertaking and will touch everything we do and how we work. We know that our talented people and their dedication to making a real difference in our students' lives will make it happen.



**Ralph E. Boychuk**  
Chair



**Dr. Larry Rosia**  
President and CEO

# ABOUT US

In 2014, the Saskatchewan Institute of Applied Science and Technology (SIAST) became Saskatchewan Polytechnic.

We are the province's only polytechnic and its primary institution for post-secondary applied education and research. Our programs touch every sector of the economy and include apprenticeship training, certificates, diplomas and degrees. We fuel growth in Saskatchewan by providing qualified, work-ready graduates to meet labour market demand.

We serve more than 26,000 distinct students through campuses located in Moose Jaw, Prince Albert, Regina and Saskatoon. We also have extensive partnerships with the province's regional colleges, universities, First Nations and Métis educational institutions, and other polytechnic partners across Canada. As well, we offer an extensive range of distance education opportunities.

As a member of Polytechnics Canada we are committed to offering a broad range of educational experiences that are student-centered and industry responsive. We offer more than 150 certificate, diploma and degree programs, as well as 23 apprenticeship programs.

Saskatchewan Polytechnic provides the skills and education that the province needs to grow and prosper. We have a long history of working with industry and the community to meet education needs. Through our partnerships we ensure our programs match opportunities in the real world – In our most recent survey, 92% of our graduates were employed within one year of graduation and almost 98% of employers said they would hire another of our graduates.

Over the past five years, our organization has experienced significant growth and demand. Enrolment is up across the board: 35 per cent in our Basic Education programs, 22 per cent in our apprenticeship programs, and 11 per cent in our certificate and diploma programs.

In 2012, we received approval to offer our first degree program, the Bachelor of Psychiatric Nursing. This is a game changer for Saskatchewan Polytechnic as we can now pursue development of baccalaureate programs where a higher level of applied learning will benefit our two client groups – students and employers.





**WE ARE THE PROVINCE'S ONLY POLYTECHNIC** AND  
ITS PRIMARY INSTITUTION FOR POST-SECONDARY  
APPLIED EDUCATION AND RESEARCH.

# OUR PLANNING SYSTEM

Our planning system combines forward-looking strategic planning with rigorous annual planning and reporting, which is integrated into every level of the organization. To ensure Saskatchewan Polytechnic demonstrates accountability to its diverse stakeholders, a balanced scorecard management framework has been adopted.

To provide a clear line of sight from performance plans to the strategic plan, institutional priorities are set and then cascaded down to individual performance objectives each year. To monitor progress and provide comprehensive metrics, we annually report on financials, performance indicators and institutional risk.

Six key documents communicate the organization's plans and report progress:

1

## STRATEGIC PLAN 2014-2020<sup>1</sup>

The strategic plan sets the long-term direction for the organization. It guides development of annual operational plans. This includes a strategy map that identifies 18 strategic goals in support of the organization's vision and mission.

2

## OPERATIONS FORECAST

The annual operations forecast anticipates program, equipment and facility requirements necessary to meet the province's long-range labour force needs. It highlights where provincial government funding and other investment sources are most urgently needed to accomplish the operating and capital plan. The forecast outlines a three-year period, with major focus on the first year of the plan.

3

## OPERATING AND CAPITAL PLAN (OCP)

The operating and capital plan (OCP) is the institution's execution plan. Organizational priorities are selected from the strategic plan goals, and implementation decisions are made based on budget assessments and projections for growth. Performance measurement targets are aligned with each goal.

4

## BALANCED SCORECARD (BSC)

The balanced scorecard is a strategic planning system that serves as a performance measurement framework to link organizational strategies with its goals and initiatives. The balanced scorecard annually reports organizational progress against set targets and comparable benchmarks.

5

## STRATEGIC RISK REGISTRY

Saskatchewan Polytechnic's risk registry identifies risks most likely to impede its ability to achieve its strategic goals. Identifying, analyzing, evaluating, treating and monitoring its risks on an ongoing basis supports and facilitates the organization's strategic, operational and financial objectives.

6

## ANNUAL REPORT

The annual report communicates our accomplishments and progress on the strategic plan and the OCP. It includes our audited financial statements.

