

AGENDA
2:30 p.m. Thursday, April 19, 2012
Neatby-Timlin Theatre (Room 241) Arts Building

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.”
 The 2011-12 academic year marks the 17th year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Item for Information: Council Election Results – p. 1
4. Minutes of the meeting of March 15, 2012 – pp. 3-13
5. Business from the minutes
6. Report of the President - pp. 15-28
7. Report of the Provost - pp. 29-32
8. Student societies
 - 8.1 Report from the USSU (verbal report)
 - 8.2 Report from the GSA - p. 33
9. Planning and Priorities Committee
 - 9.1 Request for decision: Establishment of the School of Professional Development – pp. 35-59
 - 9.2 Request for decision: Establishment of the Global Food Security Institute as a Type B Centre - pp. 61-110
 - 9.3 Request for decision: Dissolution of the Department of Women's and Gender Studies – pp. 111-121
 - 9.4 Report for information: Reflections on the Integrated Planning Process – pp. 123-127
10. Academic Programs Committee
 - 10.1 Request for Decision: Agriculture and Bioresources- B.Sc. in Animal Bioscience – pp.129-204

11. Scholarships and Awards Committee
 - 11.1 Request for Input: Revision of the Undergraduate Awards policies – pp. 205-278
12. Governance Committee
 - 12.1 Notice of Motion: Changes to Part Three of Council Bylaws and Regulations, Section VI-VIII – pp. 279-287
 - 12.2 Notice of Motion: Change to Part Three of Council Bylaws and Regulations, Section V. B.- Membership of the Open Studies Faculty Council – pp. 289-291
13. Item for Information: Enrolment Report (David Hannah) – pp. 293-301
14. Other business
15. Question period
16. Next meeting – 2:30 pm, May 17, 2012

If you are unable to attend this meeting please send regrets to: Lesley.Leonhardt@usask.ca

COUNCIL ELECTION RESULTS 2012

Elected by Acclamation

Kathleen James-Cavan, English
Ramji Khandelwal, Biochemistry
Deborah Lee, Library
Yen-Han Lin, Chemical & Biological Engineering
Andrew Van Kessel, Animal & Poultry Science
Hui Wang, Chemical & Biological Engineering
Keith Walker, Educational Administration/Public Policy
Fran Walley, Soil Science
Julita Vassileva, Computer Science

Re-elected by Acclamation

Ravi Chibbar, Agriculture & Bioresources
Gordon DesBrisay, Arts & Science
Masoud Ghezelbash, Physics & Engineering Physics
Jim Greer, Computer Science
Liz Harrison, School of Physical Therapy, Medicine
Hans Michelmann, Political Studies
David Parkinson, Arts & Science
Rob Pywell, Physics & Engineering Physics
Bob Tyler, Food and Bioproduct Sciences

Re-elected on Second Call

Peta Bonham-Smith, Arts & Science
Ajay Dalai, Chemical & Biological Engineering

Elected on Second Call

William Albritton, Medicine
Kevin Flynn, English
Angela Lieverse, Archaeology & Anthropology
Dwight Makaroff, Computer Science

Attendance: J. Kalra (Chair). See appendix A for listing of members in attendance.

The chair called the meeting to order, observing that quorum had been attained.

Dr. Sandy Ervin from the Department of Religion & Culture presented a tribute to Professor Emeritus Bob Williamson (Archaeology & Anthropology), who passed away February 12, 2012. Dr. Williamson joined the university on July 1, 1965 and retired on July 1, 1999.

1. Adoption of the agenda

PROCTOR/BELAND: That the agenda be adopted as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and guests to Council and reminded members of Council that elections are currently underway. He also encouraged members to consider allowing their names to stand for membership on Council committees in 2012-13. He thanked members for turning out in such large numbers to the special meeting of Council on March 1, where the university's Third Integrated Plan was unanimously approved. He then provided a summary of the items on the agenda before Council today, and particularly two items directly related to the integrated plan, the Multi-year capital plan and the Multi-year budget framework for the next planning cycle.

3. Minutes of the meetings of February 16, 2012 and March 1, 2012

KULSHRESHTHA/PROCTOR: That the minutes of the meeting of February 16, 2012 be approved as circulated.

CARRIED

BELAND/TYLER: That the minutes of the meeting of March 1, 2012 be approved as circulated.

CARRIED

4. Business arising from the minutes

No business was identified as arising from the minutes.

5. Report of the president

Professor Kalra invited Provost Brett Fairbairn to present this report in President MacKinnon's absence. Dr. Fairbairn commended members to the president's report and invited questions. There being no questions, the chair then invited the provost to deliver his own report.

6. Report of the provost

The provost reported that the Board of Governors unanimously approved the Third Integrated Plan at its meeting on March 6. He also indicated that the TABBS consultation session mentioned in the report has now been rescheduled to April 19 at 10 am in the Neatby-Timlin Theatre.

A Senate representative to Council rose to commend the provost for his opinion piece on the university's planning in today's *StarPhoenix*. The member then asked for further background on the university's current Strategic Enrolment Management initiative. The provost defined the principles of strategic enrolment management, characterizing it as an encompassing way of thinking about enrolment planning that goes beyond the numbers and includes considerations related to the institution's priorities, such as community and culture, diversity, the student experience and providing innovative programming and services. He invited David Hannah, Associate Vice-president Student Affairs, to comment further on the involvement of deans; Dr. Hannah described the consultations with colleges about what the institution should look like ten years from now, including decisions about the ideal size and composition of the student body and identifying strategic opportunities to achieve the institution's enrolment goals.

7. Student societies reports

7.1 Report from the USSU

The report was presented by Scott Hitchings, USSU President, and Kelsey Topola, Academic Vice-President. Mr. Hitchings reported on this round of elections, which will conclude on March 29 and which for the first time are being run entirely by the USSU. Ms. Topola reported on the teaching excellence awards, noting that ten winners have been identified. She congratulated Dr. Richard Florizone for having been awarded the Doug Flavell Staff Spirit Award.

Dr. Kalra thanked the student members for having submitted a written report and thanked both Scott and Kelsey for their outstanding leadership over the past year.

7.2 Report from the Graduate Students' Association

The report was presented by Xue Yao, President of the GSA. Ms. Yao commended members to her written report and highlighted a number of items including the upcoming GSA 2012 conference and the election of new executive members.

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The chair recognized the GSA's submission of a written report and thanked Ms. Yao for providing such excellent leadership of the graduate students over the past year.

8. Planning and Priorities committee

Dr. Bob Tyler presented this report as committee chair. He began by emphasizing the importance of the two planning documents, which are both presented for information, and stressed the integration of the plan with the resources available to implement it. He also explained the role of the Planning and Priorities Committee in development of institutional budgets and other documents such as the annual operations forecast as well as these two four-year plans before inviting the provost to comment on each separately.

The provost began by reminding Council that the multi-year capital plan and budget framework are necessarily based on the information currently available to the university as it goes into the next four years. He then addressed each document separately.

8.1 Multi-Year Capital Plan 2012/13 – 2015/16

The provost reminded Council that this plan is intended as a strategic document, not an operational one. He placed the plan in the context of related documents that also inform the university's vision for capital investment, such as *Vision 2057* and the *Information and Communications Technology Foundational document*. He also reminded Council that capital governance includes creating a steering committee for each capital project; the capital plan can be thought of as an overlay for all capital projects. Dr. Fairbairn then reviewed the principles that have been developed to inform capital planning, the key drivers for planning, and the priorities of the current planning cycle that will require capital resources and infrastructure.

The provost invited comments and questions; the only question was for clarification regarding the black-shaded boxes that appear in Appendix 4. The shading unintentionally obscures the text in these boxes, which reads "in progress."

8.2 Multi-Year Budget Framework 2012/13 – 2015/16

The provost then moved to a presentation on the multi-year budget framework. He began by describing matters relating to the overall budget first, and then moved to a discussion of matters related particularly to the operating budget. He stressed that this is a framework, not a budget; it is used as a tool for budgeting and management of the university to assist in looking forward several years as annual budgets are developed.

Dr. Fairbairn then reviewed some highlights related to the economic climate, the scenario analysis undertaken following the 2008 recession, and the landscape of the post-secondary sector in Canada including major science funding. He cautioned that until the provincial budget is tabled next week, the numbers in the multi-year framework are necessarily based

on the assumptions and requests that were in the operations forecast; once the details of the budget are known these will need to be ‘plugged in’ to the relevant places in the multi-year budget framework. The provost also spoke about risks, opportunities and trends. He led members through slides related to the actual and projected consolidated revenues of the institution and the actual consolidated expenses. He singled out three critical budget pressures relating to a mismatch between revenues and the hiring strategies, projected pension deficits, and the cost of deferred maintenance and infrastructure renewal. The financial context he presented highlighted the university’s considerable recent rates of growth compared with other institutions across the country. He then outlined next steps, which will include analysis of what is learned from the releases of the provincial budget on March 21 and the federal budget on March 29, and continuing consultation with deans and senior administrators. He stressed the importance of making choices focused on the goals and priorities that the university has identified in its planning, and invited members of Council and the university community to a financial town hall on April 3 at 11 am in Convocation Hall.

The provost then invited advice, comments, discussion and questions.

A member of Council pointed out that the graph on p. 5 is missing a key to indicate units; the provost confirmed that the units should be indicated as thousands of dollars. The same member pointed out a discrepancy within the document about the number of faculty at the university, and expressed the hope that operating costs are taken into account when the university budgets for capital expenditures. She also recalled the cutbacks that her college had to make a number of years ago in response to pension shortfalls, including the loss of several key staff positions and the effect of that on students, and sought assurances that the forthcoming austerity measures would not lead to further deterioration in the institution’s service to students. The provost indicated he shared her concern and that he expected there would be an opportunity to explore this further at the April town hall and to begin discussions about the best way to achieve further cuts. He recalled that in the last round of budget cuts, there was a search for savings that could be made centrally, and then colleges and units were given a set of targets ranging from zero to fifty percent that varied according to a set of criteria based on capacity and other factors. A variety of different strategies were taken by the various colleges and units involved. People across the campus did their very best to make the necessary cuts and still maintain service to students. The approach had advantages but is not necessarily that way that the institution will respond to future budget adjustments.

A member of Council asked how well the university had estimated the budget projections (including costs and levels of usage) for major science facilities such as CLS and InterVac in the last multi-year budgeting exercise. The Vice-president Finance and Resources clarified that the CLS is not part of the university’s operating budget, though its financial statements are consolidated with the university’s statements. The vast majority of the CLS’s budget comes from federal and provincial sources. Users are from all 10 provinces and 19 countries, and development has moved along well. The risk to the institution is not high unless the federal government changes its funding commitments. The member followed up with a question about whether industry is using the facility in ways that will

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replace the university's contribution; Dr. Florizone responded that part of the synchrotron's mandate was to engage industry, but that the target that has been reported of 25% was never part of the university's vision nor that of the synchrotron's board, and that the world standard is much lower. While it may be possible to aspire to 15% on some beam lines, not all of them are likely or expected to achieve this. However, the levels of scientific and industrial usage have been gratifying.

A member asked what proportion of the university's revenues relates to land holdings, and what growth might be anticipated from these holdings. Dr. Florizone estimated the value of the current land holdings at approximately one billion dollars, but the revenues from real estate, while significant, are small. For example, Preston Crossing has been a huge success in terms of providing undesignated revenue, and generates up to \$2M for scholarships, but in the scheme of things this amount is fairly small. He reminded Council that *Vision 2057* lays out a vision for the university's land holdings for the next 500 years. The provost added that projects like the college quarter will be less about raising cash and more about subsidizing some of the university's priorities for activities related to research, athletics and the overall student experience.

The chair thanked Professors Tyler and Fairbairn for their presentation, and members of Council for a healthy and productive discussion.

9. Bylaws Committee

The report was presented by Professor Carol Rodgers, member of the committee, on behalf of the chair, Gordon Zello.

9.1 Request for Decision: Change to Council Bylaws re Membership of the Engineering Faculty Council

RODGERS/TYLER : That Council approve the changes indicated in the agenda materials to the membership of the Engineering Faculty Council.

CARRIED

9.2 Request for Decision: Change to Council Bylaws re Membership and Terms of Reference of the Teaching and Learning Committee

RODGERS/TYLER: That Council approve the changes indicated in the agenda materials to the membership and terms of reference of the Teaching and Learning Committee.

CARRIED

9.3 Request for Decision: Change to Council Bylaws re Name change for the Bylaws Committee of Council

RODGERS/TYLER: That Council approve a change of name for the Bylaws Committee of Council, to the Governance Committee of Council, as well as consequential changes to the Bylaws of Council.

CARRIED

10. Academic Programs Committee

This report was presented by Professor Len Proctor, chair of the Academic Programs Committee.

10.1 Edwards School of Business: Revision to admission requirements and related program changes for the Aboriginal Business Administration Certificate

PROCTOR/RIGBY : That Council approve revisions to admission requirements and related program changes for the Aboriginal Business Administration Certificate, effective September 2012.

CARRIED

10.2 Academic Courses Policy: Late withdrawals from courses and Withdrawal Failure (WF) grade comment

PROCTOR/RIGBY: That Council approve a change to the academic courses policy to prevent late withdrawals from courses and delete the Withdrawal Failure (WF) grade comment.

CARRIED

10.3 Report for Information:

The following items were received for information:

- Agriculture and Bioresources: Change of name of Minor in Food and Bioproducts Entrepreneurship to Minor in Agribusiness Entrepreneurship
- Pharmacy and Nutrition: Temporary change in Nutrition admission quota
- Medicine: Change in program credit units due to change in genetics course (it was noted that this item has gone through the course challenge process).

11. Other Business

The chair reminded Council members that the June meeting of Council will be Peter MacKinnon's last and that there will be a short reception following that meeting. A letter of invitation will be going out to Council members shortly.

No other business was raised by Council members.

12. Question Period

The dean of Agriculture and Bioresources raised a question about the timing of the leave granted to the Vice-president Finance and Resources, given the number of financial issues facing the university, and asked for reassurances about the steps the university will take to ensure the quality of fiscal leadership during this leave. Dr. Florizone responded in the absence of the provost, who had stepped out for an interview with the press; he expressed confidence in his acting replacement and reinforced the point that strong academic and planning leadership from the deans and the provost will also be required in the face of the current budgetary challenges.

13. Adjournment and next meeting

The meeting adjourned at 4:35 p.m. Next meeting is at 2:30 p.m. on April 19, 2012.

COUNCIL ATTENDANCE 2011-12

Voting Participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1	Mar 15	Apr 19	May 17	June 21
W. Albritton	P	P	R	P	P	R	P	R			
S. Anand	P	R	P	P	P	P	P	P			
E. Barber	P	P	P	P	P	P	P	R			
D. Beland	P	P	R	P	R	P	P	P			
P. Bonham-Smith	P	P	P	R	R	P	P	R			
A. Bowen	P	A	R	R	A	A	A	A			
D. Brenna	P	P	A	P	P	P	P	R			
J. Bruneau	R	R	R	P	P	P	P	P			
M. Buhr	A	R	P	P	P	P	P	P			
L. Butler	A	P	A	A	P	A	P	R			
L. Calvert	P	P	P	A	P	A	P	A			
C. Card	P	P	P	R	P	P	P	P			
G. S. Chang	P	P	P	R	P	A	P	P			
R. Chibbar	P	A	P	P	A	P	P	P			
B. Coulman	P	P	P	R	P	R	A	P			
T. Crowe	P	A	P	P	A	P	P	P			
A. Dalai	P	P	R	R	P	P	R	P			
S. Daum Shanks	P	P	P	P	P	P	P	P			
M. Day	R	P	R	P	P	P	P	P			
M. D'Eon	P	P	P	P	A	A	A	A			
G. DesBrisay	P	P	R	P	P	P	P	P			
R. Deters	P	A	P	P	P	P	A	P			
T. Deutscher	R	R	R	P	P	P	P	P			
R. Dobson	P	A	P	P	P	P	P	P			
D. Drinkwater	P	P	P	P	P	P	P	P			
C. Eberhart	P	P	P	P	P	R	P	P			
M. Etman	R	R	P	P	P	A	P	P			
B. Fairbairn	P	P	P	P	P	P	P	P			
S. Fowler-Kerry	R	R	A	P	R	R	A	R			
D. Freeman	P	P	A	P	P	A	R	R			
A. Gabriel	R	P	P	R	R	R	R	A			
M.Ghezelbash	P	P	P	P	R	R	P	R			
B. Gobbett	P	A	P	A	A	P	A	A			
D. Goodridge	R	R	P	R	R	R	R	R			
J. Greer	P	P	P	P	P	R	P	A			
D. Hamilton	P	P	P	P	P	P	P	P			
M. Hamilton	P	P	P	A	P	R	A	P			
L. Harrison	P	P	P	A	P	R	A	P			
D. Hill	R	P	P	P	P	R	P	P			
M. Hordern	A	A	A	A	A	A	A	A			
L. Jaeck	P	P	P	P	P	P	R	P			
R. Johanson	A	A	A	P	P	P	P	P			
J. Johnstone	P	P	P	R	P	R	P	P			
P. Jones	P	P	P	R	A	P	P	P			
J. Kalra	P	P	P	P	P	P	P	P			
J. Kells	P	P	P	P	P	R	P	R			
E. Krol	P	P	P	P	P	P	P	P			
S. Kulshreshtha	P	P	P	R	P	P	P	P			
B. Langhorst	P	P	R	P	P	P	A	P			
M. Lees	P	R	R	P	P	P	R	P			

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1	Mar 15	Apr 19	May 17	June 21
Y. Luo	P	A	P	A	P	P	A	A			
P. MacKinnon	P	P	R	P	R	R	R	R			
J. Martini	A	P	P	R	A	A	A	A			
L. Martz	P	P	P	R	A	P	P	P			
M. MacGregor	N	N	N	N	P	P	P	A			
M. Mayer	N	N	N	N	A	A	A	A			
P. McDougall	P	P	P	P	P	P	P	P			
V. Meda	P	P	P	P	P	P	P	P			
H. Michelmann	P	P	A	R	P	P	P	P			
J. Montgomery	P	A	P	P	P	R	P	R			
D. Morrison	P	A	P	P	P	P	P	P			
M. Nemati	P	P	P	A	R	P	R	R			
A. North	P	P	A	P	A	A	A	A			
K. Ogilvie	P	A	A	A	A	A	A	A			
E. Ohiozebau	P	P	A	A	P	A	A	A			
N. Ovsenek	P	P	P	P	P	P	R	P			
B. Pain	P	P	P	P	P	P	R	P			
S. Parchoma	A	R	R	R	P	R	A	A			
D. Parkinson	P	P	P	R	P	R	P	P			
A. Phoenix	N	N	P	R	P	R	P	R			
C. Pozniak	N	P	P	R	R	A	A	A			
L. Proctor	P	P	P	P	P	P	P	P			
R. Pywell	P	P	P	P	P	P	P	P			
X. Qiu	P	P	P	P	A	P	A	P			
L. Racine	P	R	R	R	R	R	P	P			
C. Rangacharyulu	P	R	A	A	P	P	A	P			
A. Renny	P	P	P	P	P	R	A	P			
C. Reynolds	P	R	P	P	P	P	A	P			
J. Rigby	P	P	P	P	P	P	P	P			
C. Rodgers	A	R	P	P	P	P	P	P			
R. Sarjeant-Jenkins	P	P	P	P	P	P	P	P			
R. Schwier	P	R	P	P	P	P	P	P			
P. Schalm	P	R	P	R	P	P	P	P			
K. Semchuk	P	P	P	P	R	P	P	R			
J. Singh	R	R	P	P	P	P	P	A			
C. Still	P	P	P	R	A	R	P	R			
P. Stoicheff	P	P	R	R	P	R	A	R			
D. Taras	P	P	P	R	P	P	R	P			
R. Taylor-Gjevrev	P	P	P	P	R	P	P	P			
R. Tyler	P	P	P	P	P	P	P	P			
E. Tymchatyn	P	A	P	A	A	P	A	A			
S. Urquhart	P	P	P	R	P	P	P	P			
G. Uswak	P	P	A	P	R	P	A	P			
L. Voitkovska	P	P	A	A	R	R	A	A			
Y. Wei	P	P	A	R	P	P	P	A			
T. Wiebe	P	A	A	A	A	A	A	A			
V. Williamson	R	R	P	P	R	P	P	P			
T. Wotherspoon	P	P	P	P	R	P	R	P			
G. Zello	P	P	P	P	P	P	P	R			

COUNCIL ATTENDANCE 2011-12

Non-voting participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1	Mar 15	Apr 19	May 17	June 21
J.Buzowetsky	P	P	P	P	P	P	A	P			
K. Chad	P	P	P	A	A	P	R	R			
B. Cram	P	P	P	R	R	P	R	P			
D. Ranjan	A	A	A	A	A	A	A	A			
T. Downey	P	R	R	R	R	A	A	A			
R. Florizone	P	P	R	R	P	P	R	P			
S. Hitchings	P	P	P	P	R	R	R	P			
R. Isinger	P	P	P	P	P	P	P	P			
B. Krismer	P	P	P	P	P	P	P	P			
H. Magotiaux	P	P	P	A	R	R	R	R			
L. Pennock	P	P	P	P	P	P	P	P			
K. Topola	P	P	P	P	R	P	A	P			
X. Yao	P	A	P	P	A	P	A	P			

PRESIDENT'S REPORT TO COUNCIL

APRIL 2012

GOVERNMENT RELATIONS

Federal Budget

Attached are the highlights of the 2012 federal budget. The information is taken directly from the budget plan with comments from the Association of Universities and Colleges of Canada.

Provincial Budget

You are aware that following the release of the provincial budget on March 21st, we have had an opportunity to begin analyzing what the implications are for the University of Saskatchewan. At a Financial Town Hall held on April 3rd, which was attended by about 260 people and streamed online, we shared this information with the university community.

To reiterate what we have discussed and what you have heard so far, we had requested a 5.8 per cent increase in our operating grant, along with funding for a number of targeted initiatives (e.g. medical seats, Health Sciences operating, etc.). We received a 2.1 per cent increase in our operating grant, significantly less than requested. As well, although we received targeted funding for many of our initiatives, there was a gap of just over \$6 million between the total requested (\$24.6 million) and the total received (\$18.2 million). About half of this \$6 million difference includes the operating costs for Health Sciences, which will now need to be funded through our operating budget.

The government also shifted the way it funds capital projects from a cash grant to permission to borrow. They responded to our request of \$104.3 million cash flow for capital projects with, instead, the permission to borrow \$95 million, the majority of which will be needed to meet the Health Sciences project cash requirements (\$72 million in 2012-13). Funding to cover repayment of principal and interest on this debt will be considered on an annual basis by the ministry.

With the release of the provincial budget, we now have a better understanding of our current financial position. Prior to the budget announcement, our Multi-Year Budget Framework was projecting a gap of \$10 million between revenue and expenses by the end of the planning cycle (2015-16). We are now projecting a shortfall of \$12-15 million in 2012-13, and an annual shortfall of \$20-40 million by the end of the planning cycle if we take no action. We will need to make adjustments to our budget to narrow this gap.

Promise and Potential, our recently approved integrated plan, will continue to guide our decisions. We will make our decisions based on the belief that our actions must be deliberate and sustainable. The process for how we will strategically manage these budget adjustments is not yet fully formed, but we do know that the process will be based on principles, including a holistic view of the university and its resources, transparency, collaboration and respect. We are looking for ideas from the entire university community, and will involve people at as many

levels of the organization as possible in the decision-making process to address this significant challenge.

For continued updates on the financial situation, please visit www.usask.ca/finances. We welcome any and all creative and new ideas to meet these challenges in both the short and long term. You can send your comments and suggestions to finances@usask.ca.

Municipal

Vice-President Florizone and I met with the Mayor and City Manager on March 29th.

INTERNATIONAL RELATIONS

From March 7-9 I participated in meetings with executives from top research universities and institutes from Canada and Germany in Berlin, Germany. The initiative was raised in discussions a year ago between Peter Boehm, Canadian Ambassador to Germany, and University of Alberta president Indira Samarasekera. It is in part reactive to contemporary rhetoric around emerging economic powers such as India, China and Brazil. This rhetoric can sometimes overlook the fact that in the sixty plus years since the Second World War, and despite major obstacles along the way, Germany has emerged as the leading economy in Europe. When we talk of key nations eligible for major bilateral country to country and university to university relationships, Germany belongs on the list. When you take into account the student experience in exchanges, study abroad, and graduate work, Germany should be very high on the list because of the capacity of educated Germans in the English language.

It is accepted here that Germany's economic success is largely attributable to its commitment to research. Even in today's straightened economic circumstances, this country recently made a commitment to five percent increases in research funding for each of the next five years. Contrast that with Canada where the almost visceral reaction to straightened economic conditions is cutbacks or freezes and the only debate is about their extent.

The discussion at one of the meetings with leading German university rectors emphasized research collaboration, and mobility of faculty, graduate students and research-oriented senior undergrads, between Canadian and German universities. There is of course much bilateral investigator collaboration now but the flow of student talent is heavily weighted toward German students studying in Canada. We discussed potential areas of collaboration (sustainability/clean energy; urban planning and infrastructure; democracy, civil-society and inter-cultural relations, and neuroscience in a very broad context.) Clearly these are areas in which the University of Saskatchewan can have deeper engagement in and with Germany.

CANADA GAIRDNER WIGHTMAN AWARD

I am delighted that University of Saskatchewan Professor Emeritus Lorne Babiuk has been awarded the prestigious Canada Gairdner Wightman Award in recognition of his accomplishments including leading our Vaccine and Infectious Disease Organization (VIDO) to become a world centre for vaccine research, training and development.

The Canada Gairdner awards are the most important international biomedical honours next to the Nobel Prizes.

HUSKIE ATHLETICS CENTENNIAL CELEBRATIONS

The Huskie Athletics Centennial Celebrations held the week-end of March 30-31 were a huge success. Celebrations such as this take a lot of time and effort and I want to express my thanks to the Chancellor who chaired the planning committee, along with the Honourable Sylvia Fedoruk, who was the honorary chair, and all of the members of the planning committee and those who worked on the individual events. All of those involved were volunteers.

ABORIGINAL ACHIEVEMENT WEEK

More than 20 public events took place during Aboriginal Achievement Week. In addition to events that showcased Aboriginal culture and excellence in research and academics, a signing ceremony between the U of S Aboriginal Students' Centre and the Office of the Treaty Commissioner took place on March 19th. The partnership between the U of S and the Office of the Treaty Commissioner will assist in facilitating and promoting treaty discussions among students, staff and faculty. As part of the agreement, the Aboriginal Students' Centre will promote the concept "we are all treaty people" to the entire campus community. Bill McKnight, the Office of the Treaty Commissioner, and Harry Lafond, the Executive Director, along with some Aboriginal Elders, were in attendance for the signing ceremony.

Budget 2012

March 29, 2012

Highlights from the Budget Plan

The information below is taken directly from the budget plan. Please note the following comments from AUCC:

- Indirect costs: While Budget 2012 does not specifically mention the indirect costs of research, we were told there are no increases or decreases in the current levels. We were also told that the areas to which new funding is being directed (e.g., university and private-sector collaboration) are in council programs that do not generate indirect costs of research (e.g., scholarship programs and some business partnerships programs).
- Granting council cuts: Annex 1 identifies cuts in all departments and agencies. The cuts for granting councils in the second year (2013-14), while not offset by increases in this budget, may well be offset by increases in subsequent budgets as they were in 2009.
- NRC: Funding for the NRC Clusters Programs (\$67 million), which are important for some members, is due to end in March 2012. While there is no clear direction in the budget, NRC was given \$67 million as a transition fund to concentrate on new business-driven, industry-relevant research. There are clearly possibilities for connections in this transition period to continue to fund research project on some cluster projects. Details are not yet available.
- SR&ED: This tax program is being reduced in order to fund some of the direct spending programs announced in this budget. At this stage it appears that the impact for universities will likely be minimal. The rate on contract research is being reduced from 100% to 80%, which will impact what private-sector partners can claim for the SR&ED credit. For every \$100 in research businesses do with universities now, they will be able to claim only \$80 for this tax credit.

From budget:

Supporting Private and Public Sector Research Collaboration

The budget contains measures to enhance support for high-potential research collaborations between businesses and researchers.

Promoting Post-Secondary and Private Sector Research Collaborations

Economic Action Plan 2012 proposes \$37 million annually to enhance the granting councils' support for industry-academic research partnership initiatives.

The federal granting councils support outstanding research and advanced training at post-secondary institutes and research hospitals. The granting councils have been increasing their focus on partnerships between postsecondary researchers and companies to target research to business needs and transfer knowledge into economic advantage. The granting councils will be pursuing operational efficiencies and reallocation of funding from lower-priority programs to generate savings. The Government will fully reinvest 2012–13 savings in priority areas of the granting councils, particularly in industry-academic partnerships. Specifically, Economic Action Plan 2012 proposes \$37 million annually starting in 2012–13 to the granting councils to enhance their support for industry-academic research partnership initiatives. The new resources for the councils will be allocated as follows:

- \$15 million per year to the Canadian Institutes of Health Research for its Strategy for Patient-Oriented Research.
- \$15 million per year to the Natural Sciences and Engineering Research Council for its Strategy for Partnerships and Innovation.
- \$7 million per year to the Social Sciences and Humanities Research Council for its industry-academic partnership initiatives.

Integrating High-Quality Researchers Into the Labour Market

Economic Action Plan 2012 proposes \$14 million over two years to double the Industrial Research and Development Internship program.

The Industrial Research and Development Internship program currently helps 1,000 graduate students undertake hands-on research in innovative Canadian firms each year. This initiative provides host firms with access to cutting-edge research and skills, while providing students with valuable applied research experience in a private sector setting. To double the resources of the Industrial Research and Development Internship program, Economic Action Plan 2012 proposes \$14 million over two years. This new funding will be administered by Mitacs, an advanced research organization with a proven track record of helping businesses solve problems through access to graduate students.

Strengthening Knowledge Transfer and Commercialization

Economic Action Plan 2012 proposes \$12 million per year to make the Business-Led Networks of Centres of Excellence program permanent.

The Business-Led Networks of Centres of Excellence program supports research on business priorities by teams of private sector researchers and academics. The program has proven to be an effective way to link innovative businesses to Canada's world-class researchers, helping to create and sustain knowledge-based jobs. To build on the success of these collaborations, Economic Action Plan 2012 proposes \$24 million over two years and \$12 million per year thereafter to make the Business-Led Networks of Centres of Excellence program permanent.

Investing in Genomics Research

Economic Action Plan 2012 proposes an additional \$60 million for genomics research.

Genome Canada is a not-for-profit corporation dedicated to supporting Canada's research leadership in genomics, a fast-growing field that has significant potential social and economic benefits. Genomics research helps unlock new possibilities in important areas such as health, fisheries, forestry, agriculture and the environment. To date, the Government has provided \$980 million to Genome Canada, which along with funding from other partners will result in close to \$2 billion in genomics research in Canada. To help achieve important future genomics research breakthroughs, Economic Action Plan 2012 proposes an additional \$60 million for Genome Canada to launch a new applied research competition in the area of human health, and to sustain the Science and Technology Centres until 2014–15.

Investing in Mental Health Research

Economic Action Plan 2012 proposes \$5.2 million in 2012–13 to establish and integrate a network of mental health-related professionals.

Research will be centered on treating depression, with a focus on suicide prevention and post-traumatic stress disorder. Mental health-related illnesses impact the lives of many Canadians, at a great social and economic cost. The advancement of research in this area, particularly research aimed at developing more effective diagnostic and treatment tools, is critical to improving the lives of these individuals. Economic Action Plan 2012 proposes \$5.2 million in 2012–13 to support the Canadian Depression Research and Intervention Network. The Mood Disorders Society of Canada, in conjunction with the Mental Health Commission of Canada, will lead the development of the Network, connecting over 80 of Canada's brightest depression researchers from across the country. Particular focus will be on suicide prevention and identifying and treating post-traumatic stress disorder. Funding provided in the budget will serve as a catalyst for private and public sector investment.

Promoting Cost-Effective Health Care

Economic Action Plan 2012 proposes \$6.5 million over three years for a health research project at McMaster University.

Economic Action Plan 2012 proposes \$6.5 million over three years for a research project at McMaster University.

The project will evaluate ways to achieve better health outcomes for patients while also making the health care system more cost-effective, through greater implementation of medical teams. Federal support will be augmented by contributions from other partners.

Advancing Knowledge and Treatment of Spinal Cord Injury

Economic Action Plan 2012 announces the Government's commitment to support spinal cord injury research at the Rick Hansen Institute.

To help improve the lives of people living with spinal cord injuries, the Government will continue to partner with the Rick Hansen Institute to support its work to achieve breakthroughs in spinal cord injury research and care.

Diversifying Canada's Medical Isotope Supply

Economic Action Plan 2012 proposes \$17 million over two years to further develop alternatives to existing isotope production technologies.

Medical isotopes are used in a variety of treatments and diagnostic procedures that help save lives. In Budget 2010, the Government provided \$35 million over two years to Natural Resources Canada to support research and development towards new technologies for the production of medical isotopes to help replace reactor-based isotope supplies. Very promising results have been demonstrated to date, but more work is required to bring these new technologies to commercial scale. To further advance the development of alternatives to existing isotope production technologies and help secure the supply of medical isotopes for Canadians, Economic Action Plan 2012 proposes an additional \$17 million over two years to Natural Resources Canada.

Supporting Leading-Edge Researchers

Economic Action Plan 2012 proposes \$10 million over two years to support linkages between Canadian researchers and leading international minds.

The Canadian Institute for Advanced Research (CIFAR) is a private, non-profit organization linking Canadian researchers with the top minds from around the world. Its main priority is to establish and maintain global networks of top researchers and students, enabling Canadians to participate in and lead groundbreaking work on the international stage. To enhance the organization's activities and allow it to continue to link Canadian researchers to the world, Economic Action Plan 2012 proposes \$10 million over two years to CIFAR.

Investing in Leading-Edge Research Infrastructure

Canada Foundation for Innovation

Economic Action Plan 2012 proposes \$500 million over five years to support advanced research infrastructure.

The federal government has allocated \$5 billion to the Canada Foundation for Innovation to date, most recently providing \$750 million through Budget 2009. The Government will sustain its investments in advanced research infrastructure. To support the Foundation's core activities, Economic Action Plan 2012 proposes \$500 million over five years, starting in 2014–15, to the Canada Foundation for Innovation. The funding will support new competitions with funding awarded in 2014–15.

Supporting Canada's Ultra-High Speed Research Network

Economic Action Plan 2012 proposes \$40 million over two years to support the operations of Canada's ultra-high speed research network.

CANARIE is a not-for-profit organization that operates Canada's only ultra-high speed national research and education network, providing vital infrastructure for world-leading research and innovation in Canada. To sustain the evolution of the network and ensure that it continues to encourage world-class research collaborations across the country, Economic Action Plan 2012 proposes \$40 million over two years to CANARIE to support the operations of Canada's ultra-high speed research network.

The Canadian High Arctic Research Station

Economic Action Plan 2012 announces the Government's ongoing commitment to establishing the Canadian High Arctic Research Station.

Canada's Economic Action Plan laid the groundwork to establish a world-class research station in the North. As announced by the Prime Minister in August 2010, the station will be located in Cambridge Bay. Once established, the station will provide a year-round presence in the region and anchor the Network of research infrastructure across Canada's North, making a significant contribution towards the Government's Northern Strategy. The Government will be announcing next steps in the establishment of the Canadian High Arctic Research Station in the coming months.

Extending Canada's Participation in the International Space Station Mission

Economic Action Plan 2012 confirms that Canada will continue its participation in the International Space Station mission to 2020.

Canada's participation in international space projects demonstrates its position as a sophisticated research and innovation leader, with a global advantage in several niche technology areas, including robotics. To sustain Canada's leadership in space research, the Government confirms that Canada will continue its participation in the International Space Station mission to 2020. The Canadian Space Agency will engage with NASA to define the terms of this continued participation. To explore how best to address key issues facing the aerospace and space sectors, such as innovation, market access and development, skills development, procurement, and supplier development, the Government is proceeding with a review of federal aerospace and space programs and policies. The Honourable David L. Emerson will head the review and will report his findings to the Minister of Industry in late 2012.

Revitalizing Natural Resources Canada's Satellite Station Facilities

Economic Action Plan 2012 proposes \$23 million over two years for new satellite data reception facilities and the development of a data management system.

To support the observation of Canada's vast geography, Economic Action Plan 2012 proposes \$23 million over two years to Natural Resources Canada for new satellite data reception facilities and the development of a data management system.

Supporting Atomic Energy of Canada Limited

Economic Action Plan 2012 proposes \$107 million over two years to ensure a secure supply of medical isotopes and maintain safe and reliable operations at Atomic Energy of Canada Limited's Chalk River Laboratories.

To ensure a secure supply of medical isotopes and maintain safe and reliable operations at the Chalk River Laboratories, Economic Action Plan 2012 proposes \$107 million over two years for AECL's laboratory operations.

Creating value-added jobs through innovation

Informed by the advice of the Expert Review Panel on Research and Development, the Government is committed to a new approach to supporting innovation in Canada, by pursuing active business-led initiatives that focus resources on better meeting private sector needs. Economic Action Plan 2012 begins to deliver on this commitment..

This new approach will promote business innovation through improved support for high-growth companies, research collaborations, procurement opportunities, applied research and risk

financing. This will provide a solid foundation on which Canada's globally competitive businesses can build by making the investments in innovation required to create high-value jobs and long-term economic growth. In particular, the Government will:

- Double the contribution budget of the Industrial Research Assistance Program to better support research and development by small and medium-sized companies.
- Support private and public research collaboration through internships for graduate students and funding for business-led research and development.
- Support innovation through procurement by connecting small and medium-sized companies with federal departments and agencies to build their capacity to compete in the marketplace.
- Refocus the National Research Council on demand-driven business-oriented research that will help Canadian businesses develop innovative products and services.
- Help high-growth firms access risk capital by committing significant funds to lever increased private sector investments in early-stage risk capital and to support the creation of large-scale venture capital funds led by the private sector.
- Streamline and improve the SR&ED tax incentive program by removing capital from the expenditure base, making it more cost-effective through design improvements and a measured rate reduction, and providing greater predictability through administrative improvements.

The Panel's recommendations are wide-ranging and the Government will continue to study them carefully. In particular, the Government will explore options to consolidate the suite of programs that supports business innovation to make it easier for businesses to access government support and improve efficiency. In addition, the Government will help innovative companies have greater access to private sector risk capital. The Government will announce further actions in response to the Panel's recommendations in the coming months and in Budget 2013.

Doubling the Industrial Research Assistance Program

Economic Action Plan 2012 proposes an additional \$110 million per year starting in 2012–13 to double support for companies through the Industrial Research Assistance Program.

Economic Action Plan 2012 proposes an additional \$110 million per year starting in 2012–13 to the National Research Council to double the Industrial Research Assistance Program. The National Research Council will also create a concierge service that will provide information and assistance to small and medium-sized businesses to help them make effective use of federal innovation programs.

Supporting Innovative Businesses in Western Canada

Economic Action Plan 2012 announces the upcoming launch of the Western Innovation Program.

Western Economic Diversification Canada will soon be launching the Western Innovation Program. The new program will provide financial support to innovative small and medium-sized enterprises in Western Canada, and is consistent with those offered in other regions such as the Business and Regional Growth program administered by Canada Economic Development for Quebec Regions; the Business Development Program administered by the Atlantic Canada Opportunities Agency; and the Southern Ontario Development Program administered by the Federal Economic Development Agency for Southern Ontario.

Refocusing the National Research Council

Economic Action Plan 2012 proposes \$67 million in 2012–13 to support the National Research Council in refocusing on business-led, industry-relevant research.

In consultation with businesses and university and college stakeholders, the Government will consider ways to better focus the National Research Council on demand-driven research, consistent with the recommendations of the Expert Panel.

Scientific Research and Experimental Development Tax Incentive Program

Consistent with the recommendations of the Expert Panel, Economic Action Plan 2012 is proposing a number of measures to streamline and improve the SR&ED tax incentive program. The savings generated by these actions will be invested in direct support programs that will reinforce business innovation in Canada.

Aboriginal education and skills training

Investments to Improve First Nations Education

Economic Action Plan 2012 commits the Government to introduce legislation, and explore new funding mechanisms, for First Nations elementary and secondary education, and proposes \$275 million over three years to support First Nations education.

In response to the national panel report, the Government will work with willing partners to introduce a First Nation Education Act and have it in place for September 2014. The purpose of this legislation is to establish the structures and standards to support strong and accountable education systems on reserve.

