



UNIVERSITY OF  
SASKATCHEWAN

College of Engineering

# Strategic Plan 2012 – 2016



## DEFINING FEATURES

The University of Saskatchewan has identified three features for which it will be known in its second century:

1. **International Standards:** The U of S will be known for its adherence to international standards in all its activities.
2. **Academic Pre-eminence:** The U of S will be known for its pre-eminence in specific areas of creative academic programming and scholarship.
3. **Sense of Place:** The U of S will be known for its connections to Saskatchewan, Western Canada the North and the Great Plains environments of the world.

The College of Engineering will contribute to these defining features.

In addition to what the University will be known for, the College of Engineering strives to be known among engineering colleges for its distinctive features.

In its second century, the College of Engineering will be known for:

1. **High Quality Programs:** The College will be known for its high quality undergraduate and graduate programs that prepare students for professional and academic careers, graduate studies and leadership roles.
2. **Innovation:** The College will be known for its innovative approaches, collaborating and creating in everything we do.
3. **Relevance to Industry:** The College will be known for its partnership with local, regional, and international industries.



## STRATEGIC DIRECTIONS

Over the last decade, the University has had four strategic directions to guide its choices and provide a framework for university, college and unit decisions:

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

These strategic directions remain in place. In addition, the University has defined four areas of focus for the third integrated planning period. While these are not the only areas in which the University must define, accomplish and measure progress, they are the most immediate if we are to distinguish ourselves among our peers in the next four years.

The University's Areas of Focus for the Third Integrated Planning Period are:

**Knowledge Creation: Innovation and Impact:** We will establish a pervasive culture of research and scholarship throughout the institution.

**Innovation in Academic Programs and Services:** We will implement a strategic approach to enrolment by creating a mix of programs and learners that reflect deliberately chosen academic priorities, builds synergies with our signature areas of research, facilitates student movement between degree programs and mobility between institutions, addresses low enrolment programs, and supports college and school goals to rethink programs profoundly.

**Aboriginal Engagement: Relationships, Scholarship, Programs:** We will be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings and intercultural engagement among faculty, staff and students.

**Culture and Community: Our Local and Global Sense of Place:** We will model innovation through creative responses to challenging environmental, social and economic problems. To do so will mean that we are open to possibility, take chances on new ventures and on innovative ideas, and expect a mixture of success and failure as a rite of passage.

The College of Engineering will contribute to these university-wide strategic directions and areas of focus, which will continue to guide and inform choices and decisions for the institution as a whole. Keeping with the institutional direction, the College of Engineering will give priority to the following college-level strategic directions.



## Strategic Direction I

**The College of Engineering will optimize enrolment in each undergraduate and graduate program, balancing demand for each program, demand for graduates, capacity to deliver, and the University's diversity goals while ensuring a quality student experience.**

*Strategic enrolment management is the foundation of the College of Engineering's plan for the third integrated planning period. The College is committed to establishing and implementing an enrolment plan that considers each program's demand by students, demand for graduates and capacity to deliver. The plan will consider student body diversity (gender, age, origin, ethnicity, etc). The College will develop a planning model that works for each program and is vibrant enough to become a living, evolving process. This planning process will be inclusive and will be led by the faculty members who best know and understand each undergraduate and graduate program.*

The College of Engineering is committed to strategic enrolment management: balancing the key drivers of a) demand for programs, b) demand for graduates, and c) institutional capacity, and to do this while realizing our goals for quality, diversity, accessibility and accountability.

The College has begun considering these enrolment drivers and more remains to be done.

The key measures of enrolment - both the undergraduate and graduate programs - are the number of students graduating each year, the total number of students in program, the diversity in student populations, and student success rates.

The College is uniformly and unquestionably committed to excellence in our programs. This cannot be overstated: the quality of programs must be maintained or enhanced as we make strategic and deliberate changes to our undergraduate and graduate student enrolment. We will continue to admit and graduate students who build and enhance the engineering profession and the University of Saskatchewan's reputation.