<sup>1</sup>This plan represents a refresh to SIAST's Strategic Plan 2009-2019 (SIAST 2.0 Defining Tomorrow)



## INPUTS

- Strategic
- Goal setting
- 10-year horizon

- + Saskatchewan *Plan for Growth, Vision 2020 and Beyond*
- + Environmental scan
- + Labour force demand
- + Student demographics
- + Key stakeholder consultations

- Operational and strategic (projected plans)
- Annual
- One-year out projections
- Three-year horizon with major focus on first year
- Financial requirements based on assumptions

- + Government strategic priorities
- + Labour force demand
- + Expected impacts
- + Sustainability measures

- Operational and strategic (plans and resources)
- Annual
- Three-year horizon with major focus on first year

- + Operations forecast
- + Changes in the environment
- + Strategic plan goals
- + Balanced scorecard with key measures and targets
- + Organizational risk registry

- Performance measures (goals and initiatives)
- Annual target setting
- Comparative – progress against internal and external benchmarks

- + Strategic plan goals
- + Previous year's targets and actuals
- + Changes in the environment
- + Labour force demand
- + Organizational risk registry

- Operational and strategic (plans and resources)
- Risk identification, prioritization and ownership
- Mitigation strategies
- Annual

- + Organizational strategic goals
- + Government strategic priorities
- + Environmental scan
- + Labour force demand
- + Internal and external resources

- Operational and strategic
- One-year progress report with actuals and trend analysis
- Annual

- + Progress made on the strategic plan
- + Balanced scorecard with key performance indicators
- + Organizational risk registry
- + Financial performance (actuals) against budget

# HOW WE DEVELOPED OUR STRATEGIC PLAN

To ensure our strategic plan provides a comprehensive roadmap for our future, our board of directors launched a refresh project in April 2013. Taking into consideration the changing environment and future needs, the objective of the project was to build on the success of the organization's current plan and refresh it to 2020. Stakeholder engagement was identified as being critical – many voices and perspectives were needed to inform the refresh.

Led by the chair of the board of directors and the president and CEO, a steering committee and a working team were established to develop the refreshed plan.

The board and senior management participated in several planning sessions dedicated to direction setting and plan development. Focus groups were also held to engage students, employees and business and industry. In addition, members of government, industry, post-secondary institutions and associations were interviewed to provide further insight and focus.

As the plan began to take shape, the president and CEO shared progress and drafts with stakeholders to ask for feedback and to refine the plan. Sessions took place at all four campuses and also included the President's Circle, an advisory group.

In all, we consulted with more than 400 participants from across the province.

**RESPECT, INTEGRITY,  
SUSTAINABILITY AND  
EXCELLENCE WILL  
GUIDE IMPLEMENTATION.**

The refresh process encompassed:

## ■ Context Setting

Primary and secondary sources were used to assess Saskatchewan Polytechnic's performance and environment. Internal data included results and findings from: market analyses, economic impact assessments, occupational health and safety reviews, institutional positioning research, balanced scorecard results, risk registry reports and several institutional surveys such as the student satisfaction survey and employee engagement survey. External data was collected, synthesized and analyzed through a rigorous environmental scanning process. Stakeholder consultations with students, employees, business and industry, government, the post-secondary and K-12 systems, accreditation bodies and business and community associations also provided insight and information.

## ■ Strategy Map Refresh

Building on the existing plan and considering the findings from the context-setting phase, significant trends impacting Saskatchewan Polytechnic's future were identified and the strategy map was updated. Balanced scorecard methodology guided this process.

