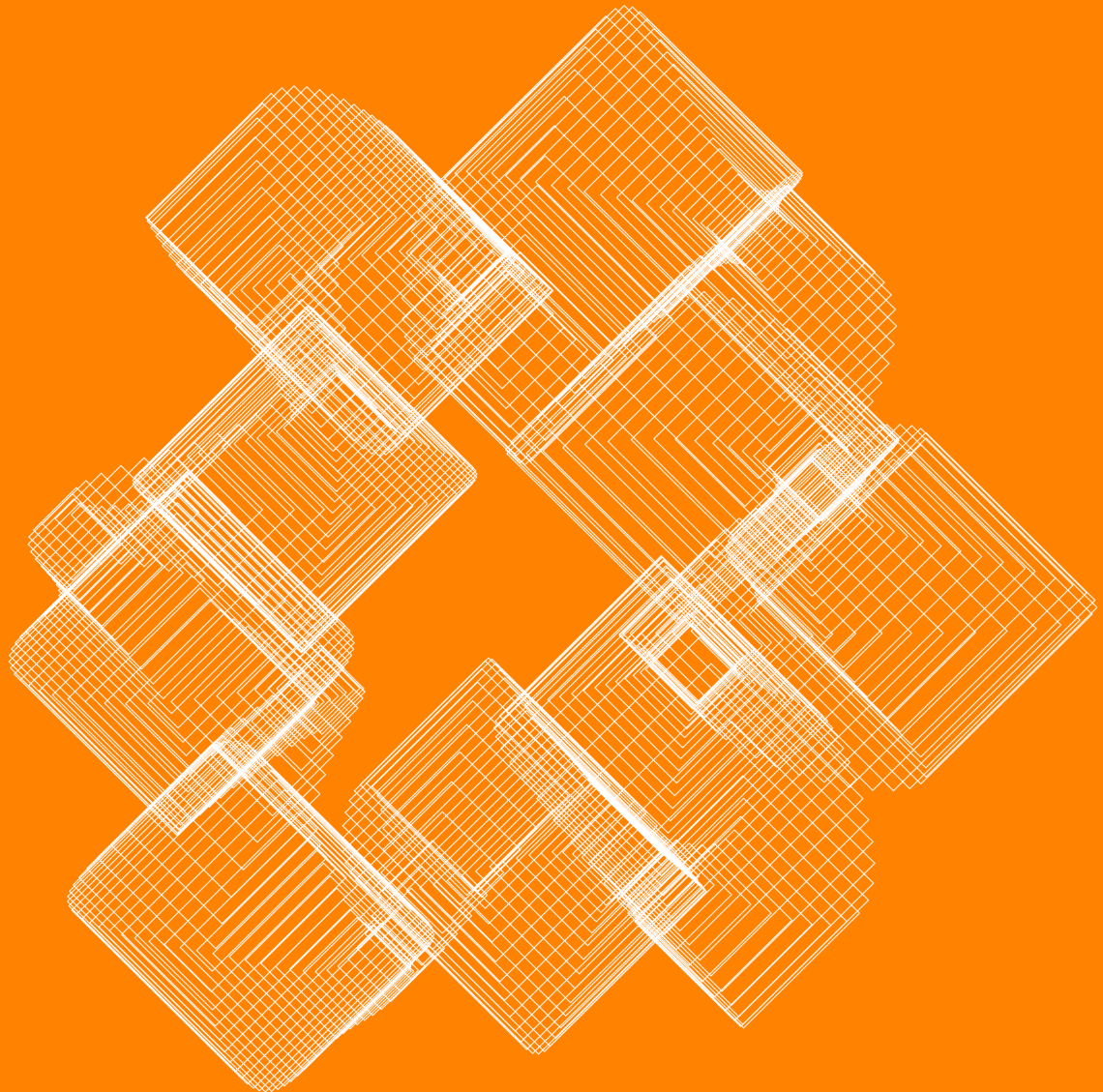




THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Applied Science

School of Community and Regional Planning



STRATEGIC PLAN and IMPLEMENTATION STRATEGIES

January 2021

The School of Community and Regional Planning acknowledges that it is located on the traditional, ancestral and unceded territory of the x^wməθk^wəyəm (Musqueam) people.