We will develop a strategic enrolment plan during the third integrated planning period. Despite the desire to better understand and plan enrolment strategically, we believe there are compelling reasons the College should plan to expand enrolment during this planning period:

- to make room for some learner populations that are currently underrepresented – a societal responsibility;
- to respond to demand for the programs from highly qualified candidates;
- to increase accessibility to undergraduate programs for students with some prior post-secondary experience;
- to respond to an increasing demand for graduates with undergraduate and postgraduate engineering degrees;
- to participate in the University goal to become more engaged in graduate education, consistent with a goal to continue to increase research productivity; and
- to optimize delivery efficiency across all undergraduate and graduate programs and to increase revenues to support strategic directions.



The College is committed to developing evidence-based goals for both the size and the composition of the student population and to ensure that growth is strategic and targeted. Growth in enrolment will need to be supported by incremental investments in faculty, staff, operating budgets and space where necessary. Additional revenues from tuition, gifts and fundraising, governments and other sources will be invested to support College priorities as documented in these strategic directions.

### Undergraduate Program Enrolment

- a) The College will strive to fill each of its nine undergraduate programs to capacity. Several undergraduate programs (Electrical Engineering, Computer Engineering, Biological Engineering, Environmental Engineering, and Engineering Physics) are currently undersubscribed relative to our capacity to deliver with optimum efficiency. After assuring ourselves that there is sufficient demand for these programs by academically qualified students, and that there is a robust demand for the graduates, we will develop initiatives to admit more qualified students to these programs. Example initiatives may include:
  - examining the programs themselves for relevance to learner populations, including new learner populations that the College wishes to attract; and
  - allowing applicants direct entry into a specific discipline, as opposed to a student choosing a discipline at the end of his or her first year of classes. Direct entry will facilitate focused recruitment and enable partnerships to support enrolment into under-subscribed programs.
- b) The College will strive to shift enrolment to achieve a more desirable ratio of senior to junior students, thereby ensuring that an optimum selection of senior elective courses can be offered. Initiatives to address this rebalancing may include:
  - supporting student success – as one of the College’s strategic directions, our work in this area will increase retention rates;
  - enrolling more students in programs at mid-stream, such as recruiting transfer students from elsewhere in Canada or abroad, and developing joint/laddered programming with SIAST; and
  - offering general engineering classes in spring and summer to help students meet the requirements for promotion to the next year of their programs.
- c) The College will consider expanding undergraduate programs that are consistently oversubscribed (e.g. Chemical Engineering, Mechanical Engineering and Civil Engineering) in order to demonstrate responsiveness to public expectations. Following the principles of enrolment management, if there is unmet student and graduate demand, the College will explore the feasibility of increasing the program size while making the investments necessary to ensure that we can continue to deliver a high quality undergraduate program.
- d) The College will collaborate with SESD to develop targeted and evidenced-based recruitment strategies focused toward underrepresented student populations, most notably Aboriginal students, females, out-of-province Canadians and international students.

### Graduate Program Enrolment

- a) The College will identify ways to decrease the time it takes graduate students to complete their programs. By better supporting student success, we will reverse the trend and shorten completion times. Faculty supervisors of graduate students are encouraged to give priority to achieving our goals of shorter completion times and increasing completion percentages. Shortening the time students spend in a program will increase the total number of students who can be supervised by faculty during the planning period.

- 
- b) We will increase the number of faculty in the College who supervise graduate students. Additional faculty will be recruited, and most will have graduate students. The College is considering a number of partnerships with industry and government to recruit research chairs, and each of these is expected to bring additional graduate students to the College.
  - c) The College is developing a course-based professional masters program. This program will be more streamlined, incorporating courses for two terms and an industrial/applied project for four months. If the program is deemed to be feasible and appropriate given the College's mandate and the expressed needs of industry, this will result in an increase in graduate enrolment.
  - d) The College is exploring an integrated masters program that would allow undergraduate students to obtain both a bachelors and M.Sc. degree in as little as five years by, for example, incorporating research projects into summer terms of the undergraduate program.
  - e) The College will collaborate with the College of Graduate Studies and Research to develop targeted and evidenced-based recruitment strategies focused toward underrepresented student populations, most notably Aboriginal and female students and graduates from other Canadian universities.

### Architecture

The College is committed to participating and taking a leadership role in the Provost's initiative to develop a School of Architecture at the University of Saskatchewan. When created, the new program will increase enrolment in college-delivered courses. The new School will be implemented in a way that is consistent with the College's defining features and other strategic directions.