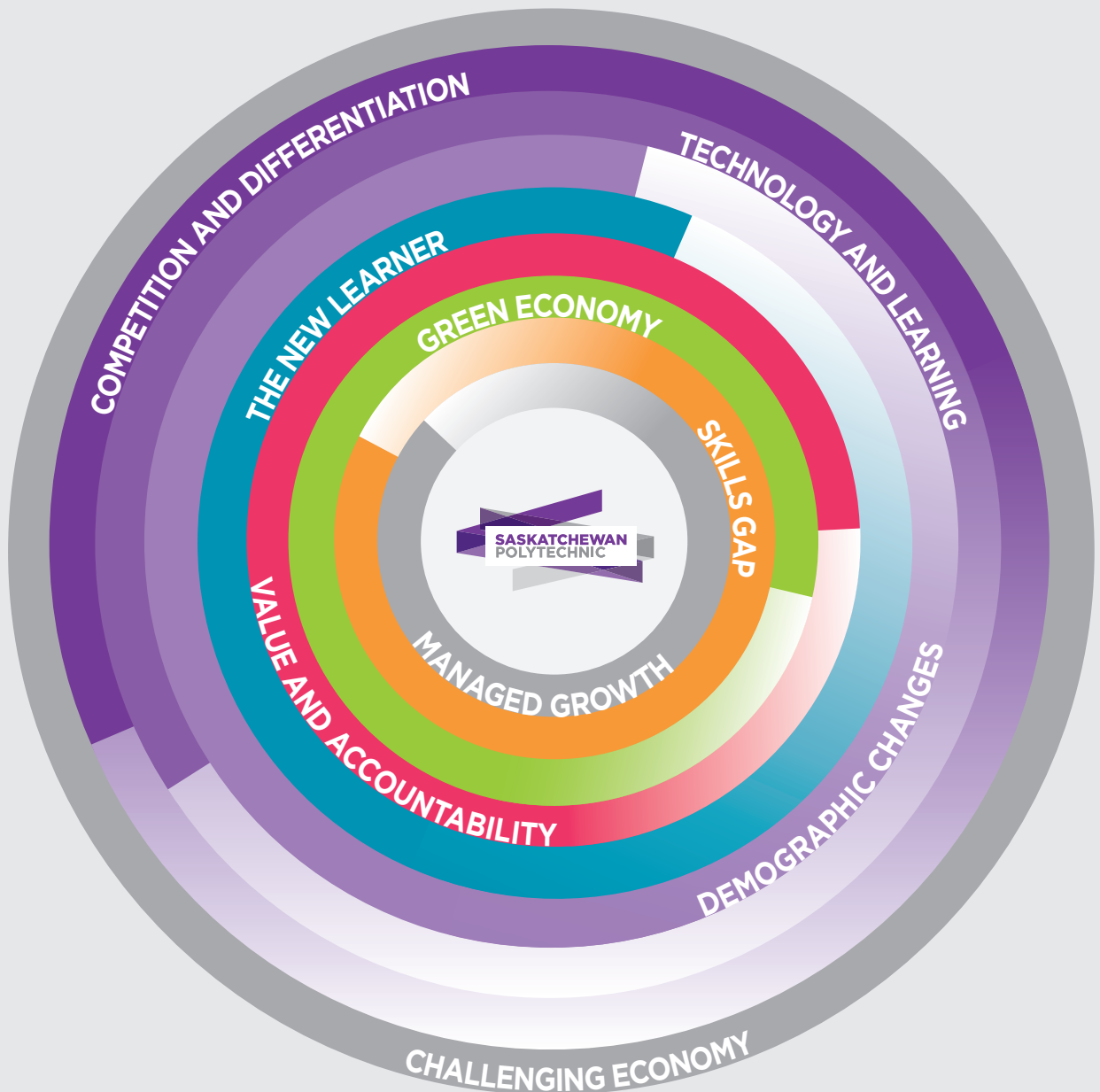
## ■ Values Development

By engaging employees across all campuses, four core values – respect, integrity, sustainability and excellence – were established to guide the way we will implement the plan and interact with one another.

In 2014, direction was set and the Saskatchewan Polytechnic 2020 plan was finalized. This signaled the beginning of execution, annual planning and progress reporting.

# ENVIRONMENTAL SCAN

**LIKE ALL POST-SECONDARY INSTITUTIONS, WE FACE A RAPIDLY CHANGING ENVIRONMENT THAT SHAPES OUR STRATEGIC PLANNING.** UNFORTUNATELY, WE CAN'T PREDICT THE FUTURE, BUT ISSUES OF NOTE INCLUDE:





## THE EMERGING SKILLS GAP

Worldwide, governments are concerned about a growing skills deficit. In Canada the skills mismatch has been identified as a threat to economic growth and has highlighted the need for more people who “do” in the Canadian economy.

Saskatchewan’s Plan for Growth includes 60,000 more people working in the province by 2020<sup>2</sup>, and the Saskatchewan Labour Market Commission forecasts that from a balanced labour market position in 2008, the total labour supply shortfall in the province by 2020 will be 120,000 workers.<sup>3</sup>

Obviously, post-secondary institutions have a vital role to play in addressing labour shortfalls and bridging the skills gap.

We asked ourselves the following questions:

- What is our role in addressing the skilled labour shortage?
- How are we positioned to respond to emerging training opportunities?
- How do we increase participation rates among groups who are currently under-represented in the labour force? How do we support these groups and encourage them to acquire the skills, education and training that are in high demand?
- Significant opportunities exist in Aboriginal training. How will we add value to this important focus for the province?
- How do we improve linkages in the system and foster greater coordination between post-secondary institutions and employers?

## MANAGED GROWTH

Saskatchewan is in an enviable position, it has a balanced budget, and projections for the future are positive.<sup>4</sup> With growth comes challenges and expectations, not the least of which is funding.

Questions for Saskatchewan Polytechnic include:

- Will we have the capacity and resources to meet the increasing demands that will be placed upon us in the coming years?
- Is the case for supporting Saskatchewan Polytechnic’s growth clear?
- How do we develop alternative funding sources?
- The aging population alone will increase competition for faculty, and with a heated economy, this problem will be exacerbated in the future. How will we attract great faculty to keep pace with the province’s needs?