Preamble

This document represents the School of Community and Regional Planning's (SCARP) Strategic Plan (subsequently referred to as the 'plan'). It is accompanied by an outline of a set of Implementation Strategies (subsequently referred to as the 'strategies'). Drafting the plan and the framework of strategies at the same time is designed to enable direct connections to be made between the School's vision for the future and the mechanisms of delivery.

The plan and the strategies respond to the feedback received from a series of faculty retreats, which have taken place since January 2019, and other School meetings, as well as feedback from alumni, including a reception held in January 2019, students, in the form of surveys and group discussions since September 2018 (both PhD and masters), and staff. Feedback about the current contribution and future prospects of the School have also been sought through individual meetings with planning practitioners working in the Metro Vancouver region, some of whom are also adjuncts, retired faculty and individuals based in other academic and non-academic units in UBC. The majority of this feedback was received prior to mid-March 2020 when the covid-19 coronavirus pandemic started seriously to impact Canada, more especially Vancouver. Since that time SCARP has pivoted to on-line teaching with staff and faculty working-from-home, in line with the University of British Columbia's (UBC) policies.

SCARP's Strategic Plan and Implementation Strategies are nested within the context of UBC's Strategic Plan 2018-2028: Shaping UBC's Next Century and Indigenous Strategic Plan 2020, and the Faculty of Applied Science's Strategic Plan: Transforming Tomorrow. SCARP's Strategic Plan reflects and speaks directly to UBC's vision of 'inspiring people, ideas and actions for a better world' and also of 'UBC as a leading university globally in implementation of Indigenous people's human rights'. The Plan also supports the priority areas identified in the Applied Science (APSC) Strategic Plan focused on the need for internal institutional change to enable the Faculty to support transformative change in the world. The six priority areas are: university of the future; future of work; inclusive leadership and respectful engagements; solutions for people; thriving cities and communities; and planetary health.





SCARP STRATEGIC PLAN and IMPLEMENTATION STRATEGIES

Table of Contents

Preamble	2
What is this document and who is it for?	5
The School of Community and Regional Planning	6
Our changing context	9
SCARP – who are we?	13
Our Vision	13
Our Mission	13
Our Values	13
Our Priorities	14
Implementation strategies	15
Outline framework of strategies	15
Appendix 1: Strategies for meeting priorities	21
Appendix 2: Strategy development & implementation personnel	22

What is this document and who is it for?

This plan sets out the School of Community and Regional Planning's strategic vision for the next ten years from 2021 to 2031, accompanied by a framework of implementation strategies focused more immediately on the next five years. It presents the broad values and commitments that shape the School, its desired focus and mission, and its strategies and key actions for the coming years. It describes what we hold dear and wish to nurture and protect and how we will seek to change and develop over the next 5-10 years. The plan and strategies seek to build on SCARP's strengths and assets, while also responding to a changing context for universities and the planning profession.

When the process of developing a new strategic plan started there was no expectation that a global pandemic would disrupt the way we have come to live and work. The short term, and more especially very significant long term implications of the pandemic, if anything, intensify the relevance of the School's vision and its contribution to shaping the planning profession and discipline of the future.

The plan and strategies provide the basis on which the School determines and articulates its priorities. However, while the School is an important audience, the content of these documents also have relevance for other stakeholders, both within UBC and externally. The plan and strategies enable the School to communicate clearly and effectively its vision, mission, core values and priorities to wider audiences, including prospective students, faculty and staff, the UBC community, most especially the Faculty of Applied Science, as well as wider planning and policy communities.