### Constraints

Any growth strategy will depend on the College and University creating an environment conducive to expansion. During the planning period, the College will need to make significant progress in addressing the following constraints:

- i. **Facilities:** Under the leadership of the Vice-President, Research and in partnership with many units across campus, the College of Engineering will play a leadership role in planning and occupying a new science and engineering research complex at the University of Saskatchewan, currently holding the working title of Natural Resources Innovation Complex. This dynamic space will facilitate interactions among researchers, students and industry partners and will promote innovative research solutions and programming in natural resources development.
- ii. **Increasing the faculty and staff complement:** The College anticipates recruiting additional tenure-tracked faculty in specific areas where additional capacity is needed to support increased enrolment. Additional staff will be added to support the increases in enrolment, likely targeted in the Engineering Student Centre and laboratories relating to disciplines with increased enrolment.
- iii. **Financial Resources:** Notwithstanding the imminent transition of the University to a new responsibility-centred budgeting model and the projected budget shortfall, the College of Engineering will seek assurances from the University concerning the College's share of incremental revenue associated with increasing enrolment.

The College is committed, above all else, to ensuring the quality of its programs and the quality of a student's academic and non-academic experience while at our College.

## Strategic Direction II

The College of Engineering will play a leadership role in the creation and implementation of interdisciplinary research centres and clusters.

*In the third integrated planning period, the College will make progress towards the goal of increasing research intensiveness by placing increased focus on being involved in and, where appropriate, leading new interdisciplinary institutes and clusters at the university or cross-college level. The College strives to have a greater presence on campus, and will achieve this in part by increasing our participation in interdisciplinary research.*

During the second planning period, the University made great strides to identify and promote signature areas of research. These six areas of outstanding achievement, many of which are enabled by our College's research capacity, investments, history and sense of place, are:

- Aboriginal Peoples: Engagement and Scholarship
- Agriculture: Food and Bioproducts for a Sustainable Future
- Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment
- One Health: Solutions at the Animal-Human-Environment Interface
- Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies
- Water Security: Stewardship of the World's Freshwater Resources

During the third integrated planning period, the College of Engineering is committed to continuing to advance these signature areas in partnership with others at the University and beyond. While maintaining research excellence across all of our research themes, the College will give particular priority to participating in, and where appropriate providing leadership for, the stewardship of Saskatchewan's natural resources, and the institutes/centres that are being created in this area:

- Global Institute for Water Security, a U of S Type B Centre working to improve water use and management, advance water policy, and provide new tools for environmental risk assessment and remediation applicable to all types of natural resource development.
- Food Security and Innovation Institute, a world-leading Type B Centre/ research institute grounded in a unique prairie systems approach that will place Saskatchewan among global leaders in food security research, training and development through strategic investments and partnerships with academe and industry for maximum societal and economic benefit.
- International Minerals Innovation Institute, a multi-stakeholder non-profit corporation initiative that will provide leadership and funding capacity-building in industry-relevant research and development and in the development of new academic programs to help meet the shortage of specialists in the earth, environmental and engineering sciences to support the activities of the mining industries.
- Canadian Centre for Nuclear Innovation, a Type C centre focused on three key areas: nuclear medicine, nuclear science and engineering and materials science. The institute will strive to:
  - advance nuclear medicine and knowledge;

- develop better materials for widespread applications, including energy, health, environment, manufacturing, transportation, and communication;
- improve safety and other engineering aspects of nuclear energy systems; and
- understand how to reap the benefits and manage the risks of nuclear technology for society and the environment.

Under the Office of Vice-President, Research's direction, the College of Engineering is committed to work with our partners in the University community and across Canada to bring the engineering perspective to, and explore new partnerships in, this interdisciplinary work. We expect that this participation will enhance the opportunities for our faculty to be more successful in tri-council and industry-funded initiatives and will enhance access to the infrastructure required to accelerate our research.