<sup>2</sup> Government of Saskatchewan, ‘Saskatchewan Plan for Growth: Vision 2020 and Beyond,’ <http://gov.sk.ca/saskplanforgrowth>

<sup>3</sup> The Saskatchewan Labour Market Commission, ‘Right People, Right Place, Right Time: Saskatchewan’s Labour Market Strategy,’ (May 27, 2009), <http://www.gov.sk.ca/adx/asp/adxGetMedia.aspx?mediaId=870&PN=Shared>

<sup>4</sup> Government of Saskatchewan, ‘Saskatchewan Plan for Growth: Vision 2020 and Beyond,’ <http://www.gov.sk.ca/adx/asp/adxGetMedia.aspx?mediaId=1800&PN=Shared>



SASKATCHEWAN'S PLAN  
FOR GROWTH CALLS FOR  
**60,000 MORE PEOPLE WORKING  
IN THE PROVINCE BY 2020.**







## VALUE AND ACCOUNTABILITY

With the economic crisis early in the 21st century came a new focus on frugality, value for money and accountability. Given the high cost of post-secondary education and concern with reducing debt loads, more parents and students are questioning the value of post-secondary education. Colleges and universities will be expected to track progress and prove their value using outcome-based measures that demonstrate value for taxpayer dollar and return on education.

We considered the following:

- How do we develop and track metrics that prove value added for a range of stakeholders: government, students, parents, employers, community?
- Data has become more complex and expectations are rising in terms of accessing data in real time. What data are critical for strategic decision making? What are our accountabilities, and how do we demonstrate them?

## DEMOGRAPHIC CHANGES

The Canadian population is aging, and seniors make up the fastest-growing age group. Inevitably this will lead to a continuous decline in workforce participation rates. Despite positive natural population growth and inward migration, Saskatchewan is not immune. By 2035, the 65 and over age cohort will make up 19.4 per cent of the total population. Increasingly, people will work long past 65 in order to have adequate resources for retirement.

Saskatchewan's population is becoming increasingly diverse as new immigrants and the Aboriginal population fuel population growth.

These demographic changes raise the following questions:

- How will growth and changes in population structure influence education requirements and movements in the labour force?
- How will individuals rearrange their approach to career, family life and education? How will Saskatchewan Polytechnic respond to these workforce shifts?
- How will demand patterns for goods and services, and therefore jobs, alter with the changing demographic structure?

NEW IMMIGRANTS AND ABORIGINAL  
PEOPLE **FUEL POPULATION GROWTH.**

## THE NEW LEARNER

The rapid increase in accessibility to digital and open education resources empowers students to become “free agent learners” who can create meaningful learning experiences 24-7 inside and outside of the traditional post-secondary structure.<sup>5</sup>

Digital networks have reshaped how we seek information, learn and work. As students become accustomed to collaborating via virtual networks to acquire knowledge, they will expect a similar knowledge generation structure in post-secondary. As a result, what we now call online learning will transform into social learning: instant access, highly interactive, often virtual, collaborative, anytime, anywhere learning, with access to world-class subject matter in a highly customized manner.

Increased mobility will impact learning and career paths. More people will work internationally, and the ability to seamlessly “transport” skills and credentials will become important. As a result, ensuring quality and currency in the credentialing system so that qualifications obtained will be credible to employers worldwide will take on added significance.

In a growing number of fields, a succession of qualifications obtained over the course of a career may be preferable to a degree obtained at the start of a working life. In this sense, higher education will increasingly consist of just-in-time training over a lifetime. Post-secondary will need to restructure learning environments to provide easy access for the growing market of lifelong, career-driven learners.

Given these new learners’ needs, we considered the following:

- How do we re-engineer the traditional post-secondary education model and our approaches to teaching and learning to focus on the unique needs of the new learner and to reflect new ways of generating, sharing, and managing knowledge?
- How will we foster and manage lifelong relationships with students?
- How do we integrate and manage portfolios of learning resources (instructor expertise, peer collaboration, stakeholder/ community assets and global networks) in support of student-centred learning?
- How do we invest in, build and maintain a sustainable technological infrastructure and highly interactive, collaborative and personalized curriculum?
- How will we collect and manage data about learners and their learning so that it can flow seamlessly across many different learning experiences and providers?
- How will we manage digital portfolios and credentialing systems so that students can demonstrate internationally-acquired knowledge and skills and have their qualifications recognized? How do students come in and out of the Saskatchewan education system?

<sup>5</sup> State Educational Technology Directors Association  
“National Educational Technology Trends 2012,” (2012)

**POST-SECONDARY WILL NEED TO RESTRUCTURE TO PROVIDE EASY ACCESS FOR LIFELONG, CAREER-DRIVEN LEARNERS.**

## TECHNOLOGY AND LEARNING

New technologies have the potential to fundamentally change the post-secondary arena – from increasing access to education and enhancing learning to realizing efficiency gains.