The School of Community and Regional Planning

The School of Community and Regional Planning was founded in 1951 and was one of the first dedicated planning schools in Canada. It is also one of the larger graduate planning schools in North America and is unique in being accredited by both the Planning Standards Board of Canada and the Planning Accreditation Board of the United States of America. The School graduated its first masters students in 1958 and PhD student in 1971.

Since its foundation SCARP has focused on advancing planning education and research. In undertaking its work, planning has been understood as a broadly-based set of ideas, activities, practices and interventions concerned with the well-being of communities, from remote rural contexts to global mega-cities, alongside the health of the planet. This broad-base means the School is interested in planning's role in facilitating change across a range of policy domains, rather than an exclusive focus on statutory planning procedures.

Inspiration has been drawn from the School's location in Vancouver, more especially, a culture that values social inclusion and environmental stewardship, linked to action and activism. While located on the west coast of North America and gaining stimulation from this energising context, the School has not been parochial in its outlook. In 1976 the United Nations Centre for Human Settlements was established at UBC following Habitat'76 and later became part of the School. It has therefore encouraged sensitivity to and appreciation of international experience and insights, as well as more locally to Indigenous ways of knowing, being and doing. In 2012 the School tangibly recognised the need for planning in Canada to confront its history and responsibilities to Indigenous communities through the creation of the Indigenous Community Planning (ICP) concentration within the accredited masters program. This is the first such program in the world, and has been based from the start on a partnership with the Musqueam First Nation.

SCARP's teaching focus has centred on graduate education until recently. In 2016 the School significantly expanded its undergraduate offering from one course to six. The School's doctoral program is highly regarded and currently consists of around 25 students. The School offers



the following masters programs: an accredited Masters of Community and Regional Planning (MCRP); a research masters (Master of Arts/ Science in Planning (MAP MSCP)); and the post-professional Masters in Engineering Leadership (MEL) in Urban Systems, which is jointly hosted with the Department of Civil Engineering. Well over a hundred students are currently (2020) enrolled full-time on the various masters programs.

The graduates of the School's program provide a rich network of alumni. Many have remained in British Columbia and are well connected to local planning issues and debates, others provide the School with a myriad of experience from the contexts across the world in which they work and live.

SCARP faculty normally have experience of research, teaching and professional practice, contributing to the excellence of the School's scholarship and pedagogy, as well as its capacity to advance incisive debate on key public policy and planning issues. The inter-disciplinary nature of the planning field means that the School has been open to joint appointments. Currently three faculty members hold joint appointments with the following units: the Institute for Resources, Environment and Sustainability (IRES); the Department of Civil Engineering; and the Institute for Gender, Race, Sexuality and Social Justice (GRSJ). The School presently has two part-time instructors and the accredited planning program benefits from the insights of adjunct professors often drawn from the planning profession within Metro Vancouver. The School has not so far appointed a permanent faculty member on the educational leadership stream.

The work of SCARP is ably supported by a dedicated staff team. The research programmes of individual faculty are sustained by the talents and creativity of post-doc and graduate student researchers.

The institutional home of SCARP since 2012 is the Faculty of Applied Science (APSC), having previously been located in the Faculty of Graduate Studies, followed by the College of Interdisciplinary Studies. Being in Applied Science enables planning students and faculty to work alongside other professionally oriented disciplines, such as architecture, engineering and nursing, and provides a highly fruitful context for the development of educational and intellectual synergies.





Our changing context

As planners we are aware that change and uncertainty are an inevitable part of the contexts in which we must operate. The current moment is, however, distinctive for the multiplicity and, in relation to the coronavirus pandemic, unprecedented qualities of the drivers of change. These forces are not uni-directional and emanate from many sources. They present opportunities as well as challenges for planning schools. The current drivers of change include:

1. Global coronavirus pandemic

- ◇ The short term health and longer term economic crises resulting from the coronavirus pandemic have implications for the School's educational and research activities, impacting both how work is undertaken and the substantive focus of concern. Beyond the planning discipline, the pandemic also has implications for the nature and priorities of the institutional context in which the School is located, most specifically UBC, but also the post-secondary sector in Canada and beyond.