### Strategic Direction III

**The College of Engineering will engage Aboriginal people and communities in pursuing the mission of the College.**

*We expect Aboriginal participation in the College of Engineering to mirror Aboriginal participation in the social and economic life of Saskatchewan. In a province where Aboriginal people are a large and growing proportion of the population, we expect that relatively the same proportion of our student, faculty and staff would be Aboriginal. Further, we expect that Aboriginal people would be as likely to study engineering as non-Aboriginal people. We cannot accept that only 3% of the engineering student population is Aboriginal when 15% of the Saskatchewan population is Aboriginal. We cannot accept that only 3% of Aboriginal people who hold a bachelor's degree studied engineering, architecture and related fields of science and applied science when among non-Aboriginal people the proportion who chose those same areas of study is over twice as high (7%). Engineering is a profession that is vital to wealth creation, responsible development of natural resources, and assuring safe and efficient infrastructure: It is not acceptable that a population of significance to the future of the province remains grossly underrepresented in our College, in our undergraduate and graduate programs, and in our collaborative research initiatives.*

In its plans for the first and second planning periods, the College of Engineering committed to increase Aboriginal enrolment. We have not met the goals we set for ourselves. While increased Aboriginal enrolment remains a priority, we have struggled to find a way to make meaningful changes that will lead to the results we seek. In the third integrated planning period, the College is renewing this commitment and is determined to do more to ensure that Aboriginal students enroll in and are successful in engineering programs, and to ensure that people in the College better understand, respect and embrace Aboriginal culture. We are committed to looking at everything we do through a lens of Aboriginal inclusiveness.

To meet this goal, the College will need help from leaders on campus and in the Aboriginal communities. We will strive to learn from the people around us: Aboriginal people, academics, students, community leaders, and industry. The College will work to put into practice the principles of the University's foundational document, [Engaging with Aboriginal Peoples at the University of Saskatchewan](#), and those articulated in the Association of Deans of Education's [Accord on Indigenous Education](#).



The College is committed to putting formal leadership and processes in place to support this strategic direction. While we will encourage units to undertake some innovations immediately, the College will develop a thoughtful operational plan of how to meet this strategic direction.

- a) The College will incorporate Aboriginal culture into research and teaching in engineering. Several ideas have been suggested as to how this could be done. Examples include engaging Aboriginal communities in GE449: Engineering in Society, continuing and expanding outreach and engagement programs, increasing awareness of and participation in University initiatives regarding Aboriginal people and communities, and integrating traditional knowledge into program curriculum.
- b) The College will more aggressively recruit Aboriginal employees. In all open recruitments, the College will ensure postings are placed in non-traditional venues with the goal of increasing the number of Aboriginal applicants. The College will encourage the University to explore new ways to make faculty positions available for “just-in-time” recruitment and appointment of Aboriginal faculty so that we can compete more effectively for a limited number of Aboriginal scholars in science and engineering.
- c) The College will recruit more Aboriginal students. We will do so in partnership with others at the University as we collectively aim to be the national leader in innovative programs and services designed to recruit and retain Aboriginal students. For example, the College is exploring, in collaboration with the Edward’s School of Business, engaging with industry to create a “reverse co-op program” to enable Aboriginal people to begin a university program while remaining employed and remaining in their community. Further, as discussed in the Strategic Direction #5, particular focus will be paid to supporting at-risk (including Aboriginal) students.

## Strategic Direction IV

**The College of Engineering will assess our student outcomes, and explore new approaches as needed to ensure students who complete our undergraduate program have the technical skills and aptitudes expected of a developing professional engineer.**

*The College defines itself, in the first instance, by the quality of our graduates. We are committed to more rigorously identifying graduate attributes, measuring student outcomes and making changes to our programs to ensure our graduates continue to have the skills expected of one of the best engineering colleges in Canada.*

The College of Engineering is committed to providing undergraduate students with an engineering education that is among the very best in Canada. This requires that the programs be accredited, relevant to industry, informed by related disciplines, and reflective of the global context within which the graduates will pursue their careers as professional engineers.