To help ensure readiness for the new First Nations education system to be outlined in legislation, this budget will invest \$100 million over three years for First Nations education to provide early literacy programming and other supports and services to First Nations schools and students, and to strengthen their relationships with provincial school systems.

To complement these investments in First Nations education programming, this budget will invest \$175 million over three years to build and renovate schools on reserve, providing First Nations youth with better learning environments. This will build on investments in on-reserve school infrastructure made as part of Canada's Economic Action Plan between 2009 and 2011.

Helping First Nations on Reserve Access the Labour Force

Economic Action Plan 2012 announces the Government's commitment to improve the incentives in the on-reserve Income Assistance Program while encouraging those who can work to access training so they are better equipped for employment.

Equipping First Nations people with the skills and opportunities they need to fully participate in the economy is a priority for this Government and First Nations. In many areas of the country, First Nations communities are ideally placed to contribute to and benefit from large economic projects.

Through Economic Action Plan 2012, the Government is committing to make progress by better aligning its on-reserve Income Assistance Program with provincial systems through improved compliance with program requirements. The Government will also work with First Nations to encourage those who can work to access training and, more broadly, to improve the incentives for labour market participation in this program. Canada's young Aboriginal population has tremendous potential for long-term success and economic prosperity, and our Government is committed to helping them achieve their full potential.

Urban Aboriginal Strategy

Economic Action Plan 2012 proposes \$27 million over two years to renew the Urban Aboriginal Strategy.

Job creation and skills training

Enhancing the Youth Employment Strategy

Economic Action Plan 2012 proposes \$50 million over two years to enhance the Youth Employment Strategy.

Economic Action Plan 2012 provides an additional \$50 million over two years to assist more young people in gaining tangible skills and experience. This funding will focus on connecting young Canadians with jobs in fields that are in high demand.

International Education Strategy

Education, innovation and knowledge are key drivers in a world economy. Attracting more international students and researchers to Canada will create jobs and economic growth, expand our people-to-people ties in priority markets, showcase Canadian research excellence abroad, help produce a more skilled workforce and foster closer ties between Canadian and international educational institutions.

Recognizing the need for a comprehensive plan, Budget 2011 announced Canada's International Education Strategy. An expert Advisory Panel was named in October 2011 and is chaired by Dr. Amit Chakma, President and Vice-Chancellor, University of Western Ontario. The Panel has completed its engagement with Canadian stakeholders and partners and will soon submit a report with recommendations that will aim to deepen educational links between Canada and international institutions and contribute to Canada's long-term prosperity.

PROVOST'S REPORT TO COUNCIL

April 2012

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

In March, PCIP wrote a letter of support for the Global Institute for Food Security Innovation, provided bridge funding to the International Centre for Northern Governance and Development and for continuing work on copyright matters. PCIP also discussed the Third Integrated Plan and TABBS.

Update on the Second Integrated Plan

A final report on the outcomes and achievements of the *Second Integrated Plan* will be posted on the IPA website in May.

Update on the Third Integrated Plan

Promise and Potential – our *Third Integrated Plan* – was approved and released on March 6. Currently, PCIP is working on creating *Planning Parameters* for each college, school and unit. We are aiming to complete these documents by June 30, 2012.

PCIP is also working on creating an *Implementation Plan* for *Promise and Potential*. The beginnings of an initial draft have been shared with Planning and Priorities Committee and Deans' Council for feedback at this early stage.

STRATEGIC ENROLMENT MANAGEMENT (SEM) PROJECT

In my last report to council, I advised you that the University of Saskatchewan continues to work with SEMWorks, a consulting agency. This month, Dr. Wallace-Hulecki, one of the consultants returned to campus to complete a series of meetings with colleges and schools to discuss newly available data on admissions, enrolment and retention rates as well as an environmental scan for the University of Saskatchewan conducted by SEMWorks.

TRANSPARENT, ACTIVITY-BASED BUDGET SYSTEM (TABBS)

TABBS is an analytical tool to aid in developing budgets. Its purpose is to produce information for decision-makers across the university to take into account on a continuous and ongoing basis as they make decisions about budgets. The final consultation session for phase 2 of the TABBS project was scheduled to occur on April 16. This session presented the comprehensive TABBS budget model. More information about the comprehensive budget model is available at: www.usask.ca/tabbs.

ACADEMIC INNOVATIONS UPDATE

During the last year of IP2, the Gwenna Moss Centre was granted stewardship over roughly \$500,000 of permanent funding and over \$1 million in one-time funding to support Curriculum Innovation activity across the campus. This investment has resulted in the initiation of several new curriculum projects and new distributed learning programs in seven colleges and three schools. The major curriculum mapping project in Arts and Science is being supported through this funding. Ongoing instructional design support for distributed learning projects in the School of Public Health, Education, Nursing, and Agriculture and Bioresources is underway. New curriculum support in SENS, Kinesiology, Engineering, and AgBio is also getting underway and initial conversations have begun with other units including Pharmacy and Nutrition, Social Sciences, Humanities and Fine Arts, and the School of Public Policy. Changes in accreditation standards in Engineering have necessitated a full-scale curriculum mapping and learning-outcomes analysis, which is also well underway. New certificate programs, such as the Global Health Certificate in Medicine and the Global Studies Certificate for students in any College have been developed and are ready to roll out.

The IP3 mission to develop program-level learning outcomes for every UofS academic program over the next four years is a significant task. Supported by GMCTE staff, several programs are well advanced in this activity, including Engineering, SENS, ETAD, History, Biology, and Native Studies.

PROVOST TEACHING AWARD WINNERS

I am pleased to announce the recipients of the Provost's Teaching Awards:

- **Provost's Award for Outstanding Graduate Student Teacher Award (for Graduate Students):**
Amelia Horsburgh, Department of English
- **Provost's Award for Excellence in Aboriginal Teaching:**
Priscilla Settee, Department of Native Studies
- **Provost's Award for Excellence in International Teaching:**
Kalowatie Deonandan, Department of Political Studies
- **Provost's Award for Outstanding Innovation in Learning:**
John Kleefeld, College of Law
- **Outstanding Graduate Teaching Award (for faculty):**
Murray Fulton, Johnson-Shoyama Graduate School of Public Policy
- **Outstanding New Teacher Award:**
Loleen Berdahl, Political Studies

Provost's College Award for Outstanding Teaching:

1. Agriculture & Bioresources – Steve Shirtliffe
2. Arts & Science – Humanities & Fine Arts – Kathleen James-Cavan, English
3. Arts & Science – Science – Ian Burges, Chemistry
4. Arts & Science – Social Sciences – Karen Lawson
5. Dentistry – No Nomination
6. Education – Shaun Murphy

7. Edwards School of Business – Rick Long
8. Engineering – Denard Lynch, Electrical & Computer Engineering
9. Kinesiology – Jon Farthing
10. Law – Ibronke Odumosu
11. Library – No Nomination
12. Medicine – Meredith McKague, Department of Family Medicine
13. Nursing – Cheryl Besse
14. Pharmacy & Nutrition – David Blackburn
15. Veterinary Medicine – Chris Clark, Department of Large Animal Clinical Sciences

COLLEGE AND UNIT UPDATES

Johnson-Shoyama Graduate School of Public Policy

On March 7 and 8, 2012, the Johnson-Shoyama Graduate School of Public Policy hosted the Asia Pacific Foundation of Canada for four events (two each in Saskatoon and Regina) as part of their National Conversation on Asia initiative. Through this program, the Asia Pacific Foundation is working with private-sector founding partners and civil society organizations to get Canadians thinking and talking about and acting on Canada-Asia issues. The events included private roundtable discussions with local business leaders, government officials, academics, and representatives from the Asia Pacific Foundation. Topics included free trade opportunities, intellectual property protection, and Chinese investment in energy projects in the province.

SEARCHES AND REVIEWS

Search, Dean, College of Engineering

The search for the Dean, College of Engineering will continue. There is no update at this time.

Search, Dean, College of Medicine

The committee for the Dean, College of Medicine met in early April. Additional candidates have been invited to the campus.

Search, Executive Director, School of Environment and Sustainability

Dr. Toddi Steelman has been appointed as the Executive Director, School of Environment and Sustainability

Search, Vice-Provost, Teaching and Learning

Candidates for the Vice-Provost, Teaching and Learning were on campus in February. The committee met in early March.

Review, Dean, College of Nursing

The review committee for the Dean, College of Nursing held its final meeting and a recommendation will be sent to the Board of Governors.

Review, Dean, College of Graduate Studies and Research

The review committee for the Dean, College of Graduate Studies and Research has met and the request for feedback will be sent out.

Review, Dean, College of Dentistry

The review committee for the Dean, College of Dentistry has met and the request for feedback has been sent out.

GSA's Report to Council
April 2012

International Students Symposium

GSA president and VP Student Affairs attended the International Students Symposium to represent U of S students' voice on March 27th. The issues include Access & Fees, Immigration, Scholarship & Research and Visa processing time.

GSA's Election

The election was successful with turnout of 15.5%. The new GSA executives have been ratified in the AGM on April 5th. The new executives are

President: Ehimai Ohiozebau

VP Finance: John McLeod

VP Operations: Maily Huynh

VP Student Affairs: Steve Jimbo

VP Academic: Dylan Beach

VP External: Elizabeth O'Meara

Budget for 2012-2013

The current executives propose the budget for next academic year. We increased the budget for bursary. We will negotiate with the Plan Administrator to provide more coverage for Health and Dental Plan. The financial committee meeting also kept the budget for orientation and conference.

Transition

The meeting with current and new executives and the collaborative units on campus will be arranged by end of April or beginning of May. We will ensure the new executives get to know their work fast.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: April 19, 2012

SUBJECT: **Creation of a School of Professional Development**

DECISION REQUESTED:

It is recommended:

That Council approve the establishment of the School of Professional Development and authorize the Board of Governors to provide for the establishment of the School, and

That Council's Bylaws be amended to reflect the establishment of the School.

PURPOSE:

The School of Professional Development will facilitate collegial processes for the current faculty complement within the Graham Centre for the Study of Communication and will serve as the base for delivery of novel academic programming to support the professional needs of engineering students and graduates. The School will be subject to the oversight of the College of Engineering.

CONTEXT AND BACKGROUND:

The impetus to establish a School of Professional Development within the College of Engineering arises from the College's desire to provide leadership for innovative teaching and academic programming relevant to all engineering graduates. The School's areas of focus will include professional communication, entrepreneurship, project management, risk management and leadership.

IMPLICATIONS:

Once established, the School will undertake to establish a faculty council and faculty council bylaws to govern the School. As the School will be responsible for the collegial processes for those faculty members appointed within the School, relevant standards for tenure and promotion will be developed. The Director of the School will report to the Dean of the College of Engineering.

CONSULTATION:

The College of Engineering conducted an extensive process of consultation, which led to the approval of a motion in support of the School by its Faculty Council on October 3, 2011. The Planning and Priorities Committee considered the proposal to establish the School at its meeting on October 19, 2011, but deferred a motion pending additional information on capital renovations associated with the School, along with a letter of support from the Provost's Committee on Integrated Planning. On April 4, 2012, the Committee supported a motion to recommend to Council that the School be established.

In accordance with the *University of Saskatchewan Act, 1995*, the proposal will be presented to Senate on April 21, 2012, with the request that Senate recommend on whether the School should be established.

If the recommendation to establish the School of Professional Development is supported by Council, a request to authorize the establishment of the School will be considered by the Board of Governors at its meeting on May 8, 2012.

SUMMARY:

The Planning and Priorities Committee supports the establishment of the School of Professional Development within the College of Engineering, since an academic unit of this nature will facilitate professional upgrading opportunities for engineering graduates and will enhance the quality of the education delivered to engineering students.

ATTACHMENTS:

1. Proposal to establish the School of Professional Development, and supporting documents

PROPOSAL FOR A SCHOOL OF PROFESSIONAL DEVELOPMENT

College of Engineering
University of Saskatchewan
2012-04-09

1. Name of School

The name of this new academic unit to be located within the College of Engineering will be **The School of Professional Development**.

2. Academic rationale

2.1 Terms of reference

2.1.1 Mission

Goals: The College of Engineering strives to be known for its high quality programs, innovation and relevance to industry. As part of a strategy to realize this identity, the College proposes to create a School of Professional Development to provide scholarship and leadership for innovative teaching and instructional development in the college, and to provide academic programming in selected areas of study relevant to all professional engineers, including but not limited to professional communication, entrepreneurship, project management, risk management, and leadership.

The Obligation: In a Memorandum of Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association dated May 11, 2010, a commitment was made that “a school will be created as an academic unit of the College of Engineering as the term is understood within the Collective Agreement.” The purpose for creating the new academic unit will be to facilitate the implementation of collegial processes for the current faculty complement of the Graham Centre for the Study of Communication. The new school will also provide the academic home for three endowed chairs, and be the base for the development of novel academic programming components as described below.

The Opportunity: Undergraduate programs in engineering are continually evolving in response to changing demands of the profession, needs of employers and requirements of professional accreditation. The College currently offers nine engineering undergraduate programs and supports graduate students in four engineering departments. External funding has enabled the College of Engineering to implement enhancements to the undergraduate curriculum in topics such as professional communication and entrepreneurship.

As part of a longer term strategy to more effectively meet the needs of engineering students and the engineering profession, the College is proposing to create a *School of Professional Development* with a mandate to:

- enhance the engineering undergraduate program by developing and leading the delivery of courses and program options in areas of professional development, including communication, entrepreneurship, project management and leadership;
- lead the College's commitment to the scholarship of teaching, including academic leadership for the Peter Nikiforuk Innovative Teaching and Learning Centre;
- contribute to disciplinary and interdisciplinary scholarly research and graduate work in the School faculty's areas of academic expertise; and
- deliver credit (e.g., professional master's programs) and non-credit programming for practicing professionals.

One of the College's strategic directions for the third integrated planning period is to assess our student outcomes, and explore new approaches as needed to ensure students who complete our undergraduate programs have the technical skills and aptitudes expected of a developing professional engineer. Creating a *School of Professional Development* will be a vital step towards securing the reputation of the University of Saskatchewan's College of Engineering undergraduate program as one of the best in the country. The School will support an undergraduate program that trains highly technically qualified engineers and also equips them with the tools to excel as managers and societal leaders.

2.1.2 Academic plan and scholarly work

Undergraduate Programs: In the short-term, the school will support the delivery of two options for undergraduate degrees: (1) the professional communication option for Engineering and Agriculture and Bioresources students; and (2) the entrepreneurship option for Engineering students. The long-term vision is for these options to be expanded to students in other programs, and potentially expanded to other elements of a professional education to include aspects such as leadership and project management.

Graduate Programs: It is anticipated that, in the medium term future, faculty of the School will deliver research-based Master's and PhD programs. The School will work with the College of Graduate Studies and Research and seek Council approval prior to implementing any new graduate programs.

Research: The School will be comprised primarily of teacher-scholars and teacher-practitioners. Research is an essential element of a well rounded faculty career and will be essential to attracting and retaining exceptional faculty.

Outreach and Engagement: The vision for the School is to provide skills and training needed by the engineering profession. It is expected that a significant portion of the School's work will be engaging companies and professionals in non-credit adult continuing education.

UNDERGRADUATE PROGRAMMING:

A. Professional Communication

The College of Engineering, through the Graham Centre for the Study of Communication, offers a required course in all engineering programs: RCM 300 Effective Professional Communication. The College of Agriculture and Bioresources also requires all of its students to take this course. That is, approximately 350 Engineering students and 150 Agriculture & Bioresources students take RCM 300 each year.

This course also serves as the gateway course for the Professional Communication Option (PCO). This option is available to all Engineering students who want to develop additional competence in professional communication with official recognition on the student's transcript. The option comprises six elective courses (18 credit units) in addition to RCM 300. The elective courses are chosen from 9 senior level courses offered by the Graham Centre. The elective courses are typically in addition to the requirements for the Engineering degree. There are approximately 50 Engineering students taking the PCO at this time. This is compelling evidence of the relevance of the program considering the extra time and tuition that the students choose to spend in order to complete the PCO.

Currently discussions are underway with the Colleges of Agriculture & Bioresources and Kinesiology to add sufficient resources to offer the PCO to students in those colleges. It is anticipated that interest in the course offerings of the Graham Centre will continue to spread in other professional colleges.

It is expected that the Graham Centre will become part of the proposed School and that the current suite of courses will continue to be offered. The School will provide a more typical and effective structure for curriculum management and program development. There will also be a more clear line of authority and accountability for such things as expanding offerings to other colleges.

B. Technology Management

Technology management encompasses entrepreneurship, as well as such complimentary areas of study as project management, risk management, quality management, and of business management in general. By the time of our next accreditation, the Canadian Engineering Accreditation Board expects our students to have: "An ability to appropriately incorporate economics and business practices including project, risk and change management into the practice of engineering and to understand their limitations."¹ The College will need to address this increased requirement for curriculum content in business science by 2014. At present, the only required course in all programs is GE 348 Engineering Economics. Two current initiatives related to the need for technology management in our undergraduate programming are given below.

Entrepreneurship

The College of Engineering offers an Engineering Entrepreneurship Option (EEO) in collaboration with the Edwards School of Business. The EEO comprises 7 additional required courses (21 credit units) and an elective course (3 credit units). Six of the seven required courses are designated from

¹ Canadian Engineering Accreditation Board, "2010 Accreditation Criteria and Procedures", p 13.

the regular course offerings in the Edwards School of Business. The seventh course (GE 430) is a capstone course offered by the College of Engineering. The list of elective courses includes the nine 400-level rhetorical communication courses offered by the Graham Centre. The EEO was initiated with an enrolment limit of 20. Within two years, that was increased to 40 due to student demand. Recent difficulties with the scheduling of the required Commerce courses have resulted in reduced enrolment in the EEO.

The Edwards School of Business has recently developed a minor in entrepreneurship for students in Arts and Science. This has resulted in the creation of 5 courses specifically oriented toward entrepreneurship. The College of Engineering is reviewing these courses in the context of revising the EEO, including the need to address the scheduling requirements of Engineering students.

The Brett Wilson Centre for Entrepreneurial Excellence, which is a university centre housed in the Edwards School of Business, is an important resource for all campus entrepreneurship programs. The Wilson Centre develops and implements extra curricular activities such as seminars, workshops and business competitions that broaden and enrich the student experience in entrepreneurship. The Wilson Centre also raises the profile of entrepreneurship generally, and increases student interest in programs offered by the colleges. Engineering students are a significant portion of those involved in the Centre's activities.

Project Management

The Department of Civil and Geological Engineering is the only department in the College that offers a course in project management. By 2014, accreditation will require us to ensure that all our students have a formal introduction to project and risk management in their programs of study. The College must increase the teaching resources needed to handle the increased enrolment. At the same time, the Department of Civil and Geological Engineering sees a need to increase the number of courses in project management, at least for its own students.

C. Innovative Engineering Education

One opportunity in this area is to enhance the design experience of engineering students, and better connect their class-room experience to the practical reality of the engineering workplace. Engineering design work largely involves teams of engineers with a range of technical expertise working to develop specifications for a specific problem and a solution that meets those specifications. In our current programs the design experience is almost completely confined to specific disciplines of engineering. Past attempts to have multi-disciplinary design groups have met with limited success. The School of Professional Development provides the structure and resources, through the Huff Chair in Innovative Teaching, to create a multi-disciplinary design course at the College level. In collaboration with the Edwards School of Business and the La Borde Chair, it may be possible to broaden the design groups to include students in Commerce who could develop the business plan for the project.

As part of the outreach to the local engineering community, opportunities will be sought to develop more industry-linked design projects and to develop mentorship programs such as engineers -in-residence to improve the real-world content of design projects.

The Huff Chair will also lead and promote professional development programs for faculty within the College to improve or enhance teaching. This would be co-ordinated with the Gwenna Moss Centre for Teaching Effectiveness to avoid duplication of effort and to ensure that new pedagogical techniques are presented in an engineering context. While the Huff Chair is not expected to be the manager of the Peter N. Nikiforuk Innovative Teaching and Learning Centre, the chair holder will be expected to provide academic guidance to the Centre.

OUTREACH AND NON-DEGREE COURSES:

Chair holders will be expected to develop links to the engineering community in Saskatchewan and more broadly. As part of that outreach, they will be looking for opportunities to offer professional upgrading opportunities to professional engineers and others. In some cases, it may be possible to modify current course offerings to be given on a not-for-credit basis. Such courses would be expected to fully recover the cost of delivery.

Non-credit courses may serve as a method of assessing the demand for professional masters programs. Feedback from participants would also help to define potential course topics in such programs.

GRADUATE PROGRAMS:

Some faculty members in the Graham Centre and the Seaman Chair are currently engaged in scholarly work. This scholarly work is expected to continue. The chair holders in the School will be either teacher/scholars with active research programs or teacher/practitioners with scholarly work in their area of practice.

Graham Centre faculty scholarship has included supervision of graduate students who have been enrolled through the Interdisciplinary Studies Committee in the School of Graduate Studies and Research. This is not a particularly effective structure for a graduate program in the discipline of rhetorical communication. It is expected that once the School is fully established, there will be a core of faculty who may seek approval to offer a Master of Arts program directly.

As mentioned in the section on outreach, faculty in the School, particularly the chair holders, will be alert to the possibility of offering course-based, professional masters degree programs. In some cases this might be best done through collaboration with other programs. For example, the Edwards School of Business is collaborating with the Haskayne School of Business and the Schulich School of Engineering at the University of Calgary in offering a graduate program in project management.

2.2 Impact and relationships

As is clear from the description of the academic programming, the establishment of the School will not immediately affect the service teaching currently being provided by the Graham Centre to students within the College of Engineering and the College of Agriculture and Bioresources. At the same time, it will facilitate the strategic development of the academic programs and also explore potential engagement with new partners across campus.

2.3 Consultation

During the development of the proposal for the School, extensive consultation was conducted both within and without the college. Based on these discussions, letters of support (see Appendix 1) were obtained from the following Colleges: Agriculture and Bioresources; Arts and Science; Education; and the Edwards School of Business. Given the commitment of the School to support innovative academic programs and enhanced teaching, an important consultation was that with the Acting Vice-Provost, Teaching and Learning and staff from the Gwenna Moss Centre for Teaching Effectiveness.

2.4 Faculty Complement

The School faculty will include a department-head equivalent academic director, three endowed chairs, faculty of the Graham Centre, and associate faculty. The College intends to recruit into the three chairs (Huff, La Borde and Seaman) within the coming year.

D.K. Seaman Chair: The Daryl K. Seaman Chair in Technical and Professional Communication was established in the College of Engineering in 1992 as a limited term chair. In 2000, the donor pledged additional funds to convert it to an endowed chair and the University agreed to provide central funding for the Chair until 2011 to enable the endowment to grow. The purpose of the chair is “to teach undergraduate and graduate classes in technical and professional communications, conduct research in innovative communication techniques and methodologies, and work closely with the engineering community to enhance and expand the written and oral communication skills of practicing engineers” (p1, Terms of Reference, Daryl K. Seaman Chair in Technical and Professional Communications).

Huff Chair: The Donald J. Listwin Chair in Innovative Teaching was established in the College of Engineering in 1999. It was subsequently renamed to the Huff Chair in Innovative Engineering Education. The purpose of the chair “is to contribute to the commitment of the College to teaching excellence, and at the same time, to the selected strategic direction of enhancing the expertise in Information Technology”... and to support “the development and dissemination of tools, methods, and processes that will enhance the effectiveness of teaching and learning”(p1, Gift Agreement). It was intended that the Chair was to be associated with the Peter N. Nikiforuk Innovative Teaching and Learning Centre.

La Borde Chair: The La Borde Chair in Engineering Entrepreneurship was established in the College of Engineering in 2007. The purpose of the chair was “to assist the College of Engineering in the education, training and exposure of engineering students in the College to entrepreneurial principles and the entrepreneurial culture primarily through the proposed Entrepreneurship Chair” (p1, Gift Agreement).

The School will also serve as the academic home of the current faculty in the Graham Centre for the Study of Communication. Other faculty members within the College will have the opportunity to participate in its academic and scholarly programs as associate members.

Graham Centre Faculty: It is anticipated that the Ron and Jane Graham Centre for Communication Studies will be embedded within the *School of Professional Development*. The Graham Centre was established in the College of Engineering in 2006 as a result of a \$3 M endowment funded by Ron and Jane Graham. The purpose of the Centre is to expand the range of communication courses that are available for engineering students, to offer non-credit courses for practicing engineers and other professionals, to develop and deliver a professional masters program in communication, and to focus research and graduate programs in rhetorical communication. Currently, in addition to the D.K. Seaman Chair, there are six faculty in the Graham Centre.

Associate Faculty: Faculty within any of the engineering college departments who conduct scholarly work related to improving teaching and learning will have an opportunity to be formally associated with the School.

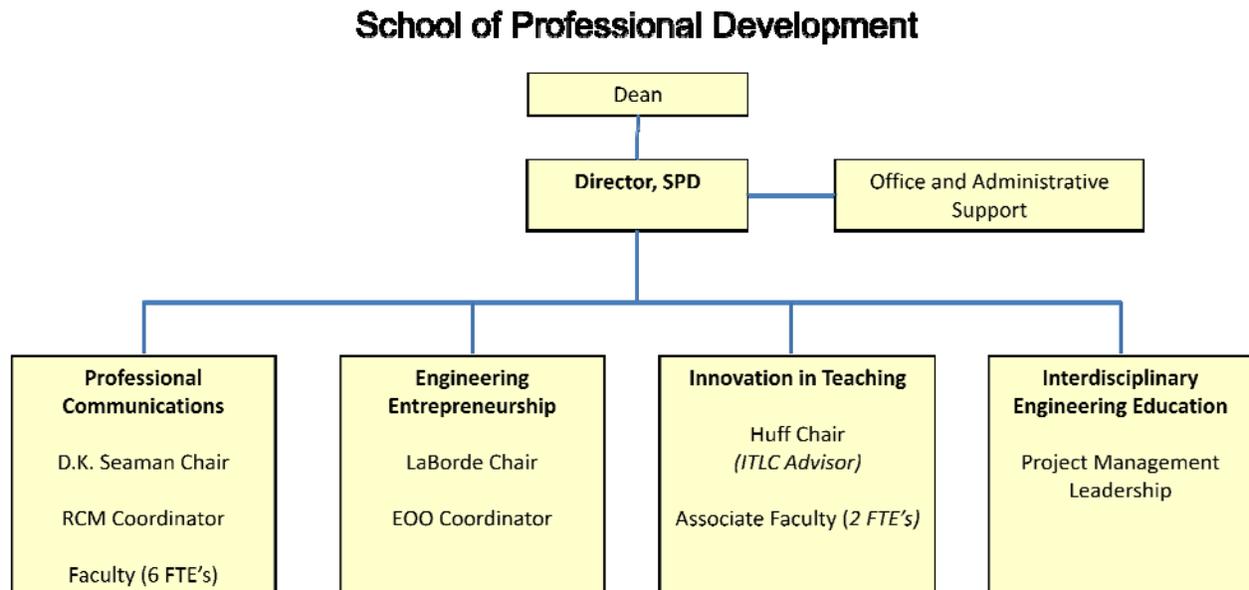
3. School Management

3.1. Governance Plan

The critical governance features of the new unit depend on the Memorandum of Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association dated May 11, 2010. A commitment was made that “a school will be created as an academic unit of the College of Engineering as the term is understood within the Collective Agreement.” In the Definitions section of the 2007 - 2009 Collective Agreement, a school “shall be considered as a College or Department depending on the context.” That is, the new academic unit must have a governance structure that allows for collegial processes to be conducted in the normal manner. It is proposed that the new academic unit will be fully within the College of Engineering and will report to the Dean of Engineering. While the memorandum of agreement specifically uses the term “school”, the key point is that the new academic unit must have a governance structure such that the collegial processes are lead by a faculty member who is in-scope of the Collective Agreement.

The College currently has four departments: Chemical and Biological, Civil and Geological, Electrical and Computer, and Mechanical Engineering. Each of these departments is responsible for one or more undergraduate programs which are accredited through the Canadian Engineering Accreditation Board. The new academic unit will not have an undergraduate engineering program, and its undergraduate teaching is service oriented. The unit provides teaching service not only for all engineering programs, but also for programs in other colleges. Therefore, the College believes that its official designation should be different from “department” to reduce confusion that might arise during accreditation and by students accessing the courses offered.

A schematic description of the proposed structure of the School is given in the figure below:



The School of Professional Development will be part of the College of Engineering with a Director who reports to the Dean. The director will provide academic and administrative leadership very similar to a department head.

The School of Professional Development will have a faculty council whose membership will be drawn not only from faculty appointed to the School but also from colleges with significant interaction with the School. It is anticipated that representatives would come from Agriculture and Bioresources and Kinesiology because of the service teaching offered to these colleges. It will also be appropriate to have representatives from Edwards School of Business, and it may be appropriate to have representatives from Education. Other members of the faculty council would be faculty who have been granted associate membership in the School.

The faculty appointed in the School will develop standards for tenure and promotion that are consistent with the standards of the College but cognizant of the differences in academic preparation, scholarly work, and assigned duties for faculty within the School. These standards will be reviewed and approved by the College Review Committee. It is anticipated that some of the faculty will be appointed to the newly created Academic Programming appointments. The College is currently developing standards for these types of positions.

The School's faculty council, through the authority it derives from University Council, will have the ability to propose programs and courses to be offered. However, the college(s) whose students would take these programs and courses would have to accept them for credit.

4. Resources and Budget

As described above, the creation of the school will not require any additional operating funding other than the administrative stipend of the director. The two new Chairs (Huff and La Borde) are funded from gift agreements already in place and the College is presently working with potential donors to secure additional resources for the Graham Centre.

The School's mandate is broader than any traditional engineering discipline situated within a department. To be successful, the school will need to secure support from many partners both on campus and in the community. The school will work closely with other units on campus to draw on their expertise and seek efficiencies in program delivery where it is possible to do so and be true to the School's vision as a first-rate provider of professional education for people working in applied sciences.

An immediate priority is to secure approximately \$2 M in additional funds to fully endow the D.K. Seaman Chair. Additional funding will be required to support the current faculty complement associated with the Graham Centre and, over time, additional investment will be required to broaden the academic competencies of the School.

Consultations with ICT, Library and FMD regarding additional resources for the School are documented in the attached templates (see Appendix 2.) Given that the School will not immediately impact the current academic operations, no new library resources are required. The new IT and Physical Resource Requirements both pertain to the renovations being proposed for the current space used by the Graham

Centre to provide an integrated home for the School. The renovations will have the benefit of an enhanced profile for the new School within the College, as well as integration of the faculty complement of the School with each other. However, if new university resources are not available to cover the renovation costs (\$142,950), then the School will be housed using existing space and offices.

The overall budget is attached (Appendix 3) which includes a cost estimate prepared by FMD. As noted above, apart from the physical renovations and the stipend for the Director, no additional operating costs are being incurred by the creation of the School. The projected budget indicates a small deficit in the net operations going forward, which mostly relates to the underfunding of the Huff Chair. The College is committed to covering this deficit and is also working to enhance the funding available.

5. Support

As the initial step in obtaining the approval of University Council for formation of the School, the College of Engineering Faculty Assembly passed a motion at their meeting on October 3, 2011 to recommend the creation of a School of Professional Development in the College of Engineering.

A Request for Decision related to the School of Professional Development was submitted to PCIP for consideration at their meeting on April 2, 2012. They provided a letter of support which has been attached to this document (Appendix 4).



College of Agriculture
and Bioresources

November 15, 2011

School of Professional Development, College of Engineering

I have read with interest the proposal prepared by the College of Engineering documenting their intention to create a School of Professional Development. I understand that the School will be located within the College of Engineering and primarily focus on the developing professional needs of their students, especially with respect to the areas of communication, technology management, and entrepreneurship. The School will also be the academic home for faculty in the Graham Centre for the Study of Communication as well as three endowed chairs. Creation of the School will not immediately result in any new programming; instead it will continue to deliver the current courses, primarily rhetorical communication to undergraduate students in the College of Engineering and the College of Agriculture and Bioresources.

As described above, and after discussion of the proposal with my senior executive team, I support the creation of the School as an innovative and meaningful development within the College of Engineering, with positive benefits for the university as a whole. In the future there may well be further opportunities for academic partnership between the College of Agriculture and Bioresources and the proposed school. By way of this letter I wish to indicate to University Council the strong support of our College for this initiative.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mary M Buhr".

Mary M Buhr, PhD
Dean and Professor

Dr. Donald J. Bergstrom
Associate Dean, Faculty Relations
College of Engineering

November 30, 2011

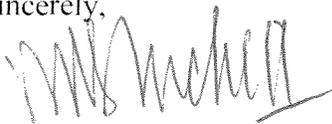
Dear Dr. Bergstrom:

I have read the proposal prepared by the College of Engineering regarding their intention to create a School of Professional Development within the College. I understand that the primary focus of this School will be on developing the professional needs of their students, specifically within the areas of communication, technology management, and entrepreneurship. In addition, the School will provide an academic home for faculty in the Graham Centre for the Study of Communication and three endowed chairs. The proposal clearly stipulates and I understand that the creation of this School will not immediately result in any new programming. The School will continue to deliver the current courses, which are primarily rhetorical communication to undergraduate students in the College of Engineering and the College of Agriculture and Bioresources.

The School, as described above, will be an innovative and meaningful development within the College of Engineering. By its very nature, the School will be complementary to the programming of the College of Arts and Science. Also, the College of Arts & Science is keen to cultivate relationships where there is a real potential for future academic partnerships that could benefit our students and faculty.

By way of this letter I wish to indicate to University Council the strong support of our College for this initiative. Congratulations to all involved in the development of this proposal.

Sincerely,



Peter Stoicheff
Dean and Professor



October 27, 2011

Donald Bergstrom
Associate Dean Faculty Relations
College of Engineering
University of Saskatchewan

Dear Dr. Bergstrom:

I have read with interest the proposal prepared by the College of Engineering documenting their intention to create a School of Professional Development. I understand that the School will be located in the College of Engineering and focus primarily on developing the professional needs of their students, especially with respect to the areas of communication, technology management, and entrepreneurship. The School will also be the academic home for faculty in the Graham Centre for the Study of Communication as well as three endowed chairs. Creation of the School will not immediately result in new programming, but it has the potential to add new elements to existing courses for undergraduate students both in Engineering and in the College of Agriculture and Bioresources. For our part, the College of Education would be interested in collaborating on ways to ensure that such new elements relate to topics such as leadership and/or engagement with Aboriginal peoples and communities, as these are areas we have emphasized in our Third College Plan.

I support the creation of this School as it mirrors in many respects the School of Leadership which the College of Education proposed several years ago for the U of S. I am not sure how the proposed School of Professional Development will benefit those on campus outside of the two Colleges (Engineering and Agriculture and Bioresources) mentioned in the proposal. Getting this underway, however, could be an important step towards adjustments and partnerships that could have a wider set of benefits across campus and perhaps even in the broader community.

By way of this letter, I wish to indicate my support as dean of the College of Education for this initiative.

Sincerely,

A handwritten signature in cursive script that reads "Cecilia Reynolds".

Cecilia Reynolds Ph.D.



MEMORANDUM

TO: Associate Dean Donald Bergstrom
College of Engineering

FROM: Associate Dean Alison Renny
Edwards School of Business

DATE: Proposed School of Professional Development

RE: December 14, 2011

This memorandum is written in support of the proposed School of Professional Development in the College of Engineering. The Edwards School of Business is in support of the proposed school with one general caveat. We need to ensure that any business content and business courses offered by the proposed school be clearly differentiated from our B. Comm. and MBA courses. We need to ensure that programming within the School of Professional Development is targeted specifically to engineering students and professional engineers. The rationale for this differentiation requirement is embedded in our accreditation process that requires the business school to “own” business content and curriculum.

The Edwards School of Business wishes you all the best in this exciting new endeavour.

Sincerely,

A handwritten signature in blue ink, appearing to read 'A. Renny'.

Alison E. Renny

Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with the Information Technology Services Division. Contact the Office of the Director of ITS (phone 4810) for assistance.

This form is intended to ensure that the centre

- 1) Articulates what ICT needs it has;
- 2) Can cost and fund these needs (or find alternatives);
- 3) Determines in agreement with ITS what needs ITS can meet;

and that ITS considers the Centre's impact on the institution's ICT infrastructure

Costs for the components should be estimated in conjunction with ITS. Funding sources should be included.

1. Centre Identification: School of Professional Development

Sponsoring Unit: College of Engineering

2. Network Requirements

2.1 If you need new network connections or new wireless access, please list locations for these.

Two new network drops in the renovated 2A20 area.

A number of network line moves.

No new wireless access points.

Estimated cost of above: \$2000

2.2 Please describe any special network requirements that the centre will have. These would include high speed data transfers, video conferencing, media streaming, remote database connections, firewall protection, or similar.

None required.

2.3 Will centre employees access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be provided?

Members of the School will require standard access to University IT (PAWS, Access to Cabinet from home, Remote desktop access, etc.)

2.4 Will the centre use locations that require networking beyond the extent of the current campus network? (E.g. new buildings)

No.

2.5 Are there any special telephone needs? (E.g. multiple line telephones, call centre, call recording.)

No.

3. Software Requirements

Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, etc.) Consider ongoing support and upgrading.

None that we do not already have.

4. Data Requirements

Will the centre be producing, acquiring, or analysing data that have special requirements, such as privacy

or other enhanced security; large data storage; data retention beyond the mandatory 5 years? What are the mechanisms for data backups? What plans are required for data management?

No special data requirements.

5. Service Requirements

What ICT services are required by the centre? Examples include Staff/student training services; desktop support; web development and hosting; email beyond the campus Exchange service; database design, development and management; software development; high performance computing or storage services like WestGrid or Cloud resources?

Members of the School will be provided desktop support by our local ITLC staff. Any web & database development will be done in conjunction with the College of Engineering software development through the ITLC.

6. Hardware Requirements

What specialised I.T. hardware is required by the Centre? This could include high performance servers, graphics intensive workstations for visualisation, equipment for data acquisition and equipment control, large disk servers, rapid prototype devices. Include initial purchase and ongoing support and upgrades in your consideration.

None in addition to standard desktop/notebook computers.

7. Staff IT Support & Personnel

Will the Centre require internal I.T. staff, and for what tasks? Will the Centre use other support services, such as ITS Desktop Support, and for which tasks?

The School will use the IT staff from the College of Engineering's ITLC.

8. Impact on Institutional Systems

Are there any changes to institutional I.T. systems (student/course information, financial, human resources, and similar institution wide systems) necessary to support the proposed Centre? An example of where this may occur if the Centre has a partnership with an external organisation. The Centre and ITS shall provide an estimate of the systems modifications required.

None required.

9. Modifications

If the centre needs to have renovations to accommodate computing, please indicate these on the FMD form.

None required.

10. Comments

Please list any other factors that may affect the Centre's ICT requirements.

	Centre Representative	I.T.S. Representative
Date	<u>April 2 2012</u>	<u>Apr 2 / 2012</u>
Name	<u>Donna J Bergstrom</u>	<u>Glen Hauser</u>
Signature	<u></u>	<u></u>

Library Requirements for New Centre

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the subject area librarian from the University of Saskatchewan Library. Contact the Director of Libraries (phone 5927) for assistance.

1. Proposal Identification

Centre: School of Professional Development

2. Library Resources

2.1 Resources are/will be located mainly in the Murray _____ Library

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

As there are no new programs being offered, the current level of acquisitions is adequate.

2.3 Specify any serial titles that are core to this centre.

See attached list.

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

None required.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new centre?

None required.

2.6 What are the human resource requirements to support this centre?
(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

None required.

2.7 If the centre has a teaching component, particularly for graduate students, are library resources sufficient for this program.

Yes, they are adequate.

3. Additional Library Resources Required

3.1 Are new subject areas of acquisition, new electronic resources/databases, new/additional library technology requirements are needed to meet centre requirements?

Recommend a subscription to Freedonia, a market research collection. It offers some reports pertaining to industry. This will further enhance existing market research collections. Estimated cost \$5,000- 7,000 per annum.

3.2 Are there distance education service needs and costs?

None required.

3.5 Provide an estimated budget required for library resources to support this centre annually.

Allowing for changes in textbooks each year plus a few research texts, approximately \$1000/yr. However, these are costs which currently exist and are not new.

Date: Nov. 1, 2011

Librarian's Signature: A.E. McCook *zhang*

DEAN, UNIVERSITY LIBRARY
Director of Libraries Signature: Williamson

Faculty member (for the sponsoring college/dept): Abeyaratne

Physical Resource Requirements for New Centre (Space, Renovations and Equipment)

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the Division of Facilities Management. Contact the Manager, Space Administration (phone 4878) for assistance.