2. Drivers for the planning discipline and profession

- ◇ Increasing socio-economic inequality is creating and intensifying the challenges facing communities across the world. This is manifest in concerns about: uneven access to housing, secure employment / livelihoods and even food; widening divides in health and educational provision and outcomes; and the differential availability of infrastructure, including transport, energy, water, internet and spaces of well-being.
- ◇ The mounting evidence of a deterioration in the health of the planet, as a consequence of climate change, amongst other things, and the differential societal implications of such trends, is making coordinated action at all scales ever more pressing.
- ◇ Deteriorating public confidence and trust in government and major institutions in many contexts is influencing the nature of debate and capacity for intervention. The way democratic debate is evidenced and organised is evolving, with new forms of social media contributing to these developments.
- ◇ The nurturing of inter-community tolerance, inclusion and well-being has long been an important part of planning. This remains a priority in the context of current understandings of diversity and processes of exclusion. Further to this, as many societies face a growth in older age groups, while the opportunities for younger and middle-aged groups appear mixed, issues of inter-generational equity are becoming more pronounced.

- ◇ The (re-)growth of activism and social movements in many countries is becoming increasingly noticeable and is linked to the waning trust in government. The current forms of activism are inspired by wide-ranging motivations, events, experiences and ideologies. Especially in North America currently, this activism is seen in the Black Lives Matter movement and calls to address racial injustice.
- ◇ Planning in Canada is starting to confront past practices, and in turn to embark on the process of learning and engagement designed to build meaningful and sustained relationships with Indigenous communities, against the backdrop of the principles and Calls to Action of the Truth and Reconciliation Commission's (TRC) Final Report and United Nations Declaration on the Rights of Indigenous People (UNDRIP).
- ◇ The on-going increase in computational capacity and the rapidity of the current phase of technological change have wide-ranging implications, including for the nature of work, mobility and human interactions, as well as the surveillance and privacy of citizens.
- ◇ The appropriateness of conceptions and policies bounded by traditional geographical scales of the local, regional, national and international are eroding, in part as a result of globalisation. This in turn requires multi-scalar responses to policy challenges.
- ◇ All the above speak to the multi-faceted nature of the challenges facing communities (wicked problems), yet professional, institutional and disciplinary silos persist. This suggests attention needs to be paid to the developments in better integrated, joined up policy-making and collaborative knowledge generation.
- ◇ Urban planning remains a relatively well-regarded and remunerated profession within the Canadian context .

3. Drivers for the university sector

- ◇ The level of student demand for university-level education, and more specifically for planning qualifications (undergraduate, masters, PhD, post-professional, micro-credentials, continuing professional development), is variable and dependent on many factors. The ability to recruit talented planning students is influenced most directly by the robustness of the domestic market and the potential of various international markets. Universities and planning schools are also concerned about social mobility and ensuring a supportive and inclusive environment for a diverse student body. It seems probable that universities will develop more life-long educational offerings, including new micro-credentials and post-retirement opportunities. At an instrumental level, with university income increasingly reliant on tuition fees (including at UBC), student enrolment is crucial to the

sustainability of institutions and schools.