Key questions include:

- Online learning, social learning and the open learning movement were all enabled by technology. Will this lead to democratization of education, and how will this affect our current business model?
- Which technologies can we use, and which are we ready to use, to enhance the learning experience and create efficiencies within?

## THE GREEN ECONOMY

There are growing signs of a significant green economy emerging and mounting support for the belief that a green economy can deliver economic growth and jobs. As with other industries, sectors in the green economy are experiencing a “green skills” gap that could limit growth.

Identifying and providing training to develop the key skills required for “green jobs” is a key challenge for many post-secondary institutions:

- How will we keep abreast of industry changes to accommodate green concerns, incorporate these into our curriculum and establish green programs?
- How do we prove that Saskatchewan Polytechnic operates in a responsible and sustainable manner?

## COMPETITION AND DIFFERENTIATION

Increased competition both from traditional post-secondary institutions and new entrants to the education sector will lead to an increased focus on differentiation.

Although content has become more open over the past decade, with many universities putting their curriculum online, there has been a seismic shift in the openness of the entire education industry in the last two years. The quality of and participation in free online courses such as Massive Open Online Courses (MOOCs) is at the heart of this shift. Some commentators are calling this a new age of education democratization, which will challenge traditional educational models.

We are entering a phase where Canadian post-secondary institutions face competition for both faculty and students from a host of new players. Historically, education was a local business, but like other industries, it's about to go global. Talent has become fluid and institutions will have to compete to attract and retain both faculty and students.

Saskatchewan Polytechnic must consider:

- How to identify real competitive threats.
- How to differentiate academic offerings so that we have a credible market position.
- How to expand our international efforts.

## COMMENTATORS ARE CALLING THIS A NEW AGE OF EDUCATION DEMOCRATIZATION.





# THE WAY FORWARD

We began our strategic plan refresh journey in 2013, when our organization was midway through a 10-year strategic plan. Many things had happened in the preceding five years. Nationally, Saskatchewan emerged as an economic leader; globally, the economy was struggling through recession; and, we had also seen vast social and technological changes. In short, we knew it was a good time to pause and reassess our strategic direction.

As outlined previously, the strategic plan refresh was informed by consultations with our many stakeholders and extensive research into post-secondary trends. In some cases our findings led to course corrections or clarification of intent. In others, our direction was endorsed by the research, reinforcing that we are on the right track.

This research and feedback from our communities suggested our refreshed plan should reflect the need for us to:

- recognize our students as engaged, self-directed learners who are in charge of their careers;
- support an increasingly diverse student base;
- be proactive and responsive to student and labour market needs and demands;
- continually seek ways to make learning accessible through improving credit mobility, expanding learning pathways, optimizing our facilities, investing in innovative delivery methodologies and facilitating lifelong learning;
- find creative and collaborative solutions to shifts in our technological and social environments;
- partner with industry, government and our post-secondary partners to support the economic and social well-being of the province;
- be resourceful, effective and efficient in our delivery of programs and services;
- be entrepreneurial in pursuit of becoming self-sustaining; and
- care for our people and be an employer of choice.

Our updated strategy map has taken this feedback into account and provides a renewed framework for the strategic direction we will pursue to 2020.