Name of centre: School of Professional Development _____

Sponsoring Dept./College: The Graham Center and the College of Engineering _____

1. SPACE/RENOVATIONS

- 1.1 Does the centre require space resources in addition to the college/department's present space allocation? No (skip to question 1.3) Yes (describe below)

Type of Space	Amount	Occupants	Area or capacity	Special requirements
Faculty & Staff Offices	5 existing offices	Seaman Chair Huff Chair Exec. Director Debbie Rolles Gwen Jones	17 sq. meters 16 sq. meters 12.4 sq. meters 14.4 sq. meters 11.9 sq. meters	(fume hoods, cold rooms, A/C, etc.) N/A

Some examples of types of space are: office (faculty, staff, graduate student), laboratory (teaching, research), workshop, studio, rehearsal room, field plot, animal facilities, etc.

- 1.2 Is the college/department aware of space outside of its resources which could accommodate these needs?
 No Yes: Describe:

- 1.3 Does the new/revised program require renovations to the college/department's current space?
 No (skip to section 2) Yes (describe below)

This renovation will accommodate all faculty and staff for the School of Professional Development in one location within our College

General description of renovations

Room #(s) Present Use Proposed Use (incl. special installations, e.g. fume hoods)

- 1.4 Has a Project Request form been submitted to Facilities Management for any of the above additions or renovations?
 No Yes: Please attach a copy of the form.

- 1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?
 No Yes: Provide timeframe and costs for each stage:

2. EQUIPMENT

2.1 Does the centre program require additional equipment or upgrades to current equipment?
 No Yes (describe below)

Equipment required (including special requirements*)

Quantity	Estimated required	Estimated unit cost	Total Cost
----------	--------------------	---------------------	------------

* Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3. FUNDING

3.1 Are college/departmental funds available for the required new space, renovations, or equipment?

Initial costs: No Yes

Ongoing operating/maintenance costs: No Yes

****minimal incremental operating or maintenance costs are anticipated under the current budget model; Operating/maintenance costs TBD under new TABBS model**

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

Initial costs: No Yes

Ongoing operating/maintenance costs: No Yes

If yes, provide details, including any special conditions:

3.3 Will there be a request to the Budget Committee for capital funds to accommodate the program?

No Yes

4. ADDITIONAL COMMENTS

If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.

The proposed renovation will provide a central location for all faculty and staff, resulting in collaboration that will be of most benefit to the program. Additional facility requirements are mainly restricted to in class lectures.

FMD Comments: It is understood that the School of Professional Development will initially include some existing faculty, a new director and three endowed chairs, and will require 5 offices to be re-assigned from existing space allocated to the College of Engineering, with minor renovations. The offices will be located in the Engineering Building, suite 2A20. The renovations will be administered as a Minor Project through the FMD Project Management Office. The College is requested to submit a WIRF to initiate and develop a cost estimate for this renovation work.

Date Oct. 27, 2011

A.W. Wall
Facilities Management

[Signature]
Institutional Planning and Assessment

[Signature]
Faculty member (for the sponsoring college/dept)

Appendix 3: Budget

Budget						
	2012/13	2013/14	2014/15	2015/16	2016/17	Total 5 year
Funding						
Permanent Source						
Chair Endowment Income	312,571	294,184	294,184	294,184	294,184	1,489,308
College - Executive Director (Current Faculty member)	142,600	148,304	154,236	160,406	166,822	772,368
Term/One-Time Sources						
External Sources	60,000	60,000	60,000	60,000	60,000	300,000
Total Funding Available	515,171	502,488	508,420	514,590	521,006	2,561,676
Operating Expense						
On Going						
Chairs	248,600	258,544	248,768	258,719	269,067	1,283,698
Executive Director	142,600	148,304	154,236	160,406	166,822	772,368
Program Delivery	106,800	108,672	110,619	112,644	114,749	553,484
Total Expenses	498,000	515,520	513,623	531,768	550,639	2,609,550
Net Operations	17,171	(13,032)	(5,203)	(17,178)	(29,633)	(47,874) *
Capital						
Space improvement	127,150					
Equipment	10,800					
IT/Multimedia	2,000					
Furnishings	3,000					
	<u>142,950</u>					University capital funding request

Further Financial Information

Fund Balances of College/Unit as of February 28, 2011:

	\$	Plans for Funding
<u>Endowments</u>		
Laborde Chair	3,473,644	
Laborde Entrepreneurship	1,008,707	
Huff Chair	2,720,557	

*Note investment growth is projected at spend rate in this model due to the uncertain market conditions

*Huff chair is underfunded long term; we need to review alternatives for sustainability

Funding Sources

Source	Amount	Terms/Description/Probability
Permanent	772,368	College contribution base budget position: Executive Director - requires administrative stipend
Term/One Time	300,000	Broberg Family to support program delivery - renewal probability is very good

Human Resources

Employee Group	Phase	FTE	Value	Comments
Faculty - Research Chairs		2.0	1,283,698	Supported by 2 separate endowments
Faculty - Executive Director		1.0	772,368	Requires \$6,000 annual administrative stipend

CLASS D ESTIMATE - Option 1 (Altos Wall System)

Rev - 0

Completed by: Evan Olfert Email: evan.olfert@usask.ca Phone / Fax: 966-4580 / 966-4080	Location: Engineering Building Room: 2A20 Description: Renovations to the existing Graham Centre, creating space for the School of Professional Development.
Completed for: Henry Berg Department: College of Engineering Email: hanry.berg@usask.ca Phone / Fax: 966-1350 / 370-4659	Date: January 13, 2012 File Number: 171-2011-001 Work Request: 1209107

	Description	Cost (\$)
Materials Handling	• Assist the various trades and users as required.	800.00
General Maintenance	• Patch and repair / replace the existing floor as required, matching the existing if possible. • Provide required masonry work as required for construction into corridor.	4,000.00
Carpentry Shop	• Demolish the existing construction as required; sink & cabinets in 2A20.1, suspended ceiling, walls, etc. • New drywall construction as required for the installation of the Altos wall system. • New suspended ceiling (approximately 1200 ft ²).	22,000.00
Painters	• New paint throughout the new construction.	4,000.00
Plumbers	• Remove and cap existing services in Office 2A20.1.	800.00
Sheet Metal Shop	• Revise the existing radiant panels as required for new construction.	800.00
Electrical Shop	• Revise / add any required electrical services required (including lighting) for the new office configuration.	4,000.00
ITS	• Activate new data outlet (Qty x1).	475.00
Furniture	• New reception desk complete with keyboard tray, and box/box/filing cabinet (Qty x1).	3,000.00
External Contractor	• Supply and install Altos Wall System as shown on the supplemental drawings.	32,000.00
Sub-Total (Construction)		71,875.00
20% Project Management Fee		14,375.00
15% Design Fee		10,781.25
Sub-Total (Construction + Project Management + Design)		97,031.25
30% Contingency		29,109.38
Sub-Total (Construction + Project Management + Design + Contingency)		126,140.63
1% FMD Project Services Fee (Planning 0.5 %, Finance & Administration 0.5%)		1,009.84
TOTAL ESTIMATE		127,150.47



The Provost and Vice-President Academic

107 Administration Place
Saskatoon, SK S7N 5A2
Telephone: (306) 966-8489
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MEMO

TO: Dr. Bob Tyler, Chair, Planning and Priorities Committee, University Council

FROM: Brett Fairbairn, Provost and Vice-President Academic

SUBJECT: School of Professional Development

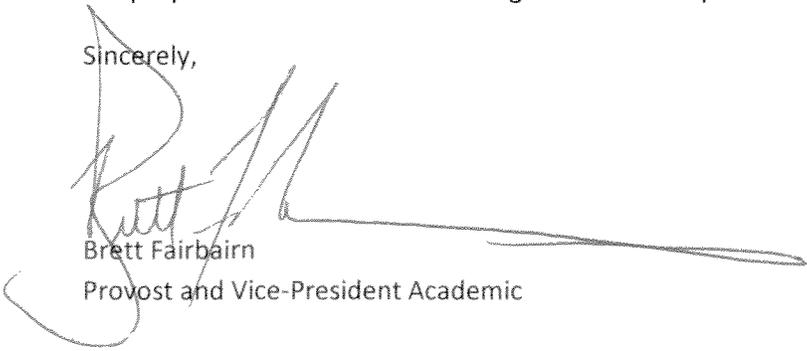
DATE: 03 April 2012

The Provost's Committee on Integrated Planning (PCIP) met on April 2, 2012 to consider the request for a letter of support for the establishment of the *School of Professional Development* as the new academic home for faculty in the Graham Centre for the Study of Communication.

After careful review of the proposal, PCIP noted that the School is strategically aligned with the Innovation in Academic Programs and Services area of focus in the Third Integrated Plan. PCIP anticipates that the creation of the School of Professional Development will provide leadership for innovative teaching, instructional development and academic programming to meet the needs of professional engineers, accrediting bodies, and the changing demands of the profession. Finally, PCIP noted its confidence in the proposed governance structure and that, according to the information provided by the College, the attendant resourcing for the school will be in place.

PCIP is appreciative of the comprehensive proposal documentation presented and extends its thanks to the proponents for their work throughout the concept development.

Sincerely,



Brett Fairbairn
Provost and Vice-President Academic

BF/ml

cc: Ernie Barber, Acting Dean College of Engineering
Don Bergstrom, Associate Dean, Faculty Relations, College of Engineering

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: April 19, 2012

SUBJECT: **Establishment of the Global Food Security Institute as a Type B Centre**

DECISION REQUESTED:

It is recommended:

That Council approve the establishment of the Global Food Security Institute as a Type B Centre at the University of Saskatchewan, effective April 19, 2012.

PURPOSE:

The Global Food Security Institute will enable the University to apply more effectively and synergistically its broad expertise in agriculture and food security to the pressing issues related to the global production and distribution of food.

CONTEXT AND BACKGROUND:

The Institute arises from the identification of *Agriculture: Food and Bioproducts for a Sustainable Future* as a signature area of research at the University of Saskatchewan. An institute of this nature featured prominently within the College of Agriculture and Bioresources plan developed in conjunction with the third planning cycle. As a Type B Centre, the Institute will provide opportunities for cross-college collaboration and interdisciplinary activity, and is broadly supported throughout the University as evidenced by the letters of support and commitments of funding.

IMPLICATIONS:

The Institute will be led by an Executive Director who will report to the Vice-President Research. Following its establishment, a Board of Directors for the Institute will be established and terms of reference for the Board will be developed, as outlined in the proposal.

CONSULTATION:

The Centres Subcommittee considered the proposed institute on February 16 and March 12, 2012. Discussion focused on broadening the research focus for the Institute and strengthening its governance structure. The Planning and Priorities Committee then considered the Institute at its meetings on March 28 and April 4, 2012. The Committee considers the mandate for the Institute to be focused solidly on existing and emerging research strengths related to the sustainable production and distribution of food on a global scale. The resources committed to the Institute were deemed sufficient to establish the Institute and to support its initial activities for a period of approximately eighteen months, with potential longer-term external funding opportunities identified.

SUMMARY:

The Planning and Priorities Committee supports the establishment of the Global Food Security Institute as a Type B Centre at the University of Saskatchewan, as a structure with the potential to attract new investment and to build upon existing and emerging areas of research strength.

ATTACHMENTS:

1. Proposal to establish the Global Food Security Institute, and supporting documents

The Centres Policy and Guidelines may be found at:

www.usask.ca/university_secretary/policies/research/8_23.php



**UNIVERSITY OF
SASKATCHEWAN**

Global Food Security Institute

March 2012

Presented by Karen Chad, Vice-President Research



Executive Summary

The University of Saskatchewan proposes to develop a Global Food Security Institute that will contribute Saskatchewan-led solutions for feeding an expanding world population.

Located in a region with abundant natural resources, major agricultural exports, and a century of successful agricultural research and development, Saskatchewan has a moral and social responsibility to connect our renowned R&D capacity with pressing global food security challenges. Our share of the world's natural resources exceeds the needs of our own population, making it essential that we provide global leadership in the stewardship of natural resources and the daunting challenge of feeding the world.

Over the past hundred years, the University of Saskatchewan (U of S) has led far-sighted research and innovation to help grow a province and feed a growing nation. Our extensive national and international record of agriculture-related research led the U of S to name *Agriculture: Food and Bioproducts for a Sustainable Future* as one of six *signature areas*. As an institution, the U of S has tremendous capacity and strength related to agriculture and food security. Now, through a strong research focus, internal collaboration and new partnerships, the U of S will further increase its leadership role in finding solutions to feed a growing world population.

Vision

The *Global Food Security Institute* will place the University of Saskatchewan among global leaders in integrating science and policy research and innovation to contribute Saskatchewan-led solutions for sustainably feeding a hungry world.

Through strategic investments and national and international partnerships with academe, governments and industry, the *Global Food Security Institute (GFSI)* will maximize societal and economic benefits for Saskatchewan while demonstrating a moral and social responsibility to contribute expertise and resources to help address two key questions paramount to achieving global food security:

- How can we sustainably expand the supply and quality of food now and for the next century?
- How can we ensure that food gets to those who need it?

The Social Imperative

“The population growth (of the world) is projected to grow by about 2.6 billion between now and the middle of the century—exceeding nine billion people in the next 40 years. Just to put that in perspective, the population of China today is 1.3 billion, so we are talking about the world’s farmers being asked to feed two more “China’s” in the next 40 years, with one of the “China’s” being added just in the next 15 years!

--Dr. Robert Thompson, Senior Fellow, Chicago Council on Global Affairs, April 5, 2011

What would it mean to achieve global food security? Global food security will be realized when:

- the world's population has enough to eat in both good times and bad;
- food is healthy, safe and priced appropriately to reflect the needs of both consumers and producers;
- and

- the production system operates in such a way that future generations will have the resources and knowledge to sustain themselves indefinitely.

This is a daunting challenge. Faced with an expanding world population, increased competition for land, water and energy, environmental pressures, urbanization, global climate change, and a measurable decline in the rate of growth in agri-food productivity, the world is severely challenged to produce and deliver food to nourish an expanding world population.

The challenges are complex, global and require immediate leadership. Fortunately, awareness is building internationally of the urgent need for scientific, technological and policy innovation to feed a growing world population. The proposed Institute builds on U of S capacity and provides a vehicle through which the University can mobilize new and existing resources to address these challenges.

The GFSI will build on:

- the University's current steeples of excellence in resource management, crop development and animal health;
- our emerging expertise in policy related to agriculture innovation and trade, bio-processing and utilization, and human nutrition; and
- our global strengths in wheat, pulses and canola.

The Institute will provide the environment and structure to enable and optimize research across the global food supply system to make the best use of natural resources and deliver the best nutrition. By anchoring these activities in wheat, pulses and adjacent prairie crops, GFSI research and training will address a unique niche and current void in the international research arena.

Guided by this vision and strategic positioning for the GFSI, the Institute's thematic foci – (1) understanding natural resource development for sustainable food production, (2) accelerating the rate and acceptance of technological change and productivity growth of agriculture, and (3) discovering new efficiencies in food processing, distribution and consumption – will be further refined over its first year. These modifications will be informed by: the comprehensive environmental scan currently in progress; ongoing discussions within and external to the U of S; and the current and new leadership in this exciting and necessary area of scholarship.

In pursuing its mandate, the Institute will attract new investments and new partnerships and it will enhance capacity to confront global food security issues through innovative research, training, knowledge exchange and policy development.

Global Food Security Institute

Proposal for the Establishment of a Type B Centre

1. **Name of Centre:** Global Food Security Institute

2. **Type of Centre:**

The Global Food Security Institute is proposed as a Type B Centre within the University of Saskatchewan with a scope of activities spanning multiple colleges, schools and departments across the U of S. As a Type B Centre, the proposed Institute will have extensive cross-disciplinary and cross-college researcher engagement as well as significant, realized and emerging, capacity for academic, research, government and private sector partnerships. The Institute will report to the Vice-President Research on its academic and research activities.

3. **Academic Plan**

i. Goals and Objectives

The proposed Global Food Security Institute (GFSI) will provide a mechanism through which the University of Saskatchewan, its researchers, partners and networks will contribute Saskatchewan-led solutions for feeding an expanding world population.

Mission

The Global Food Security Institute will demonstrate a commitment to responsible stewardship of Saskatchewan's food production resources. The Institute will attract new investments and new partnerships to enhance Saskatchewan's research expertise to confront global food security issues through innovative research, training, knowledge exchange and policy development. The GFSI will focus on optimizing the global food supply system to make the best use of natural resources and deliver the best nutrition. This research will be anchored in wheat, pulses and adjacent prairie crops; we promote our advances to other crops around the world.

Specifically, the Institute will:

- Provide U of S researchers with an environment which encourages and supports leadership, innovation and inter-disciplinary collaboration;
- Invest in strategic research priorities that will lead to transformative innovations in science, policy, and technology at the intersection of 1) natural resource management, 2) agricultural production, and 3) food processing, distribution and consumption;
- Share Saskatchewan's wealth of knowledge and expertise by linking with other leading institutes and research teams from around the world that are investigating aspects of food production or other parts of the global food supply system;
- Contribute to international dialogue and action with thought leaders and partners in business, industry, government and the public to optimize Saskatchewan's and Canada's participation in the global food system and as a supplier of inputs for food production; and
- Stimulate inclusion of global food security issues and opportunities within curricula at the University of Saskatchewan, to become a premier destination for undergraduate and graduate students.

Principles and Scope

The Mandate and Scope of the Global Food Security Institute at the University of Saskatchewan is derived from the following principles:

1. The Institute will focus on technology and policy innovations across the global food supply system (anchored in wheat, pulses and adjacent prairie crops) and within the domain defined by the intersection of Natural Resource Management, Agricultural Production, and Processing, Distribution and Consumption.
2. The dominant approach to innovation will be to engage in inter- and multidisciplinary scholarship that encompasses and integrates technological advances, governance and logistics, and consumer behaviours and social responses.
3. The ambitious mandate requires that the Institute builds on the distinctive strengths of people, infrastructure, partnerships and investments already existing at the University of Saskatchewan and in the surrounding research cluster.
4. The Institute must be led by a world-class expert who will assemble a team of science and policy experts that can work in an integrative manner within the tightly framed domain of the Institute and perform at the highest level of international pre-eminence.
5. The Institute will seek out and will create new partnerships with other leading institutions around the world that are likewise dedicated to the goal of global food security.
6. In all its work, the Institute will be highly engaged with government, industry, academic and research institutions, world thought-leaders, and the public.

Impact Areas

The Institute's research expertise, partners, and networks position the GFSI to generate and receive knowledge in the food security domain with a specific focus on enabling and optimizing research across crop value chains to make the best use of natural resources and deliver the best nutrition. The Institute's activities will be anchored in research related to wheat, pulses and adjacent prairie crops; through this focus GFSI research and training will address a unique niche and current void in the international research area.

Through extensive discussions with U of S researchers, industry and government partners, and validated and further refined by the preliminary results of an extensive environmental scan, three thematic foci have been identified for the Institute:

- understanding natural resource development for sustainable food production;
- accelerating the rate and acceptance of technological change and productivity growth of agriculture; and
- discovering new efficiencies in food processing, distribution and consumption.

The Institute's first year will provide an opportunity to continue to refine the GFSI's research foci. Critical to this process will be the final results of the comprehensive environmental scan currently in progress (Please see *Appendix E: Specific Objectives of Environmental Scan*) and ongoing discussions with key participants and stakeholders both within and external to the U of S. The Institute's leadership – including a Director, the Board of Directors and the International Science Advisory Panel – will be key in facilitating discussions and decisions.

a. Understanding Natural Resource Development for Sustainable Food Production:

Saskatchewan has been a world leader in using readily available inputs, such as fossil fuels, plant nutrients and water, to dramatically increase food production. However, at the beginning of the 21st century it is now obvious that natural resources – and particularly water – are becoming increasingly limiting. Given that issues surrounding sustainability of food production and sustainability of water resources are inextricably linked, a key area of focus of natural resource management needs to include the availability and sustainability of water resources and the interface between agricultural production and the environment.

Globally, 70-80% of water use is devoted to agriculture. Water availability will be a key factor in any strategy to increase food production to meet a growing global demand. Building on the expertise that already exists in Saskatchewan and at the University of Saskatchewan in the water area, the GFSI will work closely with the Global Institute for Water Security (GIWS) to address new and better forms of water stewardship as it relates to agriculture. In particular, the Global Food Security Institute will build on the work being done in the Land-Water Management and Environmental Change theme area within the GIWS.

Also required is an understanding of a critical set of issues related to the interface between agriculture and the environment. Saskatchewan shares with many regions of the Earth a vulnerability to desertification and decline of soil fertility, surface and groundwater contamination and salination, declining river flows, increasing variability of weather patterns, and rapidly increasing competition for water by industry and urban centres. Given this, we need better science to understand the issues and the steps that can be taken to address them.

More than the science is needed, however, to address the natural resource management issues. To provide farmers and others with the incentives necessary to get them to change their practices, agricultural policies may need to be changed. Some of these changes may involve the development of appropriate regulatory instruments for agricultural management practices. In some cases, new structures, such as water markets, may be required. In other cases, the change will only occur as a result of a change in societal values and norms, which in turn must be understood so that the problem can be properly understood.

b. Accelerating the Rate and Acceptance of Technological Change and Productivity Growth of agriculture:

To meet the food security challenge of the 21st century, it is imperative that we accelerate the rate of technological change and productivity growth in agriculture. New science is needed to modify plants to increase yield, improve the quality of crop products, and reduce non-renewable resource inputs.

Globally, the amount of land available for agriculture, particularly for sustainable, high-yield agriculture, has little potential for growth, and indeed has probably peaked. Thus, to meet the food security challenge that is before us, it is necessary to significantly increase yields. The magnitude of this increase demands that we accelerate the rate of technological change and productivity growth—a daunting challenge.

Crops and cropping practices must be adapted to produce more from the same land base in the face of climate change uncertainties. Crop plants must be developed to use inputs—from water to nutrients to the light from the sun—with much greater efficiency. And to achieve long-term sustainability of production, plants must do all this with less demand on energy inputs. Existing varieties of crop plants do not have the genetic capacity to meet these challenges. To achieve productivity growth, particularly in high-yield environments, new varieties and types of plants with enhanced genetic capacity must be developed. This research will focus on the long-term developments in science needed to understand how plants grow, produce seed and use nutrients.

To ensure that this new technology is developed and then effectively used, it is necessary to put in place the proper incentives, institutions and social systems that allows technical innovation to occur and the resulting technology to be adopted by farmers and other players in the food system. Thus, the GFSI will also examine policy initiatives such as intellectual property rights systems and alternative research funding mechanisms and structures to mobilize the resources needed to

achieve substantial breakthroughs in crop production potential. The Institute will also examine the policies in Canada and around the world that influence farmers' adoption of the new varieties and crops that are produced and the institutions needed to ensure optimal dissemination of the resulting innovations.

In Saskatchewan, our co-located agricultural innovation centres at the University of Saskatchewan, Agriculture and Agri-Food Canada, and the National Research Council's Plant Biotechnology Institute are playing an internationally recognized role in crop development. Together, we have an established capacity from which the GFSI will launch a major research initiative to increase the yield potential of major crops in Western Canada that are key parts of the global diet. This will require development of the new genetics that will enable achievement of these new and unprecedented challenges, as well as the development of the policy and governance structures that will allow the genetics to be used efficiently and effectively. No one institution can achieve this alone. The GFSI will become the cornerstone of an aggressive international effort to research, develop, and deliver innovations relevant to a range of important food and feed crops, including wheat, canola and pulses.

c. Discovering New Efficiencies in Food Processing, Distribution and Consumption:

Global food security will require more trade in agricultural products, as the areas that will see the greatest increase in food demand (e.g., Asia, South-East Asia, Sub-Saharan Africa and South America) are not generally the areas that will be able to increase supply. The related processing and distribution systems take a toll on the quantity and quality of the final food products, which exacerbates the food challenge. New technologies are needed to reduce costs and waste in storage, transport and food preparation, to increase processing efficiency, to ensure the health and safety of our food resources, and to develop processes that produce higher quality and more nutritious food.

A key element to increasing efficiency of agricultural production, and therefore maximizing crop value and the value of the substantial natural resource inputs is the utilization of all of what the plant produces, so that no part is discarded as waste. With the existing capacity for crop genetic development and emerging strengths in bioproduct innovation, the University of Saskatchewan and the surrounding research cluster are well positioned to discover new efficiencies in food and bioproducts processing. This advanced biomaterials work will benefit significantly from access to the Canadian Light Source and the pilot plant capacity at the Saskatchewan Research Council and POS Biosciences.

Scientific research is needed to examine the integrity and security of the supply chain, including traceability analysis, and the linkages among animal, human and environmental health. The University of Saskatchewan is home to a full array of health science disciplines and to the International Vaccine Centre, a national level-3 containment facility. As Saskatchewan expands animal production to take advantage of locally grown feed crops and plant by-products as well as to serve an expanding international market for animal protein, the Global Food Security Institute will enable new research to address the twin challenges of food safety and emergent zoonotic disease.

People of all societies have long known that there are strong linkages between diet and nutrition, and human health, longevity, and economic productivity. A challenge for the global food supply system is to enable all people to have access to sufficient food that is safe, and appropriately priced. Scientific research must be matched with policy research. Research is needed to understand and promote greater social responsibility, education and awareness of the quality, safety and nutrition of food, as well as the social psychology of food and diet in human development. In addition to addressing some significant technological issues, the correct policies have to be put in place to

encourage beneficial trade and to provide incentives (e.g., standards) that lead companies and individuals to pay proper attention to the quality of food being produced and to food that is being wasted.

An international collaborative effort, led by the Global Food Security Institute, will lead to an informed understanding of consumer behaviour as it is influenced by rising incomes and consumer demand for an ever-increasing range of safe and nutritious foods, delivered on time, in the correct location and at competitive prices. Focussing as it must on fundamental economic, social and geopolitical forces affecting the global food and international trade systems, this research can then inform new technologies and policy development essential to encouraging trade and partnerships for the benefit of both producers and consumers.

The new Institute will take Saskatchewan discovery and innovation in food production to a new level by drawing upon and integrating ideas from discipline-specific expertise in various areas of scientific inquiry to create, under the leadership of a world-class research team and with international advice, outstanding international research and training capacity.

Core Activities

The Institute will deliver on its principles in four key ways:

- **Research**—creating an environment which supports and encourages innovation and multi-disciplinary research and facilitates collaborations between colleges and research centres across campus and beyond;
- **Education and training**—enriching the student learning experience through opportunities for graduate and undergraduate students and postdoctoral fellows to engage with new research chairs and visiting bio-scientists and policy experts, and by attracting international students interested in food security issues;
- **Knowledge exchange and mobilization**—linking with relevant research excellence in Canada and around the world, sharing new technologies, and engaging the public in meaningful dialogue on global food security issues; and
- **Policy development**—becoming a global nexus for creative policy discussions around global food security issues.

ii. Impact and Relationships

The Need for World-Class Leadership

The global food security challenges are so large and complex that no single university, company or nation can provide all the solutions. Connection with other research institutes, organizations, industrial partners, and networks is essential. The Institute will be a beacon to our national and international peers, attracting their collaboration, and enabling us to draw benefit from their insights into our vibrant agri-food research, academic and business communities in Saskatchewan.

To achieve these global linkages and our bold vision will require the leadership of a renowned expert with international contacts, skills to bring together teams to work on identified priorities, ability to catalyze collaborations, and a high-level understanding of the global supply system. This is the kind of leadership model that is working so effectively for the Global Institute for Water Security with recruitment of a Canada Excellence Research Chair. This type of leadership and strategic focus builds innovative, cutting-edge research capacity and will add value beyond what can be achieved with current targeted investments.

With this leadership, the Institute will attract pre-eminent scientists to the U of S, and will lead to the hiring of new faculty. The GFSI will provide the facilitative environment critical to supporting internal collaborations and to building the necessary networks and connections to attract collaborators from other academic institutions, research organizations, the private sector and government. This leadership team, knitted in with U of S colleges, schools, and research groups, with their many key external collaborators, will position the University of Saskatchewan to have a more influential seat at tables around the world where science priorities are established and where policies are developed in matters of food production, innovation and security. Through academic, industrial and government research collaborations, Saskatchewan will establish itself as one of the world's preeminent "go-to" places for knowledge, partnerships and policy advice on global food security.

The Value Add—Transformative Research

Current investment in U of S research, education and training directly related to food security spans the work of several colleges and schools and exceeds a total of \$100 million annually. Other teaching and research institutions in the province add an additional scope of work of the same magnitude. As described in the above discussions of thematic areas, this investment has built a strong base of expertise and experience which has made this region one of the most productive food-producing areas in the world.

The GFSI will build on the University's current steeples of excellence in resource management, crop development and animal health, and the emerging strengths in policy related to agricultural innovation and trade, bio-processing and utilization, and human nutrition, that have developed as a result of these past and ongoing investments. Discussions with U of S researchers and external stakeholders and preliminary outcomes of the environmental scan have clearly indicated a unique niche, and current gap, in the international research arena which the U of S is well positioned to address. To effectively address this niche – of research across the global food supply system with a focus on wheat, pulses and adjacent crops – the U of S needs to create a new structure that facilitates dialogue and collaboration between and amongst disciplines. Research focused on the nutrition and health end of the supply system needs to inform, and be informed by, work in natural resource management, crop productivity, and processing and distribution. Developing and focusing on linkages along the value chain may result in high impact research in areas such as: breeding climate change ready crops, etc.; breeding for better processing traits, etc.; water and soil management linked to crop development, etc.; soil quality for better human nutrition, etc.; policy to balance agricultural needs with population and environmental needs, etc.

As a result of a new capacity to facilitate cross- and multi-disciplinary linkages, the Global Food Security Institute will add significant measurable value beyond what Saskatchewan-based institutions are already committed to doing in various aspects of important agricultural research. The institute will serve the growing food needs of humankind by discovery, developing and delivering high impact transformational economic, nutritional, and environmental enhancements to optimize the global food supply system, from the field to fork. In the process, this approach will result in the export of more Saskatchewan expertise, technologies, and products.

Relationship to College and University Objectives and Goals

The GFSI is aligned with the University of Saskatchewan's signature area - *Agriculture: Food and Bioproducts for a Sustainable Future*. The signature areas were identified through an extensive consultative process during the Second Integrated Planning cycle. They represent "distinctive research areas that will bring the University of Saskatchewan high-profile recognition, positioning us among the most distinguished universities in Canada and among the very best in the world." In the recently approved Third Integrated Plan, the University committed to developing the six signature areas. The GFSI is a key part of this strategy – it will provide shared intellectual space and a

framework to foster inter-cluster synergies and collaboration, and in doing so facilitate new avenues of, and innovations in, research related to food security.

The thematic foci of the proposed centre also align with the research priorities of the key participating units. These intersections and synergies were explored above in the discussion of thematic foci.

Because of the interdisciplinary nature of this Institute, it is envisioned that the GSFI would involve the participation and engagement of almost every college, school, and centre.

External Partnerships and Impact

A strength of the Institute will lie in its extensive collaborations and partnerships with other agencies and organizations. As illustrated in the *concept figure* below, the Institute will be part of an extensive food security network. Major partners will be sought from both the developed and developing regions of the world, will span disciplines and sectors, and will include: business and industry; governments and government organizations at the provincial, national and international levels; leading-edge academic institutions and research centres of food security from around the world; and foundations and not-for-profit organizations.

As previously noted, in the past month the U of S has secured external funding to conduct an environmental scan of other global food security institutes, agencies, and organizations. The scan will provide us with information about potential partners and collaborators that will be important in helping our institute achieve its vision including securing potential funding opportunities. (Please see *Resources and Budget* for more detail.)



iii. Scholarly Work: U of S

As described above, the proposed centre will engage scholars and research groups from across the University. *Appendix A* includes an initial list of current University researchers and scholars whose research interests intersect with one or more of the Institute's thematic areas and who have participated in the workshops which have helped to inform the development of the initial concept paper and proposal. Please note that this is not an inclusive list of faculty.

4. Proponents and Consultations

i. Proponents

The primary proponents for the establishment of the Global Food Security Institute are:

- Dr. Karen Chad, Vice-President Research
- Dr. Mary Buhr, Dean, College of Agriculture and Bio-resources
- Dr. Daphne Taras, Dean, Edwards School of Business
- Dr. Ernest Barber, Acting Dean, College of Engineering
- Dr. Douglas Freeman, Dean, Western College of Veterinary Medicine
- Dr. Michael Atkinson, Executive Director, Johnson-Shoyama Graduate School of Public Policy
- Dr. Peter Stoicheff, Dean, College of Arts and Science
- Dr. David Hill, Dean, College of Pharmacy and Nutrition

ii. Consultation

A multi-disciplinary, multi-stakeholder Steering Committee led development of the concept and the proposal for the Global Food Security Institute. The Steering Committee included representatives from the major proponents listed above and from key industry and government partners. (Please see *Appendix B: Steering Committee Membership*.)

The development of the Centre proposal emphasized engagement of University and external stakeholders. In keeping with this commitment to inclusivity, the process included multiple opportunities for brainstorming, discussion and feedback, including:

- 5 April 2011 – Visioning workshops for University researchers
- May – June 2011 – Feedback on a *Concept Paper* developed through the visioning workshops
- 20 June 2011 – Theme Development workshop for University researchers and external partners
- July – December 2011 - Targeted discussions with key contributing faculty, colleges, departments, and schools, as well as discussion with U of S leadership teams and key founding partners.
- January – March 2012 (and continuing) – A comprehensive environment scan (McKinsey & Company) assessing U of S and Saskatchewan strengths and other global food security institutes, agencies, and organizations worldwide, identifying strategic partnerships, funding opportunities, and internationally renowned faculty. (Please see *Appendix E: Specific Objectives of Environmental Scan*.)

As required of a proposed Type B Centre, consultation forms related to Information Technology Requirements, Library Requirements and Physical Resource Requirements (Space, Renovations, and Equipment) have been attached. (Please see *Appendices C1-3*.)

5. Centre Management/Governance

The Global Food Security Institute will be led by a Director and as a Type B Centre will report directly to the Vice-President Research. It is then through the Vice-President Research that the GFSI reports to the University Board of Governors. The proposed internal governance and management structure (shown below) has been designed with the aim of fostering a collaborative environment

that will enable engagement in research, education and public discourse at the intersection of science and policy to contribute Saskatchewan-led solutions to the challenge of feeding an expanding world population.

The proposed governance and management structure will also help to foster a collaborative environment where all members are encouraged to work in partnership toward a set of common goals. Open to a broad range of perspectives and disciplines, the Institute will facilitate and encourage broad collaboration. By establishing a collaborative environment, funding made available or facilitated through the Institute will be open to all members and participation will be perceived as a net win for the Institute and for each participant's home college, school, or unit. All members will have the opportunity to access the resources to be made available through the Institute. The aim is to grow and strengthen faculty research agendas, and to ensure the synergistic development of institute, college and department goals.

The Institute will operate in a highly interdisciplinary and team-based environment both internally and in its collaborations with other academic institutions, governments, research organizations and industrial partners. The Institute is committed to the principles of accountability and transparency in its actions.

Recruitment of an Executive Director will be the first priority of the Institute. In the interim, the Vice-President Research (or designate) is the primary contact for the Institute.

i. Board of Directors

The Institute's Board of Directors will contribute academic, industry, and political expertise and strategic oversight to the GFSI. The Board will be chaired by a Board member selected at the first annual meeting.

Reporting to the Vice-President Research, the Board of Directors is responsible for ensuring that the strategic direction of the Institute is consistent with its founding principles. In addition, the Board will make recommendations broadly on matters related to the operation of the GFSI and the Institute's role regionally, nationally and internationally. In the first stages (first 1-2 years), the Board of Directors may meet up to four times a year, with future meetings being held 1-2 times per year.

It is anticipated that the Board will include approximately 6 - 12 members, appointed by the University and chosen for coverage of the key competencies expected for a Type B centre. The Board will be responsible for developing a recommendation for its final composition, key competencies, size, and meeting schedule, and developing its terms of reference. The University (via the Vice-President Research, who is accountable to the U of S Board of Governors) is responsible for reviewing and approving the recommendations of the Board of Directors.

ii. International Science Advisory Panel

Members of the International Science Advisory Panel consist of leading national and international scientists appointed by the President (through the Vice-President Research) in consultation with and upon advice from the Executive Director and the Board of Directors. The panel provides strategic scientific advice to the Institute from the local, national and international perspectives. It plays a vital role in reviewing the Institute's mandate, status and programming to ensure that the research direction of the Institute stays nationally and internationally relevant and that research of internationally leading quality is being undertaken, consistent with the vision and mission. The panel

advises on collaborative opportunities with other significant national and international programs and organizations.

iii. Guiding Executive Group

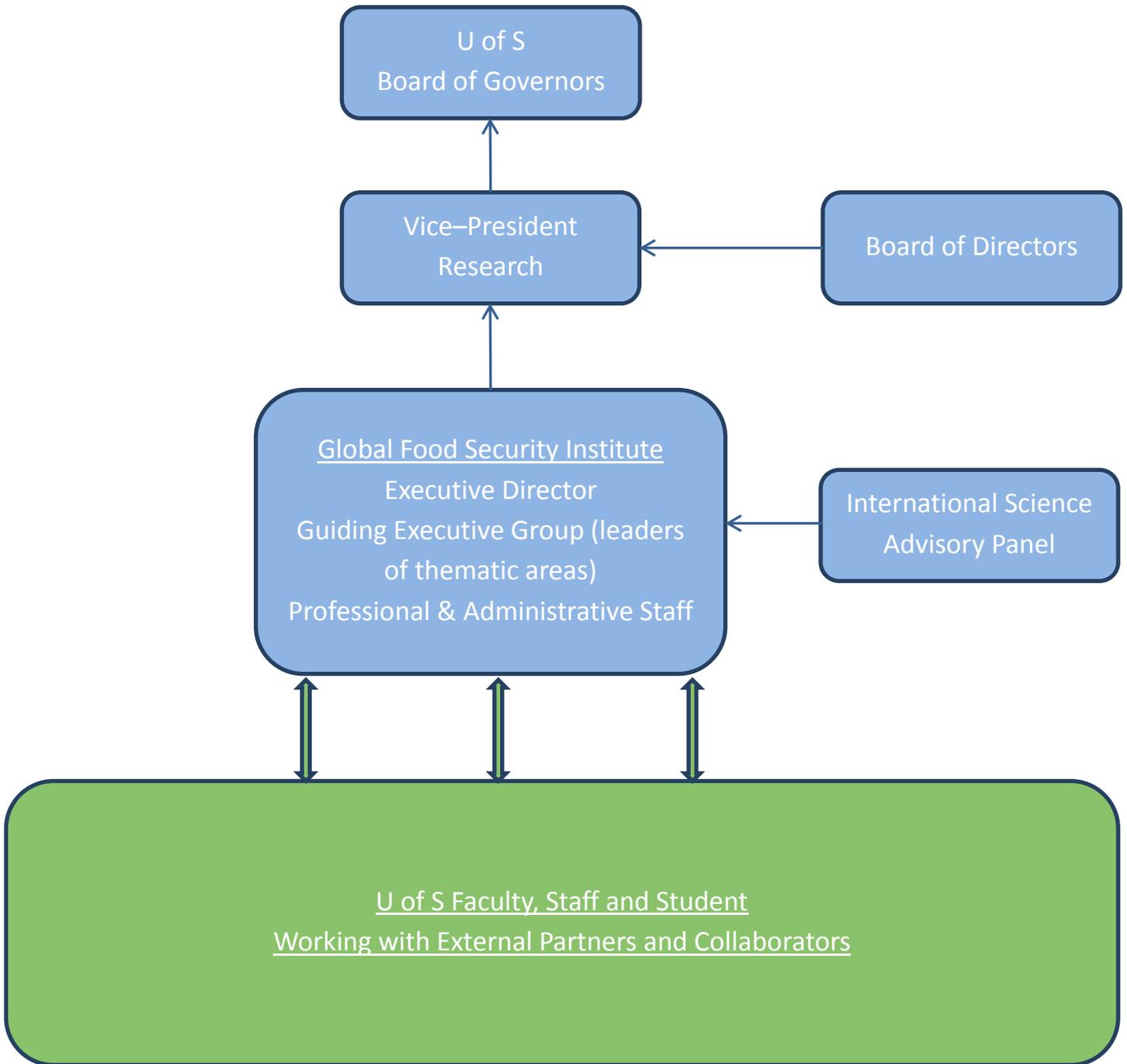
A Guiding Executive Group, chaired by the Executive Director, will represent a core group of senior researchers with expertise relevant to each of the Institute's thematic foci. This group will be fundamental in developing research clusters, advancing innovative approaches, and fostering inter-sectorial and inter-disciplinary research collaborations.

iv. Leadership, Membership and Staffing

Leadership of the Institute is provided by the Executive Director who will be an internationally recognized scientist. Graduate students, postdoctoral fellows and faculty members of the U of S or other institutions whose research is of interest to the Institute will be fully embraced as active participants of the GFSI.