- ◇ Students, at all levels, are looking for new forms of more applied learning. This is prompting developments in pedagogy, especially more engaged forms of learning, which have long been a feature of planning education. A key challenge of current models of such learning is that they are relatively resource intensive. It is also likely that on-line and remote modes of teaching and learning will feature more in the future, following the experience during the coronavirus pandemic.
- ◇ Trends in student recruitment suggest that there is increasing demand for programs with clear paths to employment. This link to employment opportunities is also being prioritised by governments, including the Provincial Government of British Columbia. [Notwithstanding that advanced education should be about very much more than employability.]
- ◇ Universities are becoming increasingly conscious that they have responsibilities to their local communities and the wider public in terms of the education they provide and the knowledge generated. There is as a result an increasing focus on the impact of research and on working in partnership. This provides planning schools with an opportunity given our experience of leading and contributing to university-community partnerships of various forms. The growing concern with research impact and community responsibility sits alongside a pre-occupation with international standing (as manifest in various league tables). At its best the two trends can be mutually reinforcing, such that international reputation is enhanced by demonstrating the capacity of research to support innovation, community well-being and effective policy interventions.
- ◇ The validity, value and usefulness of the knowledge resulting from academic research is being increasingly questioned. Students, policy-makers and the public, are concerned not just with understanding the nature of the problems they confront, but with finding effective policy interventions. This challenges traditional disciplinary (and professional) boundaries and in turn accepted ways of doing research, encouraging greater inter-disciplinarity and experimentation with new methods of knowledge generation.
- ◇ An important resource for universities is provided by endowments and donations, often from alumni. The prospects and sustainability of such resources are uncertain and can be impacted by the prevailing economic conditions, as well as potential not being evenly spread across disciplines.

4. Drivers specific to SCARP

- ◇ The School is at the point of a major generational transition in faculty, staff



and leadership.

- ◇ The School is well-positioned to contribute to the realisation of the Applied Science Strategic Plan as well as to take advantage of emerging opportunities, such as: co-location of the School from the current split site situation in poor quality buildings to the new Applied One Building, alongside other units in the Faculty, and Campus and Community Planning; and the President's Academic Excellence Initiative, supporting additional faculty appointments.
- ◇ The School is also well-positioned to contribute to UBC's strategic priorities, including in relation to the new Indigenous Strategic Plan 2020.
- ◇ Even prior to the pandemic, concerns about the challenges facing communities and cities were becoming of increasing prominence, regionally, nationally and internationally. These concerns translate into not just a wish for better understanding (evidence) of the nature of these challenges, but also demands to know more about the possibilities for effective action. This is seen in the significant interest in urban planning amongst UBC undergraduate students and the Province's policy of incorporating urban studies in all years of K-12 education.
- ◇ The Province's endorsement of UNDRIP (the first in Canada) via the BC DRIPA (Declaration of the Rights of Indigenous Peoples Act) legislation is likely to have profound effects on planning and housing over the next decade.
- ◇ Professional accreditation remains the justification for the vast majority of students to enrol in the School's key program, the MCRP. As a consequence, the School will need to be responsive to the accreditation frameworks of the Planning Accreditation Board and Planning Standards Board.
- ◇ The School has many assets which make it potentially attractive to student communities, which have been relatively under-represented, including international students, undergraduates and mid-career professionals, if programs were suitably supported and promoted.
- ◇ The dynamic institutional and political context in which planning schools must operate means that financial robustness is likely to involve growth and diversification of income streams.

These drivers of change provide a rich context of possibility and challenge for the next phase of the School's work.



SCARP – who are we?

Aware of the drivers of change and the opportunities and challenges they present, and building on the strong foundations and existing strengths, the following section sets out the School's vision, mission and values. Together they seek to answer the questions: who do we want to be and what makes SCARP distinctive as a planning school?

Our Vision

Knowledge in Action: Planning in Partnership

SCARP is committed to teaching and research across the sub-fields of planning, in line with being a professionally accredited planning program. What makes SCARP distinctive is a particular emphasis on exploring the interface between knowledge and action. This requires the generation of research and the delivery of educational programs that foster both intellectual excellence and a commitment to practical, transformative change. Given the multi-faceted, complex and dynamic nature of the challenges facing societies, it is necessary to work in partnership across disciplines, professions and communities.