# SASKATCHEWAN POLYTECHNIC STRATEGY MAP

## VISION

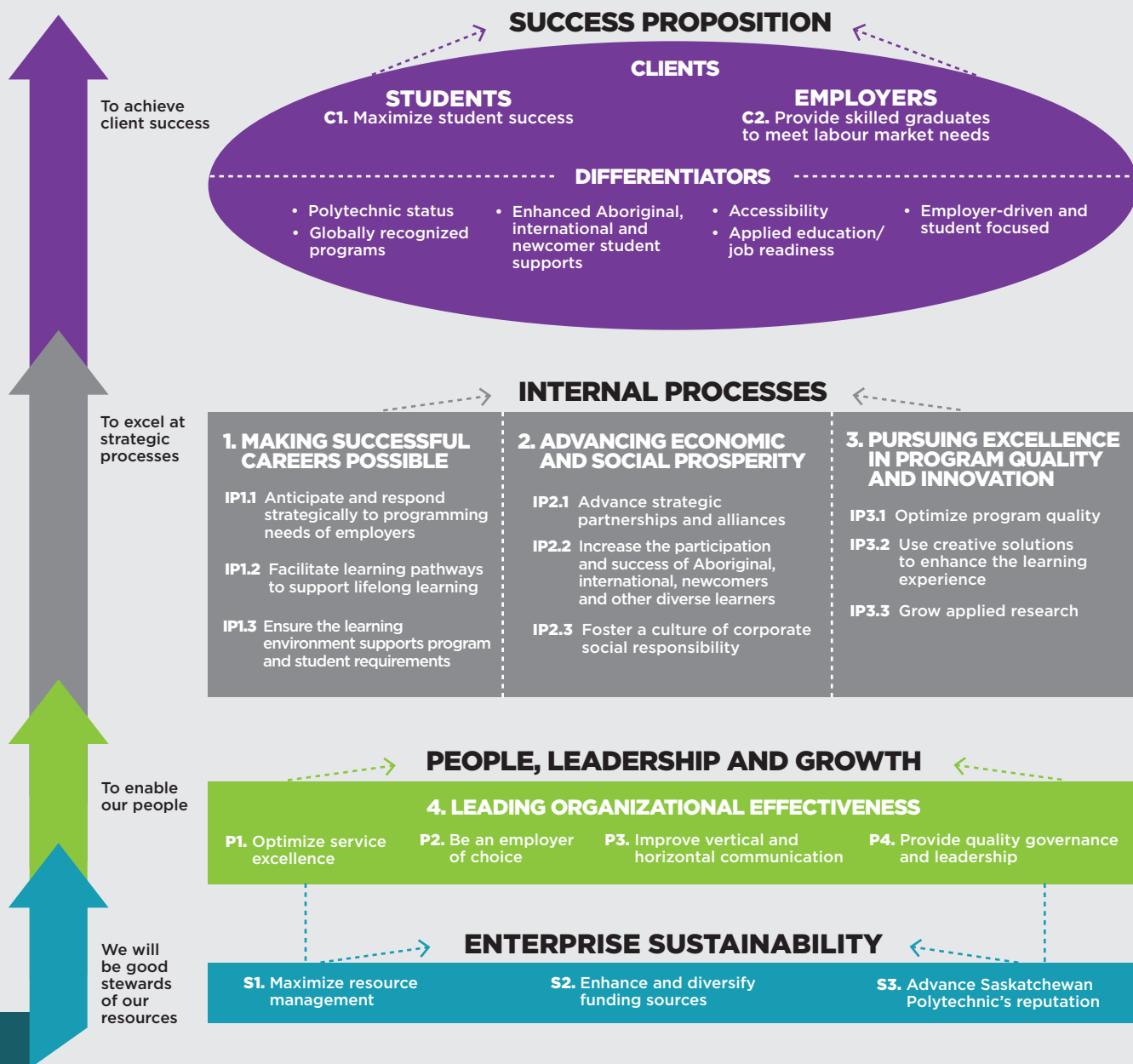
By 2020, our expertise in responsive applied education and research that meet student and market needs will make us globally recognized as the first-choice polytechnic in Canada.

## MISSION

To educate students and provide skilled and successful graduates.

## VALUES

Respect  
Integrity  
Sustainability  
Excellence





Our vision and mission define our intended outcomes. The remainder of the strategy map, read from the bottom up, tells the story of our strategy through themes and goals related to the four perspectives of our balanced scorecard:

- We will achieve **Enterprise Sustainability** by being good stewards of our resources.
- Our focus on **People, Leadership and Growth** will enable us to excel at the strategic processes outlined within the **Internal Processes**.
- All of these goals support the outcomes for our **Clients**: students and employers.

Our values demonstrate our unwavering commitment to our students, our employees, our partners and our community. They inform every decision we make and how we implement our plan.

## OUR VISION:

Saskatchewan Polytechnic's vision outlines our commitment to being a responsive client-focused organization:

**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.**

Our new vision is bold. It clearly defines where we want to go and what we want to achieve. It also focuses the organization on the two key activities that enable us to meet our clients' needs: applied education and applied research.

## OUR MISSION:

**To educate students and provide skilled and successful graduates.**

Our new mission statement is succinct and describes why we exist. It captures the breadth of our activity and our core responsibility, which is to meet the needs of both students and employers.

## OUR VALUES:

Our values describe what we stand for. They guide our behaviours and decision making.

**RESPECT** - We care about one another and about our workplace. We foster an open and inclusive environment that embraces diverse cultures, heritages and opinions; we learn, work and support each other as one team.

**INTEGRITY** - We are committed to being accountable and transparent. We are honest with one another. We hold ourselves to high standards of ethical behavior and take responsibility for our actions.

**EXCELLENCE** - We go above and beyond what is normally expected to achieve excellence in our teaching, in our programming, in our learning and in our services. We accomplish this by maintaining high standards, strong competencies and committed partnerships, and by being responsive and accessible.