Note that Institute's administrative staff will grow to an appropriate complement necessary for the effective administration of a Type B centre.

Global Food Security Institute: Governance and Engagement Framework



5. Resources and Budget

Current investment in U of S research, education and training directly related to food security spans the work of several colleges and schools and exceeds a total of \$100 million annually. Other teaching and research institutions in the province add an additional scope of work of the same magnitude. This investment provides a strong base of expertise, experience and infrastructure for the GFSI.

Critical to the development of additional research capacity and leadership is the establishment of a new framework for U of S food security activities – and hence the development of this Institute. The proposed GFSI will provide this essential framework for stimulating new internal collaborations around research and teaching; for developing new essential industry, government and post-secondary partnerships; and for showcasing both current U of S research and our capacity for leadership and growth.

The GFSI is a collaborative undertaking – in its developmental stages, seven academic units are working closely with the Office of the Vice-President Research in its establishment. Collectively, these units are providing \$140,000 to cover GFSI development costs with the Office of the Vice-President Research also contributing \$20,000 for a total of \$160,000. Specifics of the contributions are as follows:

- College of Agriculture and Bioresources - \$20,000
- College of Arts and Science - \$20,000
- Edwards School of Business - \$20,000
- College of Engineering - \$20,000
- Western College of Veterinary Medicine - \$20,000
- College of Pharmacy and Nutrition - \$20,000
- Johnson-Shoyama Graduate School of Public Policy- \$20,000
- Vice-President Research - \$20,000

This initial investment will provide critical funding to establish the collaborative framework and enable the U of S to secure external partners and broader support for the Institute. Funding for the Institute over the longer term will be sought from a number of external resources, of which the top priorities over the next 6 - 12 months will be:

- Networks of Centres of Excellence: Canada-India Research Centre of Excellence initiative (\$13.8 million over 5 years)
- Canada Excellence Research Chair and external matching funds (\$10 to \$20 million)
- Tri-Agency funding for personnel, research projects and partnerships; and
- New industry, government and not-for-profit partnerships support.

Over the next 5 to 7 years, funds secured from external partners and funding organizations will be invested in priority areas such as:

- New Faculty positions (located in U of S colleges and schools) including a world research leader to serve as the Institute's Executive Director;
- Graduate Student Scholarships and Post-Doctoral Fellowships;
- Funding for strategic research projects;
- Undergraduate research scholarships and discovery experiences;
- Industry fellowships and visiting scholars;
- Webinars, workshops and conferences for academia and industry; and
- Institute operations (including support staff, office equipment, space).

The U of S is confident in its ability to attract external funding. Even in its preliminary stages, the external environmental scan has indicated a number of possible partnerships and funding opportunities for the GSFI. Early evidence of external funding for this initiative is provided in the commitments made by Premier Brad Wall:

- 5 December 2011, Speech from the Throne – Premier Wall stated "to build on our natural advantages and to help feed the world, my government has offered its financial support for plans for the University of Saskatchewan to launch a Global Institute for Food Security".
- November 2011, the Premier promised to providing \$1 million in the upcoming budget to support a food security institute at the U of S. (The Canadian Press: Tuesday, November 1, 2011; Global Saskatoon: Tuesday, November 1, 2011; Leader-Post: Tuesday, November 1, 2011)

In the initial year of operations, seed funding from University units (totaling \$160,000) will be used to:

- Second an interim leader to the GSFI with responsibilities for developing internal collaborative projects and cultivating, and securing, new external partnerships and investments;
- Workshops and networking opportunities; and
- Administrative support for Institute operations.

In its initial years, the GFSI (2 offices) will be housed in space provided by the Office of the Vice-President Research. It should be noted that even in its long term vision; capital space is anticipated to be modest given its lean administrative structure and collaborative model.

6. Support

Support for the proposed Global Food Security Institute has been articulated by the following individuals in the attached letters of support (*Appendices D1 to10*):

- Deans and Executive Directors of the following colleges:
 - College of Agriculture and Bioresources
 - College of Arts and Science
 - Edwards School of Business
 - College of Engineering
 - Western College of Veterinary Medicine
 - College of Pharmacy and Nutrition
 - Johnson-Shoyama Graduate School of Public Policy
 - College of Graduate Studies and Research
- Vice-President Research
- Provost's Committee on Integrated Planning

7. Systematic Assessment

The Global Food Security Institute will be systematically reviewed in accordance with the process established for centres. (Please see the *Report of the Implementation Team on the Management of Centres, 2010*). The review will be initiated and managed by the Vice-President Research to whom the centre reports.

The initial review will occur, as required, in the fifth year of the centre's operation and will provide an opportunity to assess achievements of the centre related to its research, training, knowledge mobilization and engagement (partnership development) goals. In particular, evaluation will consider:

- The success of the GSFI in securing external funding and partnerships;
- Successful recruitment of new faculty, graduate students and post-doctoral students working in the area of food security;
- The degree to which GFSI acts as a catalyst for innovative solutions, technological applications and public policy development to address global food security challenges and serves as the go-to place for informed policy advice and discussion;
- Increased recognition of the University of Saskatchewan by governments, industry, business, and producers and other relevant institutions and agencies—in Canada and beyond—as a credible knowledge resource for innovative research, training, and policy;
- Growth in the quality and quantity of academic programs and scientific and policy aspects of research, development and training in the food security domain;
- Growth in commercialization of new technologies and products;
- Growth in the reputation of our province, its farmers and its businesses, as innovative and secure suppliers of food commodities and inputs to the global food system and as reliable stewards of natural resources for the global public good; and
- Advancement of the Province as a trusted trading partner by leveraging partnerships with trading countries of interest to Saskatchewan and Canada.

8. List of Appendices

Appendix A: List of attendees at the Global Food Security Institute Workshops – April 5, 2011 and June 21, 2011

Appendix B: Global Food Security Institute Steering Committee

Appendix C: Consultation forms

1. Information Technology Requirements
2. Library Requirements
3. Physical Resource Requirements (Space, Renovations and Equipment).

Appendix D: Letters of Support

1. College of Agriculture and Bioresources
2. College of Arts and Science
3. Edwards School of Business
4. College of Pharmacy and Nutrition
5. Western College of Veterinary Medicine
6. College of Engineering
7. Johnson-Shoyama Graduate School of Public Policy
8. College of Graduate Studies and Research
9. Vice-President Research
10. Provosts Committee on Integrated Planning

Appendix E: Specific Objectives of Environmental Scan

Appendix A – Global Food Security Institute Workshops

Global Food Security Institute Workshop Attendees

1. April 5, 2011

College of Nursing	Phil Wood
College of Engineering	Ernie Barber, Venkatesh Meda, Ajay Dalai
College of Arts and Science	Darrell McLaughlin, Scott Bell, Michael Gertler, Chris Todd, Harley Dickinson
College of Law	Martin Phillipson
College of Pharmacy & Nutrition	Susan Whiting, Carol Henry
College of Medicine	Rachel Engler-Stringer
Western College of Veterinary Medicine	Doug Freeman, Sarah Parker
Vaccine & Infectious Disease Organization (VIDO)	Volker Gerdt
College of Agriculture & Bioresources	William Kerr, Daniel Pennock, Jill Hobbs, Steven Siciliano, Mary Buhr, Martin Reaney, John McKinnon, Graham Scoles, Nicholas Low, Brian Rossnagel, Bernard Laarveld,
College of Education	Bob Regnier
University Library	Frank Winter, Jill Crawley-Low
University Advancement	Gail Shivak
President's Office	Peggy Schmeiser
Canadian Light Source	Jeff Cutler, Royal Hinthier
Johnson-Shoyama Graduate School of Public Policy	Murray Fulton, Peter Phillips
Office of Vice-President Research	Jim Thornhill, Tom Wishart, Karen Chad, Susan Blum, Jim Basinger
Genome Prairie	Wilf Keller

2. June 20, 2011

Internal Attendees

College of Arts and Science	Brij Verma, Ulrich Teucher, Roger Herman, Harley Dickinson, Hassan Vatanparast, Hongming Cheng, Joel Bruneau
College of Agriculture and Bioresources	Bryan Harvey, Cami Ryan, Nicholas Low, Jill Hobbs, Red Williams, Martin Reaney, Mary Buhr
College of Pharmacy and Nutrition	Carol Henry, David Hill, Gordon Zello
College of Engineering	Ernie Barber, Phani Adapa, Lope Tabil
College of Nursing	Fiona Haynes
University Library	Frank Winter, Jill Crawley-Low
Office of the Vice-President Research	Jim Basinger, Karen Chad, Pat Perry, Glen Schuler, Kathryn Warden, Laura Zink, Laurel O'Connor, Le Li, Sara Mueller
College of Education	Gail Shivak
University Advancement	Gregg Adams, Karen Mosier
Western College of Veterinary Medicine	Lori Ebbesen
College of Kinesiology	

**Toxicology Centre
Johnson-Shoyama Graduate School of Public
Policy**

Mark Wickstrom
Murray Fulton

External Attendees

**A.N Scholz & Associates Inc.
Prairie Plant Systems Inc.
Consultant
POS BioSciences
Innovation Saskatchewan
Western Economic Diversification Canada
NRC-PBI
Sask Pulse Growers
Novozymes Biologicals Ltd.
Saskatchewan Research Council
Enterprise Saskatchewan
Ministry of Advanced Education**

Al Scholz
Brent Zettl
Dale Botting
Dale Kelly
David Katz
Doug Zolinsky
Jerome Konecsni
Garth Patterson
Michael Frodyma
Phillip Stephan
Ron Kehrig
Reg Urbanowski

Appendix B - Global Food Security Institute Steering Committee

Name	Title	Institution
Karen Chad	Vice-President Research	University of Saskatchewan
Jim Basinger	Associate Vice-President Research	University of Saskatchewan
Jerome Konecsni	Director General	NRC Plant Biotechnology Institute (NRC-PBI)
Sue Abrams	Director General (Acting)	NRC Plant Biotechnology Institute (NRC-PBI)
Ernest Barber	Dean (Acting), College of Engineering	University of Saskatchewan
Douglas Freeman	Dean, Western College of Veterinary Medicine	University of Saskatchewan
Peter Phillips	Professor of Public Policy Johnson Shoyama Graduate School of Public Policy	University of Saskatchewan
Murray Fulton	Professor, and Associate member Department of Bioresource policy Johnson Shoyama Graduate School of Public Policy	University of Saskatchewan
Peggy Schmeiser	Director of Government Relations, President's Office	University of Saskatchewan
Kathryn Warden	Director, Research Communications Office	University of Saskatchewan
Wilf Keller	President and CEO	Genome Prairie Canada
Laura Zink	Special Projects and Operations Specialist	University of Saskatchewan
Robert Tyler	Professor, Department of Food and Bioproducts Science College of Agriculture and Bioresources	University of Saskatchewan
David Katz	Acting Director	Innovation Saskatchewan

Appendix C: Consultation Forms

Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with the Information Technology Services Division. Contact the Office of the Director of ITS (phone 4810) for assistance.

Costs for the components should be estimated in conjunction with ITS. Funding sources should be included.

1. Centre Identification: [Global Food Security Institute \(GFSI\)](#)

Sponsoring Unit: [Office of the Vice President Research](#)

2. Network Requirements

- 2.1 If you need new network connections or new wireless access, please list locations for these.

[Assumed that the space arranged for the Center office will include standard network connections which will be adequate. Any new network connections required to house the GFSI will be included in any renovation planning and costing](#)

- 2.2 Please describe any special network requirements that the centre will have. These would include high bandwidth for high speed data transfers; low latency for video conferencing, media streaming, etc.; high reliability for remote database connections; or similar.

[Standard videoconferencing is expected to be utilized, but is within the capability of normal network connections.](#)

- 2.3 Will centre employees be required to access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be acquired?

[While the researchers will likely require remote access, there are no new resources that currently need to be allocated on the University side.](#)

- 2.4 Will the centre have holdings that require networking beyond the current campus network? (E.g. new buildings)

[Connectivity to alternate locations would need to be specifically arranged.](#)

- 2.5 Are there any special telephone needs? (E.g. multiple line telephones.)

[No special requirements.](#)

3. Software Requirements

Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, etc.) Consider ongoing support and upgrading.

The GFSI is proposing a small office and will acquire software at its own expense. No major database, graphics or other programs are expected for the office.

4. Data Requirements

Will the centre being producing or analysing data that have special requirements, such as privacy or other enhanced security; large data storage; data retention beyond the mandatory 5 years? What are the mechanisms for data backups? What plans are required for data management?

There are no special requirements expected for the Centre's office.

5. Service Requirements

What services are required by the centre? Examples include Staff/student training services; desktop support; web development and hosting; email beyond the campus exchange service; database design, development and management; high performance computing or storage services like WestGrid or Cloud resources?

There are no special requirements expected for the Centre's office.

6. Hardware Requirements

What specialised IT hardware is required by the Centre? This could include high performance servers, graphics intensive workstations for visualisation, equipment for data acquisition and equipment control, large disk servers, rapid prototype devices. Include initial purchase and ongoing support and upgrades in your consideration.

There are no special requirements expected for the Centre's office.

7. Staff IT Support & Personnel

Will the Centre require internal I.T. staff, and for what tasks? Will the Centre use ITS Desktop Support, and for which tasks?

IT support will include normal office setup and ongoing desktop support for the office staff. This could be provided through ITS Desktop Services under contract to the Office of the Vice-President Research.

8. Impact on Institutional Systems

Are there any changes to institutional I.T. systems (student/course information, financial, human resources, and similar institution wide systems) necessary to support the proposed program? An example of where this may occur is if the Centre has a partnership with an external organisation. Provide an estimate of the cost of systems modifications.

The GFSI is not expected to have a direct impact to the university's main institutional systems – financial, human resources, student systems, etc.

9. Modifications

If the centre needs to have renovations to accommodate computing, please indicate these on the FMD form.

10. Comments

Please list any other factors that may affect the Centre's ICT requirements.

This initial review covers the known demands of the GFSI. There will be future initiatives by the Centre that could require videoconferencing, collaboration technologies, computing resources, discipline specific software or special data considerations. Before the researchers are engaged and before the specific initiatives are designed, it is impossible to articulate the IT requirements. As the Centre's initiatives are defined, ITS will work with the Centre to identify ways to fund and provide the necessary IT.

Initially, for the Centre core office, located in space previously occupied by UofS personnel, network and other common IT support needs can be met with available IT services.

Centre Representative

I.T.S. Representative

Date

February 7, 2012

Name

Keith Jeffrey

Signature

**Evaluation of the University Library's Collection
in Support of the U of S Global Food Security Institute**

This assessment was conducted on the basis of the information about the Global Food Security Institute provided in the Concept Paper published on May 27th 2011, as well as a few general publications discussing the scope of the discipline. The assessment includes an overview of the major resources known to be part of any collection supporting the discipline broadly. More information about the involvement of different groups of researchers and their use of information sources will allow to conduct a more focused analysis and if necessary – to strengthen the support of research provided by library.

1. Introduction

Several detailed evaluations of collections and services supporting academic programs offered by the College of Agriculture and Bioresources were conducted in course of the last 12 years. Two major evaluations were completed in conjunction with the Systematic Program Review in 1999 and with the Review of Graduate Programs in the Agricultural Sciences in the fall of 2010. A report on information resources in the area of Food and Bioproducts was submitted in November of 2011 in response to a request to assess library support of Signature Areas of Research at the University of Saskatchewan.

Collection evaluations were also conducted for a number of related subject areas and units at the University of Saskatchewan including the School of Environment and Sustainability. According to the results of all earlier evaluations the collection of library materials in areas related to food security adequately supports the research needs of information users of any level.

Library support of research is focused on three broad areas: providing access to information resources through locally developed collections and a document delivery service, user education and reference.

2. Collections

Collections include materials in all formats, although the emphasis is made on the acquisition of materials in the electronic format. A significant factor shaping the development of collections of electronic materials in the last decade was collaborative acquisition of large collections done by a number of universities through university library consortia. The major ones included the National Site Licensing Project and the Canadian Research Knowledge Network. As a result – the collection of periodical literature is now very comprehensive and almost completely electronic. The collection of monographs is mostly printed, although the component of electronic books is rapidly growing. Collections are systematically evaluated and the print collection is subject to weeding to ensure its functionality and easy accessibility.

It is important to mention that access to resources in all formats is supported by the state of the art computer environment. The Library uses one of the most advanced Integrated Library System (INNOPAC), linking software (SFX) that enables access to full-text of documents through their records in the library catalogue and journal articles databases, a Discovery Lawyer type of software (Primo) that allows searching across various databases, and software needed for the management of bibliographic records (RefWorks). Access to a full range of resources and software is available locally through the Learning Commons machines at any library facility, and remotely through an authentication system. The use of technology is supported by the Information Technology Help Desk located in the Main Library and available over the phone and web.

2.1. Reference Tools:

A broad range of reference tools such as handbooks, dictionaries, encyclopedias and indexing and abstracting services is available at the University Library. Most of these resources are acquired in the electronic format as part of larger collections through library consortia together with other university libraries in Canada.

In spite of the availability of free Internet search engines such as Google Scholar, Scirus and some others, indexes produced by professional organizations remain major information retrieval tools used by researchers. The exceptional breadth of the discipline determines the need to maintain subscriptions to a broad range of electronic indexing services. The availability of the following indexes to journal articles (journal article databases) is of primary importance to any collection supporting research in areas related to food security.

FSTA Direct (Food Science and Technology Abstracts): The only journal article database specialized in the field of food science, food technology and food-related human nutrition literature. Indexes over 4600 serial publications published in up to 40 languages. Goes back to 1969.

CAB Abstracts: Covers literature in all areas of the agricultural sciences, including food science. Includes entries from journals, books, conference proceedings, reports, and patents, and literature from over 140 countries in more than 40 languages. Starting with 1910.

Agricola: A bibliographic database of resources in the U.S. National Agricultural Library (NAL) and cooperating institutions. Covers literature in all areas of agriculture including food science. Includes records of journal articles, monographs, theses, patents, software, audio-visual materials, and technical reports. Available since 1970, AGRICOLA serves as a document locator and bibliographic access and control system for the National Agricultural Library (NAL) collection, but since 1984 the database has also included some records produced by cooperating institutions for documents not held by NAL.

SciFinder Scholar: A major information retrieval tool for all areas of chemistry including food chemistry. Includes Chemical Abstracts (literature in chemistry, and numerous patents), CASRegistry (Substances database), CASReact (Organic chemical reactions) and CHEMCATS (Commercial chemical information).

BIOSIS Citation Index

This new databases is an enhanced version of BIOSIS Previews previously available at the University of Saskatchewan. It contains exactly the same content and indexing features and additionally – includes citation linking.

Microbiology Collection: The only journal indexing and abstracting service specialized in microbiology. Includes tree sections: Algology, Mycology and Protozoology Abstracts. Goes back to 1982.

Medline: The major information retrieval tool in all areas of the medical sciences, including veterinary medicine and nutrition. The University of Saskatchewan provides access to a licensed version of Medline. A free version is available through the website of the National Library of Medicine and is known as PubMed.

GeoRef and GeoRef in Process: Index and abstract database covering geoscience journal articles, books, maps, conference papers, reports and theses. Include a pre-publication database. Coverage: 1693 - present for North America and 1933 - present for world literature.

GeoBase: A bibliographic abstract and indexing database covering all areas of geography, ecology, geology and geomechanics. It indexes 2,000 journals from 1973 onwards

Web of Science: A major multidisciplinary indexing service that includes records of articles from the most reputable scholarly journals in all subject areas. Contains citation linking going back to the late 1940s.

Scopus: The largest multidisciplinary database that covers all subject areas and includes materials in all formats including academic websites. Contains citation linking. Coverage starts approximately with 1996. Retrospective indexing is not planned.

A full list of bibliographic tools relevant to the field of food security science can be found on the library web pages for Food and Bioproduct Science, Plant Science, Animal Science, as well as other related subject pages at <http://library.usask.ca/>. A comparison of the list of reference tools available at the University Library with the lists of reference tools available at other universities in North America shows an exceptional strength of the University Library in supporting information retrieval at any level of needs in the field of food science.

2.2. Books

Most of the monographs important to the area of food security are acquired with the library fund allocated for purchases in the agricultural sciences. Additional acquisitions are made with the biology, nutrition, chemistry and chemical engineering subject funds, funds allocated for some of the social sciences, as well as with the science discretionary fund. The science discretionary fund is usually used as a source of funding for highly interdisciplinary or most expensive publications. Funding available for the acquisition of monographs in the agricultural sciences and related areas are shown in Table 1:

Table 1. Funding for monograph acquisition in areas related to food and bioproducts

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Agriculture	\$24,858	\$19,887	\$27,000	\$27,000	\$29,624
Biology	\$27,127	\$25,472	\$32,807	\$32,807	\$32,807
Chemistry	\$28,883	\$23,106	\$28,883	\$29,960	\$29,960
Chemical Engineering	\$12,210	\$9,768	\$12,210	\$12,210	\$12,210
Environmental Sciences	\$10,088	\$7,271	\$10,088	\$9,088	\$9,088
Geography	\$15,019	\$12,015	\$17,019	\$15,019	\$15,019
Nutrition	\$4,198	\$4,784	\$5,980	\$6,269	\$6,269
Veterinary Medicine	\$46,456	\$37,165	\$46,456	\$46,456	\$46,456

In the course of the last several years a significant number of electronic versions of monographs in all disciplines were acquired as part of large electronic book collections with funds other than individual subject funds. This is a major new tendency in the acquisition of books that has a significant impact on the collections of materials in all disciplines and is of particular value for interdisciplinary areas such as food security. Some of the electronic book collections are published by one major publisher such as Springer, Oxford University Press, Cambridge University Press, Duke University Press and others. Others are acquired through vendors that aggregate publications of individual publishers and make them available on their platform. The largest ones are NetLibrary, Ebrary and MyILibrary. Electronic books are very functional because of the 24x7 access to their full text from any location and added reading functions such as making notes on the margins, printing and saving limited parts of the text. Any book regardless to the format can be found in the University Library Catalogue.

Most of the printed materials related to the area of food security are housed in the Natural Sciences Library. Some may be found in the Health Sciences, Engineering, or Murray Libraries. Access to the full-text of any electronic book is available remotely through an authentication system.

Access to information about books published worldwide is available through the electronic version of Global Books in Print. Obviously, most of the publications included into the Global Books in Print are not available at the University Library. However publications that are considered important by faculty can be either recommended for acquisition, or requested as an interlibrary loan at no charge.

The collection of books owned by the University of Saskatchewan combined with interlibrary loan service adequately supports the needs of researchers in the field on food security. Information needs of researchers will be closely monitored in the course of the coming years and a request for more funding and additional acquisitions of library materials will be made if necessary.

2.3 Periodicals

Periodicals are recognized as the most important component of research library collections in the science areas. An earlier collection evaluations conducted in conjunction with the Review of Graduate Programs in the fall of 2010 and with the Signature Areas of Research in November of 2011 have proven the exceptional strength of the University of Saskatchewan collection of journals in areas related to food security.

The development of the collection of periodical literature at the University of Saskatchewan reflects the significant changes in the production and commercial distribution of serials that occurred in the course of the last decade. In spite of numerous concerns expressed in the course of these changes by scientists and librarians, they resulted in a significant growth of the number of journals available at research university libraries. Three aspects of these changes that were most important to libraries, included the complete transition to the electronic format, an entirely new subscription model that replaced access to individual journals with subscriptions to entire journal collections of various size and content, and the open access movement that led to the creation of journals freely available on the Internet.

The most important outcome of the rapid proliferation of electronic publishing for libraries was the need to provide adequate technological support for online journals and to eliminate the duplication of the print and electronic format in the subscription to the same titles. The policy of most of the university libraries, including the University Library was to cancel the print versions of journals available electronically. Exceptions are made for some of the highly ranked titles.

The replacement of individual journal subscriptions by licensing of entire journal collections occurs in two forms. Most of the collections are licensed directly from publishers who create online collections of their own publications and offer them to libraries as a package. The major acquisitions of this type that were made in the last several years include Science Direct (Elsevier), Springer Link Journals, Wiley Online Library, Oxford University Press Journals, Annual Reviews and others. Another venue for journal acquisition is offered by vendors who aggregate journals published by various publishers into packages and enable access to these collections through their platform. Examples of a major aggregator hosting e-journals coming out of various sources are HighWire Press and JSTOR. Most of these large journal collections were acquired by the University Library through library consortia together with other university libraries in Canada.

One of the most widely used approaches to the assessment of the collection of periodicals supporting research is based on the local availability of the most highly ranked journals listed by the Journal Citation Reports. A comparison of the top 20 journal titles listed by JCR under the category "Food Sciences and Technology" with local holdings showed that all of the listed journals were currently available at the University Library.

Table 2: Availability of Journals Listed in Journal Citation Reports under the category “Food Science and Technology” at the U of S Library Collection

Abbreviated Journal Title	ISSN	Impact factor
1. MOL NUTR FOOD RES	1613-4125	4.356
2. TRENDS FOOD SCI TECH	0924-2244	4.051
3. CRIT REV FOOD SCI	1040-8398	3.725
4. FOOD MICROBIOL	0740-0020	3.216
5. FOOD HYDROCOLLOID	0268-005X	3.196
6. FOOD CHEM	0308-8146	3.146
7. CHEM SENSES	0379-864X	3.031
8. INT J FOOD MICROBIOL	0168-1605	3.011
9. J CEREAL SCI	0733-5210	2.49
10. J AGR FOOD CHEM	0021-8561	2.469
11. FOOD CONTROL	0956-7135	2.463
11. J DAIRY SCI	0022-0302	2.463
13. J FOOD COMPOS ANAL	0889-1575	2.423
14. FOOD RES INT	0963-9969	2.414
15. INT DAIRY J	0958-6946	2.409
16. BIOTECHNOL PROGR	8756-7938	2.398
17. J FOOD ENG	0260-8774	2.313
18. POSTHARVEST BIOL TEC	0925-5214	2.311
19. FOOD BIOPROCESS TECH	1935-5130	2.238
20. INNOV FOOD SCI EMERG	1466-8564	2.174

A similar analysis conducted for several related areas – Applied Microbiology and Biotechnology, Plant Science, Animal and Dairy Science, Soil Science and Agricultural Economics showed a 100% availability of all of the top ranked journals.

The collection of journals at the University of Saskatchewan undoubtedly meets the needs of food scientists of any level.

2.4 Theses and Dissertations

The University of Saskatchewan provides access to the all of the major Dissertation Databases. They include:

- *ProQuest Dissertations & Theses* : Index and full text database of doctoral dissertations and selected masters theses from North American and European Universities with full-text available from 1997.
- *Index to Theses* A comprehensive listing of theses with abstracts accepted for higher degrees by universities in Great Britain and Ireland since 1716
- *Theses Canada Portal* A comprehensive database of Canadian theses and dissertations compiled by the Library and Archives Canada and other partner University libraries
- *University of Saskatchewan Electronic Theses & Dissertations* 1914 – present. A complete collection of University of Saskatchewan theses beginning with 2007 and a selection of theses from 1914 - 2007. The full text is available in PDF format.

2.5 Government Information, Data and GIS

The University Library provides coverage of government information at the International, Regional, National and Provincial levels. Access to International publications is provided through access to the UN and FAO databases. Literature produced by such UN groups as UNCTAD and the African Development Bank are primarily openly accessible. For more detailed coverage the Library will consider subscribing to the AccessUN database. The Library has licenses for World Bank ebooks and SourceOECD, which includes the OECD statistics datasets. The World Bank's statistical datasets are all openly accessible.

Regionally, the University Library is a partial EU depository and a depository for the Asian Development Bank. As a full Canadian Federal Depository the Library provides access to the publications of the Government of Saskatchewan.

Data sources are comprised primarily of Statistics Canada public user data files available under the Data Liberation Initiative (DLI) program, and files from the Inter-University Consortium for Political and Social Research (ICPSR). Financial datasets including CRSP, COMPUSTAT, FP and TSE/Western have also been acquired. Other data files include FAO and OECD data sets, and DMTI geospatial data. Government produced data files are catalogued and listed in the catalogue. Licensed software includes ArcGIS (complete suite), Geopoint and GeoSuite.

3. Services

User education is one of the services traditionally provided by the University of Saskatchewan Librarians to various groups of patrons including new faculty, researchers with other status and research assistants. Training is offered a form of individual sessions, presentations at seminars, or specially organized classroom training sessions. Online training sessions can be provided with the help of online conferencing software upon request to users unable to attend a session offered on site.

Online guidance supporting independent use of information resources is provided through subject pages and LibGuides. Subject pages with lists of different types of resources pertinent to the discipline are available through the Library web site for every discipline. LibGuides for some disciplines are already available. More will be developed in the future.

Reference assistance is provided by the University Library through desk reference available in every branch location and via virtual online "Ask Us" service. Specialized reference is offered by respective subject librarians. Data and GIS Services at the University Library provide research support and training in the area of data retrieval and management.

InterLibrary Service enables library clients to request materials not owned by the University of Saskatchewan Library at no charge. The service depends on borrowing and lending agreements between the University of Saskatchewan Library and other libraries. Most of the items unavailable locally can be obtained at no charge for the University of Saskatchewan faculty.

Report written by:

Yelena Pancheshnikov, Ph.D

Liaison Librarian: College of Agriculture and Bioresources, School of Environment and Sustainability, Departments of Geography & Biology

Frank Winter

Liaison Librarian: Government Publications, School of Public Policy, Office of the Vice-President, Research

Date:

University Library, Dean's Signature:



Physical Resource Requirements for New Centre (Space, Renovations and Equipment)

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the Division of Facilities Management. Contact the Manager, Space Administration (phone 4878) for assistance.

Name of centre: Global Food Security Institute

Sponsoring Dept./College: Office of the Vice-President Research

1. SPACE/RENOVATIONS

- 1.1 Does the centre require space resources in addition to the college/department's present space allocation? No (skip to question 1.3) Yes (describe below)

Type of Space	Amount	Occupants	Area or capacity	Special requirements (fume hoods, cold rooms, A/C, etc.)
---------------	--------	-----------	------------------	---

Some examples of types of space are: office (faculty, staff, graduate student), laboratory (teaching, research), workshop, studio, rehearsal room, field plot, animal facilities, etc.

- 1.2 Is the college/department aware of space outside of its resources which could accommodate these needs?
 No Yes: Describe:

- 1.3 Does the new/revised program require renovations to the college/department's current space?
 No (skip to section 2) Yes (describe below)

General description of renovations

Room #(s) Present Use Proposed Use (incl. special installations, e.g. fume hoods)

- 1.4 Has a Project Request form been submitted to Facilities Management for any of the above additions or renovations?
 No Yes: Please attach a copy of the form.

- 1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?
 No Yes: Provide timeframe and costs for each stage:

2. EQUIPMENT

2.1 Does the centre program require additional equipment or upgrades to current equipment?
 No Yes (describe below) Please see enclosed discussion.

Equipment required (including special requirements*)

Quantity	Estimated required	Estimated unit cost	Total Cost
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* Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3. FUNDING

3.1 Are college/departmental funds available for the required new space, renovations, or equipment?

Initial costs: No Yes

Ongoing operating/maintenance costs: No Yes

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

Initial costs: No Yes

Ongoing operating/maintenance costs: No Yes

If yes, provide details, including any special conditions:

3.3 Will there be a request to the Budget Committee for capital funds to accommodate the program?

No Yes

4. ADDITIONAL COMMENTS

If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.

Please see enclosed

Date: MARCH 19, 2012

A.W. Wall
Facilities Management

[Signature]
Faculty member (for the sponsoring college/dept)

[Signature]
INSTITUTIONAL PLANNING
AND ASSESSMENT

Preliminary Space Assessment

A. Core Office Needs

1. Needs

Office – Director	14.86
Office - Executive Assistant	11.15
Total	26.01 net assignable square metres

2. Interim Accommodation

The U of S will secure interim space for the administrative offices until such time that the Institute becomes fully operational.

Innovation Place

- The University currently leases space at Innovation Place for a variety of needs. With the completion of the D Wing and E Wing of the Health Sciences project over the next 2 years, there will be a reduced need for space by the University at Innovation Place.
- The University will assess whether the vacated space is suitable and available at the appropriate time for the Global Food Security Institute.
- Other space options at Innovation place will also be explored.
- The Global Food Security Institute will be responsible for all capital and operating/occupancy costs associated with their space allocation
- Note: Space occupancy costs for leased space will be based on a rentable area calculation which is typically 30% more than the net area noted above.

3. Future Allocation

Natural Resources Complex

- The University is currently in the planning stages for the creation of a new Natural Resources Complex. A component of the project will include a College of Engineering expansion and enhancement which will include an undergraduate learning complex and an interdisciplinary research facility
- The project envisions being a core hub with shared space for close connectivity for all of the major new Institutes – in Water, Mineral Innovation, Global Food Security and the administrative and coordinating parts of Nuclear Studies

B. Faculty/Research Space

1. Needs

Offices - Faculty (5 @ 12.08)	60.40
Offices - Graduate Students (5 @ 4.65)	23.25
Offices - PDFs (4 @ 12.08)	48.32
Total Office Space	131.97

Research Laboratory (5 faculty and 4 PDFs @ 35) **315.00**

- Space calculation is based on a space standard used for the College of Agriculture and Bioresources

Total **446.97 net assignable square metres**

2. Space Allocation

- The model currently being assessed for the provision of office and research space for faculty, graduate students, PDFs, and associated research activities and facilities is based on the premise that:
 - each of the 5 faculty will be physically located within the college of their academic appointment
 - all graduate students, PDFs, research assistants and technical staff will be co-located with faculty
 - the respective colleges will be responsible to provide the required office, research, and support space
 - colleges will work with the Office of the Vice-President (Research), Institutional Planning and Assessment, and Facilities Management to determine the space required, identify space available, along with associated renovations and upgrades, and equipment acquisition, if necessary
- Should there be a desire to co-locate the research activities, new space will need to be developed
- The space standard for the identification of research space is being used only as a macro indicator of the potential amount of research laboratory space that would be required. A more refined assessment will be undertaken once the area of research has been determined.

Appendix D: Letters of Support



UNIVERSITY OF
SASKATCHEWAN

College of Agriculture
and Bioresources

Office of the Dean

51 Campus Drive Saskatoon SK S7N 5A8 Canada

Telephone: (306) 966-4056 Facsimile: (306) 966-8894

Email: agbio.reception@usask.ca Web: www.agbio.usask.ca

April 2, 2012

To: Sub-Committee for the Establishment of Centres
Planning and Priorities Committee
University of Saskatchewan

Re: Global Food Security Institute:

The College of Agriculture and Bioresources is highly supportive of the concept of the University creating a Type B Centre that would focus on specific aspects of global food security. The College was proud to host Dr. Bob Thompson in spring 2011 as a featured speaker in our Rekunyk Lecture series and as a leader in the first campus workshop on Food Security in spring of 2011, cooperating with the Office of the Vice-President (Research) in these endeavours. The College further demonstrated its support and commitment in its Integrated Plan for 2012-16, where we not only articulate the College's determination to integrate aspects of food security in our activities in each of the four areas of focus (Knowledge Creation; Novel Programming; Aboriginal Engagement; Community) but we also identified a separate priority area for the College in Food Security. In that College priority, we clearly stated that the College views food security as a high priority area that the College will address within its own resources, and that the College is fully prepared and eager to be significantly engaged in any broader university-wide efforts in food security.

As Dean of the College, I have been deeply involved in the evolution of the conceptualisation of the Institute. I am supportive of the overall model as expressed in the November 20, 2011, document that includes a thorough description of the proposed centre, its governance and its budget. That document arose after enormous consultation, debate, compromise, determination and inspiration. It captures the essence of a Centre that would be a credit to the University through its service to our province, country and our world.

The College of Agriculture and Bioresources enthusiastically supports the proposed Global Food Security Institute as a Type 'B' Centre of the University of Saskatchewan. To that end, the College is willing to support the University's efforts in establishing a Food Security Institute by providing \$20,000 worth of combined finances and leadership.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary M Buhr".

Mary M Buhr, PhD
Dean and Professor

MMB/

9 Campus Drive
Saskatoon SK, S7N 5A5
Telephone: (306) 966-4232
Facsimile: (306) 966-8839

Dr. Karen Chad
Vice-President Research, University of Saskatchewan

April 2, 2012

Dear Dr. Chad,

The College of Arts & Science is pleased to support the establishment of the Global Food Security Institute. The proposed Institute will provide an exciting opportunity for both the College and the University to develop our research and training expertise in the areas of leadership, innovation in science and policy and global food security.

The proposed Global Food Security Institute will also promote the development and showcasing of current College and University research strengths and synergies. It will provide a vehicle for enhancing research activity and developing new and enhancing current academic programming in areas of uncontested importance in the Canadian health, politics and scientific environment.

College researchers are actively engaged in, and often lead the field in, issues related to natural resource development for sustainable food production, accelerating the rate and acceptance of technological change, and delivering new efficiencies in food distribution. This Institute would be unique in that it will offer an interdisciplinary focus, thus affording College, University, external, and partner researchers the potential for creative and new collaboration. In essence, this Centre would offer an exceptional opportunity for all three of our College Divisions – Science, Social Science, and Humanities and Fine Arts – to collaborate and learn alongside like minds and pre-eminent researchers. Accordingly, the College of Arts & Science will provide for a contribution up to \$20,000 of direct or in-kind support to facilitate the creation of the Institute.

The College of Arts and Science holds that interdisciplinary scholarship and research carry a number of very important benefits: collaborating teams have the opportunity to address questions in different and provocative ways. Interdisciplinary training prepares a new generation of researchers for a rapidly expanding collaborative research agenda, and researchers and their trainees are better prepared and positioned to compete for a growing number of interdisciplinary research funding opportunities.

In summary, the College of Arts and Science fully supports the proposed Institute and considers it very much in line with the spirit of necessary and interdisciplinary food security research and knowledge exchange.

Yours sincerely,



Peter Stoicheff
Professor and Dean
PS/awd



EDWARDS
SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

PotashCorp Centre
25 Campus Drive
University of Saskatchewan
Saskatoon SK S7N 5A7
Ph: 966-4786 Fax: 966-5408

March 19, 2012

Dr. Karen Chad
Vice President, Research
201 College Building
107 Administration Place
University of Saskatchewan
Saskatoon, Saskatchewan, S7N 5A2

Dear Dr. Chad:

I am writing in support of the Global Food Security Institute. This Type-B Centre will be of immense benefit to the Province and to the positioning of the University of Saskatchewan as an academic institution that makes a demonstrable international difference. The benefits of research, teaching, and innovation are immense.

I am pleased to commit the Edwards School of Business to a contribution of up to \$20,000 of direct or in-kind support. As the Institute develops, I believe it is important to include the Edwards School of Business, as there will be need for the expertise of our faculty members in commercialization, business planning, and international outreach. A Global Food Security Institute is an excellent concept, and the Edwards School of Business is willing to be a partner and contributor to its launch.

Yours very truly,

Daphne Taras, PhD
Dean and Professor
Edwards School of Business



UNIVERSITY OF
SASKATCHEWAN

College of
Pharmacy and Nutrition

Dr. David S. Hill, Dean

110 Science Place, Saskatoon SK
S7N 5C9 Canada
Telephone: (306) 966-6328
Facsimile: (306) 966-6377
E-mail: David.Hill@usask.ca
<http://www.usask.ca/pharmacy-nutrition/>

12 March 2012

Dr. Karen Chad
Vice-President, Research
University of Saskatchewan
Saskatoon, SK

Dear Dr. Chad:

Thank you for the invitation to review the most recent draft of a proposal to create a Global Food Security Institute at the University of Saskatchewan. The university brings legitimate credentials to a problem of immense importance and would likely be one of only a handful of institutions in the world to have the depth and diversity of interdisciplinary, professional and core expertise across the sciences to produce truly high quality research and policy guidance for national governments, voluntary and international aid organizations, the corporate sector, and the scientific community.

The goal, vision and principles defined for the Institute are ambitious but clearly establish a commitment by the university to develop the capacity to address food security issues and challenges at a level that will effectively inform the debate and action. The Institute proposal outlines a number of impact areas that will form a comprehensive base for research, innovation and policy development including natural resource development and food production, accelerating technological change to improve agricultural yields, and new efficiencies in food processing, distribution and consumption.

The College of Pharmacy and Nutrition subscribes to the WHO definition of food security, "...all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". Therefore, I am pleased to see that the Institute sees a strong alignment of basic nutrition, human health and development, consumption, quality and safety within the context of food security.