Our Mission

Through education and research, SCARP is committed to generating and transforming knowledge into action, by planning in partnership, with the aim of improving the well-being of communities, and the quality of the built and natural environments.

Our Values

The culture and work of the School are shaped and guided by our values. We are a community in which our values provide a sense of inspiration, not dogmatism. They inspire us as a whole, not as individual words, and together provide a distinctive ethical orientation. Our values encourage openness and individual and collective reflection about our activities.

We value:

Integrity, care and respect – in how we behave

Curiosity, excellence and courage – in what we do

Inclusion, reciprocity and responsibility – in how we do it



Our Priorities

Building on the School's strong history and existing assets, while understanding the opportunities and constraints of the current drivers of change, the vision, mission and values, translate into ten priorities. The priorities have been grouped under three over-lapping themes, reflecting the School's core mission of knowledge generation and knowledge sharing, shaped by our values-based culture. The underpinning vision for our planning school frames all the priorities.

Our priorities are as follows (in no particular order)

Knowledge generation:

1. To further develop our international reputation in engaged scholarship, by nurturing innovation and challenging research conventions, thereby generating knowledge that is insightful, meaningful and transformative.
2. To explore innovations in partnership working between disciplines and professions, and with communities and policy-makers, through our teaching and research.

Knowledge sharing:

3. To inspire future generations of planning scholars, students and practitioners, at all career stages, through the quality of our teaching and commitment to learning based on intellectual rigour and action-oriented education and scholarship.
4. To provide future planning professionals with the knowledge, skills, capacities and applied experiences to be the facilitators and leaders of positive change.
5. To continue to advance research and teaching in Indigenous community planning and reconciliation.
6. To project and promote the work of the School, including through new models of engagement and dialogue.

School culture:

7. To cultivate an openness to different perspectives, dialogue about those differences and a willingness to learn.
8. To offer a lively, inclusive, creative and supportive working environment for faculty, early career scholars, staff and students, based on respect and a sense of shared endeavour.
9. To attract and support highly talented students, staff and faculty, reflective of diversity within Canada.
10. To be an organisationally effective and financially robust planning school.



IMPLEMENTATION STRATEGIES

The Strategic Plan requires a series of implementation strategies to enable it to be translated into action. It is through these actions that SCARP will ensure that our vision of the planning school we aspire to be will be realised.

The following provides an outline framework of those strategies, some of which are already nearing completion, others in progress, and still others which need to be initiated. Responsibility for each of the strategies is linked to the School's governance framework. It is inevitable that there are areas of overlap between strategies. (The most significant are highlighted.) Hence, the importance of collective discussion and endorsement of key recommendations, in line with the governance framework.

The appendices provide tables indicating the relationship between the priorities and the strategies, and the sponsor and lead responsibility for the development and implementation of each of the strategies.

Outline framework of strategies

Core activities

1. Research Strategy

- ◇ Develop mechanisms to support and encourage innovation in knowledge generation, especially in engaged scholarship and the achievement of research impact
- ◇ Support the creation of a lively intellectual environment, including a programme of seminars and events
- ◇ Nurture the planning scholars of the future
- ◇ Support the implementation of the PhD Program Review
- ◇ Build connections within the School's research community (faculty, researchers and PhD students) and beyond
- ◇ Scope out and provide a link to research initiatives in UBC, Applied Science, the Tri-Councils, Foundations and other governmental and non-governmental agencies, this includes identifying how SCARP's should contribute to the Applied Science Strategic Plan: Transforming Tomorrow



- ◇ Identify and develop local, national and international partnership opportunities
- ◇ Examine the opportunities presented by the School's relocation to Applied One