**SUSTAINABILITY** - We work, live and learn in a socially and environmentally responsible manner. We support the health, safety and overall wellbeing of our students, employees and partners. We are conscientious stewards of our resources and continuously look for entrepreneurial and creative ways to strengthen and improve our organization. These considerations underlie all our actions, behaviours and decisions.

**OUR BOLD NEW VISION ENABLES US TO MEET OUR CLIENTS' NEEDS: APPLIED EDUCATION AND APPLIED RESEARCH.**





# THE SASKATCHEWAN POLYTECHNIC DIFFERENCE

Although post-secondary institutions are more similar than they are different, there are some qualities that make Saskatchewan Polytechnic stand out as unique in the minds of our clients:

## **EMPLOYER-DRIVEN AND STUDENT FOCUSED**

We provide practical career-oriented education and training. Our business and industry partnerships allow us to design programs, curriculum and learning experiences that meet workforce needs.

## **APPLIED EDUCATION / JOB READINESS**

We are known for our ability to provide highly skilled and job-ready graduates. Saskatchewan's booming economy and growth plans underscore the need for more graduates who can hit the ground running.

## **GLOBALLY RECOGNIZED PROGRAMS**

Many of our programs are nationally and globally recognized. Students from around the world take programs from Saskatchewan Polytechnic, and the number of international students who come to us to pursue their education is growing.

## **ACCESSIBILITY**

We bring education to our students. With four campuses across the province, expanded online learning options and other outreach programs, students can pursue their educational path close to home.

## **POLYTECHNIC STATUS**

We are the only polytechnic in Saskatchewan and one of 11 in Canada.

## **ENHANCED STUDENT SUPPORTS FOR ABORIGINAL, INTERNATIONAL AND NEWCOMER STUDENTS AND OTHER DIVERSE LEARNERS**

We focus on supporting the needs of our diverse student base. We continually improve and adapt our student supports to respond to student requirements.



# HOW WE WILL GET THERE – OUR STRATEGIES

SASKATCHEWAN POLYTECHNIC HAS **TWO KEY CLIENT GROUPS - OUR STUDENTS AND EMPLOYERS.** OUR FOCUS IS ON HELPING OUR CLIENTS BE SUCCESSFUL.

## MAXIMIZE STUDENT SUCCESS

Our first client outcome remains unchanged: Our students are successful when they realize their academic and employment goals. We are all about maximizing student success.

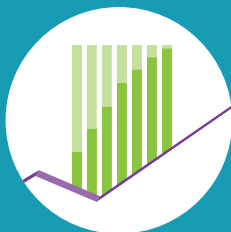


**We will monitor our progress and success with metrics such as:**

- overall graduation rates
- Aboriginal graduation rates
- overall graduate employment rate
- Aboriginal graduation employment rate differential

## PROVIDE SKILLED GRADUATES TO MEET LABOUR MARKET NEEDS

We brought greater clarity and precision to our second client outcome. The new wording recognizes students as engaged self-directed learners. Our students graduate from a broad spectrum of programs that are aligned with the needs of the labour market. In this way, we support employers' needs for a skilled workforce.



**We will monitor our progress and success with metrics such as:**

- Employer satisfaction rate with overall preparation of graduates



WE HAVE **FOUR STRATEGIC THEMES** THAT BUILD ON OUR STRATEGIC DIFFERENTIATORS, RESPOND TO OUR CLIENTS' NEEDS AND HELP US ACHIEVE OUR VISION.

## THEME 1

### **MAKING SUCCESSFUL CAREERS POSSIBLE**

We are in the business of helping our clients be successful. Our flexible, lifelong learning opportunities allow our students and graduates to take charge of their careers and support continuing skills development.

#### **We will:**

- **Anticipate and respond strategically to employers' programming needs** – We align our program mix and scale our programs to meet employers' current and future needs. Through our strong industry partnerships, we develop and deliver relevant programs to meet labour market demand.
- **Facilitate learning pathways to support lifelong learning** – We know that our students are lifelong learners and may use multiple educators to meet their learning needs. We recognize their prior learning and experience and help them transfer their knowledge to and from other institutions. We also work closely with the K-12 system so that our future students have the knowledge and skills they require to be successful at Saskatchewan Polytechnic.

- **Ensure the learning environment supports program and student requirements** – Our facilities provide a modern, inviting and safe learning environment for our students.

#### **We will monitor our progress and success with metrics such as:**

- program headcount enrolment
- number of new certificate / diploma / degree programs and related capacity
- percentage of Saskatchewan Polytechnic programs that have one or more articulation agreements
- area per full-load equivalent (FLE) student available for instruction and non-instructional space

## THEME 2

# ADVANCING ECONOMIC AND SOCIAL PROSPERITY

As Saskatchewan's only polytechnic, we are uniquely positioned to make significant contributions to the province's economic and social prosperity.