I support the designation of this Institute as a Type B centre. It will clearly have a mission that is interdisciplinary and will engage in research and academic activities for the university beyond one college or discipline. The proposed governance structure, probable stakeholder and partnership collaborations, lead funding sponsors, advisory committees, and faculty and executive leadership will help to establish the tight internal and external relationships that will be necessary in order for the Institute to succeed in its mission.

In summary, I am very pleased to confirm my strong interest in, and support for the proposed University of Saskatchewan Global Food Security Institute and look forward to working with your office and the steering committee to assist in its further planning and eventual approval through the various university, government and external processes. In this regard, the College of Pharmacy and Nutrition is prepared to contribute up to \$20,000 direct or in-kind support to facilitate the creation of the Institute.

Yours sincerely

A handwritten signature in cursive script that reads "David S. Hill".

David S. Hill, Ed.D., FCSHP
Professor and Dean

April 2, 2012

Vice President Karen Chad
Office of Vice President – Research
University of Saskatchewan

Dear Karen:

This letter is a firm endorsement of the Global Food Security Institute. This Institute is timely and addresses areas of critical importance to Saskatchewan, the nation and beyond. The U of S is uniquely situated to make important contributions to global food safety and security, and the Institute will provide the necessary framework. The U of S is also well equipped to address the goals of the Institute, and we can expect to attract world-class scientists and leaders to partner with and enhance our current areas of strength.

I strongly support the development of the Global Food Security Institute. The college will commit up to \$20,000 of direct or in-kind support for its establishment. The WCVM will certainly engage with the Institute and contribute to its success.

Sincerely,



Douglas A. Freeman DVM, PhD
Dean



Office of the Dean, College of Engineering
University of Saskatchewan, 57 Campus Drive
Saskatoon SK S7N 5A9 CANADA
Phone: (306) 966-5548, Fax: (306) 966-5205

Vice-President, Research
201 College Building
107 Administration Place
Saskatoon, SK S7N 5A2

February 24, 2012

Dear Karen:

I wholeheartedly endorse the proposal to create the Global Food Security Institute at the University of Saskatchewan.

As noted in the concept paper, our university has a tremendous breadth of expertise related to the science, policy and business of agriculture. The appointment of additional world-class scientists will bring enhanced leadership to our cluster and add value to our research, teaching and outreach. This institute will shine a light on the role temperate-climate agriculture plays in global food security and will enable our university and our province to contribute even more to a growing world-wide focus on food security.

It seems entirely appropriate that the institute should be created as a Type-B centre at the University of Saskatchewan. I expect the institute's mandate will be shaped and fine-tuned when the executive director is recruited and the role for specific professions and disciplines will become more evident at that time. In the meantime, please accept my commitment that the College of Engineering will engage in whatever way that is appropriate for the success of the institute. The college will contribute up to \$20,000 of direct or in-kind support to facilitate the creation of the Institute.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Barber".

Ernest M. Barber, P.Ag., P.Eng.
Dean, College of Engineering

University of Saskatchewan campus
101 Diefenbaker Place
Saskatoon, SK S7N 5B8 Canada

February 28, 2012

Dr. Karen Chad
Vice-President Research
University of Saskatchewan

Dear Karen:

Thank you for the opportunity to provide a letter of support for the Global Food Security Institute at the University of Saskatchewan. On behalf of the Johnson-Shoyama Graduate School of Public Policy, I would like to offer the school's support for this initiative.

The emergence of the Global Food Security Institute proposal is very timely. Food security is emerging as a critical public policy issue around the world. While the University of Saskatchewan, and the province of Saskatchewan more generally, has considerable strengths in the agricultural area, our ability to be a significant player in the food security area requires a way of bringing a group of scholars – both at the University of Saskatchewan and elsewhere in the world – together to work on the key issues in an interdisciplinary fashion. The Global Food Security Institute represents a way of accomplishing this objective. In particular, the institute will bring individuals in both the policy and the science areas together to work on understanding natural resource development (particularly water and land use), to work on productivity growth in agriculture, and to discover new efficiencies in food distribution and consumption. These areas of focus are appropriate ones for the University of Saskatchewan, since they connect to significant areas of strength (e.g., Global Institute for Water Security and College of Agriculture and Bioresources). Moreover, the explicit linking of policy and science is critical – good policy requires good science, and good science can be implemented only if the policy environment permits.

In addition to our support in principle for the institute, the Johnson-Shoyama Graduate School is prepared to make a contribution of up to \$20,000, either directly or by way of in-kind support, to facilitate the creation of the institute.

The JSGS looks forward to working with the Global Food Security Institute and to participating actively in its activities.

Yours truly,



Michael Atkinson
Executive Director

MMA/alm

27 February 2012

Dr. Karen Chad
Vice-president (Research)
University of Saskatchewan

Dear Dr. Chad:

It is a pleasure to write a letter of support for the proposed Global Food Security Institute. The University of Saskatchewan has an exceptional history of education and research in agriculture and food production. This record of excellence reaches across a number of colleges and disciplines at our institution. Our research has had a transformative impact on the development of Saskatchewan and affected the lives of people around the world. It is both appropriate and timely that we harness our strengths to address the daunting challenge of global food security. Few institutions in the world are positioned to make a more significant contribution in this area.

Feeding a growing global population will require more highly trained specialists who can work with governments and communities to overcome the many challenges we face in producing and distributing food. The College of Graduate Studies and Research looks forward to the extraordinary opportunity for advanced training that the Institute will provide. The talent and facilities that we can bring to this initiative are truly exceptional and will allow us to create one of the most outstanding training centres for undergraduate and graduate students in the world.

I want to congratulate you and your colleagues for recognizing this opportunity and for developing such a thoughtful and articulate proposal for a Global Food Security Institute that has the potential to have a global impact on our future.

Sincerely,



Dr. Lawrence W. Martz
Dean, College of Graduate Studies and Research

March 16, 2012

Bob Tyler, Chair
Planning and Priorities Committee, University Council

Dear: Dr. Tyler

I am pleased to offer my full and enthusiastic endorsement of the proposal to establish the Global Food Security Institute as a Type B centre at the University of Saskatchewan.

Over the last year, I have had the great pleasure of working closely with colleagues both at the University of Saskatchewan and at other academic, research, private sector and government organizations. These discussions have re-affirmed for me the tremendous work already being undertaken by members of our research community in the area of global food security, and the opportunities for increased U of S innovation and multi-disciplinary research.

The proposed Global Food Security Institute (GFSI) will provide the framework critical to facilitating new interdisciplinary research and training focused on optimizing research across crop value chains, and for forging new partnerships with other academic and research organizations, government and industry. Establishment of the GFSI supports a key commitment of the Third Integrated Plan - namely to develop the signature area *Agriculture: Food and Bioproducts for a Sustainable Future* and establish the U of S as an important contributor to the urgent challenge of feeding a hungry world. In doing so, we will also achieve high-profile recognition for our food security research and training, and will position the U of S among the most distinguished universities nationally and internationally in this area.

Over the next year and a half, I look forward to working with my colleagues in fully developing the potential of the Institute. To this end, I am committing \$20,000 in start-up funding for the Institute. Matched by a number of participating colleges, these funds will provide the interim funding to enable us to fully develop our thematic foci and to attract partners and funding to ensure the long term sustainability of this initiative.

In closing, I would like to re-iterate my profound belief that establishment of the Global Food Security Institute is an exciting opportunity for the University of Saskatchewan. Established through the vision and efforts of our faculty, the GFSI will build on our strengths (and emerging strengths) and provide a structure to forge innovative approaches in new areas of research. The U of S has the potential to emerge as one of the world leaders in food security through a unique focus on research focused on optimizing crop value chains to make the best use of natural resources and deliver the best nutrition-anchoring in wheat, pulses and adjacent prairie crops.

Sincerely,



Karen Chad
Vice-President Research

107 Administration Place
Saskatoon, SK S7N 5A2
Telephone: (306) 966-8489
Facsimile: (306) 966-4316

MEMO

TO: Bob Tyler, Chair, Planning and Priorities Committee, University Council

FROM: Brett Fairbairn, Provost and Vice-President Academic

CC: Karen Chad, Vice-President Research

SUBJECT: PCIP Letter of Support for the Global Food Security Institute

DATE: 15 March 2012

The Provost's Committee on Integrated Planning (PCIP) met on March 8, 2012 to consider the request for a letter of support for the establishment of the *Global Food Security Institute* as a type B centre at the University of Saskatchewan. After careful review of the proposal, PCIP concluded that the Institute is strategically aligned both with the Knowledge Creation/Innovation focus in the Third Integrated Plan and with one of our six signature areas (Agriculture: Food and Bioproducts for a Sustainable Future). PCIP noted that a type B centre is an appropriate designation for this Institute and the committee has confidence in the governance structure proposed. PCIP believes there are sufficient initial resources to get the Institute established, and that, if needed, its development can be reassessed, in light of progress on external partnerships.

PCIP is appreciative of the comprehensive proposal documentation presented and extends its thanks to the proponents for their work throughout the concept development.

Sincerely,



Brett Fairbairn
Provost and Vice-President Academic

Appendix E: Specific Objectives of Environmental Scan

1. Identify the top organizations in Canada and around the world that are taking a research leadership role in global food security.
 - i. Articulate the criteria for such identification
 - ii. Categorize the organizations
 - University
 - Research Organizations/Agencies
 - Government Departments/Agencies
 - Others as applicable

2. Provide the following information for each organization:
 - i. Title, location and website address
 - ii. Overall goal/vision/objectives
 - iii. Focus
 - iv. Partnerships
 - v. Organizational structure and budget (e.g. Operating budget, organizational structure, membership of advisory/steering/oversight committees/boards, number/type of research personnel)
 - vi. Metrics of success
 - vii. Outcomes and impact
 - viii. Life cycle of the organization (e.g. Visioning stage, start up, early development (3-5 yrs.), or well established)

3. Provide a critical (evidence-based if possible) assessment of the organization's impact or potential to have impact. In doing so, consider the following:
 - i. Identify: (a) the three or so potential partner organizations that will be most influential in helping to shape our institute; and (b) those organizations that we will need to keep on our radar screen for potential partnership in future.
 - ii. How does our proposed mandate, scope and focus align with these other organizations, (i.e. our distinctive contribution)?
 - iii. How could this organization be a particularly good partner with the UofS Global Food Security Institute to enhance its effectiveness? In addressing this, consider those organizations that can help leverage additional funds/resources, their knowledge of strategic programs that the Institute should be applying to, their ability to bring additional expertise to the institute, their assistance in helping to foster mutually beneficial networks/partnerships, etc.

4. Provide the names of current world leaders that would be suitable to recruit to lead such an innovative institute, using the Canada Excellence Research Chairs (CERC) model as a guide.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: April 19, 2012

SUBJECT: **Dissolution of the Department of Women's and Gender Studies**

DECISION REQUESTED:

It is recommended:

That Council approve the dissolution of the Department of Women's and Gender Studies, and authorize the Board of Governors to provide for the disestablishment of the Department, and

That Council's Bylaws be amended to reflect the dissolution of the Department.

PURPOSE:

The formal dissolution of the Department of Women's and Gender Studies will complete a process, initiated nearly two years ago, to enhance interdisciplinary teaching and scholarly work in the area of gender studies and to create new research synergies within the College of Arts and Science.

CONTEXT AND BACKGROUND:

The process to facilitate the College's goals with respect to the Department began in July, 2010, with the move of the undergraduate program in Women's and Gender Studies to the Interdisciplinary Centre for Culture and Creativity, and was followed by the relocation of the Department's faculty members to other departments in the Division of Humanities and Fine Arts. As the Department has been empty since July, 2011, its formal dissolution at this time will bring closure to the matter.

CONSULTATION:

If Council approves the motion to dissolve the Department, the proposal will be presented to Senate on April 21, 2012, with the request that Senate confirm Council's decision to authorize the dissolution of the Department. As required by the *University of Saskatchewan Act, 1995*, the decision will not be implemented until Senate either

confirms the decision or twelve months have passed from the end of the fiscal year in which the decision was made.

If the recommendation to dissolve the Department of Women's and Gender Studies is supported by Council, a request to authorize the dissolution of the Department will be considered by the Board of Governors at its meeting on May 8, 2012.

SUMMARY:

The Planning and Priorities Committee supports the dissolution of the Department of Women's and Gender Studies as an outcome of the College's desire to enhance its scholarly activity and programming in this area.

ATTACHMENTS:

1. Proposal for the dissolution of the Department of Women's and Gender Studies, and supporting documents

29 March 2012

Robert Tyler, Chair
Planning and Priorities Committee

Dear Professor Tyler:

Following is a request to bring forward for formal approval the dissolution of the Department of Women's and Gender Studies. Since this department has been empty since July 2011, the purpose of this request is to achieve closure. Since July 2010, the undergraduate program in Women's and Gender Studies has been housed in the Interdisciplinary Centre for Culture and Creativity. The faculty supporting this program are located in the Departments of Art and Art History, English, and History, and they are actively contributing to the activities of their new academic homes. As well, planning is underway for graduate offerings in WGST.

This request follows upon the approval of a motion to this effect at the Faculty Councils of the Division of Humanities and Fine Arts and of the College of Arts and Science (related documents attached). The divisional meeting took place on 25 January 2012, and the College met on the 27th of that month.

I would be most grateful if you could present this proposal to the Planning and Priorities Committee as early as 28 March or 4 April, so that it could be presented to Council in time for its April meeting, to go forward to the meeting that month of Senate and thence to the May meeting of the Board of Governors.

As you have advised, the proposal is organised under the following headings: Name of Department, Effective Date of Dissolution, Academic Rationale, Impacts on Undergraduate and Graduate Programs and Students, Impacts on Faculty and Other Personnel in the Department, Impacts on Other Academic Units, Consultation Undertaken and Letters of Support, and Financial and Other Non-human Resource Implications.

I look forward to having the opportunity to discuss this proposal with you and your colleagues on Planning and Priorities.

With my good wishes,

David J. Parkinson
Vice-Dean of Humanities and Fine Arts
College of Arts and Science

cc: Peter Stoicheff
Sandra Calver

Proposal for the Dissolution of a Department March 2012

Name of Department

Women's and Gender Studies

Effective Date of Dissolution

1 July 2012

Academic Rationale

Since 1 July 2010, the existing undergraduate program in Women's and Gender Studies (WGST) has been a freestanding program within the Interdisciplinary Centre for Culture and Creativity (ICCC), which itself is not a department but which houses interdisciplinary programs and research. Before this move, the program was too small to permit responsive ongoing review and development of the undergraduate program and to foster the creation of a graduate program. Sufficient time has now elapsed to show that the interdisciplinary values and activities of Women's and Gender Studies are well aligned with those of the ICCC. The opportunities have been expanded for faculty and students in other departments to participate in the research and courses of WGST.

With the personnel and functions of the Department of Women's and Gender Studies having been effectively exported since July 2010, and with these personnel and functions now acclimatised in their new locations, it remains to make official the dissolution of this Department.

Impacts on Undergraduate and Graduate Programs and Students

The WGST program is being administered through the Interdisciplinary Centre for Culture and Creativity. Enrolments are being maintained in the courses offered in this subject.

The WGST Program Coordinator, in consultation with the core WGST faculty members and the program's Planning and Advisory Committee, is responsible for the pedagogy, planning, scheduling, management, revision and administration of the WGST undergraduate program. The ICCC Director has the signing authority for grade approval.

The revisions to the WGST program that were accepted in Spring 2010 by University Council now function as the foundation for the program as it is maintained in the ICCC. Undergraduate students majoring in WGST have had and continue to have access to a highly regarded and successful opportunity for experiential learning, in WGST 335.3, *Representation, Embodiment and the City: New York*. They also take part in a well-articulated, celebratory capstone course, WGST 400.0, *Honours Colloquium*. Within the ICCC they are especially encouraged to take part in an important local opportunity for experiential learning, INCC 201.3, *Dynamics of Community Involvement*. They are in close contact with other programs in the ICCC, especially the undergraduate minor in Digital Culture and New Media and the MFA in Writing. Working in the context of the ICCC supports the strengths of the undergraduate program in WGST while also providing it with some valuably complementary curricular supports.

Within the ICCC, the administrative support is available to coordinate the planning of a new MA in WGST. Consultation toward the preparation of a proposal for this MA is well underway and involves contributing faculty from various departments in the Humanities and Fine Arts, from other units on campus, and from the University of Regina.

Impacts on Faculty and Other Personnel in the Department

Women's and Gender Studies moved into the ICCC as the outcome of extensive discussions with each of the departments and all the faculty members involved. Each WGST faculty member has since 1 July 2010 been associated with a department in the Humanities and Fine Arts. Each member of WGST has since June 2010 had a Memorandum of Understanding that outlines the assignment of duties and clarifies guidelines for merit, tenure and promotion. The ICCC Director regularly provides documentation to each of the core WGST faculty members' Department Head one month prior to deadlines for collegial processes.

At the time of the move, the departmental clerk retired from her position. Currently the Clerk and the Associate Director of the ICCC support the program in WGST.

Impacts on Other Academic Units

The relocation of faculty in other departments in the Division of Humanities and Fine Arts has intensified connections between WGST and the programs offered by those departments. Gender studies is an area of significant research productivity across the Division. Accordingly, the relocation has provided new opportunities for research collaboration.

Consultation Undertaken and Letters of Support

Letters of support are forthcoming from the Director of the ICCC the Coordinator of WGST. Letters are also forthcoming from the Heads of English and History. At the January meetings of the Divisional Faculty Council in Humanities and Fine Arts and of the College of Arts and Science, the motion was passed to "approve the dissolution of the Department of Women's and Gender Studies effective July 1, 2012."

Financial and Other Non-human Resource Implications

The operating fund for the WGST program is managed by the ICCC Director in consultation with the WGST Program Coordinator. This fund includes a non-salary budget. Offices are provided for each of the faculty in WGST. Arts 1008 serves as the WGST seminar room. Equipment for WGST is stored in Arts 1006.

Vice-Dean (Humanities and Fine Arts) Report to the Faculty Council
January 27, 2012

ITEM FOR APPROVAL

1. Dissolution of the Department of Women's and Gender Studies

(Proponent: David J. Parkinson)

MOTION: That Faculty Council approve of the dissolution of the Department of Women's and Gender Studies effective July 1, 2012.

Memoranda of Understanding were signed in June 2010 that provided for the resources, administration and governance of the program in Women's and Gender Studies within the the Interdisciplinary Centre for Culture and Creativity (ICCC). At the same time, Memoranda were signed with each of the faculty in the Department, placing them in other departments in the Division of Humanities and Fine Arts. The is now in its second year of operation in the ICCC. Sufficient experience and familiarity have been gained to make the dissolution timely of the empty Department of Women's and Gender Studies.

Rationale:

a. Since the undergraduate program in Women's and Gender Studies is highly interdisciplinary, housing this program in the ICCC makes good academic sense. The capacity of has thus been increased for faculty and students in other departments to participate in relevant research and programming.

b. Interest has long existed in developing a graduate program in Women's and Gender Studies. The ICCC is committed to support the development of a proposal for such a program.

c. With the personnel and functions of the Department of Women's and Gender Studies having been effectively exported since July 2010, and with these personnel and functions now acclimatised in their new locations, it only remains to make official the dissolution of this Department.

Impacts:

a. The WGSt program is being administered through the Interdisciplinary Centre for Culture and Creativity, and has been since July 2010. Enrolments have been maintained in the courses offered in this subject, and the numbers of students majoring in WGSt are remaining more or less constant. Curricular planning and student advising is now handled by the WGSt Coordinator, supported by the ICCC's Associate Director and Clerk.

b. Each WGSt faculty member is now housed in a department in the Division of Humanities and Fine Arts (Art and Art History, English, History). The departmental Clerk is now seconded to a College project, First Year Curriculum Review.

The dissolution of the Department of Women's and Gender Studies is thus placed before this Council for its approval.

ITEM FOR INFORMATION

1. Transfer of Faculty Members from the Department of Languages and Linguistics to the Department of Religion and Culture

(Proponent: David J. Parkinson)

Faculty principally associated with the Linguistics program have requested to be transferred to the Department of Religion and Culture. This request has been accepted unanimously by the members of that Department.

Rationale:

- a. High potential exists to strengthen links between the program in Linguistics and the programs in Religion and Culture. The latter include languages as existing electives, and some courses of the incoming faculty have already been included in the Religion and Culture program. Potential to expand language studies is welcomed as an outcome of the proposed transfer.
- b. Both Linguistics and Religion and Culture are strongly interdisciplinary. In the former, students explore the social and cultural roles of language; the textual analysis of religious texts are of high relevance to Linguistics. Religion and Culture likewise contains strong interest in courses such as *Language Dynamics*, *Sociolinguistics*, *Historical Linguistics*, and *Language and Gender*; as well, potential exists to expand relevant courses in literature and culture to emphasise religious themes and materials.

Impacts:

- a. Discussions are underway to ensure the sustainment of programs in French and Modern Languages.
- b. The name of the Department of Languages and Linguistics will likely be proposed to be changed. This proposal will come to the relevant Councils as a separate item for action.
- c. Linguistics will remain an interdisciplinary program and, while situated in the Department of Religion and Culture, will retain its autonomy. Likewise, the programs in Religion and Culture will retain autonomy.

Based on a draft plan for cooperation prepared and supported by the faculty of both the Department of Religion and Culture and the Interdisciplinary Program in Linguistics, a memorandum is currently being prepared.

This initial notice of discussions toward a transfer of faculty in the Interdisciplinary Program in Linguistics is thus provided for the information of this Council.



Meeting of the Divisional Faculty Council (Humanities and Fine Arts)

Wednesday, January 25, 2012, 3:30 p.m.

Arts 202

Present: Keith Carlson, Marie-Diane Clarke, Helena da Silva, Alexis Dahl (Director, Programs Office), Judith Henderson, Sabrina Kehoe, Pat Kelly, Frank Klaassen (Chair), Gerald Langner, Yin Liu, Marie Lovrod, Jeanette Lynes, Greg Marion, Patti McDougall, Allison Muri, Brent Nelson, David Parkinson (Vice-Dean), Wendy Roy, Darrell Seib (College Secretary), Braj Sinha, Cheryl Soulodre, Julio Torres-Recinos, Nancy Van Styvendale, Lisa Vargo, Heather Wagg

Regrets: Lesley Biggs

1. Approval of the Agenda

The Chair declared that quorum had been obtained and called the meeting to order at 3:34 p.m.

MOTION: (Lovrod / Parkinson) That the agenda be amended to include a motion to approve the dissolution of the Department of Women's and Gender Studies.

APPROVED.

2. Approval of the Minutes of the November 30, 2011 Meeting of the Divisional Faculty Council

MOTION: (Vargo / Henderson) That the minutes of the November 30, 2011 meeting of the Divisional Faculty Council be approved as amended.

APPROVED.

3. Business Arising from the Minutes

No business resulted from the minutes.

4. Report of the Vice-Dean (Humanities and Fine Arts) – Vice-Dean David Parkinson

Vice-Dean Parkinson informed the members that the first item in his report, regarding the Divisional Faculty Council's approval of the dissolution of the Department of

Women's and Gender Studies (WGSt), flows from the advice of the university's Planning and Priorities Committee to consult with faculty. The Vice-Dean noted that WGSt is now a freestanding program within the Interdisciplinary Centre for Culture and Creativity (ICCC) which itself is not a departmental structure. Furthermore, faculty members teaching WGSt courses, who now have other home departments, support this motion. Parkinson informed the members that a similar discussion about the dissolution of the Department of Women's and Gender Studies will occur at the Faculty Council level and within the university Council. The Vice-Dean and the other proponents of the motion offered to answer questions about this motion.

In response to a member's question regarding the success of the shift of WGSt from having a Departmental base to becoming a program within the ICCC, the Coordinator of the WGSt program, Marie Lovrod, responded that constructive conversations have led to cross-unit cooperation at an interdisciplinary level. She noted that, previously, the program was too small to foster the creation of a graduate program and that, now, within the structure of the ICCC, there is the possibility for such a program.

Carlson noted that the experiences gleaned through the WGSt process might be useful to Departments experiencing changes in their activities and that are shifting teaching personnel in response to budgetary concerns. He suggested that there is an opportunity to consider how future hires can enrich Departmental programs as well as interdisciplinary programs, such as the WGSt program, particularly in situations where faculty renewal is important. While tenure for faculty will be granted within a departmental 'home' there is value in understanding how new faculty can support their home departments and programs like WGSt. Carlson observed that supporting Departmental need, combined with a vision to support other units, is to the benefit of the Division. In this way an individual faculty member's research, scholarly, and artistic work can be seen as a form of overall scholarly strength that supports, and possibly fills gaps within, programs.

Lovrod noted that the having both a home department and an obligation to support a program within the ICCC requires faculty to balance their teaching load. She reported that faculty members teaching within the WGSt program have formed differently constituted and effective relationships with their home departments.

Parkinson noted that genuine consultative processes between faculty, the ICCC, and Departments have been effective. Moreover, he suggested that such good practices would encourage similarly positive outcomes in the future.

Motion: (Carlson / Lovrod) That the Divisional Faculty Council approve of the dissolution of the Department of Women's and Gender Studies effective July 1, 2012.

APPROVED.

Speaking to the item for information in his report, Vice-Dean Parkinson acknowledged that there would be a transfer of faculty members from the Department of Languages and Linguistics to the Department of Religion and Culture. Parkinson observed that this kind of transfer process is accounted for in the Collective Agreement. He remarked that faculty members who wish to transfer into another Department could engage in negotiations to explore opportunities, investigate programmatic change, and pursue academic development.

The Vice-Dean informed the members that once he learned faculty members teaching in the Linguistics program were involved in discussions to move into the Department of Religion and Culture he could see philosophical and natural alliances. He suggested that the transfer of faculty could be seen as an evolution of the Linguistics program as well as an opportunity to support French and modern languages programs. He acknowledged that in the midst of ongoing discussion that there has been strong support from the Department of Religion and Culture and others involved with these deliberations.

In response to questions from the members, the Vice-Dean noted that at a programmatic level such transitions might permit new synergies between programs within the Division and initiatives underway in other areas of campus. He observed that there are at least two models for the development of interdisciplinary programs and that faculty members who teach within the linguistics program are pursuing a departmental route, while WGSt chose a home within the ICCC.

A merger of the linguistics programs within the Department of Religion and Culture should happen by June 30, 2012, and a change of the Department's name is also to be expected. Parkinson expressed the hope that the Linguistics Committee will be invited to speak to these changes and, similarly, that discussions on these matters will extend well beyond the involved Departments.

5. Other Business

No other business was presented.

6. Adjournment

MOTION: (Vargo / Langner) That the meeting be adjourned.

APPROVED.

The meeting was adjourned at 4:25 p.m.

7. Next Meeting – February 29, 2012

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: April 19, 2012

SUBJECT: **Reflections on the Integrated Planning Process**

CONTEXT AND BACKGROUND:

The Unit Plans Review Committee, which comprised the Planning and Priorities Committee and two members from each of the Academic Programs Committee and the Research, Scholarly and Artistic Work Committee, was integrally involved in the development of the Third Integrated Plan, as has been reported to Council on several occasions. At the outset, the Committee committed to a full debriefing on the process for the development of the plan and its related components, which was to occur as soon as possible after Council approval of the plan.

DISCUSSION SUMMARY:

The Unit Plans Review Committee met on March 14th to reflect on the integrated planning process. Members commented on topics ranging from the practical logistics and timeline for the development of the plan, to the degree of engagement of unit faculty/staff and the broader community and the perceptions associated with planning as an institutional activity. These comments are outlined in the attachment, which summarizes the Committee's observations and contains a number of suggestions and recommendations intended to inform the work of the Office of Institutional Planning and Assessment in the next planning cycle.

ATTACHMENTS:

1. Memo to Pauline Melis, Assistant Provost, Institutional Planning and Assessment, dated April 5, 2012



MEMORANDUM

TO: Pauline Melis, Assistant Provost, Institutional Planning and Assessment

FROM: Bob Tyler, Chair, Planning and Priorities Committee of Council and Chair, Unit Plans Review Committee

DATE: April 5, 2012

RE: **Reflections on the integrated planning process for the third planning cycle**

On March 14, 2012, members of the Planning and Priorities Committee and the Unit Plans Review Committee met to reflect on the planning process for the third planning cycle, from inception to approval of the Third Integrated Plan. Thank you for attending and joining in the discussion as a member of both committees and, of course, as Assistant Provost, Institutional Planning and Assessment. The following summarizes the main points raised, and is intended to provide you with the Committee's unique perspective resulting from its involvement in the development of the Third Integrated Plan, the Multi-year Budget Framework and the Multi-year Capital Plan, and its review of the college, school and administrative unit plans.

Community Planning Event

Consultation with stakeholders was highly significant to the development of the integrated plan. The Community Planning Event leading to the identification of the four focal areas for the plan was viewed as a very worthwhile activity. Participation by members of Senate at the Community Planning Event was considered unique and an aspect of the planning process deserving of greater profile.

Areas of Focus

The identification of a limited number of key institutional priorities was supported as essential to the planning process. The advantage, of course, is that the focal areas benefit from institutional "lift" and become broadly dispersed throughout the institution. Care must be taken, however, in their selection as by virtue of their identification, emphasis on other areas will be diminished. With the exception of the focal area on Aboriginal Engagement, the areas of focus identified were quite similar to those used in planning at other universities. Greater recognition that the focal areas will not apply equally to all colleges, schools and administrative units may be useful in ensuring that resources are not invested in initiatives that are neither applicable nor productive for a particular unit or for the University. The breadth and depth of the focal areas means that by their nature, the majority of planning entities will respond to them. As the University's planning process matures, a more nuanced consideration of distinctions amongst units to achieve the right level of integration is supported to make the most efficient use of our resources.

Continued...2/

Faculty and Staff Engagement

The integrated planning process provides ample opportunity for members of the University to participate fully in the process, both as individuals and within their units. However, the degree to which this occurred at the unit level appeared to vary greatly. Additional consideration of how faculty and staff might be engaged more fully in the planning process would be desirable. A natural first point of consultation is with those leaders who deeply engaged their units in planning for the third planning cycle. Although accountability for the implementation of the plan has been vested at the senior leadership level, the fundamental basis for implementation is at the level of individual faculty and staff members. Without buy-in at this level, the implementation of the plan is tenuous.

Planning Template

A number of practical suggestions were offered with respect to the planning template provided to colleges, schools and administrative units. These included inclusion of an executive summary which would highlight the priorities of the unit. Greater focus on complement planning in the template would be desirable, given the importance of the faculty and staff complements in enacting the plans. Additional guidance on the use of metrics in the plans is suggested to ensure the metrics provided by units also cite their basis and source, and are based upon activities that can be measured.

Managing Expectations and Priorities

Ensuring the template contains a more definitive request for prioritization is suggested to better manage expectations. For many units, planning is perceived to be synonymous with growth. Encouraging these units to perceive planning from the perspective of how things might be done differently with the resources at hand is advised. Clearly identifying within college, school and administrative unit plans the order of priority for the activities listed, how these will be resourced (including what resources would be reallocated), and the implications of not resourcing priorities was proposed as a means to more clearly link priorities with resources. Without this approach, the robust development of the plan is lost at the implementation stage as the priorities and funding for priorities have not been well articulated. A scenario-based approach is proposed, which would ask how existing resources are and would be deployed, and what units might do if additional resources were available. This approach would require that core activities be considered in consultation with others, given the interdependency of much programming.

Many of the plans did not contain a clear and strong analysis of the effect new priority initiatives would have on ongoing commitments. Requiring planning entities to make clear commitments and to report back on progress against those commitments is proposed to provide clarity to shifting priorities.

Academic Priorities Fund

The Committee identified a fundamental disconnect between the existence of the Academic Priorities Fund, which is intended to fund significant initiatives arising from integrated planning, and the implied request that units base their planning on existing resources. From this viewpoint, the Academic Priorities Fund should either be abandoned or greatly increased. At present, the existence of the Fund was perceived to have a psychological effect, leading to requests for resources from units that are many times the magnitude of the Fund. Alternatively, the purpose of the Fund and the funds available within it should be very clearly disseminated to all planning entities.

Timeline

In order to achieve the full value of the process and consultations, the timelines must be relaxed. This translates into starting the planning process earlier. It was suggested that this also would lead to better integration of unit planning processes with the institutional planning process. Presently, unit leaders receive feedback once their plans are cast. Despite the philosophy of plans being living documents, plans are seldom modified once submitted.

On behalf of members,

Sincerely,

A handwritten signature in black ink, appearing to read "B. Fairbairn". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

c B. Fairbairn, Provost and Vice-President Academic

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee of Council

DATE OF MEETING: April 19, 2012

SUBJECT: College of Agriculture and Bioresources: BSc in Animal Bioscience

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Agriculture and Bioresources to create a new Bachelor of Science in Animal Bioscience [B.Sc.(An.Biosc.)] degree program in the field of study of Domestic Animal Biology.

PURPOSE:

The proposed program is an academic program at the University of Saskatchewan. Implementation of new programs requires approval by University Council.

SUMMARY:

The objective of the proposed program is to respond to demand for graduates trained in the biomedical sciences of veterinary, companion, equine and research animal care, animal health and environmental sciences. The program will attract new students to the college who are interested in animal science and welfare of domesticated animals rather than the husbandry of food animals.

This will be a four-year program requiring core courses in biology, chemistry and biochemistry, as well as courses in domestic animal biology. The program will focus on experiential learning including direct involvement with a wide variety of domestic animals and relevant laboratory skills.

New courses

ANBI 110.3 Introductory Animal Bioscience
ANBI 320.3 Equine Science
ANBI 420.3 Comparative Animal Endocrinology
ANBI 492.3 Literature Thesis in Animal Bioscience
ANBI 494.6 Research Thesis in Animal Science

REVIEW:

At its April 5, 2012 meeting, the Academic Programs Committee discussed this proposal with Murray Drew and Andrew Van Kessel. The Committee agreed that this proposal was assembled and documented very well, with detailed consultation, clear program and learning objectives, and curriculum mapping to industry requirements and potential occupations. Because the college intends to implement the program in September, 2013, the college has the next year to recruit students for the program. The Committee agreed to recommend approval of this proposal to Council.

ATTACHMENTS:

Proposal documentation and related memos



1.0 Proposal for a Curriculum Change:

1.1 Proposal Identification:

Title of Proposal: Bachelor of Science in Animal Bioscience [B.Sc. (An. Biosc.)], College of Agriculture and Bioresources, University of Saskatchewan

Degree(s): Bachelor of Science in Animal Bioscience

Field(s) of Specialization: Domestic Animal Biology

Level(s) of Concentration: Major

Option(s): None

Degree College: Agriculture and Bioresources

Department: Animal and Poultry Science

Home College: Agriculture and Bioresources

Contact persons (name, telephone, fax, e-mail):

Andrew G. Van Kessel,
Professor and Head,
Animal and Poultry Science,
University of Saskatchewan,
51 Campus Drive, Saskatoon S7N 5A8
Phone 966-4136
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Murray D. Drew,
Associate Dean Academic
University of Saskatchewan,
51 Campus Drive, Saskatoon S7N 5A8
Phone 966-2367
Email: murray.drew@usask.ca

Approved by the degree college and/or home college: March 8, 2012

Proposed date of implementation: September 2013

1.2 Type of Change

Requiring approval by Council

- A new Degree-Level program or template for program.**
- A new Field of Specialization at the Major or Honours Level of
- Concentration or template for a major or honours program
- Conversion of an existing program from regular to special tuition program.
- A change in the requirements for admission to a program
- A change in quota for a college
- Program revisions that will use new resources
- A replacement program, including program deletion
- A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

2. Executive Summary

The Department of Animal and Poultry Science currently offers one program: a Bachelor of Science in Agriculture (BSA) in Animal Science, which provides a strong focus on food animal agriculture. While this program continues to produce highly employable and satisfied graduates, there has been a gradual decline in student enrolment over the last decade. Furthermore, the nature of animal science has changed significantly in the last 10 years with an increasing demand for students trained to fill jobs in biomedical sciences, veterinary, companion, equine and research animal care, animal health and environmental sciences. There has also been a demographic shift characterized by decreased numbers of students with rural backgrounds and increased numbers of students from urban areas. Taken together, these trends indicate the need for a new degree program designed with greater appeal to urban students and to supply graduates with training to support careers in a broader range of fields related to domestic animal biology.

Other Universities across Canada have developed such programs. For example, the University of Alberta has developed several specialized animal science programs including animal health and explicit pre-veterinary programs that are aggressively marketed to non-traditional students interested in animal bioscience. Our proposal for a comparable program will maintain our ability to attract students from across Western Canada and support Saskatchewan's increasing urban demographic. We expect at least 20 students per year to enroll in this program.

The proposed program will not require any incremental physical and capital resources. The College of Agriculture and Bioresources has sufficient classroom, laboratory and office space to accommodate the program. The program will utilize a number of existing introductory courses offered in other Departments across campus and utilize a number of existing elective courses within the sponsoring Department (Animal and Poultry Science). Two new courses (a first year course in domestic animal biology and a fourth year course in endocrinology) will be created. This program will have less emphasis on food animal management courses compared to the BSA (animal science) and require courses in companion animal management, behavior, metabolism, physiology, diseases and environmental science. The program aligns with the expertise of two new faculty positions in the sponsoring Department and is identified in the 3rd Integrated Plan for the College of Agriculture and Bioresources as the primary means to attain new undergraduate enrolment targets. The development of this program is therefore aligned with our existing disciplinary expertise and will attract students from an increasing Saskatchewan demographic. It will also meet the requirements for entry into Veterinary Medicine and Medicine, further enhancing the opportunities of students. This program will provide a unique academic experience in domestic animal biology at the University of Saskatchewan with targeted career opportunities associated with the role of domestic animals in society.

3. RATIONALE FOR THE PROGRAM

3.1 Program Background and Objectives

Although the BSA (Animal Science) continues to be a very strong program in the College of Agriculture and Bioresources, enrolment numbers in courses taught by our faculty and in the program have shown a gradual decline over the past 10 years. The decline in enrolment does not reflect any loss of program quality or reputation, but rather demographic trends in Saskatchewan and western Canada associated with declining rural populations and larger intensive farming operations which combine to significantly reduce the rural high school graduating cohort familiar or interested in agricultural practices. The predicted dramatic decline in the entire high school graduating cohort in Saskatchewan over the next 5 - 10 years will exacerbate this trend. Furthermore, the opening of a new veterinary school in Calgary, and aggressive marketing of pre-veterinary and animal health programs at the University of Alberta are likely to lower the number of students entering the U of S major from that province and possibly British Columbia.

Animal and Poultry Science faculty have moved to make the BSA (Animal Science) more attractive to urban students interested in animal biology or veterinary science by adding course options in companion animals (ANSC360, ANSC250, ANSC350) and environmental science (ANSC375). While these courses have been successful in attracting course enrolment by students from outside the Animal Science major they do not seem to have appreciably increased overall enrolment in the Animal Science major, particularly from urban students. Informal surveys of urban students in the Animal Science major, and of non-Animal Science majors attending companion animal courses, suggests the strong focus on production agriculture limits enrolment by this demographic.

The Department of Animal and Poultry Science has a national and international reputation in production animal agriculture with a major focus in food animal management and nutrition. We see food animal agriculture as a continued primary focus of the Department and with the support of AgBio, the University of Saskatchewan, government and industry sponsors, have made or are making major investments in infrastructure development to support this activity. Accordingly, we anticipate that the BSA (Animal Science) will continue to be the dominant undergraduate program offered by the department. Nevertheless, recent enrolment statistics, the reality of demographic trends and pressures from outside the province indicate that a strategy to improve enrolment from the urban demographic is prudent and presents an exciting opportunity.

We do not want to dilute the production animal focus of the BSA (Animal Science), which indeed is responsible for the major strength of this program within the College of Agriculture and Bioresources. Nevertheless the strong animal production reputation and focus of the BSA (Animal Science) limits its marketability to urban students. Further, for those students who do enter the BSA without an agricultural background but are interested in animals, first year AGRC (111, 112, 113) courses with production agriculture focus may dissuade continuation in the BSA animal science major. Statistics supplied by the Associate Dean Academic for AgBio suggest 10-20% of students enrolled in these first year classes do not continue in a BSA program.

We believe there is an urban cohort of students with interest in animals that are not attracted by the BSA (Animal Science) and its concomitant early emphasis on production agriculture. Further, there is career opportunity for students with a strong foundation in applied animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of conventional agriculture including biomedical sciences, companion, equine and research animal care, animal health and environmental sciences. A B.Sc. (Animal Bioscience) with reduced focus on food animal management, crop production and agribusiness could draw heavily on Animal and Poultry Science faculty expertise (including new appointees) and could attract these students. Further, the urban students who may not be initially interested in food animal agriculture may reconsider on exposure to the industry and maturing over a 4 year program (as opposed to year 1 AGRC courses). Such "non-traditional"

students may be very important to sustaining a supply of educated individuals necessary to support food animal agriculture in future.