2. Teaching and Learning Strategy

- ◇ Encourage continuous improvement in pedagogy, especially with regards to engaged learning
- ◇ Collate and review existing policies, and propose changes as appropriate
- ◇ Set out the mechanisms to monitor and respond to student feedback
- ◇ Coordinate annual program reviews and the implementation of recommendations
- ◇ Provide oversight for student professional development initiatives
- ◇ Establish a framework of expectations for new and existing courses
- ◇ Coordinate preparations for accreditation
- ◇ Develop indicators of achievement in relation to program learning outcomes
- ◇ Support the implementation of the MCRP Program Review
- ◇ Establish and support a review of the research masters program
- ◇ Provide a coordinating framework for the development and submission of new program proposals

Strategic initiatives

3. Program Development Strategy

- ◇ Review student recruitment targets, including mix of domestic and international students across existing programs:
 - PhD
 - Research masters
 - MEL Urban Systems (URSY)
 - MCRP
 - Undergraduate courses
 - Vancouver Summer Program (VSP)
- ◇ Undertake 5-year phased strategy identifying new program opportunities and the requirements for delivery. This will include consideration of the following:
 - Undergraduate offerings, including a major in Urban Studies (or similar) with Geography; new courses

- New (post-professional) MEL, in the form of a Masters in Community Planning Leadership (or similar), reflecting and articulating the School's vision and mission
- Micro-credentials, these may follow on from experiences with remote learning, including in relation to Indigenous Community Planning

[See: Finance Strategy; Awards and Endowment Strategy; Teaching and Learning Strategy; Communications and Marketing Strategy; Faculty Hiring Strategy; and Staff Hiring Strategy]

4. Awards and Endowment Strategy

- ◇ Ensure the allocation of awards reflects the School's priorities and strategies
- ◇ Monitor the processes through which the School's awards are allocated
- ◇ Develop priorities for future endowments

[See: Program Development Strategy; Student Admissions Strategy; Indigenous Engagement Strategy; and Finance Strategy]

School Culture

5. SCARP Community Building Strategy (includes respect and inclusion)

- ◇ Examine and develop appropriate mechanisms to create a better sense of SCARP as a whole community, including alumni, current students, adjuncts, professional friends of the School, as well as faculty and staff
- ◇ Investigate how the School can fulfil its aspirations to equity, diversity and inclusion

[See: Communications and Marketing Strategy]

6. Indigenous Engagement Strategy

- ◇ Develop and implement the next phase in the development of the Indigenous Community Planning (ICP) program
- ◇ Monitor and evolve, as appropriate, letter of agreement with the Musqueam Indian Band
- ◇ Explore how the School as a whole can work to advance reconciliation

People

7. Faculty Hiring Strategy

- ◇ Develop and implement a 5-year rolling faculty hiring strategy reflective of the School's vision, mission and priorities, and linked to new initiatives and opportunities, as well as succession planning for retirements
[See: Program Development Strategy; Research Strategy; and Finance Strategy]

8. Staff Hiring Strategy

- ◇ Develop and implement a 5-year rolling staff hiring strategy reflective of the School's vision, mission and priorities, and linked to new initiatives, operational requirements and opportunities, as well as succession planning for retirements
[See: Program Development Strategy; Research Strategy; and Finance Strategy]

9. Faculty and Staff Professional Development Strategy

- ◇ Develop and support a mentoring framework for faculty, staff and early career researchers
- ◇ Support professional development for faculty, staff and early career researchers
- ◇ Support the submission of applications for faculty and staff awards

10. Student Admissions Strategy

- ◇ Monitor and review the principles and process for student admissions to the School's programs
- ◇ Undertake an annual reflection of admissions processes and outcomes and make recommendations as appropriate.
[See: Teaching and Learning Strategy; Program Development Strategy]

School operations

11. Finance Strategy and Budget

- ◇ Develop a 5-year rolling budget linked to student recruitment, strategic initiatives and investments
- ◇ Conduct annual budget and quarterly monitoring
[See: Faculty Hiring Strategy; Staff Hiring Strategy; Program Development Strategy; Awards and Endowment Strategy]