### We will:

- **Advance strategic partnerships and alliances** – We recognize how important it is to develop and maintain strong relationships with our communities. We partner with industry, other educational institutions and government to benefit our clients.
- **Increase the participation and success of Aboriginal, international, newcomers and other diverse learners** – We help build the province's workforce by partnering with government, industry and other educational institutions to attract, retain and support Aboriginal, international, newcomer and other diverse students. We provide programs and services to address their unique needs and requirements.
- **Foster a culture of corporate social responsibility** – We are a good corporate citizen. We go above and beyond what is normally expected to operate in a sustainable and socially and environmentally responsible manner. We care.

### We will monitor our progress and success with metrics such as:

- Aboriginal program headcount enrolment
- Aboriginal headcount enrolment per cent of total Saskatchewan Polytechnic enrolments
- newcomers, international students and other diverse student groups enrolments



### THEME 3

## PURSuing EXCELLENCE IN PROGRAM QUALITY AND INNOVATION

We are known for the high quality of our programs and for our expertise in education. We apply leading edge solutions to make learning happen.

#### We will:

- **Optimize program quality** – We have great curriculum, instructors and learning environments. We support learning and maintain quality through rigorous internal and external curriculum validation, program accreditation, continuous professional development, state-of-practice facilities and modern technology.
- **Use creative solutions to enhance the learning experience** – Personalized learning is important to students. There has been a paradigm shift in how students learn. We use an array of technologies to create unique learning experiences to keep pace with the changing learning environment.
- **Grow applied research** – We will increase our involvement in applied research activities by leveraging our expertise in generating practical solutions for industry problems. In this way, we will support Saskatchewan's productivity and economic prosperity, keep current with industry needs and provide opportunities for students to enhance their learning experience.

#### We will monitor our progress and success with metrics such as:

- percentage of graduates satisfied with overall quality of education
- number and percentage of students taking courses through distance delivery methods
- number of external applied research grants
- dollar value of external applied research grants

## THEME 4

# LEADING ORGANIZATIONAL EFFECTIVENESS

We deliver programs and services effectively and sustainably. We attract and retain the best employees, and communicate effectively throughout the organization. We are accountable and practise good governance.

### To maintain a focus on people, leadership and growth, we will:

- **Optimize service excellence** – Interacting with us is easy. We are proud of our customer-focused business practises.
- **Be an employer of choice** – Saskatchewan Polytechnic is a great place to work. We have a vibrant, healthy and safe workplace where employees thrive. We attract the best and the brightest, and once they become a part of our community, they stay. Our people are our ambassadors.
- **Improve vertical and horizontal communication** – Our people are connected and know what's going on at Saskatchewan Polytechnic. They understand our strategy and their role in it. Information flows across the organization in a timely and transparent manner.
- **Provide quality governance and leadership** – Everyone at Saskatchewan Polytechnic understands and is committed to their leadership roles and responsibilities. Our leaders are transparent, accountable, visionary, ethical and strategic.

### To foster enterprise sustainability, we will:

- **Maximize resource management** – Our financial, physical and human resources are used in the most efficient and effective way possible. We continually review our programs and services to make sure we are providing value, meeting our mandate and achieving our strategic goals.
- **Enhance and diversify funding sources** – To expand the resources available to us, we will pursue alternate revenue sources. We will focus more efforts on corporate and private donations. We will increase the amount of revenue we receive from these sources, so we can invest more in teaching and learning.
- **Advance Saskatchewan Polytechnic's reputation** – We are known as a first-class polytechnic, and we maintain that reputation through our successful graduates, the services we provide, the knowledge we generate, the relationships we build and the decisions we make.

### We will monitor our progress and success with metrics such as:

Percentage of:

- employees satisfied with resources provided to do their job
- students who used services and are satisfied with campus services
- employment equity groups
- voluntary employee turnover
- employees who view Saskatchewan Polytechnic as an employer of choice
- employees who are satisfied with the communication processes
- employees who are satisfied with leadership effectiveness

### We will monitor our progress and success with metrics such as:

- return on investment for stakeholders
- revenue growth
- diversity of revenue sources
- sustainable capital assets
- institutional positioning and branding

# CONCLUSION

Saskatchewan Polytechnic plays a vital role in the delivery of post-secondary applied education and research, both within Canada and abroad. With this refreshed and renewed Strategic Plan 2014-2020, Saskatchewan Polytechnic will concentrate its efforts on fulfilling its mission and realizing its vision in the years to come.

We sincerely thank all who contributed to the development of this important plan. We look forward to working with all of you as we embark on our journey to becoming globally recognized as the first-choice polytechnic in Canada.