3.2 Rationale for the Proposed Degree Name

The proposed name for the new degree is a Bachelor of Science in Animal Bioscience. This will be abbreviated as B.Sc. (An. Biosc.). The nomenclature is similar to that used in other degrees such as, the Bachelor of Science in Agriculture (B.S.A.) and the Bachelor of Science in Agribusiness [B.Sc.(Agbus)].

This name indicates the nature of the degree to potential students. It is a B.Sc., and this differentiates it from the current B.S.A. and will make it more attractive to urban and other non-traditional students. Further, Animal Bioscience indicates an emphasis more on applied animal biology rather than on animal production. This clearly specifies this new degree as a gateway to jobs requiring a more basic background in animal biology, to professional programs including veterinary medicine and medicine, or graduate studies.

3.3 Need for the Program

The single program offered by the Department of Animal and Poultry Science has experienced declining enrolment over the last decade associated with a declining rural demographic. Further, our faculty complement has increased with addition of expertise in environmental sciences. The University of Saskatchewan does not currently offer a program well suited to students interested in domestic animal biology designed to address career opportunities identified above associated with domestic animal use and regulation. The proposed new degree is designed to more efficiently utilize resources in the Department and provide a unique program to meet expanding career opportunities.

The University of Alberta is our main competitor for undergraduate students. Our strengths are our program in animal nutrition and production agriculture. In support of this claim, the Alberta section of the Animal Nutrition Association of Canada (ANAC), offers their undergraduate student award to students at the U of S in recognition of the quality of our students in practical nutrition and animal feeding. However, we do not compete in the area of applied animal biology. The University of Alberta offers 4 programs in animal health/animal biosciences. Furthermore, their program in Pre-veterinary medicine is a handicap for our Department since many students are not explicitly aware that it is possible to obtain all required pre-veterinary courses in Animal and Poultry Science and/or their pre-veterinary interests are not aligned with food animal agriculture. At the University of Alberta, students can easily find a Pre-Vet program and obtain a 4-year degree in this program. Without a program in Animal Bioscience, we will lose students to the U of A.

3.4 Demand for the Program

The demand for a program in animal biosciences is apparent in the development of such programs in Animal Science departments across Canada. The creation of a more basic animal bioscience program that runs in parallel with the existing animal production program has already been implemented at McGill, Guelph, Alberta and British Columbia (Table 1). Nova Scotia Agriculture College, Laval and Manitoba, only offer traditional Animal Science programs at the present time. A synopsis of current programs follows

Nova Scotia

Nova Scotia Agriculture College currently offers a B.Sc. (Agr) in Animal Science similar to ours. They also offer a 2 year Pre-veterinary program that meets the requirements of entrance into the UPEI veterinary college.

Laval

Laval offers a B.Sc. certificate in livestock-dairy and beef. This program is similar to our current program.

McGill

McGill offers a traditional Animal Science program and majors in Animal Health and Disease and Animal Biology. The Animal Health major requires 15 credits in health and disease, physiology, endocrinology, pathology and immunology. It also requires one species-specific course. The Animal Biology major requires 15 credits in health and disease, physiology, embryology/reproduction, biotechnology and immunology. No species-specific courses are required.

Guelph

Guelph offers a traditional Animal Science program as well as a B.Sc. in Animal Biology. Both programs are offered in the Department of Animal and Poultry Science. Animal Biology requires courses in cell biology, immunology, and molecular biology and one species-specific course.

Manitoba

Manitoba offers a BSA in Animal Science. This program is similar to the one we currently offer.

British Columbia

British Columbia has dropped its BSA in Animal Science and now only offers a B.Sc. in Applied Animal Biology within the department of Land and Food Systems.

Alberta

Alberta offers a B.Sc. in agriculture in Animal Science. This program is similar to our current program. They also offer 4 programs in Animal Health: Companion and Performance Animals, Food Safety and Quality, Food Animals, and Pre-veterinary Medicine.

Table 1. A list of currently available programs similar to our current BSA and the proposed B.Sc. programs.

Programs similar to current BSA		
Nova Scotia	B.Sc. (Agr)	Animal Science
Laval	B.Sc.	Certificate in Livestock
McGill	BSc(AgEnvSc)	Animal Production
Guelph	B.Sc. (Agr)	Animal Science
Manitoba	BSA	Animal Systems
Saskatchewan	BSA	Animal Science
Alberta	B.Sc.	Animal Science
Programs similar to the proposed B.Sc.		
McGill	BSc(AgEnvSc)	Animal biology
	BSc(AgEnvSc)	Animal health and disease
Guelph	B.Sc.	Animal Biology
Alberta	B.Sc.	Animal Health Companion Animals
		Animal Health Food Animals
		Animal Health Food Safety and Quality
		Animal Health Pre-Veterinary Medicine
British Columbia	B.Sc.	Applied Animal Biology

3.5 Uniqueness and Expertise of the Sponsoring Unit

The proposed program will be unique on campus and draw heavily upon the expertise of recently hired faculty as well as existing capabilities in molecular biology, genetics, behaviour, physiology, metabolism and immunology. Our most recently hired faculty include Dr. Ryan Brook whose areas of expertise include aboriginal wildlife, land and resource management, wildlife-agriculture interactions, disease transmission risk modeling, and conflict, and climate change impacts on landscape change. Dr. Natacha Hogan has expertise in toxicology and endocrinology and has a co-appointment in the Northern Ecosystems Toxicology Initiative. Established faculty members have international reputations in nutrition, molecular genetics of cattle and dogs, nutrigenetics, molecular microbiology and intestinal physiology. The closest programs on campus to this proposal are in the Departments of Biology which do not focus on domestic animals but which provide considerable expertise through foundational course offerings. Programs offered by Veterinary Biomedical Science, Veterinary Pathology and Veterinary Microbiology focus on the veterinary medicine program but also provide faculty expertise for several courses in the BSA (Animal Science) and the proposed B.Sc. (An. Biosc.). The complement of competencies present in our Department and required for the B.Sc. (An. Biosc.) program is therefore unique on campus.

The infrastructure available in our Department is also unique on campus. In addition to our laboratories, we have available animal facilities for dairy and beef cattle, sheep, swine, finfish, poultry and dogs (via WCVM Animal Care Unit). Furthermore, our faculty and staff have expertise in the use of these species in research and teaching. There is additional opportunity to establish interactions with the Saskatoon Forestry Farm Park and Zoo and local equestrian facilities. Faculty also have existing field research programs in Saskatchewan on wild elk, deer, and feral wild boar providing further opportunities for teaching and research. These resources will allow a wide variety of experiences with animals for our students and present a broad range of undergraduate thesis research opportunities.

3.6 How this proposal relates to the Department/College Plans, Systematic Program Review (SPR), Other Recommendations

What is the relationship between the proposal and the Framework for Planning approved by Council (1998)?

Improving the quality of instructional programs.

The proposed program will improve the quality our department's offerings by providing students with enhanced preparation for jobs in biomedical sciences, companion, equine and research animal care, animal health and environmental sciences. It will also widen the opportunities for students in graduate studies, and subsequent entry into professional programs such as Veterinary Medicine and Medicine.

Fostering the teacher-scholar model

Recent faculty hires have brought new areas of expertise into our department. We have expertise in animal-environmental interactions, toxicology, endocrinology and nutritional effects on health. This program brings our course offerings and faculty research programs into alignment. This will promote the teacher-scholar model by increasing the impact of our faculty's research on their teaching.

Respond to the needs of aboriginal people

One of the aims of this program is to recruit non-traditional students including, aboriginal students. The large land base controlled by Saskatchewan's aboriginal people will require highly trained managers with expertise in animal health management, animal-environmental interactions and biosciences. This program will be a better fit with many non-farm aboriginal students and therefore, better serve this population. One Earth Farms is a partnership between First Nations, and the private sector and it has become the largest corporate cattle and grain farming operation in Canada. Based in Saskatchewan, this company has a stated goal of farming one million acres in the next five years. This anticipated growth provides important new connections between aboriginal communities and agriculture, as well as considerable growth in need for training in the agricultural and related sectors. Furthermore, Dr. Ryan Brook is Theme Leader (Aboriginal Peoples and the Environment) in the Indigenous Land Management Institute and his research program and outreach and engagement focus includes aboriginal youth

education and training. Dr. Brook's participation in aboriginal communities on the Canadian prairies will help to highlight the program among prospective aboriginal students and adds specific aspects that will be highly attractive to aboriginal students.

Is the proposed program appropriate to a university?

This program will provide students with a background in basic sciences, mathematics and humanities as well as the courses in animal biosciences. Thus, the program is of high intellectual quality and provides a breadth of knowledge suitable to the standards of excellence set by the University of Saskatchewan. Furthermore, programs similar to this proposal have been implemented at 4 Canadian universities.

What is the relationship of the proposed program to other programs offered by the sponsoring unit?

The proposed program fits well with our current BSA in Animal Science. The BSA program has production agriculture as its central focus. Students are required to take courses on the production of swine, beef cattle, dairy cattle, range management and poultry. Graduates of this program are primarily employed in feeds/nutrition and animal production. They are widely seen as the best-prepared students in Western Canada as evidenced for example, by the awarding of student scholarships to our students rather than University of Alberta students by the Alberta chapter of the Animal Nutrition Association of Canada. The proposed program will provide students with an applied biological background. They will be the graduates of choice for careers in animal health, pharmaceutical and environmental sciences.

How does this proposal fit with the current College academic plan?

B.Sc. in Animal Bioscience is part of the 3rd Integrated Plan for the College and Agriculture and Bioresources (IP3). The goals stated are to "provide a strong foundation in applied animal biology to supply graduates well prepared to work in biomedical sciences, companion animal research, animal care, animal health and environmental studies related to domestic animals." The development of this program also supports other goals of IP3 such as, recruitment of urban students and increased engagement of students in research. It is also an essential part of the College's plan to reach a target enrollment of 800.

3.7 Response to Cross-College and Planning Committee of Council Consultations

Planning and Priorities Committee of Council

The Notice of Intent to offer a B.Sc. in Animal Bioscience was considered at a meeting of the Planning and Priorities Committee of Council on November 16, 2011. The meeting was attended by Dan Pennock (Assoc Dean Academic AgBio) and Andrew Van Kessel (Head, Animal and Poultry Science). Planning and Priorities Chair, Dr. Bob Tyler provided the Committee's response and recommendations for development of the full proposal in a letter dated November 21, 2011 (Appendix 1). Two recommendations were specifically identified by the committee. First, it was recommended the program allow students to meet prerequisites for Medicine as well as Veterinary Medicine. We have confirmed that students enrolled in the B.Sc. (An. Biosc.), with appropriate selection of electives could meet requirements for application to both programs within the first 60 credits. The second recommendation was to consider permitting students to transfer from the B.Sc (An. Biosc.) to B. Comm. as is currently possible for BSA students. This transfer is largely facilitated for BSA students majoring in Agricultural Economics or students enrolled in the B.Sc. (Agribusiness). However, disciplinary requirements necessary in biological sciences in the B.Sc. (An. Biosc.) would preclude transfer to the B.Comm. without additional time in program. The B.Sc. (An. Biosc.) program does facilitate enrolment as open electives in courses offered by the Department of Bioresource Policy, Business and Economics and the Edwards School of Business where prerequisite requirements for these courses permit.

Cross Department and College Consultations

Letters providing a brief overview of the B.Sc. (An. Biosc.) and expected enrolment were sent to heads of all Departments offering courses required in the proposed program. The letters listed specific courses affected and invited responses indicating any resources issues associated with increased enrolment demand from the new program. In some cases meetings with affected Departments to discuss the

program and potential modifications were facilitated. Letters and associated correspondence are provided in Appendix 2.

Food and Bioproduct Sciences, College of Agriculture and Bioresources
No immediate resource issues identified associated with FABS 212.3

Plant Sciences, College of Agriculture and Bioresources
Classroom size could limit enrolment in PLSC 314 Statistical Methods. This will be monitored.

Ron and Jane Graham Centre for Study of Communication, College of Engineering
Teaching resources are available to offer RCM 300 in Term 1 but Term 2 teaching resources are currently fully utilized. Faculty programmers will therefore encourage students in the Animal Bioscience program to enroll in this course in Term 1. RCM 404 Leadership as Communication, was included as a restricted elective on review of RCM course offerings.

Department of Chemistry, College of Arts and Science
After consultation with Dr. Ian Burgess, Chair of the undergraduate curriculum committee CHEM 115.3 was added as a required course. In addition the normal scheduling of the 3 Chemistry courses was modified to better distribute enrolment among Chemistry courses and avoid resource limitations.

Department of Biochemistry, College of Medicine
No resource issues were identified as affected course offerings (BMSC 200 and 230) are lecture based and offered in multiple sections. Recommend students in B.Sc. (An. Biosc.) enroll in section 2 of BMSC 230 offered in term 2 as this section most able to accommodate additional students. Class room size could become limiting for enrolment in these courses.

Department of Microbiology and Immunology, College of Medicine
The B.Sc. (An. Biosc.) accepts either FABS 212.3 or BMSC 210 as meeting the program requirement in introductory microbiology. Dr. Bretcher noted the two courses are not equivalent emphasizing different disciplinary components, nevertheless both courses can serve as prerequisites for higher level MCIM courses. BMSC 210 is fully subscribed due to classroom size limitations (lecture based only) but B.Sc. (An. Biosc.) students would have access on the current first-come-first-serve basis. No resource limitations were identified for FABS 212.3 permitting students to meet this degree requirement should BMSC210.3 be oversubscribed. MCIM 321.3 Principals of Immunology was noted as a suitable restricted elective for B.Sc. (An. Biosc.).

Department of Math and Statistics, College of Arts and Science
Dr. Srinivasan identified no resource issues associated with offering MATH104.3. This course is the primary course taken by current students in College of Agriculture and Bioresources programs and similar is expected with respect to the B.Sc. (An. Biosc.) program. The B.Sc. (An. Biosc.) will also accept MATH110 or MATH125 as fulfilling the math requirement. Although not expected, should enrolment in these courses be substantively increased by B.Sc. (An. Biosc.) students, support for a tutorial assistant may be required.

Department of Biology, College of Arts and Science.
Constructive consultations were held with the Department of Biology including communication of a draft proposal and face-to-face meetings with Drs. Jack Gray (Acting Head) and Chris Todd (Chair, Biology Undergraduate Affairs Committee) on October 31, 2011 and January 10, 2012. Dr. Todd shared these discussions and draft proposal with the Biology UAC before preparing a formal Departmental response. The response letter indicated support for the new degree while listing several concerns and opportunities which arose from the consultative process.

An opportunity to facilitate easier cross-over of students between Departments for access to senior course offerings was noted. Consultation achieved some progress in this respect. For example, BIOL 317.3 and VBMS 324 were identified as comparable and therefore either course

was listed as meeting the prerequisite for ANBI 420. BIOL 430 lists BIOL 317 or permission of instructor; which would be granted by the instructor in the case of students with VBMS 324. BIOL 430 was therefore added to the restricted electives list for the new degree. Unfortunately, The College of Arts and Science "pink list" also restricts student access to ANBI 420 and other Animal Science and proposed Animal Bioscience courses for credit towards their degree even as open electives. Under current A&S processes these courses can only be taken for Biology degree credit if listed as restricted electives in the Biology major. The departments have indicated a desire to continue consultations to remove such barriers in future.

A space limitation was identified for BIOL 120.3 and BIOL 224.3 such that new student enrolment associated with the Animal Bioscience degree cannot be guaranteed. Discussion to improve access to these courses is ongoing within the College of Arts and Science. Animal and Poultry Science is hopeful these discussions will resolve access issues through current tuition revenue sharing processes and/or implementation of TABBS prior to significant enrollment increases associated with the new degree.

It was noted that BSA (Animal Science) students which normally take BIOL224.3 Animal Body Systems in term 2 of year 1 tend to underperform from the class average; a trend also observed for Kinesiology students who also in general take the course in first year. Thus the grade discrepancy is likely a consequence of student maturity, where the majority of the class cohort is second year students. While we recognize the situation is not ideal, rescheduling of BIOL224 in 2nd year of the B.Sc. (An. Biosc.) program has two major disadvantages. First, the prerequisite for ANSC313 Animal Breeding and Genetics is 6 credits of Biology courses. This has specifically been done to accommodate students who wish to fulfill pre-veterinary course requirements within the first two years of study. As a genetics course meeting the requirement for WCVM entry, ANSC 313 is thus scheduled in term 2 of second year in the Animal Bioscience program. Normally BIOL 120 and 224 would meet the prerequisite requirement. BIOL 224 also provides useful foundational knowledge for ANSC 212 normally taken in Term 1 of year 2. We have not, however, listed BIOL 224 as a prerequisite because the restriction would limit enrolment of students (approx 10-15) from outside of the BSA (Animal Science) or proposed B.Sc. (An. Biosc.).

BIOL 316.3 was removed as a restricted elective in the Animal Bioscience degree due to the identification of BIOL226 as a prerequisite as noted by the Biology UAC. Although BIOL 226 could be taken as an open elective removal from the restricted elective list was considered the best option.

The Biology UAC acknowledged that ANSC313 meets the genetics course requirement for WCVM entrance, but suggested confirmation for the University of Calgary, College of Veterinary Medicine (UCVM). UCVM only lists the number of courses within several categories as meeting entrance requirements. One Introductory course in Genetics is listed, however, only qualifying courses offered by UofC as examples are specifically identified. Animal and Poultry Science are in contact with UCVM to begin the process confirming specific UofS courses as meeting their requirements. Previous students in the BSA (Animal Science) program have successfully entered UCVM indicating the BSA can meet requirements.

Biology UAC expressed concern over the use of the term Animal Biology to describe the field of specialization for the new degree. The term was modified to Domestic Animal Biology. We employed the term "Bioscience" in the degree name to avoid any direct confusion with Biology programming. However, domestic animal scientists are considered biologists and as such biology is the appropriate term to use as the field of specialization. We consider the Animal Science program well positioned for students interested in domestic animals but not necessarily animal agriculture. While the program is designed to permit students to complete application requirements for veterinary medicine within the first two years of study, the program also lists a number of career opportunities for Animal Bioscience students who complete the program. The

current draft includes disciplinary maps linking career opportunities identified with disciplinary knowledge and skills provided by the course offerings.

Biology UAC review of the draft list of restricted electives identified several senior biology course offerings that were either no longer regularly offered (BIOL 312) or the required Biology prerequisites were not included as part of the Animal Bioscience degree core offering (BIOL 436 and TOX 301). These were deleted from the restricted electives list. Reconsideration could occur as part of Departmental discussion to reduce barriers to senior course offerings as noted above.

Department of Veterinary Biomedical Sciences, Western College of Veterinary Medicine

There is a long history of food animal research, teaching, infrastructure and research collaboration between Animal and Poultry Science and WCVM. Faculty in Animal and Poultry Science and WCVM commonly instruct courses in the Doctor of Veterinary Medicine and Animal Science programs. This relationship has been continued on a largely informal basis since the first classes entered the WCVM. Dr. Barry Blakley, indicated the “enthusiastic support” of WCVM faculty to continue to provide lecture and laboratory instruction for VBMS324.3, VBMS325.3 and VBMS314.3 courses offered in the BSA (Animal Science) and B.Sc. (Animal Bioscience) programs. Dr. Blakely noted however, that these 3 courses in particular include significant laboratory components and thus resources (laboratory equipment, supplies, teaching assistants) which to accommodate additional students. It was noted that, due to the separate funding agreement for WCVM by the 4 western provinces, tuition revenue for AgBio courses taught by WCVM (and vice versa) do not flow to either college. A review is underway to address this issue and accommodate resource allocation for these courses.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

4.1 Program Description

The B.Sc. in Animal Bioscience will be a 4 year degree in the College and Agriculture and Bioresources. It will require 120 cu including core science requirements in biology, chemistry and biochemistry, mathematics, humanities and English. The program will provide students with a broad background in domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) and prepare them to work in fields outside of traditional animal agriculture including biomedical sciences, companion, equine and research animal care, animal health and environmental sciences. The program focuses on experiential learning including:

- 1) Direct involvement with a wide variety of domestic animals
- 2) Relevant laboratory skills
- 3) Ability to work independently and in groups
- 4) Review, synthesis and communication of information
- 5) Development of decision making and problem solving skills

The program matches the current BSA in Animal Science sufficiently that students will be able to switch between programs with ease within their first 2 years in the program. Explicit Minor programs will not be developed for the program. However, the choice of restricted and open electives will allow students to select a subject concentration suitable to their goals after graduation. With the addition of appropriate electives, the program will also meet the requirements for entry into Veterinary Medicine and Medicine within the first 60 cu. Thus, the program provides a high degree of flexibility for students.

Disciplinary Maps

A disciplinary mapping exercise was undertaken to establish skills and knowledge areas required for career paths in targeted areas and to ensure that students enrolled in the program would attain these. Tables showing skills and knowledge areas attained in specific courses offered in the B.Sc. (An. Biosc.) are shown in Appendix 3. Corresponding skills and knowledge areas required for targeted career paths are shown in Appendix 4.

New Course Prefix

The prefix we have selected for use with courses closely identified with the B.Sc. (An. Biosc.) program offered in Animal and Poultry Science is ANBI. New courses specifically designed for the program and courses offered as restricted electives in the BSA (Animal Science) program that have been identified as required in the B.Sc. (An. Biosc.) program will be renamed with this prefix. A list of new and renamed courses is given in Table 2. The use of a unique prefix for these courses will help to establish a clear identity for the program that is separate from the BSA (Animal Science).

Table 2. New and previously offered courses in Animal and Poultry Science to be assigned the ANBI course prefix

Proposed new course prefix and number	Current course prefix and number	Course Title	First Offering or Course Change	Comment
ANBI 110.3	N/A	Introductory Animal Bioscience	Sept 2013	New course
ANBI 320.3	N/A	Equine Science	Sept 2013	New course replaces ANSC250 and ANSC350
ANBI 360.3	ANSC 360	Canine and Feline Science	Sept 2013	
ANBI 375.3	ANSC 375	Animals and the Environment	Sept 2013	
ANBI 411.3	ANSC 411	Behaviour of Domestic Animals	Sept 2013	Offered annual vs. every other year
ANBI 420.3	N/A	Comparative Animal Endocrinology	Sept 2013	New course
ANBI 470.3	ANSC 470	Applied Animal Biotechnology	Sept 2013	
ANBI 492.3	N/A	Thesis	Sept 2013	New course to run parallel with ANSC 492
ANBI 494.6	N/A	Thesis	Sept 2013	New course to run parallel with ANSC494

4.2 Program Syllabus^a

First Year	30 cu
ANBI 110.3	Domestic animal biology ^b
BIOL 120.3	Nature of life
CHEM 112.3	General chemistry I
CHEM 115.3	General chemistry II
MATH 104.3, 110.3 or 125.3	Mathematics
AGRC 112.3	Animal production and food science
BIOL 224.3	Animal body systems
3 cu	English
6 cu	Humanities, social science or fine arts
Second Year	30 cu
ANSC 212.3	Livestock and poultry production
ANSC 313.3	Animal breeding and genetics
BMSC 200.3	Biomolecules
BMSC 230.3	Metabolism
CHEM 250.3	Organic chemistry
FABS 212.3 or BMSC 210.3	Microbiology
PLSC 314.3	Statistical Methods
RCM 300.3	Rhetorical communication
3 cu	Open
3 cu	Restricted electives
Third year	30 cu
ANBI 375.3	Animals and the environment ^c
ANSC 315.3	Animal and poultry nutrition
VBMS 324.3	Animal physiology I
VBMS 325.3	Animal physiology II
VBMS 314.3	Comparative Anatomy
6 cu	Open
9 cu	Restricted electives
Fourth Year	30 cu
ANBI 492.3 or 494.6	Thesis ^b
ANBI 470.3	Applied animal biotechnology ^c
ANBI 411.3	Behaviour of domestic animals ^c
ANBI 420.3	Endocrinology ^b
VLAC 411 or VTPA 412	Animal or poultry diseases
9 cu	Open
6 cu	Restricted Electives

^aSee Appendix 5 for program requirements by term.

^bNew course

^cRecommended name or number change

4.3 Draft Calendar Entry

Bachelor of Science in Animal Bioscience [B.Sc. (An. Biosc.)]

The Bachelor of Science in Animal Bioscience provides students with a broad background in domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) and prepares them to work in fields outside of traditional animal agriculture including biomedical sciences, companion, equine and research animal care, animal health and environmental sciences. The program focuses on experiential learning including:

- 1) Direct involvement with a wide variety of domestic animals
- 2) Relevant laboratory skills
- 3) Ability to work in unstructured environments
- 4) Review, synthesis and communication of information
- 5) Development of decision making and problem solving skills

First Year Requirements*

ANBI 110.3; BIOL 120.3; CHEM 112.3; MATH 104.3 or MATH 110.3 or MATH 125.3; AGRC 112.3; BIOL 224.3; CHEM 115.3; 3cu ENG; 6 cu Humanities, social science or fine arts

Second Year Requirements

ANSC 212.3; FABS 212.3; BMSC 200.3; BMSC 230.3; CHEM250.3; PLSC 314.3; RCM 300.3; ANSC 313.3; 3 cu Open; 3 cu Restricted Electives

Third Year Requirements

ANSC 315.3; VBMS 324.3; VBMS 325.3; VBMS 314.3 ANBI 375.3; 6 cu Open; 9 cu Restricted Electives

Fourth Year Requirements

ANBI 492.3 or 494.6; ANBI 470.3; ANBI 411.3; ANBI 420.3; VLAC 411.3 or VTPA 412.3; 9 cu Open; 6 cu Restricted Electives

RESTRICTED ELECTIVES: Students must take 18 cu of the following restricted electives [Course titles are included as Appendix 6]

ANIMAL SPECIES SPECIFIC RESTRICTED ELECTIVES (a minimum of 6 cu of the following courses)

ANBI 320.3; ANBI 360.3; ANSC 340.3; ANSC 410.3; ANSC 430.3; ANSC 440.3; ANSC 460.3.

DISCIPLINE SPECIFIC RESTRICTED ELECTIVES

ANSC 301.3; BIOC 310.3; BIOC 311.3; BIOC 435.3; BIOC 436.3; BIOL 430.3; BINF 210.3; BMSC 220.3; BMSC 240.3; FABS 325.3; FABS 430.3; FABS 450.3; MCIM 209.3; MCIM 308.3; MCIM 321.3; PCOL 350.6; PHYS 115.3; PLSC 422.3; RCM 404.3; RRM 312.3; TOX 300.3; TOX 402.3; one of VLAC 411.3 or VTPA 412.3

4.4 Saskatchewan High School Subjects Required for Admission

Biology 30

Chemistry 30

Foundations of Mathematics 30 or Pre-calculus 30

Students can be admitted into this college with one subject deficiency that must be cleared before the second year of study.

5. RESOURCES

5.1 College of Agriculture and Bioresources Statement

See Appendix 7

5.2 Department of Animal and Poultry Science Statement

See Appendix 8

6. BUDGET

6.1 Budget Requirements for New Programs and Major Revisions

1. Proposal Identification

Full name of program: Bachelor of Science in Animal Bioscience

Short form (degree abbreviation): B.Sc. (An. Biosc.)

1. Full costing of resource requirements

a) Capital and Start-up Costs:

Start up costs include the development of two new courses ANBI 110 and ANBI 420. Existing faculty are involved in the development of the courses as part their assigned duties.

There are no additional capital costs. A teaching laboratory facility (Ag 2D88) is available and equipped with necessary items for the new program.

In 2012/13 some promotional expenses will be incurred to attract prospective students for the fall 2013 launch.

b) Permanent Operating Costs:

	2013/14	2014/15	2015/16	2016/17
Delivery costs	4,200	9,334	13,355	13,739
Indirect College costs	3,500	4,260	5,318	6,207
University overhead	1,155	2,039	2,801	2,992
Total On-going Costs	8,855	15,633	21,474	22,938

Delivery Costs

1. Faculty. The B.Sc. (An. Biosc.) utilizes existing resources and available capacity in current course offerings. The program also maximizes use of restricted electives developed for the BSA (animal science) program such that there are limited incremental costs. A sessional lecturer will be appointed to deliver ANBI 320 every year. The course would normally be offered every other year for the BSA therefore the cost of the sessional lecturer is shared with the BSA program.

A review of course capacity and projected B.Sc. (An. Biosc.) enrolment results in a better utilization of existing resources. Capacity for each required course was determined based on current seats and enrolments for existing courses based on Sirius data for 2011/12.

The B.Sc. (An. Biosc.) includes many courses outside of the College of Agriculture and Bioresources and, as indicated in section 3.7, the affected Departments and colleges have indicated their support. Through tuition revenue sharing or TABBS, some departments will benefit from increased enrolment to compensate for additional costs. In the case of WCVM, there may be a need to provide some resources to assist with larger class sizes.

2. Laboratories and teaching assistants. A laboratory is associated with the new course ANBI 110. Student teaching assistants would provide an adequate level of instruction for this purpose. A provision for laboratory supplies is also included. Additional teaching assistants support is increased to assist with increased enrolments in AgBio courses.

Indirect College Costs

Indirect cost estimates include college administration, along with recruitment and promotion, These costs are budgeted to be conservative and may not be incremental costs but a reallocation of activity already occurring. At this time, the impact of TABBS and indirect cost distribution has not been considered.

University Services

For budget purposes, University overhead is included at a rate of 15% to demonstrate the program would contribute to central costs and functions.

2. Sources of funding

Incremental delivery costs will be funded through the tuition revenue generated.

Indirect College costs will be funded through the College allocation of the operating grant or new tuition revenue. It is anticipated that many of these activities already occur and the incremental impact will not be evident every year. Changes to the level of these support activities typically happens with major shifts in enrolment or programming and will not be solely attributed to the B.Sc. (An. Biosc.) students.

University Services will be supported by central allocation of tuition revenue (currently 15%) and any potential impact of enrolment on the University funding mechanism.

3. Enrolment (tuition revenue)

When the B.Sc. (An. Biosc.) reaches steady state in 2016/17 the incremental enrolment is projected to be 47 FLE at the University level, generating approximately \$258,000 in tuition revenue.

Projected Incremental Enrolment

Course enrolment (3 cue)	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
AgBio courses	30.00	86.70	139.62	197.41
Other college courses	120.00	189.30	242.22	273.34
Total incremental courses	150.00	276.00	381.84	470.75
Total FLE	15	28	38	47
Tuition revenue				
Agriculture and Bioresources	\$15,030	\$44,740	\$74,210	\$108,073
Other colleges	\$60,120	\$97,684	\$128,743	\$149,640
Total tuition	\$75,150	\$142,424	\$202,952	\$257,713

Only students expected to be new to the University are counted for incremental tuition.

4. Additional Comments

The attached appendices provide the detailed assumptions and calculations supporting this budget.

Appendix	Document	Description
9	Budget Summary	Summary of student enrolment, incremental class enrolment, tuition and cost projections
10	Process and Assumptions	General process and assumptions relating to student population and source, class capacity, class enrolment, and incremental revenue and costs.
Other Documents Available on Request:		
	Program Enrolment	Calculation of student intake and retention over the 4 year program
	Incremental Class Enrolment Generating New Tuition	Summary of change in student class enrolments for the purpose of tuition calculations
	Incremental Class Enrolment	Summary of change in student class enrolment related to program curriculum
	Class Distribution	Detailed projection of ANBI student enrolment in program classes
	Class Capacity	Detailed projection of incremental students per class, total College students per class, and capacity constraint

Date: *January 18, 2012*

Financial Analyst (assisting in form preparation

on behalf of the Financial Services Division): Laurel Sawatzki

Faculty member (for the sponsoring college/dept): Andrew Van Kessel

List of Appendices

Appendix 1: *Planning and Priorities Committee of Council response to NOI for B.Sc. (An. Biosc.)*

Appendix 2: *Cross Department and College Consultations*

Appendix 3: *Disciplinary Mapping – Skills and Knowledge Areas attained through B.Sc. (An. Biosc.) course offerings*

Appendix 4: *Disciplinary Mapping – Skills required for career paths identified for B.Sc. (An. Biosc.) graduates*

Appendix 5: *B.Sc. (An. Biosc.) program illustration by term*

Appendix 6: *List of Restricted Electives including course titles*

Appendix 7: *Statement from Dean Buhr, College Agriculture and Bioresources*

Appendix 8: *Statement from Professor Van Kessel, Head, Animal and Poultry Science*

Appendix 9: *Budget summary*

Appendix 10: *Budget process assumptions*

Appendix 1: Planning and Priorities Committee of Council response to NOI for B.Sc. (An. Biosc.)

Appendix 1: Planning and Priorities Response to NOI for B.Sc. (AnBio)



MEMORANDUM

TO: Andrew Van Kessel, Head, Animal and Poultry Science
Dan Pennock, Associate Dean (Academic), College of Agriculture and Bioresources

FROM: Bob Tyler, Chair, Planning and Priorities Committee of Council

DATE: November 21, 2011

RE: **Notice of Intent for a Bachelor of Science in Animal Bioscience**

Thank you for meeting with the Planning and Priorities Committee on November 16, 2011, to discuss the Notice of Intent to offer a B.Sc. in Animal Bioscience.

The Committee viewed the program as relevant to the College's mandate and noted that no new resources are required to offer the proposed program, as the teaching resources associated with the new faculty hires in the Department of Animal and Poultry Science are already in place. The program will diversify the College's program offerings and has the potential to increase enrolment through the recruitment of urban students interested in the areas of companion animal care, animal biotechnology and the environment. The program is also designed to support the retention of those students who elect to transfer out from the BSA program after determining that a production-based agriculture degree does not match their aspirations.

The program is anticipated as being attractive to pre-Veterinary Medicine students, as related career options exist in the veterinary pharmaceutical sciences and the prerequisites for the DVM program can be met through the proposed program. Additional consideration is suggested to apply the same strategy to the MD program, potentially matching pre-Medicine prerequisites to attract a broader group of students to the program. Given the existing relationship between the BSA and B.Comm. programs, which facilitates students transferring from the BSA to the B.Comm., ensuring that the same relationship exists between the proposed B.Sc. and the B.Comm. is suggested.

The proponents are reminded to ensure that consultations take place with all relevant academic units as the formal proposal is developed, and that letters of support are obtained. This will facilitate the approval process.

Andrew Van Kessel, Dan Pennock
Notice of Intent for a B.Sc. Animal Bioscience

Page 2

If you have any questions regarding the suggestions conveyed above, please do not hesitate to contact me.

Sincerely,



- c Mary Buhr, Dean of Agriculture and Bioresources
Brett Fairbairn, Provost and Vice-President Academic and PCIP Chair
Len Proctor, Chair, Academic Programs Committee
Russ Isinger, Registrar

Appendix 2: Cross Department and College Consultations



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December 12, 2011

Dr. Barry Blakley,
Professor and Head
Dept. of Veterinary Biomedical Sciences
Room 1303
Western College of Veterinary Medicine

Dear Dr. Blakley,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

Three existing courses offered by Veterinary Biomedical Sciences are proposed as required courses in the new program. They include VBMS 314.3 Comparative Anatomy of Domestic Animals (Term 1), VBMS324 Animal Physiology I (Term 1) and VBMS325 Animal Physiology II (Term 2). Please identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

I would be pleased to discuss the program with you further to address any concerns. A letter addressed to me indicating your support for the program would be highly appreciated.

Sincerely,



Andrew Van Kessel
Professor and Head



Western College of
Veterinary Medicine
February 9, 2012

Veterinary Biomedical Sciences

52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: (306) 966-7347
Facsimile: (306) 966-7376

Dr. Andrew Van Kessel
Professor and Head
Department Animal and Poultry Science
51 Campus Drive
University of Saskatchewan

Dear Dr. Van Kessel:

RE: Development of the Bachelor of Science (B.Sc.) In Animal Bioscience

In response to your recent request concerning the development of this new program, the matter was discussed at the College and Departmental levels. There was enthusiastic support for the new program. The Department of Veterinary Biomedical Sciences currently provides three courses for students in your BSA program including VBMS 314.3, VBMS 324.3 and VBMS 325.3. With increased enrollment anticipated in these courses, additional resources related to laboratory equipment and laboratory space are expected. Depending upon minor adjustments made to the course content, to meet the requirements of two degree programs, instructional and technical resources may also be required.

In spite of the resource issues which are currently under discussion, they and are not considered a major obstacle for implementation of the new program. The Department of Veterinary Biomedical Sciences fully supports the establishment of this new degree program.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barry Blakley".

Barry Blakley, D.V.M. Ph.D.
Professor and Head
Department of Veterinary Biomedical Sciences

BB:smr

copy: Dean Doug Freeman, WCVM
Associate Dean (Academic) Bruce Grahn, WCVM



UNIVERSITY OF
SASKATCHEWAN

College of Agriculture
and Bioresources

Department of Animal and Poultry Science
6D34
Agriculture Building
51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-4128
Facsimile: (306) 966-4151

December 16, 2011

Dr. P. Bretscher
Professor and Head
Department of Microbiology and Immunology
HLTH A302
107 Wiggins Road

Dear Dr. Bretscher,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

Three existing courses offered by the Department of Biochemistry are proposed as required courses in the new program. They include BMSC 200.3 Biomolecules (Term 1) and BMSC 230.3 Metabolism (Term 2). BMSC210.3 Microbiology or FABS212 Agri-Food Resources Microbiology will be accepted as meeting a requirement for 3 credit units of microbiology. Please identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

Please indicate any concerns regarding the program in correspondence to me before January 13, 2012. If no response is provided by this date we will assume that no resource issues have been identified.

Sincerely,

A handwritten signature in blue ink that reads "Andrew Van Kessel".

Andrew Van Kessel
Professor and Head

Zink, Melissa

From: Peter Bretscher <peter.bretscher@usask.ca>
Sent: Friday, December 23, 2011 11:53 AM
To: Zink, Melissa
Cc: Peter Bretscher
Subject: Re: Bachelor of Science in Animal Biosciences

Hello Andrew,

Thank you for your letter and consultation over your proposal for a new BSc in Animal Bioscience, under the auspices of the College of Agriculture and Bioresources. This email attempts to encapsulate our recent telephone conversation. My response was made after getting advice from our Chair of the departmental Undergraduate Affairs Committee.

I noted that BMSC 210 is actually offered by the Department of Microbiology and Immunology, and outlined the academic reasons for the BMSC common core, namely that students entering the Biomedical Sciences are now not at a disadvantage if they only choose their major on entering the third year, in contrast to their second year, as in the past. We ourselves do not regard FABS 212.3 as equivalent to BMSC 210, because there is more immunology and bacterial genetics in BMSC 210, suitable as a foundation for upper year classes, though we can give permission to individuals who have taken FABS 212.3 to take our higher level MCIM classes. BMSC 210 is presently oversubscribed, due to space limitations of the lecture theatre, and the quota filled on a first come basis. You told me that MCIM 321.2, Principles of Immunology, was an elective, which seems appropriate. One fact I forgot to mention is that there is a Committee, the BMSC Undergraduate Program Committee, of whom Mary Pato, Biochemistry, is Chair. She could be consulted. However, if you are consulting Bill Roesler as Chair of Biochemistry, that should be sufficient.

Best wishes of the season.

Peter Bretscher

On 16-Dec-11, at 1:00 PM, Zink, Melissa wrote:

Please see attached letter from Dr. Andrew Van Kessel.

Melissa Zink
Animal and Poultry Science
6D34 Agriculture
966 -4146
melissa.zink@usask.ca

<Animal Bioscience Letter- Dr P. Bretscher 06-16-2011.pdf>



Department of Animal and Poultry Science
6D34
Agriculture Building
51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-4128
Facsimile: (306) 966-4151

December 12, 2011

Dr. Bruce Coulman,
Professor and Head
Department of Plant Sciences
Room 4D36.3
Agriculture Building

Dear Dr. Coulman,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

One existing course offered by the Department of Plant Sciences is proposed as a required course in the new program. The course is PLSC 314.3 Statistical Methods (Term 1). Please identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

Please indicate any concerns regarding the program in correspondence to me before January 13, 2012. If no response is provided by this date we will assume that no resource issues have been identified.

Sincerely,



Andrew Van Kessel
Professor and Head

Zink, Melissa

From: Zink, Melissa
Sent: Friday, December 16, 2011 2:30 PM
To: Van Kessel, Andrew
Subject: FW: Bachelor of Science in Animal Bioscience

Melissa Zink
Animal and Poultry Science
6D34 Agriculture
966-4146
melissa.zink@usask.ca

From: Coulman, Bruce
Sent: Friday, December 16, 2011 2:29 PM
To: Zink, Melissa
Subject: RE: Bachelor of Science in Animal Bioscience

Andrew/Melissa,

This new degree sounds like an excellent initiative.