12. Governance Framework

- ◇ Maintain committee structure with terms of reference, membership criteria and staff support
- ◇ Define school roles with outline of responsibilities
- ◇ Provide clarity of responsibility and transparency in decision making

13. Communications and Marketing Strategy

- ◇ Review all aspects of the School's communications, starting with the website, and implement change
- ◇ Examine the most appropriate ways for the School to use social media
- ◇ Promote the work and successes of the School community
- ◇ Develop effective approaches to marketing the School's current and new programs, and research
- ◇ Provide an overview of communications networks within and outside UBC
- ◇ Provide a framework for School communications, including with existing students, alumni, the planning profession within the region, and international academic networks



[See: Program Development Strategy; Research Strategy; Teaching and Learning Strategy; SCARP Community Building Strategy]












































Appendix 1

Strategies for Meeting Priorities

-  Priority is *central* to strategy
-  Priority is *pertinent* to strategy

Priorities

	Strategies												
	1	2	3	4	5	6	7	8	9	10	11	12	13
	Research	Teaching and Learning	Program Development	Awards and Endowment	Community Building	Indigenous Community Planning	Faculty Hiring	Staff Hiring	Faculty & Staff Professional Development	Student Admissions Strategy	Finance	Governance	Communications and Marketing
1. To further develop our international reputation in engaged scholarship, by nurturing innovation and challenging research conventions, thereby generating knowledge that is insightful, meaningful and transformative.													
2. To explore innovations in partnership working between disciplines and professions, and with communities and policy-makers, through our teaching and research.													
3. To inspire future generations of planning scholars, students and practitioners, at all career stages, through the quality of our teaching and commitment to learning based on intellectual rigour and action-oriented													
4. To provide future planning professionals with the knowledge, skills, capacities and applied experiences to be the facilitators and leaders of positive change													
5. To continue to advance research and teaching in Indigenous community planning and reconciliation													
6. To project and promote the work of the School, including through new models of engagement and dialogue													
7. To cultivate an openness to different perspectives, dialogue about those differences and a willingness to learn													
8. To offer a lively, inclusive, creative and supportive working environment for faculty, early career scholars, staff and students, based on respect and a sense of shared endeavour													
9. To attract and support highly talented students, staff and faculty, reflective of diversity within Canada													
10. To be an organisationally effective and financially robust planning school.													

Appendix 2

Strategy Development and Implementation Personnel

Strategy	Lead	Key Faculty/Staff	Progress to date
1. Research	• Chair of Research Committee	• New staff (outreach) • Chair of PhD Program	• Just starting
2. Teaching and Learning	• Chair of T&L Com	• New Staff (Student Mgt) / Staff (GSS) • Chair of MCRP Program • Chair of MCRP Admissions Chair of Research Masters • Co-Chair MEL • And any new program	• MCRP review - nearly complete • MCRP admissions - complete & implemented ad hoc policies • PhD review - started
3. Program Development	• Director	• Administrator	• In development
4. Awards and Endowment	• Chair of Awards Committee	• New staff (student management)	• Virtually complete awaiting new staff hire
5. Community Building	• Equity Diversity and Inclusion (EDI) Group		• Just starting
6. Indigenous Community Planning	• Co-Chair ICP	• Co-Chair ICP	• Partially developed
7. Faculty Hiring	• Director	• Administrator • (Dean)	• Partially implemented
8. Staff Hiring	• Administrator	• Director	• Completed and partially implemented
9. Faculty and Staff Professional Development	• Director • Administrator		• Faculty – needs up-dating • Staff – needs development
10. Student Admissions Strategy	• Director	• Chairs of PhD, MCRP, Research Masters Admissions	• To be started
11. Finance	• Director	• Administrator • Finance Coordinator	• In progress
12. Governance	• Director	• Administrator	• Partially implemented
13. Communications and Marketing	• Administrator	• New Staff (outreach)	• Awaiting new staff hire