- a) We will increase our assessment of the programs and graduate attributes to provide evidence of program quality and to provide information as the foundation for program improvement. We will do this primarily by adopting:
  - outcomes-based assessment consistent with the recently evolved standards of the Canadian Engineering Accreditation Board; and



- a routine process of program review to ensure continuous improvement in program quality, including an increased use of external advisory groups.
- b) We will design an expanded set of options in the undergraduate program to respond to industry and society needs. The highest priority is to develop and implement a mining option in one or more undergraduate programs. A parallel initiative - nuclear studies - is likely to be developed during this planning period. The need and potential to deliver other sector-specific engineering options will be explored as we strive to meet our goal to provide engineering programming that is relevant to industry and that prepares graduates for entry-level positions.
- c) We will enhance student learning outcomes by incorporating more research into the undergraduate programs. We expect graduates of our programs to have hands-on experience, and we will explore the following possible alternatives of how to provide this experience:
- re-introducing the undergraduate research/thesis course;
  - creating a “build lab” for students to get hands on experience;
  - involving more industrial advisors, practicing professionals, and community-based faculty in delivery of the programs; and
  - enhancing participation rates in formal experiential learning and potentially expanding experiential learning programs beyond the Engineering Professional Internship Program.
- d) We will ensure our graduates are increasingly able to demonstrate skills that go beyond technical engineering competencies, including effective communications, creativity and entrepreneurship, project management and technology management. A school of professional development will be created to encompass the current Ron & Jane Graham Centre for the Study of Communication and extend its work to these other essential professional skills. During the third planning period, the school of professional development will create new opportunities for more of our students to acquire professional skills.
- e) We will facilitate international experiences for our students. The University is working to increase by 10% by 2016 the number of students and faculty engaged in international research and development work and in study-abroad programs. Students benefit from hands-on, active learning in diverse work environments. We will work to encourage students’ participation in international education, research and development projects.

## Strategic Direction V

**The College of Engineering will improve its support for individual graduate and undergraduate students, better enabling each student to reach his or her full potential.**

*The College does not succeed unless we as individuals succeed. We will do more to help each individual student understand and reach his or her goals.*

One of the primary missions of the College of Engineering, as with any post-secondary institution, is to support and encourage student success. In the third integrated planning period, we are committed to placing a higher priority on partnering with other units on campus, under the leadership of Student and Enrolment Services Division, to implement this strategic direction.

- a) We will support future students by partnering within the elementary and secondary school system and with communities to increase high school graduates' proficiency in science, technology, engineering and mathematics. With leadership from by the Vice-Provost Teaching and Learning, this work will be done in collaboration with other units at the University and will focus, in the first instance, on Northern communities where we have already made big inroads through the Cameco Access Program for Engineering and Science (CAPES). We will partner with the Division of Science in the College of Arts & Science to build on their existing success with the Science Ambassador and Let's Talk Science programs.
- b) We will support new students by improving transition and orientation programs, ensuring that international and Aboriginal students in particular are better supported when they first come to the College. We will work with the College of Arts & Science and with the Aboriginal Students' Centre to consider expansion to programs such as the Mathematics and Science Enrichment and the Summer University Transition programs.
- c) We will support existing students. As we developed our plan for 2012-16, we heard from students that the College should be doing more to support and advise them as they move through the programs. We aspire that our students should experience the same quality and availability of academic advising whether by telephone, on-line or in person. Areas we will explore in partnership with the University community include:
  - a larger investment in academic advising;
  - better understanding and promoting the existing services for students on campus,
  - providing more flexible and responsive information technology services; and
  - investing in mental health support and disability services for students.
- d) We will support graduate students. We will work with others – in the first instance, the College of Graduate Studies and Research - to ensure the necessary student supports are in place. We will encourage their success in completing master's degrees and/or doctoral degrees more quickly. We will also support their success as teachers by providing more mentored teaching experiences as they take on instructional and marking roles in undergraduate engineering programs, and we will encourage them to engage with the Gwenna Moss Centre for Teaching Effectiveness.
- e) We will support Aboriginal students. An integral part of engaging Aboriginal people and communities in the mission of the College is supporting Aboriginal students who are enrolled in Engineering. In addition to the focus discussed in Strategic Direction #3, we will work with the Northern Administration Students Association (NASA) to identify gaps in the existing supports and work to close these gaps.



## Strategic Direction VI

**The College of Engineering will do more to support and develop faculty and staff.**

*The College does not succeed unless we as individuals succeed. We want all faculty and staff to be successful and fully engaged in the work of the College of Engineering. Collectively, we are committed to doing more to help each other understand and reach each of our potential.*

During the third planning period, we will work systematically to build our people complement by supporting each employee's success.