Regarding PLSC 314, I don't think that additional students from this program will have any immediate resource implications. My concern would be that PLSC 314 sometimes runs close to capacity because of classroom size. We may have to consider enrolment limits for certain programs in other Colleges.

Regards,

Bruce

From: Zink, Melissa
Sent: December-16-11 10:30 AM
To: Coulman, Bruce
Subject: Bachelor of Science in Animal Bioscience

Please see attached letter from Dr. Andrew Van Kessel

Melissa Zink
Animal and Poultry Science
6D34 Agriculture
966-4146
melissa.zink@usask.ca



Department of Animal and Poultry Science
6D34
Agriculture Building
51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-4128
Facsimile: (306) 966-4151

December 12, 2011

Dr. Jack Gray,
Professor and Head
Department of Biology
Room 324
112 Science Place

Dear Dr. Gray,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially human medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

Two existing courses offered by the Department of Biology are proposed as required courses in the new program. They include BIOL120.3 Nature of Life (Term 1), BIOL224.3 Animal Body Systems (Term 2). We also anticipate students in the program would be interested in upper year elective course offered by the Department of Biology including as restricted electives. I am writing to formally request you identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

I would be pleased to meet with you to discuss the program further, including addressing resource issues, as well as scheduling and refining opportunities in both Departments for elective offerings. Following this, a letter addressed to me indicating your support for the program would be highly appreciated.

Sincerely,



A handwritten signature in cursive script that reads "Andrew Van Kessel".

Andrew Van Kessel
Professor and Head



Andrew Van Kessel
Professor and Head
Department of Animal and Poultry Science
College of Agriculture And Bioresources

Department of Biology

112 Science Place
Saskatoon SK S7N 5E2 Canada
Telephone: (306) 966-4399
Facsimile: (306) 966-4461

Dear Andrew,

Thank you for the meeting regarding the proposed BSc in Animal Bioscience. Both Jack Gray and I found it very useful. After meeting with you I arranged a meeting of the Biology Undergraduate Affairs Committee to discuss the proposal. In general the committee recognized the desirability of such a program and were supportive of the concept. Some of the major concerns echoed some topics brought up when Jack and I met with you.

The Biology Undergraduate Affairs Committee (UAC) identified these challenges, concerns and opportunities:

- Crossover of students between the Arts & Science and Agriculture and Bioresources for senior course offerings was seen as beneficial. As the ANBI program is developing, both Departments should look into alternate prerequisites (BIOL/ANSC/ANBI) to facilitate this. As an example, the proposed ANBI 420.3 course may be an attractive option for Biology majors and we are encouraged by Dr. Hogan's willingness to consider Biology courses as prerequisites. Further, as some of the existing ANSC courses are revised we would welcome the opportunity to review whether these could play a role in the Biology major, opening them up to Arts & Science students. I'm confident that continued discussion will prove useful.
- As we discussed in our meeting, enrolment pressure on Biology 120.3, The Nature of Life, and Biology 224.3, Animal Body Systems, is very high. These lab-based courses have been extremely successful and are in high demand for students in several colleges. The Department and College are aware of this and discussions around improving access are ongoing. Any additional student demand for either of these courses beyond existing commitments will require further discussion around lab scheduling and resourcing. We don't want access to Biology courses to be a bottleneck for students in any College and we will be sure to include your students' needs in future discussions, but cannot commit to any additional space at this time.
- After looking at the course sequence. We were not able to discern the reason that Biology 224.3 could not be taken in the second year. There is no course in term 1 of year 2 that requires Biology 224.3. The proposal acknowledges that students in the College of Agriculture taking this course in term 2, generally first year students, do not perform as well as students in term 1, who must have taken Biology 120.3 the previous year as a prerequisite. Given the enrolment pressure identified above the Department of Biology would like to see every student enrolled do

well in the course. Students who have to re-take Biology 224.3 place added need on this course. We suggest looking at the course sequence to determine if Biology 224.3 could be moved to your students' second year.

- The Biology UAC also noted that Biology 226.3, Genes to Genomics, was not a program requirement, but Biology 316.3, Molecular Genetics of Eukaryotes, which requires Biol 226.3 as a prerequisite, is a restricted elective. We also note that the Planning and Priorities Committee identified meeting pre-professional (Veterinary Medicine and Medicine) entry requirements as beneficial. Our committee acknowledged that ANSC 313.3 is accepted by the U of S as meeting the genetics requirement for application for Vet Med here in Saskatoon, but were uncertain if this would be a disadvantage to students who might apply to professional schools outside of Saskatchewan. The committee suggests clarifying how BIOL 226.3 and 316.3 fit into the proposed ANBI program.
- The positioning of this program was also discussed. The committee was supportive of a domestic animal program to complement the livestock production-oriented Animal Science major. The UAC was concerned that the term Animal Biology had been used as a field of specialization. As you note in the proposal the Department of Biology provides foundational programming in animal biology. The Department also has a strong animal research component and strength in senior animal-related courses. The Department of Biology views "Biology" as a broad, encompassing term that crosses scales from molecular biology to population, community and landscape-level research. We also do offer senior courses in the biology of various animal groups that include molecular, physiological, behavioural and ecological aspects. In this vein, we see the proposed Animal Bioscience program addressing an applied aspect of Animal Biology. However, it does not reflect this field as a whole. We suggest considering an alternate term.

In positioning the Animal Bioscience major we also noted that on the surface the structure of the degree is remarkably similar to the B.S.A. Animal Science major, with certain course substitutions. While we do recognize the difference in emphasis, we were not sure that a BSc in Animal Bioscience and BSA in Animal Science reflect this emphasis. As stated above, the committee did not favour the use of the word *Biology*, but suggested that *Domestic Animal Bioscience* or *Domesticated Animal Bioscience* might help incoming students.

It was also suggested that your proposal specify possible career paths other than graduate school or veterinary medicine that an Animal Bioscience graduate might pursue to help distinguish this program from both the B.S.A. in Animal Science as well as the BSc in Biology.

- We would also like to note that at present BIOL 312.3, Life in the North, is not being regularly offered by the Department and may not be a useful inclusion as a restricted elective. We also note that BIOL 436.3, Parasitology, has BIOL 121.3 and 9 cu of Biology as it's prerequisite and

that BIOL 121.3 is not included in the core program and with the current structure many students will only have taken BIOL 120.3 and BIOL 224.3, likely limiting student access. Likewise, TOX 301.3 also requires BIOL 121.3. I'd be happy to discuss the role of this course in your programs should you wish.

Finally, while not discussed by the UAC, we remain interested in evaluating possible crossover between the 300-level animal physiology courses in your program and ours to improve access to senior course offerings in both Departments. It occurs to me that this may also provide more flexibility for students in the Agricultural Biology program to move to the Animal Bioscience program should it suit their needs.

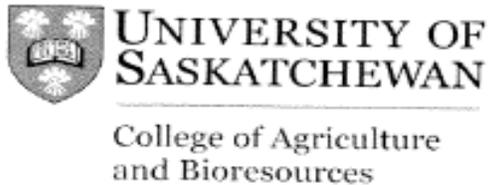
I'm happy to meet to discuss any of the above further or to explore other ideas.

Sincerely,



Chris Todd
Chair, Biology Undergraduate Affairs Committee

cc. Dr. J. Gray, Acting Head, Biology
Dr. P. Bonham-Smith, Acting Vice-Dean, Arts and Science College



Department of Animal and Poultry Science
6D34
Agriculture Building
51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-4128
Facsimile: (306) 966-4151

December 12, 2011

Dr. George Khachatourians
Professor and Head
Department of Food and Bioproduct Sciences
Room 6E08
Agriculture Building

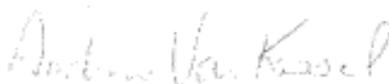
Dear Dr. Khachatourians,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

One existing course offered by Food and Bioproduct Sciences is proposed as required course in the new program. The course is FABS212.3 Agri-Food and Resources Microbiology (Term 1). Please identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

Please indicate any concerns regarding the program in correspondence to me before January 13, 2012. If no response is provided by this date we will assume that no resource issues have been identified.

Sincerely,



Andrew Van Kessel
Professor and Head



UNIVERSITY OF
SASKATCHEWAN

College of Agriculture
and Bioresources

Department of Food & Bioproduct Sciences

51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-5025
Facsimile: (306) 966-8898

January 11, 2012

Dr. Andrew Van Kessel
Professor and Head
Department of Animal and Poultry Science
Room 6D34
Agriculture Building
51 Campus Drive
Saskatoon, SK S7N 5A8

Dear Dr. Van Kessel:

The development of a Bachelor of Science in Animal Bioscience is very timely and should be an exciting new option to attract urban students to our college.

Your inclusion of FABS 212.3 Agri-Food and Resources Microbiology as a required course should not pose any significant demand on resources in the short term. We recognize that the inclusion of this course is important to the Animal Bioscience program as it will provide a foundation in the general biology of microorganisms, with emphasis on those of agriculture, food and environmental importance. In addition, it will be positive for enrollment numbers for our department.

As this time, there are some uncertainties as to the impact of TABBS on course development and to cost recovery for laboratory portions of FABS 212. We will continue to monitor resource needs and will be in contact should conditions change.

Sincerely,

A handwritten signature in cursive script that reads "Phyllis Shand".

Phyllis J. Shand
Professor and Head



Department of Animal and Poultry Science
6D34
Agriculture Building
51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-4128
Facsimile: (306) 966-4151

December 12, 2011

Dr. David Palmer,
Professor and Head
Department of Chemistry
Room 259
Thorvaldson Building

Dear Dr. Palmer,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

Two existing courses offered by the Department of Chemistry are proposed as required courses in the new program. They include CHEM 112.3 General Chemistry (Term 1), CHEM 250.3 Organic Chemistry (Term 2). Please identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

Please indicate any concerns regarding the program in correspondence to me before January 13, 2012. If no response is provided by this date we will assume that no resource issues have been identified.

Sincerely,



Andrew Van Kessel
Professor and Head



MEMORANDUM

TO: Andrew van Kessel, Head, Dept. of Animal and Poultry Science

FROM: David Palmer, Head, Dept. of Chemistry

DATE: January 23, 2012

RE: **B.Sc. in Animal Bioscience**

Dear Andrew,

The Chemistry Department is delighted to hear about your new program offering students a BSc in Animal Bioscience. The Chemistry Department can accommodate the expected number of extra students (ca. 20) in the three Chemistry courses that are described in the program (Chem 112, Chem 115 and Chem 250) without need of extra resources. We are assuming at this time that no changes need to be made regarding reserved seating during registration.

We look forward to seeing students in the new program in our courses. Many thanks for consulting with us and I wish you great success with this new endeavor.

A handwritten signature in black ink, appearing to read "D. Palmer".

David Palmer, Head
Department of Chemistry



Department of Animal and Poultry Science
6D34
Agriculture Building
51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-4128
Facsimile: (306) 966-4151

December 12, 2011

Dr. W.J. Roesler
Professor and Head
Department of Biochemistry
Rm A3 Health Science Building
107 Wiggins Road

Dear Dr. Roesler,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

Three existing courses offered by the Department of Biochemistry are proposed as required courses in the new program. They include BMSC 200.3 Biomolecules (Term 1) and BMSC 230.3 Metabolism (Term 2). BMSC210.3 Microbiology or FABS212 Agri-Food Resources Microbiology will be accepted as meeting a requirement for 3 credit units of microbiology. Please identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

Please indicate any concerns regarding the program in correspondence to me before January 13, 2012. If no response is provided by this date we will assume that no resource issues have been identified.

Sincerely,



Andrew Van Kessel
Professor and Head

Zink, Melissa

From: Mary Pato <mdp325@mail.usask.ca>
Sent: Thursday, December 22, 2011 9:26 AM
To: Zink, Melissa
Cc: Van Kessel, Andrew; Ovsenek, Nicholas; Bill Roesler
Subject: Bachelor of Science in Animal Bioscience

Hi Melissa,

Dr. Roesler has forwarded to me your message with the letter of Dr. Andrew Van Kessel regarding the proposed B. Sc. in Animal Bioscience program which will require the biochemistry courses BMSC 200.3 and BMSC 230.3. Both courses are lecture courses taught to a large number of students. BMSC 200 is offered in 2 sections in term 1, 1 section in term 2 and sometimes 1 section in the summer. This year, there are about 225 students in each section (1, 2 and 3). An additional 20 students from the proposed program could be accommodated in these sections. There are 2 sections in BMSC 230 offered in term 2. Section 1 is usually full (350 students this year) while section 2 is nearly full (212 students). We suggest that if possible you should ask your students to enrol in BMSC 230 section 2. Because these courses are lecture courses there will be no resource issue unless the enrolment exceeds the capacity of the lecture rooms available, and another section has to be offered.

If you have any question about this matter, please do not hesitate to contact me.

Mary Pato
Chair, Undergraduate Affairs Committee

Mary D. Pato, Ph. D.,
Professor, Department of Biochemistry,
College of Medicine,
University of Saskatchewan,
107 Wiggins Road, Saskatoon, SK,
CANADA S7N 5E5

Telephone 306-966-4376
Facsimile 306-966-4390



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6D34
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Telephone: (306) 966-4128
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December 12, 2011

Debora Rolfes
Ron & Jane Graham Centre
Room 2A20
College of Engineering

Dear Debora Rolfes,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

RCM300 Rhetorical Communication (Term 2) is a course offered by the Ron and Jane Graham Centre that is proposed as required courses in the new program. Please identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

Please indicate any concerns regarding the program in correspondence to me before January 13, 2012. If no response is provided by this date we will assume that no resource issues have been identified.

Sincerely,



Andrew Van Kessel
Professor and Head

January 9, 2012

Andrew Van Kessel
Professor and Head
Department of Animal and Poultry Science
6D34 Agriculture Building

Dear Dr. Van Kessel:

Re: Proposed Bachelor of Science (B.Sc.) in Animal Bioscience

Congratulations on the development of a new program. At the Graham Centre, we enjoy working with students from the College of Agriculture and Bioresources, and we look forward to adding students studying animal bioscience.

Our only concern is that we already have too many students to handle in the second (winter) term and are looking to balance the enrolment in RCM 300 between fall and winter terms. Twenty extra students is the equivalent of one full section; we do not have the instructional staff to add a section in the winter term. If you require the students in this new program to take RCM 300 in the fall term, we should have no problem handling the increased load.

Thank you for consulting us about resource issues; we look forward to meeting your new students.

Sincerely,

Debora Rolfes
Coordinator, RCM 300



UNIVERSITY OF
SASKATCHEWAN

College of Agriculture
and Bioresources

Department of Animal and Poultry Science
6D34
Agriculture Building
51 Campus Drive
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Telephone: (306) 966-4128
Facsimile: (306) 966-4151

December 12, 2011

Dr. Raj Srinivasan
Professor and Head
Department of Math
Room 140
McLean Hall

Dear Dr. Srinivasan,

The Department of Animal and Poultry Science is developing a new Bachelor of Science (B.Sc.) in Animal Bioscience that will provide students with a strong foundation in applied domestic animal biology (animal metabolism, genetics, physiology, nutrition, behavior, care, social and environmental impact) to work in fields outside of agriculture including biomedical sciences, companion, equine and research animal care, animal health, environmental sciences, and government regulation. The new B.Sc. (Animal Biosciences) is consistent with similar programs offered in other animal science departments in Canada that have been successful in attracting significant student enrolment, particularly among an urban cohort of students interested in domestic animals but not necessarily food animal agriculture. Students entering the program will be able to meet the prerequisite for application to veterinary and potentially medicine programs. We anticipate the B.Sc. (Animal Bioscience) will attract 20 students in each of the 4 years of the program (80 students total).

One of three existing courses offered by the Department of Math is proposed to meet requirement for 3 credit units of mathematics in the new program. They include MATH104.3 Elementary Calculus (Term 1), MATH 110 Calculus I (Term 1) and MATH 125 Mathematics for the Life Sciences (Term 1). Please identify any resource issues that must be addressed in order to meet additional enrolment demand in these course offerings.

Please indicate any concerns regarding the program in correspondence to me before January 13, 2012. If no response is provided by this date we will assume that no resource issues have been identified.

Sincerely,

A handwritten signature in cursive script that reads "Andrew Van Kessel".

Andrew Van Kessel
Professor and Head

Van Kessel, Andrew

From: Raj Srinivasan [raj@math.usask.ca]
Sent: Tuesday, December 20, 2011 1:51 PM
To: Van Kessel, Andrew
Cc: Raj Srinivasan
Subject: Resources for Math course

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Andrew:

I do not think I need any additional faculty resources to accommodate 20 students per year in to Math 104/Math 125/Math 110. However, I need resources for marking and tutorial assistants. Math 104 does not have a tutorial, so need for tutorial assistant. Math 125 and Math110 have 90 minute tutorial. I might be able to come up with the exact cost of marker and tutorial assistant in the new year.

Please send me a reminder.

Raj

Appendix 3: Disciplinary Mapping – Skills and Knowledge Areas attained through B.Sc. (An. Biosc.) course offerings

Skills	Year of Program	Courses
oral communication	2	RCM 300 Rhetorical communication
	3	ANBI 375 Animals and the environment (debate)
	4	ANSC 430 Intensive Feedlot Production
literature comprehension	3	ANBI 375 Animals and the environment (paper)
	4	ANBI 492 Thesis
scientific writing	1	AGRC 112 Food/Animal Science (term paper)
popular/extension writing	1	ENG 1xx
	2	RCM 300 Rhetorical communication
	4	ANSC 440 Monogastric Animal Production II
computer literacy	1	ANBI 110 Domestic Animal Biology
	2	ANSC 313 Animal breeding and genetics
laboratory skills	3	ANSC 315 Animal and Poultry Nutrition
	1,2	Chemistry labs
animal handling/field	2	ANSC 212 Livestock and Poultry Production
	3	ANSC 315 Animal and Poultry Nutrition
	4	ANSC 430 Intensive Feedlot Production
	4	ANSC 440 Monogastric Animal Production II
problem solving/ critical thinking	3	ANBI 360 Canine and Feline Science
	4	ANBI 470 Applied Animal Biotechnology
	4	ANSC 460 Dairy (solve farm problem)
marketing/business	3	ANBI 360 Canine and Feline Science
	3	ANBI 320 Equine Science
	4	ANSC 410 Cow-Calf Management
work independently	4	ANBI 492 Thesis
group/team work	1	AGRC 112 Food/Animal Science
	2	ANSC 313 Animal breeding and genetics
	4	ANSC 410 Cow-Calf Management
integrity/ethical behaviour	4	ANBI 470 Animal Biotechnology
Biohazard awareness	3	ANSC 315 Animal and Poultry Nutrition
	4	ANBI 470 Animal Biotechnology
time management	4	ANBI 492 Thesis

Appendix 3: Disciplinary Mapping – Skills and Knowledge Areas attained through B.Sc. (An. Biosc.) course offerings-continued

Knowledge Areas	Year of Program	Course
biology	1	BIOL 120.3 Nature of Life
	1	ANBI 110 Domestic Animal Biology
	1	BIOL 224 Animal Body Systems
animal management	2	ANSC 212 Livestock and Poultry Production
	3,4	<i>Species specific courses</i>
reproduction	1,2	ANSC 212 Livestock and Poultry Production
	3	VBMS 325 Animal Physiology II
genetics	2	ANSC 313 Animal breeding and genetics
	4	ANBI 470 Applied Animal Biotechnology
physiology	3	VBMS 324 Animal Physiology I
	3	VBMS 325 Animal Physiology II
endocrinology	3	VBMS 325 Animal Physiology II
	4	ANBI 420 Comparative Endocrinology
environment	1	AGRC 112 Food/Animal Science
	3	ANBI 375 Animals and the environment
math	1	MATH 104 Calculus
basic statistics	2	PLSC 314 Statistical Methods
	4	ANSC 313 Animal breeding and genetics
inorganic chemistry	1	CHEM 112 General Chemistry
	1	CHEM 115
organic chemistry	1	CHEM 250 Organic Chemistry
biochemistry	2	BMSC 200 Biomolecules
	2	BMSC Metabolism
microbiology	2	BMSC 210 Microbiology or FABS 212
immunology	1	ANBI 110 Domestic Animal Biology
	4	ANBI 470 Applied animal biotechnology
digestion/nutrition	2	ANSC 212 Livestock and Poultry Production
	3	ANSC 315 Animal and Poultry Nutrition
	3	<i>Species specific courses</i>
anatomy	3	VBMS 314 Comparative anatomy
disease assessment	4	VLAC 411 or VTPA 412
animal ethics	3	ANBI 375 Animals and the environment (paper)
animal behavior/welfare	1	AGRC 112 Food/Animal Science
	4	<i>ANBI 411 Behaviour of Domestic Animals</i>

Appendix 4: Disciplinary Mapping – Skills required for potential career paths identified for B.Sc. (An. Biosc.) graduates

Potential Career	Required skills/knowledge areas		
Pharmacology representative	Anatomy Basic statistics Biochemistry Biology Computer literacy Digestion/nutrition Endocrinology	Group/team work Immunology Inorganic chemistry Integrity/ethical behaviour Literature comprehension Marketing / business Math	Oral communication Organic chemistry Physiology Popular/extension writing Problem solving/critical thinking Scientific writing
Research technician	Animal behaviour/welfare Animal handling/field training Basic statistics Biochemistry Biohazard awareness Biology Computer literacy Digestion/nutrition Disease assessment	Endocrinology Environment Group/team work Immunology Inorganic chemistry Integrity/ethical behaviour Laboratory skills Literature comprehension Math	Microbiology Oral communication Organic chemistry Physiology Problem solving/critical thinking Reproduction Scientific writing
Companion Animal/Pet Industry	Anatomy Animal behaviour/welfare Animal handling/field training Basic statistics Biochemistry Biohazard awareness Biology Computer literacy	Digestion/nutrition Disease assessment Endocrinology Environment Genetics Group/team work Inorganic chemistry Integrity/ethical behaviour	Math Oral communication Organic chemistry Physiology Problem solving/critical thinking Reproduction

Appendix 4: Disciplinary Mapping – Skills required for potential career paths identified for B.Sc. (An. Biosc.) graduates - Continued

Potential Career	Required skills/knowledge areas		
Laboratory Animal	Anatomy	Digestion/nutrition	Literature comprehension
	Animal behaviour/welfare	Disease assessment	Math
	Animal handling/field training	Endocrinology	Oral communication
	Basic statistics	Genetics	Organic chemistry
	Biochemistry	Group/team work	Physiology
	Biohazard awareness	Inorganic chemistry	Problem solving/critical thinking
	Biology	Integrity/ethical behaviour	Scientific writing
Regulatory Government	Computer literacy	Laboratory skills	
	Animal behaviour/welfare	Digestion/nutrition	Math
	Basic statistics	Disease assessment	Oral communication
	Biohazard awareness	Environment	Popular/extension writing
Environmental (animal related)	Biology	Group/team work	Problem solving/critical thinking
	Computer literacy	Literature comprehension	Scientific writing
	Anatomy	Disease assessment	Literature comprehension
	Animal behaviour/welfare	Endocrinology	Organic chemistry
	Basic statistics	Environment	Organization skills
	Biochemistry	Genetics	Physiology
	Biohazard awareness	Group/team work	Popular/extension writing
Pre-vet	Biology	Inorganic chemistry	Problem solving/critical thinking
	Chemistry	Integrity/ethical behaviour	
	Computer literacy	Laboratory skills	
	Basic statistics	Integrity/ethical behaviour	Physics
	Biochemistry	Math	Physiology
Pre-vet	Biology	Microbiology	Oral communication
	Genetics	Oral communication	Popular/extension writing
	Inorganic chemistry	Organic chemistry	Integrity/ethical behaviour

Appendix 5: B.Sc. Animal Bioscience program – suggested scheduling by term

B.Sc. Animal Bioscience			
First Year (30 Credits)			
Term 1		Term 2	
ANBI 110.3	Domestic animal biology	AGRC 112.3	Agricultural Science II (Food/Animal Science)
BIOL 120.3	Nature of life	BIOL 224.3	Animal body systems
CHEM 112.3	General chemistry	CHEM 115.3	General Chemistry
MATH 104.3, 110.3 or 125.3	"Calculus"	ENG 1xx.3*	See below
Humanity	Can include Term 2 ENG 110.6	Humanity	
Total Credits	30		
Second Year (30 Credits)			
Term 1		Term 2	
ANSC 212.3	Livestock and Poultry Production	ANSC 313.3	Animal breeding and genetics
BMSC 200.3	Biomolecules	BMSC 230.3	Metabolism
CHEM 250.3	Organic Chemistry	PLSC 314.3	Statistical Methods
FABS 212.3 or BMSC 210.3	"Microbiology"	Open elective	
RCM 300.3	Rhetorical communication	Restricted elective	
Total Credits	30		
Third Year (30 Credits)			
Term 1		Term 2	
ANSC 315.3	Animal and Poultry Nutrition	ANBI 375.3	Animals and the environment
VBMS 314.3	Comparative anatomy	VBMS 325.3	Animal physiology II
VBMS 324.3	Animal Physiology I	Restricted Elective	
Restricted elective		Open elective	
Open elective		Open elective	
Total Credits	30		
Fourth Year (30 Credits)			
Term 1		Term 2	
ANBI 492.3 or 494.6	Thesis	VLAC 411 or VTPA 412	Animal or poultry diseases
ANBI 470.3	Applied animal biotechnology	ANBI 420.3	Comparative Endocrinology
Restricted elective		ANBI 411.3	Animal Behaviour
Restricted elective		Restricted elective	
Open elective		Open elective	
Total Credits	30		
Overall Total Credits 120			
*ENG 111.3, 112.3, 113.3, 114.3 or ENG 110.6			
Restricted electives-18 cu including a minimum of 6 cu species courses listed below			
Species courses = ANBI 320 (horses), 360 (dogs/cats), ANSC 340 (swine), 410 (Cow/Calf), 430 (Feedlot), 440 (Poultry), 460 (Dairy)			
Summary			
28 X 3 required courses = 84 cu			
6 X 3 Restricted electives = 18 cu			
6 X 3 Open electives = 18 cu			
Total 120 cu			

Appendix 6: Course titles for restricted electives in the Animal BioScience program.

Restricted Elective-Course Titles

Discipline Specific Courses

ANSC 301.3 Animal Production Tour
BIOC 310.3 Proteins and Enzymes
BIOC 311.3 Introductory Molecular Biology
BIOC 435.3 Intermediary Metabolism
BIOC 436.3 Advanced Molecular Biology
BIOL 430.3 Neurobiology of Behaviour
BINF 210.3 Introduction to Bioinformatics Applications
BMSC 220.3 Cell Biology
BMSC 240.3 Laboratory Techniques
FABS 325.3 Food Microbiology and Safety
FABS 430.3 Environmental Microbiology
FABS 450.3 Anaerobic and Rumen Microbiology
MCIM 209.3 Medical Virology
MCIM 308.3 Medical Bacteriology
MCIM 321.3 Immunology
PCOL 350.6 General Pharmacology
PHYS 115.3 Physics and the Universe
PLSC 422.3 Rangeland Management
RCM404.3 Leadership as communication
RRM 312.3 Natural Resource Management and Indigenous Peoples
TOX 300.3 General Principles of Toxicology
TOX 402.3 Systemic Toxicology
VLAC 411.3 Diseases of Livestock
VTPA 412.3 Diseases of Poultry

Animal Species Specific Electives

ANBI 320.3 Equine Science
ANBI 360.3 Canine and Feline Science
ANSC 340.3 Monogastric Animal Production I
ANSC 410.3 Cow Calf Management
ANSC 430.3 Intensive Management of Beef Cattle
ANSC 440.3 Monogastric Animal Production II
ANSC 460.3 Intensive Management of Dairy Cattle

Appendix 7: Statement from Dean Buhr, College Agriculture and Bioresources

The College of Agriculture and Bioresources enthusiastically supports the establishment of a Bachelor of Science in Animal Biosciences degree program and has committed that the necessary resources will be available. The establishment of this program will allow us to keep pace with our competitor institutions and maintain our ability to attract students from across Western Canada.

The B.Sc. (Anbiosc.) degree will appeal to a broader spectrum of students and will better attract urban students compared to the existing Animal Science major in the B.S.A. degree.

Development of the B.Sc. (Anbiosc.) degree is a cornerstone of the college's academic plan for 2012-2016. College Faculty unanimously approved the proposal March 8, 2012 for implementation in the 2013-2014 admission cycle.

Appendix 8: Statement from Professor Van Kessel, Head, Animal and Poultry Science



Department of Animal and Poultry Science
6D34 Agriculture Building
51 Campus Drive
Saskatoon SK S7N 5A8 Canada
Telephone: (306) 966-4136
Facsimile: (306) 966-4151

March 1, 2012

Mary Buhr
Dean and Professor
College of Agriculture and Bioresources

Dear Dr. Buhr:

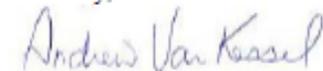
Faculty of the Department of Animal and Poultry Science have developed a novel B.Sc. in Animal Bioscience at the University of Saskatchewan to provide students with career opportunities in domestic animal-related fields and to increase the representation of urban students in programs offered by our Department. The new degree will attract new students to the University of Saskatchewan and College of Agriculture and Bioresources. On January 25, 2012, Animal and Poultry Science faculty fully endorsed the B.Sc. (Animal Bioscience) proposal.

The new degree maximizes use of faculty expertise and resources in animal nutrition, physiology, genetics and management and provides enhanced undergraduate teaching opportunity for two new faculty with expertise in wildlife-agriculture interactions and ecotoxicology. The degree can be offered with existing faculty plus sessional lecturer support to teach ANBI 320 Equine Sciences (replaces ANSC250 and ANSC350) every year. Additional new resource requirements are limited to supplies and teaching assistant support associated with incremental enrolment for laboratories in existing courses plus two new (n=2) courses.

We have conducted extensive cross college consultations in developing the new degree. WCVM has indicated their continued "enthusiastic" support for cross college teaching between Animal and Poultry Science and Veterinary programs. Similarly, the Department of Biology is also supportive of the program concept and in developing greater cross departmental access to senior courses. While some resource issues have been identified associated with incremental enrolment in required courses offered outside AgBio we are confident these can be addressed.

Animal and Poultry Science is excited to be able to add this program to the array of undergraduate program offerings in the College of Agriculture and Bioresources.

Sincerely,



Andrew Van Kessel
Professor and Head

Appendix 9: Budget Summary

	Note	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
<u>Student Data (FTE)</u>						
Total Program enrolment			20.00	36.80	50.91	62.77
New AgBio students			15.00	27.60	38.18	47.07
New UofS students			15.00	27.60	38.18	47.07
<u>Course Data (3 cue)</u>						
Incremental Courses - AgBio			30.00	86.70		
Incremental Course - Other			120.00	189.30	242.22	273.34
Total incremental courses			150.00	276.00	381.84	470.75
<u>Tuition and Fee Rates</u>						
	1					
AgBio Classes (Cat 2)			\$ 501	\$ 516	\$ 532	\$ 547
Other Classes (Cat 2)			\$ 501	\$ 516	\$ 532	\$ 547
Student fees			\$ 728	\$ 750	\$ 772	\$ 796
<u>Incremental Revenue Projections</u>						
			<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
AgBio Classes			\$ 15,030	\$ 44,740	\$ 74,210	\$ 108,073
Other Colleges			\$ 60,120	\$ 97,684	\$ 128,743	\$ 149,640
Student fees			\$ 10,920	\$ 20,696	\$ 29,491	\$ 37,448
Total Incremental Revenue		-	\$ 86,070	\$ 163,120	\$ 232,443	\$ 295,161
<u>Cost Projections</u>						
Course delivery (AgBio)	2			\$ 4,160	\$ 4,326	\$ 4,499
Laboratory/tutorials	3		\$ 1,625	\$ 1,674	\$ 1,724	\$ 1,776
Markers, Teaching Assts	4		\$ 1,375	\$ 2,000	\$ 5,305	\$ 5,464
Supplies and excursions	5		\$ 1,200	\$ 1,500	\$ 2,000	\$ 2,000
Recruitment and promotion	6	\$ 6,000	\$ 2,000	\$ 1,500	\$ 1,500	\$ 1,500
College Administration	7		\$ 1,500	\$ 2,760	\$ 3,818	\$ 4,707
Student fee allocations	8		\$ 10,920	\$ 20,696	\$ 29,491	\$ 37,448
University Overhead	9		\$ 1,155	\$ 2,039	\$ 2,801	\$ 2,992
Total Incremental Costs		\$ 6,000	\$ 19,775	\$ 36,328	\$ 50,965	\$ 60,386
<u>Net Incremental Revenue/(Cost)</u>						
	10	\$(6,000)	\$ 66,295	\$ 126,791	\$ 181,478	\$ 234,774

Appendix 9: Budget Summary -continued

Notes

- 1 Tuition is estimated using category 2 rates as an average over all courses.
- 2 The two new ANBI courses are offered by current faculty as part of the normal teaching assignment. A sessional lecturer is required for ANBI 320 (restricted elective) and is cost-shared with the BSA program. Instruction of other AgBio courses is covered by existing faculty. Instruction in other college courses is provided by each college as outlined in the proposal.
- 3 There is a laboratory with ANBI 110 and a provision of 5 hours per week for teaching assistants is included.
- 4 Markers/teaching assistants support is included to assist with increased enrolments in AgBio courses and some VBMS sections. Assignment to courses will be developed when enrolment figures are known.
- 5 Laboratory supplies are required for ANBI 110. Some courses may feature excursions or off campus tours. If excursion costs are significant, fees will be applied for.
- 6 As the program is proposed for Fall 2013, recruitment material will be developed in 2012/13 and promotion will begin during the year.
- 7 A provision is included to recognize the additional support costs associated with additional students. These amounts are estimates only and would not necessarily be incurred each year.
- 8 Student fees are collected and re-allocated for USSU fees, health plans, etc, and do not result in a large influx to the University operations.
- 9 University overhead is included to recognize potential institutional support costs associated with additional students. Overhead is estimated at 15%, excluding student fees.
- 10 Under the current tuition revenue sharing 85% of incremental tuition will flow to the college providing instruction to cover costs. Following implementation of TABBS, it is assumed that a similar effect will occur, though revenue could include provincial operating grant and expenses will include additional indirect costs.

Appendix 10: B.Sc. (An. Biosc.) Budget: Process and Assumptions

Objective: to determine the incremental revenue and costs associated with offering the Bachelor of Science in Animal Bioscience.

There are four main aspects to this:

1. Estimate the program student population and source of students.
2. Determine if the existing courses have sufficient excess capacity to handle the new enrolments.
3. Identify the incremental tuition to the University of Saskatchewan and the College of Agriculture and Bioresources based on the student population and distribution of students to classes.
4. Identify the incremental costs to the University of Saskatchewan and College of Agriculture and Bioresources based on the nature of the course, student population, and capacity of classes offered.

1. Student Population

The first intake is expected to be in September 2013. There are three sources of new program enrolments – those that would have enrolled in the College of Agriculture and Bioresources, those that would have enrolled in other University of Saskatchewan programs, and those that would not have enrolled at the university without the Bachelor of Science in Animal Bioscience program.

Bachelor of Science in Agriculture

Some students attracted to B.Sc. (An. BioSc.) would have enrolled in the BSA Animal Science major. It is assumed that 25% (five) of the students would have enrolled in the College of Agriculture and Bioresources. These students are not incremental to the university and are considered in evaluation of course capacity, but not in incremental tuition or costs.

Students enrolled in other programs

The remaining 15 students are considered new to the university. The B.Sc. (An. BioSc.) is not expected to compete with other University of Saskatchewan programs. The program is intended to complement current offerings and provide an option for non-traditional students interested in animal bioscience. The program will also compete for students from Alberta and British Columbia.

2. Course Capacity

The impact of new program enrolments on the proposed class list was determined using the following assumptions:

Appendix 10: B.Sc. (An. Biosc.) Budget: Process and Assumptions- continuedDistribution:

- Students take all classes in the appropriate year.
- There are a sufficient number of Restricted and Open electives such that course capacity is not a limiting factor in those courses.
- Enrolment in restricted electives is evenly distributed among the options resulting in 50% of students in AgBio courses and 50% in other college courses.
- Enrolment in open electives results in 50% of students enrolling in AgBio courses and 50% in other college courses.

Capacity:

Capacity for each required course was determined based on current seats and enrolments for existing courses based on Sirius data for 2010/11.

By year 2, the projected enrolment in AgBio courses will exceed the current number of seats available in two courses. The number of seats will be increased to accommodate projected enrolment.

	Seats offered in 2010/11	Projected enrolment
ANSC 313	53	66
ANBI 470	20	24

Capacity restrictions were not placed on restricted or open electives as there is a wider selection of offerings and students will register in courses that are available.

3. Incremental Tuition

At the university level, only students new to the university can be counted for incremental tuition. Within the university, however, there may be shifts in enrolments and teaching activity attributed to each college. This shift was based on the following assumptions:

College of Agriculture and Bioresources

- Students that would have registered in the college without the B.Sc (An. BioSc.) have no impact on teaching activity associated with the College of Agriculture and Bioresources as they would normally enrol in an equivalent number of AgBio versus other college courses.
- All students new to the university would have an incremental impact

Appendix 10: B.Sc. (An. Biosc.) Budget: Process and Assumptions- continued

Other Colleges

- Students new to the university would have a positive impact as they enrol in required courses and electives offered by other colleges.

4. Incremental Costs

College of Agriculture and Bioresources

- A sessional lecturer for ANBI 320 is cost shared with the BSA
- Laboratory and teaching assistant expenses are provided for new courses or to assist those courses that will experience increased enrolment.

Other Colleges

- No impact is anticipated as students will enrol in existing offerings and additional tuition will be earned to offset any additional costs.

New courses

ANBI 110.3 Introductory animal bioscience

This class examines the domestication of agricultural and companion animals and their adaptation to human society. Comparative aspects of domestication, genetics, reproduction, neonatal development, endocrinology and environmental impacts will be reviewed.

Proposed instructors: Sheila Schmutz, Murray Drew, Natacha Hogan and Ryan Brook

ANBI 320.3 Equine Science

Prerequisite: 6 CU BIOL or permission of instructor

Presents the evolution of the horse's role in society, its current uses and the significance of the local and global equine industry. Management topics include housing, nutrition, hoof care and first aid to provide a foundation of information for the care of the horse. Reproduction and genetics lectures present reproductive endocrinology, the application of new technologies and basic equine genetics. Equine behaviour and learning is discussed in conjunction with management, training and equine welfare.

Replaces ANSC 250 and ANSC 350

Proposed instructor: Dianne Winkelman-Sim

ANBI 420.3 Comparative Animal Endocrinology

Prerequisite: VBMS 324/325 or BIOL 317

This course will examine the fundamentals of animal endocrine systems. Similarities and differences in endocrine function between different vertebrate groups will be discussed. Topics include anatomy and physiology of hormones and glands, mechanisms of hormone action, hormonal regulation of various physiological processes in animal systems, endocrine manipulation and monitoring, endocrine disruption and endocrine methodologies.

Proposed instructor: Natacha Hogan

ANBI 492.3 Literature Thesis in Animal Bioscience

Prerequisite: Successful completion of 75 credit units

The student develops a question to be explored in depth in an area relevant to domestic animal biology. Working with a faculty supervisor of his or her choosing, the student prepares a thesis on this topic through several stages of development and revision. Most often the thesis relies on current scientific literature but occasionally additional new data are analyzed. Each student delivers a presentation in a conference setting at the end of the course with other senior students and faculty in attendance.

Proposed instructor: All full-time faculty and adjunct instructors in Animal and Poultry Science are potential supervisors.

ANBI 494.6 Research Thesis in Animal Science

Prerequisite: Successful completion of 75 credit units.

This course is restricted to students with a 70 per cent cumulative average as of January of their third year. Students considering graduate work are encouraged to enroll. Placements are limited. The student develops a question to be explored in depth in an area relevant to domestic animal biology. Working with a faculty supervisor of his or her choosing, the student collects relevant data during a series of experiments conducted over the summer months. Two additional advisors participate in the student's committee. Statistical analysis of data are conducted and the student prepares a thesis based on their

results, through several stages of development and revision. Each student delivers a presentation in a conference setting at the end of the course with other senior students and faculty in attendance.

Proposed instructor: All full-time faculty and adjunct instructors in Animal and Poultry Science are potential supervisors, subject to financial circumstances of individual supervisors whose grant must cover the research expenses of the student.