- a) We are working to improve orientation for new employees. In the 2010 Employee Opinion Survey, we heard that the College's orientation for new faculty and staff needs to be improved so that new employees feel welcome and supported.
- b) We will explore how to become more engaged in and perhaps expand on existing mentorship programs to support faculty and staff. We will encourage faculty to get involved in University mentorship programs, such as the Gwenna Moss Centre for Teaching Effectiveness' Faculty Peer Mentorship Program, and we will build on new University initiatives in research mentorship. Our priority will be helping new faculty and faculty at mid-career who may have become disengaged from the research and graduate student training mission of the College or who are struggling to find research success in the current environment.
- c) We will rationalize and communicate role descriptions and assignment of duties. We know that people are more successful and engaged if they know what is expected of them at work. Without understanding our role and the roles of people around us, we will struggle to accomplish our collective objectives. During this planning period, the College will ensure greater clarity of expectations by:
  - developing and maintaining current job profiles for each administrative position; and
  - ensuring a complete and comprehensive annual assignment of duties is in place for each faculty member in accordance with the Collective Agreement.
- d) We will continue to work to maximize operational efficiency. We believe that too much of our time is being spent on administrative and operational tasks. We will be more efficient by:
  - capitalizing on people's greatest strengths by reallocating tasks between positions;
  - streamlining and clarifying operating and approval processes;
  - ensuring optimal membership and support for all standing and ad-hoc committees consistent with the roles of these committees; and
  - exploring how to better use teaching assistants and marking assistants to improve teaching and research outcomes while reducing faculty workload.
- e) We will more effectively support success in research by considering and responding to the needs of each individual researcher. The College of Engineering embraces the University's ambition to have tri-council funding above the national average for all medical-doctoral universities in all competitions and in all academic units of the University.



- Using a customized approach, we will support individual faculty members' research success. For example, the College could facilitate formal mentorship, assist in developing industry relationships, provide guidance in developing research proposals, and facilitate new types of collaborative research groups. The necessary supports for faculty are different depending upon their recent and current research program and success.
- We will support graduate students and their success. We know that the number of students a faculty member completes is an important factor in securing tri-council funding, and we will work with all faculty to enhance this aspect of their research portfolio.
- We will recruit world-class faculty and support their success as new members of the College of Engineering.
- We will continue to explore ways to fairly and equitably reduce the undergraduate teaching responsibilities of the most research intensive faculty, freeing up time for research activities. As stated above, we will do this within a fair and comprehensive assignment of duties for all faculty members. The College will embrace the opportunities provided by the Academic Programming faculty category to explore a greater emphasis on teaching for a few faculty, consistent with the existing greater focus on research for a few research chairs. We will continue to seek opportunities to increase the efficiency of the undergraduate and graduate curricula in ways that will spare faculty effort while always maintaining our focus on quality of the programs.



## AMBITIONS

This Strategic Plan signals the direction the College will take in terms of enrolment, research and development activity. These ambitions<sup>1</sup> are not exact: they map the trend and magnitude of our aspirations.

Over the next four years, we will work to:

- Increase the size and diversity in our student body including:
  - Increase undergraduate enrolment by about 15%;
  - Increase graduate enrolment by about 40%;
  - Double the portion of our student body that self-identifies as Aboriginal, from 3% to 6% of undergraduate students and from 2% to 4% of our graduate students; and
  - Increase the portion of women in our undergraduate student body to 25% from 19% and the portion of graduate student body from 30% to 35%.
- Increase the average per faculty research funding by about 25%.
- Increase the College's 3 year fundraising average from \$3.2 million to \$5.2 million.

Major initiatives we will undertake to reach these goals include:

- Develop and begin to implement a Strategic Enrolment Management Plan for the College;
- incorporate concepts of graduate attributes into curriculum, courses and teaching methods;
- integrate new curriculum components, such as options, into our undergraduate programs to respond to evolving industry needs and to ensure that our graduates are career ready;
- invest in new initiatives to support the success and development of faculty and staff; and
- acquire the expanded physical infrastructure needed to support our success.

More complete and detailed annual action plans and initiatives will be developed and updated regularly as we implement the Plan.

---

<sup>1</sup>The Concise Oxford English Dictionary defines *ambition* as “a strong desire to do or achieve something. > desire and determination to achieve success.”