UNIVERSITY COUNCIL
SCHOLARSHIPS AND AWARDS COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Dr. Gordon DesBrisay
Chair, Scholarships and Awards Committee

DATE OF MEETING: April 19, 2012

SUBJECT: **Update of *Undergraduate Awards Policies***

COUNCIL ACTION: Input

BACKGROUND:

In a typical year, the Scholarships and Awards Committee reviews the policies that make up the *Undergraduate Awards Policy Manual* on a case-by-case basis as issues arise and circumstances change. In 2011-12 the committee chose to undertake a wholesale review of the policies, which by this time numbered 45 and ran to 60 pages.

A subcommittee composed of Gordon DesBrisay, Patti McDougall, Norman Zlotkin and Wendy Klingenberg Roe was charged with clarifying, simplifying and, where necessary, revising the policies. The policies were updated and placed into logical categories for ease of understanding and administration. The result is a set of policies of just 12 pages which is clearer, consistent and which addresses current realities. An abridged version of the revised policy document (complete but for footnotes geared to rationale) will ultimately be posted to the web for students, and the full version for award administrators.

The Scholarships and Awards Committee has provided input on the process throughout and, following its regular March meeting, unanimously recommended the revision to Council for input. The committee's hope is to bring the revision back to Council in May for approval.

DISCUSSION SUMMARY:

In addition to the editorial and structural changes to the policy document, the most important and far-reaching change recommended is that the university alter one of the primary scholarship parameters so as to shift the current requirement of a minimum course load in the regular session prior to an award being granted from 24 credit units to 18 credit units.

The idea originally arose in discussions around the difficulty many programs have found in awarding scholarships to otherwise deserving Aboriginal students who in too many

cases met all criteria for an award except that 24 credit units. However, as we discussed the possibility of adjusting the regulation for Aboriginal students alone, it became clear that the 24 credit unit standard was problematic for other groups of students as well, particularly in light of a general trend away from the traditional “full load” of 30 credit units.

The rationale for 24 credit units was that a student ought to have 6 credit units’ leeway to drop a course for some good reason, having started from a 30 credit unit baseline. That baseline continues to have relevance for students who set out on a prescribed path to the professional colleges, or who already reside in colleges or programs with set curricula based on 30 credit units or more per year. A growing proportion of our students, however, carry a lower course load for a wide array of reasons, including their need to earn a living, to hold down a job or jobs, to raise children, to support family members, etc.

Underpinning this proposed change from 24 credit units to 18 credit units is our conviction, based on our understanding of findings here and elsewhere, that students who take a smaller course load seldom do so in order to gain an academic advantage; they do so because their circumstances preclude taking more courses. More to the point, SESD has provided data helping us to understand the relationship between undergraduate course loads and academic achievement. Those data show that students taking 18 credit units do not achieve higher grades than those taking 24 credit units or more. Rather, the opposite is true.

Based on that knowledge, then, changing the rule would not mean that students who currently qualify for our scholarships will find themselves competing with students who have an “unfair” advantage. We will instead have expanded our pool of academically deserving applicants and allowed for the possibility of providing financial assistance to more such students *without* prejudicing the traditional pool of contenders.

ATTACHMENTS:

Draft *Undergraduate Awards Policies*, April 2012
Undergraduate Awards Policy Manual, September 2011



UNIVERSITY OF SASKATCHEWAN

Undergraduate Awards Policy Manual

*Approved by the Scholarship and Awards Committee of University Council
and University Council*

Updated: September 2011

Undergraduate Awards Policy Manual

Updated: September 2011

*For assistance with interpretation of specific policies
or to make comments or suggestions,
please contact Awards and Financial Aid.*

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Policy 1: Credit Units Required to be Eligible for Awards

That eligibility for awards under the administration of the Scholarships and Awards Committee of Council and under the administration of colleges requires students have maintained enrolment in at least 18 credit units in the previous year's Regular Session in order to be eligible for bursaries, and at least 24 credit units in the preceding year's Regular Session in order to be eligible for scholarships.

Exceptions:

As of 2007-2008, five exceptions to this policy exist, which are outlined as separate policy documents:

1. Students Approved for a Reduced Course Load (*Policy 2*)
2. Dual Registered Students (*Policy 3*)
3. Awards with No Academic Component (*Policy 4*)
4. Half-Time Program in the College of Law (*Policy 5*)
5. Saskatchewan Urban Native Teacher Education Program (SUNTEP) Second Year Students (*Policy 6*)

Rationale:

It is necessary that students complete a specified number of credit units in the previous year's Regular Session to be eligible for awards, so that academic averages can be fairly compared (e.g., it has been deemed unfair to compare a 80% average in 12 credit units with an 80% average in 27 credit units). The number of credit units that a student should take in the previous year's Regular Session must take into account the following factors: (1) some students may not be able to take 100% of what the University defines as a full course load (i.e., 30 credit units in a Regular Session) because of course availability and/or financial constraints, (2) the 30 credit unit requirement is already arbitrary as students in some colleges take more than 30 credit units in the Regular Session, and (3) the amounts awarded, usually about \$1,000, have become small in comparison to the cost of university education.

Implemented:

1995-1996 awards cycle

Review:

2008-2009

Approval and Information:

1. Addendum approved by Council April 15, 1999
2. Addendum approved Scholarships and Awards March 3, 1999
3. Subcommittee's motion passed to Academic Affairs Committee as the approval mechanism was undefined
4. Action by Academic Affairs Committee: Scholarships and Awards Subcommittee directed to pursue the matter with all colleges with a view to presenting a report for inclusion in the April 1994 Council Report; March 15/94 Academic Affairs Committee received report of the Subcommittee recommending university-wide implementation of the 24/18 credit unit regulation
5. Action by Academic Affairs: March 15, 1994 received report which outlines 24/18 credit unit regulation; report would appear not to have been forwarded to University Council

Other Documents:

1. Minutes of the November 5, 1993 Scholarships and Awards Subcommittee meeting
2. Minutes of the November 23, 1993 Scholarships and Awards Subcommittee meeting
3. Minutes of the December 19, 1994 Scholarships and Awards Subcommittee meeting
4. Minutes of the March 15, 1994 Academic Affairs Committee meeting
5. Minutes of the November 17, 1995 Scholarships and Awards Subcommittee meeting
6. Minutes of the January 30, 2009 Scholarships and Awards Subcommittee meeting

**Policy 2: Students Approved for a Reduced Course Load –
Exception to Credit Units Required to be Eligible for Awards**

That students with disabilities who are eligible to study at a reduced course load be required to maintain enrolment in 18 credit units in the previous year's Regular Session in order to be eligible for those awards administered by the Scholarship and Awards Committee that have an academic component. For awards which are solely based on financial need, students on reduced course load must have maintained enrolment in at least 12 credit units in the previous year's Regular Session.

Rationale:

Students with disabilities, in some cases, need to study at a reduced course load in order to be successful at University. A reduced course load means that, according to Government Student Loans regulations, a student can be considered full-time if they are taking 40% of a full-course load – in other words, 12 credit units per Regular Session. The number of credit units that students must have previously completed is defined in the policy entitled Credit Units Required to be Eligible for Awards. Because students on a reduced course load are considered to be full-time students based on a lesser number of credit units, it is logical to alter the credit unit regulations required for these students to be eligible for awards. Students can prove their eligibility to study at a reduced course load through medical documentation that is either attached to their awards application or on file at Disability Services for Students.

Implemented:

2004-2005 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting
2. Minutes of the January 28, 2005 Scholarships and Awards Committee meeting

**Policy 3: Dual Registered Students –
Exception to Credit Units Required to be Eligible for Awards**

That students who are considered dual registered and who are taking courses at another post-secondary institution under a letter of permission which are transferable to their program at the University of Saskatchewan are allowed to use their credit units completed at the other institution in order to calculate their minimum credit unit requirements (i.e., 24 credit units in the previous year and 18 in the current year's Regular Session) and awards averages for awards administered by the Scholarships and Awards Committee.

Addendum 1:

In order to be eligible for awards from the University of Saskatchewan, dual registered students must maintain enrolment in a minimum of 9 credit units at the University of Saskatchewan during the previous year's Regular Session.

Rationale:

Recognizes that some students who are registered and taking courses at the University of Saskatchewan also complete credit units at other post-secondary institutions which are transferable to the University of Saskatchewan and are used towards completion of a University of Saskatchewan degree.

Implemented:

2005-2006 awards cycle

Addendum 1: 2005-2006 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

**Policy 4: Awards with No Academic Component –
Exception to Credit Units Required to be Eligible for Awards**

That all University of Saskatchewan awards which do not have an academic component in their description be available to all continuing full-time students who are considered students in good academic standing at this institution.

Rationale:

The policy that students must complete 24 credit units in the previous year's Regular Session in order to be eligible for awards was partially introduced to ensure some standardization in the comparison of student marks. For awards which do not consider academics, this standard is not necessary. The Scholarship and Awards Committee agreed that eligibility should only be restricted to those students who maintained enrolment in full-time studies (i.e., 18 credit units) in the previous year's Regular Session.

Implemented:

1999-2000 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting

**Policy 5: Half-Time Program in the College of Law –
Exception to Credit Units Required to be Eligible for Awards**

That students enrolled in the half-time program in the College of Law be eligible for awards under the administration of the Scholarships and Awards Committee and under the administration of the College of Law. Recipients must maintain enrolment in a minimum of half of a full-time course load in the previous Regular Session, as defined by the College of Law, in order to remain eligible.

Rationale:

As per the Credit Units Required to be Eligible for Awards policy, students are required to complete a specified number of credit units in the previous year's Regular Session to be eligible for awards, so that academic averages can be fairly compared. However, students enrolled in the half-time program in the College of Law have experienced extenuating circumstances that require them to only study half-time. In addition, these students cannot participate in this program in an attempt to improve their marks or to engage in any other violation that the credit unit policies are attempting to avoid. Consequently, these students should not be penalized or excluded from award competitions.

Implemented:

2003-2004 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

Other Documents:

1. Minutes of the September 6, 2002 Scholarships and Awards Committee meeting

Policy 6: Saskatchewan Urban Native Teacher Education Program (SUNTEP) Second Year Students – Exception to Credit Units Required to be Eligible for Awards

That students entering the second year in SUNTEP and who were required to take two non-credit courses during their first Regular Session be eligible for awards under the administration of the Scholarships and Awards Committee and under the administration of the College of Education. Eligibility will require students to maintain enrolment in the previous year's Regular Session in a minimum of 18 credit units.

Rationale:

As per the Credit Units Required to be Eligible for Awards policy, students are required to complete 24 credit units in the previous year's Regular Session to be eligible for awards without a financial need component, so that academic averages can be fairly compared. However, some students entering the second year of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) are unable to meet the requirements of this policy given the structure of the first year of their program. Students entering SUNTEP who have not completed any previous university courses are only able to complete 18 credit units during their first Regular Session because they are required to enrol in a non-credit English course and a non-credit Math course. These students then complete an additional 3 credit units between May and August. Consequently, these students should not be penalized or excluded from award competitions.

Implemented:

2006-2007 awards cycle

Review:

2009-2010

Approval and Information:

1. Minutes of the February 24, 2006 Scholarships and Awards Committee meeting

Policy 7: Credit Units Required for Payment of Awards

That payment in full of awards under the administration of the Scholarships and Awards Committee of Council and under the administration of colleges requires students to maintain enrolment in at least 18 credit units in the Regular Session in the year in which the award is taken up. Payment of awards will not be prorated.

Exceptions:

Five exceptions to this policy are outlined as separate policies:

1. Scholarships for Graduating Students (*Policy 8*)
2. Students Approved for a Reduced Course Load (*Policy 9*)
3. Dual Registered Students (*Policy 10*)
4. Eligibility to Receive Prizes (*Policy 11*)
5. Students Enrolled in the Half-Time Program in the College of Law (*Policy 12*)

Addendum 1:

Three additional exceptions to this policy exist to address the unique circumstances and programs of University of Saskatchewan students enrolled through:

1. Regional Colleges
2. Campus Saskatchewan and
3. the Nursing Education Program of Saskatchewan (NEPS).

These U of S students need not meet the minimum University of Saskatchewan credit unit limit in order to receive payment for awards.

Rationale:

This policy presents a simpler administrative structure, recognizes difficulties at the University with regard to course availability, and is consistent with the University's definition of a full-time student.

Implemented:

2008-2009 awards cycle

Review:

2011-2012

Approval and Information:

1. Minutes of the February, 24, 2006 Scholarships and Awards Committee meeting Subcommittee's motion passed to Academic Affairs Committee as the approval mechanism was undefined
2. Action by Academic Affairs Committee: directed the Scholarships and Awards Subcommittee to pursue the matter with all colleges with a view to presenting a report for consideration in time for inclusion in the April 1994 Council Report; March 15/94 Academic Affairs Committee received report of the Subcommittee which recommended university-wide implementation of the 24/18 credit unit regulation
3. Action by University Council: March 15, 1994 received report which outlines 24/18 regulation which would appear not to have been forwarded to University Council. The Subcommittee was advised that the exception to the 18 credit unit regulation does not require Academic Affairs approval

4. Addendum 1: Minutes of the May 7, 2008 Scholarships and Awards Committee meeting

Other Documents:

1. Minutes of the November 5, 1993 Scholarships and Awards Subcommittee meeting
2. Minutes of the November 23, 1993 Scholarships and Awards Subcommittee meeting
3. Minutes of the December 19, 1994 Scholarships and Awards Subcommittee meeting
4. Minutes of the March 15, 1994 Academic Affairs Committee meeting
5. Minutes of the November 17, 1995 Scholarships and Awards Subcommittee meeting
6. Minutes of the December 18, 1995 Scholarships and Awards Subcommittee meeting

**Policy 8: Scholarships for Graduating Students –
Exception to Credit Units Required for Payment of Awards**

In the case in which students require fewer than 18 credit units to complete their degree requirements, they will still be eligible to receive scholarships as administered by the Scholarship and Awards Committee and/or the colleges, unless trust conditions prevent its application. In such cases, students must register in courses in the next Regular Session which result in the completion of the degree program not later than the end of that Regular Session. Registration must be in 9 credit units or more in at least one of the two terms of that Regular Session. This policy will not apply to bursaries administered by the University.

Rationale:

As per the Credit Units Required for Payment of Awards, students are generally required to maintain enrolment in 18 credit units in the Regular Session in which they receive the award. However, students who are near graduation may require less than 18 credit units in order to complete their degree, and consequently should not be penalized or excluded from award competitions.

Implemented:

1996-1997 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting

**Policy 9: Students Approved for a Reduced Course Load –
Exception to Credit Units Required for Payment of Awards**

That students with disabilities who are eligible to study at a reduced course load be required to maintain enrolment in 12 credit units in the current year's Regular Session in order to receive payment for awards administered by the Scholarship and Awards Committee.

Rationale:

Students with disabilities, in some cases, need to study at a reduced course load in order to be successful at University. A reduced course load means that, according to Government Student Loans regulations, a student can be considered full-time if they are registered in 40% of a full-course load – in other words, 12 credit units per Regular Session. The number of credit units that students must be currently completing is defined in the policy entitled Credit Units Required for Payment of Awards. Because students on a reduced course load are considered to be full-time students based on a lesser number of credit units, it is logical to alter the credit unit regulations required for these students to receive payment of awards. Students can prove their eligibility to study at a reduced course load through medical documentation that is either attached to their awards application or on file at Disability Services for Students.

Implemented:

2004-2005 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting

**Policy 10: Dual Registered Students –
Exception to Credit Units Required for Payment of Awards**

That students who are considered dual registered and who are taking courses at another post-secondary institution under a letter of permission which are transferable to their program at the University of Saskatchewan are allowed to use their credit units completed at the other institution in order to calculate their minimum credit unit requirements (i.e., 24 credit units in the previous year and 18 in the current year's Regular Session) and awards averages for awards administered by the Scholarships and Award Committee.

There is no minimum University of Saskatchewan credit unit requirement for dual registered students. Therefore, students need not complete any University of Saskatchewan courses during the current Regular Session to receive payment for awards.

Rationale:

Recognizes that some students who are registered and taking courses at the University of Saskatchewan also complete credit units at other post-secondary institutions which are transferable to the University of Saskatchewan and are used towards completion of a University of Saskatchewan degree.

Definition:

Dual Registered Student: a University of Saskatchewan student who is registered and taking courses at the University of Saskatchewan and is also completing credit units at another post-secondary institution(s) which are transferable to the University of Saskatchewan and are used towards completion of a University of Saskatchewan degree.

Implemented:

2008-2009 awards cycle

Review:

2011-2012

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting
2. Minutes of the May 7, 2008 Scholarships and Awards Committee meeting

**Policy 11: Eligibility to Receive Prizes –
Exception to Credit Units Required for Payment of Awards**

That the payment of prizes or awards specific to graduating students administered by the Scholarship & Awards Committee and/or the colleges does not require registration in 18 credit units in the subsequent year's Regular Session. The policy outlined has been a practice of the Awards and Financial Aid office in the past.

Rationale:

As per the Credit Units Required for Payment of Awards, students are required to complete 18 credit units in the Regular Session in which they receive the award. The intention of prizes, however, is to reward students for a specific past performance, such as an excellent musical performance or the highest mark in a class. The general nature of prizes does not require that students have enrolment in the subsequent Regular Session in order to receive the prize, and consequently, can receive payment of the prize without subsequent enrolment.

Implemented:

2004-2005 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting

**Policy 12: Half-Time Program in the College of Law –
Exception to Credit Units Required for Payment of Awards**

That students enrolled in the half-time program in the College of Law receive payment for awards under the administration of the Scholarships and Awards Committee and under the administration of the College of Law. Payout requires students to maintain enrolment in a minimum of half of a full-time course load as defined by the College of Law during the current Regular Session.

Exception:

As an exception to this, if the student requires fewer than half of a full time course load to graduate from the College of Law, that student will receive payment for the award so long as all credit units required for convocation are completed. (*As per Policy 8*)

Rationale:

As per the Credit Units Required for Payment of Awards policy, students are required to complete 18 credit units in the Regular Session in which they receive the award. However, students enrolled in the half-time program in the College of Law have experienced extenuating circumstances that require them to only study half-time. In addition, these students cannot participate in this program in an attempt to improve their marks or to engage in any other violation that the credit unit policies are attempting to avoid. Consequently, these students should not be penalized or excluded from award competitions.

Implemented:

2003-2004 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

Other Documents:

2. Minutes of the September 6, 2002 Scholarships and Awards Committee meeting

Policy 13: Calculation of Award Averages for Continuing Students

That award averages for continuing students be calculated based on all courses attempted during the previous year's Regular Session (September to April).

Rationale:

In determining award averages for students continuing their studies at the University of Saskatchewan the aim is to ensure that a consistent method of calculation is used for all students being considered for centrally-administered awards.

The majority of students at the University of Saskatchewan enrol in Regular Session (September to April) as opposed to Spring/Summer Session (May to August). In addition, current policies of the Scholarships and Awards Committee require that a student maintain enrolment in 18 credit units in the previous year's Regular Session in order to be eligible for bursaries and 24 credit units in the previous year's Regular Session in order to be eligible for scholarships. In order to receive payment of an award, a student must be registered in a minimum of 18 credit units in the current year's Regular Session.

To clarify and formalize the existing practice under which the Awards and Financial Aid office has been operating.

Implemented:

2005-2006 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

Policy 14: Calculation of Award Averages – Renewable Awards

That averages calculated for the purposes of determining whether or not a continuing student has met renewal criteria for centrally-administered awards be rounded to the nearest whole number, unless otherwise prohibited by the terms of reference (ie. 79.5% will be rounded to 80%; 79.4 will be rounded to 79.0%).

Rationale:

In recent years, the Scholarship & Awards Committee of Council has heard numerous appeals from students who were within 0.5% of meeting the average required in order to have their centrally-administered award renewed.

The Committee recognizes that within the grading system, variance occurs both among Colleges and even among individual professors. Therefore, it is not necessarily appropriate for the Committee to have confidence in the grading system to the 0.1% degree.

When comparing students for the purposes of distributing competitive awards, it is useful and necessary to calculate averages to two decimal points and not incorporate any rounding. But, the renewal of awards does not need to be held to the same standard.

Implemented:

2007-2008 awards cycle

Review:

2009-2010

Approval and Information:

1. Minutes of the January 19, 2007 Scholarships and Awards Committee meeting
2. Inadvertently excluded from Council agenda in May 2007, so Committee decision was to implement for 2007-08 and seek formal Council approval in 2008

Policy 15: Continuing Student Scholarship Limit

That continuing students receiving a scholarship under the administration of the Scholarships and Awards Committee of Council be limited to the receipt of one scholarship annually. This limit does not include renewals of entrance awards received from the Scholarships and Awards Committee of Council.

Exceptions:

The following awards will be exempt from the limit:

1. Marian Evans Younger Scholarship
2. Teck Cominco Limited Scholarship in Engineering and Geology
3. John Labatt Scholarship
4. Husky Oil Scholarship
5. Meloche Monnex Scholarship

Rationale:

The Scholarships and Awards Committee acknowledges that the University is not in a position to address all social and economic barriers inhibiting access to university. Given the limited resources available, the Committee has opted to limit scholarship support, thereby broadening distribution.

The Committee supports this option because 1) the limit allows for limited funds to be shared widely in order to have some effect on larger number of students and 2) the limit will have some effect on preventing the distorting effect of high tuition and equipment costs in some colleges thereby ensuring access to all programs.

This limit is applicable only to those awards administered by the Scholarships and Awards Committee. Scholarships administered by colleges and/or departments are outside the scope of the Committee.

A number of University of Saskatchewan awards have specialized criteria, and as a result there are only small pools of eligible candidates for these awards. In the past students with the highest levels of academic standing were excluded from the eligibility pools for these specialized awards because they had already earned a centrally-administered scholarship. Thus, these specialized awards are exceptions to the scholarship limit since the limit would restrict the eligibility pool for these specialized awards, hindering the University's ability to administer specialized awards to deserving students.

Implemented:

2005-2006 awards cycle; Revised for 2008-2009

Review:

2011-2012

Approval and Information:

1. Minutes of the April 4, 2005 Scholarships and Awards Committee meeting
2. Minutes of the May 7, 2008 Scholarships and Awards Committee meeting
3. The exceptions listed replace the policy "Continuing Scholarships with Special Terms – Exception to Scholarship Cap for Continuing Students" as set out in the May 2007 policy manual

Policy 16: Cumulative Awards Cap for University of Saskatchewan Awards

For awards administered by the University of Saskatchewan to undergraduate students and applied against their student tuition and fees account, the total cumulative value of these awards shall not exceed a total equivalent to the value of tuition assessed during the Fall/Winter term plus a standardized living allowance for that time period. The standardized living allowance will be calculated using the costs as defined by the Student Financial Assistance Branch when calculating allowable costs for a 'single student living away from home' for Canada-Saskatchewan Integrated Student Loans. These costs will be adjusted on an annual basis as per Student Financial Assistance Branch policies. Note that for International Students, tuition does not include differential fees. This policy does not prevent or limit the value of any single award.

Exception:

One exception to this policy exists, which is outlined as separate policy documents:

1. Renewable Awards (*Policy 17*)
2. Travel Awards (e.g. Hannon Travel Scholarships)
Unlike most scholarships, awards, and bursaries, recipients of the Hannon Travel Scholarship are selected on the merits of their travel proposal, involvement in university, college and community activities and character. If recipients were forced to abide by the cumulative cap policy, our best and brightest students would have a less meaningful travel experience and may have to change their travel destination. Thus, travel awards should not have any bearing on other awards a recipient may have received.

Rationale:

Previously, a policy existed which limited the total amount of University of Saskatchewan awards a student could receive within one awarding year to a limit of two times their tuition. Given the differential tuition that exists between colleges and the generally consistent living costs that the majority of students face, this policy is no longer appropriate. Yet, a cap is still relevant as the University of Saskatchewan has restricted resources and consequently aims to distribute its awarding monies to as many students as possible, while still offering awards that are significant in value.

Implemented:

July 1, 2007, revised 2010-11

Review:

2015-16

Approval and Information:

1. Motion passed by Scholarships and Awards Committee February 28, 2011
2. Motion passed by Scholarships and Awards Committee June 05, 2006
3. Colleges will be informed of the cumulative awards cap on University of Saskatchewan awards and that any appeals to this policy must be made before the Scholarship & Awards Committee of Council

4. This replaces the policy “Two Times Tuition Limit on University of Saskatchewan Awards” as set out prior to May 2007

Other Documents:

1. Subcommittee to Consider Two Times Tuition Policy Minutes May 30, 2006 & March 10, 2006
2. Scholarship & Awards Committee Minutes June 05, 2006
3. Scholarship and Awards Committee Minutes February 28, 2011

Policy 17: Renewable Awards – Exception to Cumulative Awards Cap

That all renewable entrance awards be considered outside of the cumulative awards cap policy for continuing students.

Rationale:

Recipients of the President's First and Best Scholarship, the Chancellors' Scholarship, the University of Saskatchewan Entrance Scholarships, the Lloyd Carr-Harris Foundation Scholarship and other renewable entering awards are the best and brightest students that have been attracted to the University of Saskatchewan with offers of renewable scholarships. The intent of the renewable scholarship was not to exclude the student from receiving other awards at the University of Saskatchewan. In addition, because entering awards are based on Grade 11 and 12 marks, students should not be penalized later on in their university careers for receiving these awards. As such, renewable scholarships will be considered an exception to the Cumulative Awards Cap Policy. Note that International Student tuition does not include the differential fees.

Implemented:

1999-2000 awards cycle

Review:

2008-2009

Approval and Information:

1. Once awarding began in July 1999, it quickly became evident that several of the President's and Chancellors' recipients were eligible for numerous other awards. For example, one student received a scholarship of tuition plus \$1,750; an undergraduate scholarship valued at \$1,000, and was likely to be a leading candidate for college-administered awards. To deem this student ineligible for scholarship recognition because he already held a renewable award would be detrimental to the student. In today's job market, inclusion of awards on a resume is an important asset and to be able to list only one major entrance award would not be to the student's benefit. In a discussion with then-Registrar Ken Smith, it was agreed that renewable awards would be considered outside of the two times tuition limit. It was also agreed that this policy would be reviewed in the fall as part of a bigger review of all policies and regulations.
2. It was also agreed that if a student reaches the two times tuition limit and receives other awards that s/he cannot accept because of the limit, the student would be notified that they were in fact the top candidate for the award, but that the award cannot be paid out to them because of the two times tuition limit. That they were the top candidate will not be kept as part of the permanent University record, but they are free to include it on a resume if they so desire.
3. Colleges will be advised of this decision.

Policy 18: Deferral of Renewable and Continuing Scholarships Allowed

That students pursuing non-academic opportunities be permitted to defer centrally-administered, renewable scholarships and centrally-administered continuing scholarships for one year. The student must not be registered as a regular student at another post-secondary institution.

It is the student's responsibility to request deferral of the scholarship through written application to the Student Financial Assistance & Awards office. If the student's request for deferral meets the above criteria, the Student Financial Assistance & Awards office will give the student written notification that his or her request has been approved. If the Student Financial Assistance & Awards office denies the request because it does not appear to meet the deferral criteria, the student may appeal the decision and the appeal will be brought forward to the Scholarships and Awards Committee of Council for a decision.

Deferral of scholarship will be allowed for one year. If the student wishes to have the scholarship deferred for more than one year, he or she must submit a written request for deferral to the Student Financial Assistance & Awards office. The Student Financial Assistance & Awards office will forward the request to the Scholarships and Awards Committee of Council for a decision. Based on the merit of the request and the type of non-academic opportunity available to the student, the Scholarships and Awards Committee will approve the request for one additional year or deny the request.

Rationale:

Often our best and brightest students wish to expand their educational experience to include learning experiences outside of the classroom walls. Recently there have been student appeals to this end. In addition, renewable scholarships are generally not re-awarded to another student if a student fails to meet the renewal criteria or if the student ceases to attend the University of Saskatchewan.

Implemented:

2008-2009 Awards cycle, revised 2010-11

Review:

2015-16

Approval and Information:

1. Minutes of the May 7, 2008 Scholarships and Awards Committee meeting
2. Minutes of the March 17, 2009 Scholarships and Awards Committee meeting

Policy 19: University Awards for Visiting & Exchange Students

1. Under exceptional circumstances on the recommendation of the appropriate academic units, students registered as visiting students at other universities may request permission to transfer University of Saskatchewan Awards. The recommendations must be based on academic considerations and approved by the Dean's Office. The supporting documents must verify that the selected courses are required or recommended as an asset to the academic program. Students must be proceeding to the completion of a degree at the University of Saskatchewan. The above regulation will be administered at the college level; however colleges will be required to inform the Scholarships and Awards Subcommittee of their decisions under this regulation.
2. That University of Saskatchewan students receiving approval on Letters of Permission to take one or more courses from another university and receive credit towards a degree or participating in formal exchange programs will be eligible upon their return for all centrally-administered undergraduate awards. Visiting and exchange students will also be eligible during their absence for all centrally-administered undergraduate awards (including both scholarships and bursaries). During their tenure at the other institution, students must have completed, in the last Regular Session, sufficient credit units transferable to the U of S to meet all Scholarship and Award credit unit requirements.

At their discretion, College and Department Award Committees may consider returning visiting and exchange students for college/department-administered awards. In all cases, it is the student's responsibility to notify the appropriate awarding body of their wish to be considered for University of Saskatchewan awards, and to provide that body with a complete academic transcript of their last year of study.

Definitions:

Visiting Student: a University of Saskatchewan student who wishes to register for courses at another accredited post-secondary institution to obtain credit towards their University of Saskatchewan degree program. University of Saskatchewan students must receive approval on Letters of Permission to take one or more courses from another post-secondary institution and receive credit towards a degree.

Exchange Student: a University of Saskatchewan student who, due to an exchange agreement, is allowed to spend up to one year at a university in another country, while obtaining credit towards their University of Saskatchewan degree program. Students who are approved by the University for participation in an exchange program are considered to be full-time students of the University of Saskatchewan during the period of exchange. They are assessed a standard full-time tuition amount at the University of Saskatchewan for each four-month period of exchange, and are responsible for their own travel and accommodation costs.

Rationale:

The Committee believes that students studying elsewhere for academic reasons but working towards the completion of a degree at the University of Saskatchewan are justified in taking a University of Saskatchewan award with him/her. In 1997, the Committee approved a policy permitting departments and colleges to use their discretion in allowing students who were absent from the University in the last Regular Session to re-enter the pool for department- and college-administered awards. The Committee

agreed that it would be a logical extension to allow departments and colleges to exercise similar discretion with returning visiting and exchange students.

In the past, visiting U of S students have been excluded from the undergraduate awards competition for the period that they were absent from the University of Saskatchewan. However, if the purpose of awards at this institution is to reward academic achievement during the previous Regular Session and provide financial support for students who are pursuing a University of Saskatchewan degree, then students who pursue a portion of that degree at another institution should not be penalized for that choice.

Given the increasing emphasis on student mobility, it is becoming increasingly important for institutions to recognize and encourage students to further their education outside of a single institution.

Implemented:

2008-2009 Awards Cycle

Review Date:

2011-2012

Approval and Information:

1. Minutes of the May 7, 2008 Scholarships and Awards Committee meeting
2. This replaces the policies "Transferability of University Awards," "Visiting & Exchange Students - Eligibility for University of Saskatchewan Awards Upon Their Return," "Visiting Students - Eligibility for Awards During Their Absence from the University of Saskatchewan," and "Exchange Students - Eligibility for Awards During Their Absence from the University of Saskatchewan," as set out in the May 2007 policy manual.

Policy 20: Hannon Travel Scholarships – Policy regarding Risk Assessment & Management

That Hannon Travel Scholarship recipients be required to follow University Policy 7.01 on International Travel Risk Management – Academic Mobility Programs

http://www.usask.ca/university_secretary/policies/academic/7_01.php

Rationale:

The Hannon Travel Scholarships are funded from the Reverend James R. Hannon Fund. Eligible students submit proposals regarding travel opportunities to the Hannon Travel Scholarship Selection Committee and recipients are selected based on the merit of the proposed travel. Once selected, recipients may receive payment from the University of Saskatchewan for the Hannon Travel Scholarship at any time during their studies, or up to one year after graduation. Prior to 2008-09, students submitted proposals to travel to any location – there were no guidelines or processes in place to assess or manage the risk associated with the proposed travel location. While these travel scholarships do not fit the exact definition of “academic mobility programs”, Policy 7.01 is the most appropriate Board of Governors approved policy to apply to these recipients. Student Financial Assistance & Awards will work with the Hannon Travel Scholarship Selection Committee and the eligible departments to determine how best to apply Policy 7.01 in the absence of “program coordinators.”

Implemented:

2008-2009 awards cycle

Review:

2011-2012

Approval and Information:

1. Minutes of the April 14, 2008 meeting

International Travel Risk Management – Academic Mobility Programs

SOURCE: http://www.usask.ca/university_secretary/policies/academic/7_01.php

Category: Academic Affairs
Number: 7.01
Responsibility: Provost and Vice-President (Academic)
Authorization: Board of Governors
Date: April 8, 2005

Purpose:

To ensure that university-sponsored international academic mobility programs incorporate specific measures to reduce risk and facilitate emergency response to students, faculty and staff when travelling outside Canada .

Policy:

This policy applies to all university-approved international academic mobility programs designed, delivered, or organized by faculty, staff or students. These programs include:

- All University-approved courses, credit or non-credit, student exchange programs, taught abroad courses, term abroad programs, clinical placements, field studies, research projects, study tours, etc. involving travel outside Canada.
- Internship/cooperative programs located in another country that have been organized by, and/or contracted with, the University.

All university-approved international academic mobility programs must, at a minimum, incorporate the following measures to protect the well-being of students, manage risks, and support a conducive learning environment:

1) Central information registry – All students, faculty, staff and volunteers traveling abroad as part of a University-sponsored international academic mobility program are required to provide basic information to a central database to be maintained by the Global Commons. The information shall be kept strictly confidential and used to provide the University with a record of persons abroad at any point in time to facilitate prompt response and support in the event of emergencies or issues of safety and security. Data will include

- Personal information and critical medical conditions/medication.
- Program information: sponsoring college/unit, faculty/staff coordinator, dates of travel, itinerary, and accommodation at site.
- Emergency contacts at home and abroad.

In addition, students and, if applicable, accompanying instructors will register themselves with Foreign Affairs Canada (FAC) through the Registrations of Canadian Abroad webpage at <<http://www.voyage.gc.ca/main/sos/rocapage-en.asp>> except with respect to activities and locations specified as exempt from this requirement in the Procedures and Guidelines for University Policy No. 7.01 – International Travel Risk Management - Academic Mobility Programs <<http://www.usask.ca/rmis/risk/international/procedures.pdf>>.

Students that are not eligible for registration with FAC, e.g. non-Canadians, will register with their national Embassy or High Commission in the country or countries to which they will be traveling.

2) Site selection – College/unit program coordinators shall give careful consideration to risk when selecting sites for international academic mobility programs. Deans and department heads are required to approve and monitor program locations based on available risk information, such as Country Travel Reports and Warnings provided by Foreign Affairs Canada, and advice from faculty and other sources with knowledge of the specific location.

- At a minimum, activities shall not be permitted to be conducted in locations for which Foreign Affairs Canada (FAC) has issued an advisory warning against travel <<http://www.voyage.gc.ca/dest/sos/warnings-en.asp>>. For the purposes of this policy, students shall be deemed to fall within the tourist category for FAC travel warnings.
- In the event that FAC issues a travel warning for a location wherein a program is in progress, the warning must be reviewed by the dean and department head in consultation with program coordinator, Global commons and Risk Management and Insurance Services to determine appropriate response and action.
- Appeal - Faculty or staff members may appeal a decision to decline, postpone or cancel an international academic mobility program where an FAC travel advisory warning has been issued. The Provost and Vice-President (Academic) will convene an appeal committee comprised of the Provost (Chair), AVP Student and Enrolment, Dean of the affected college or his/her designate, Director, Global Commons, Manager Risk Management and Insurance Services, and other resources if required. The appeal process is described in the Guidelines and Procedures for International Travel Risk Management – Academic Mobility Programs <<http://www.usask.ca/rmis/risk/international/procedures.pdf>>.

3) Risk Assessment – All parties involved in an international program or project share the responsibility to familiarize themselves with the risks of the specific activities and countries of travel, and to make informed decisions concerning their participation.

- All program coordinators will prepare a risk assessment and planning record in accordance with University Policy No. [tba – in draft] - Field Work to identify risks and precautions that will be taken to mitigate risks associated with the program. A copy of the plan shall be provided to the Global Commons office prior to departure, and preferably no later than 21 days before the departure date.

4) Mandatory pre-departure orientation - Each student accepted on an international academic mobility program is required to attend orientation sessions prior to departure including:

- An academic orientation session, which is the responsibility of the sponsoring college/unit program coordinator; and
- A risk and responsibility orientation session, which shall be the responsibility of Global Commons, in cooperation with the college/unit. Global Commons will draw on specialized support from Risk Management and Insurance Services and/or Department of Health, Safety and Environment, where needed.

5) Insurance – All students and other non-staff participants are required to provide evidence of valid out-of-country medical health insurance to the program coordinator and the Global

Commons central registry service prior to travel. The insurance must provide coverage for the full duration of travel, and include coverage for medical evacuation and repatriation.

6) Waivers and releases - All students and participants other than faculty and staff are required to sign a waiver, release and indemnification agreement, or alternatively an informed consent form in specific cases set out in the Procedures and Guidelines <<http://www.usask.ca/rmis/risk/international/procedures.pdf>>, in a format approved by Risk Management and Insurance Services and the Canadian Universities Reciprocal Insurance Exchange (CURIE) prior to international travel. Students are also required to sign a consent form to release information to contact persons specified in their personal informational record in the event of an emergency.

7) Emergency and contingency plans – Program coordinators are required to prepare emergency and contingency plans in accordance with University Policy No. 3.13 – Field Work and Associated Travel Safety

http://www.usask.ca/university_secretary/docs/Travel_Safety.doc. Colleges and units are required to develop and maintain emergency protocol and procedures that interface with applicable University policies and emergency procedures.

8) Authority – The Provost and Vice President (Academic), deans, and department heads have the authority to disallow student participation in a program involving international academic mobility if the requirements of this policy have not been met.

Procedure Summary:

The Procedures and Guidelines for International Travel Risk Management - Academic Mobility Programs are available at <<http://www.usask.ca/rmis/risk/international/procedures.pdf> >

Related Policies:

Policy 3.13 - Field Work and Associated Travel Safety

http://www.usask.ca/university_secretary/docs/Travel_Safety.doc

Policy 6.05 – Death of a Student

http://www.usask.ca/university_secretary/policies/student/6_05.php

Contact: Manager, Risk Management and Insurance Services – 966-8788

Director of Enrolment, Student and Enrolment Services – 966-6820

Policy 21: Administration of Awards that have both Financial Need and Academic Achievement as Selection Criteria

Where Terms of Reference specify the use of financial need and academic achievement as selection criteria for awards under the administration of the Scholarships and Awards Committee, the weighting of financial need and academic achievement will be 50/50. Assessment of financial need will use guidelines similar to those of the Canada Student Loans program.

Rationale: Some donors wish to provide assistance to students who not only have financial need, but who are also high academic achievers. Due to changes in the vision and policies surrounding the administration of bursaries at the U of S, it is necessary to establish a separate policy that will allow for the administration of awards in accordance with donors' directions.

Using a formula that places a 50/50 weighting on financial need and academic achievement is the best way to weight both factors, because it ensures the donor's direction is followed. This weighting does not disadvantage students with high need who have good academic records and it allows for high academic achievers with moderate need to be considered.

Implemented:

2001-2002 awards cycle

Review:

2008-2009

Approval and Information:

1. Committee agreement

Other Documents:

1. Minutes of the January 17, 2001 Scholarships and Awards Committee meeting

Policy 22: Financial Need Assessment for Bursaries

All bursary candidates will be required to submit a standardized financial information form to be used to calculate financial need, as determined by Student Financial Assistance & Awards.

Unless additional selection criteria are imposed in Terms of Reference, recipient selection for bursaries under the administration of the Scholarships and Awards Committee will be based on financial need alone.

Rationale:

Assessment of financial need for bursaries under the administration of the Scholarships and Awards Committee will use guidelines similar to those of the Canada Student Loans program. In addition, the Bursary Subcommittee agreed that the use of Canada Student Loans program guidelines is the most defensible process at this time for determining financial need.

While agreements governing the direction of donor-funded bursaries may include selection criteria in addition to financial need, it is recognized that bursaries are intended by definition to assist students in financial need.

To clarify and formalize the existing practice under which Student Financial Assistance & Awards has been operating.

Implemented:

2001-2002 awards cycle; revision, 2005-2006; revision, 2008-09; revision 2009-10

Review:

2014-15

Approval and Information:

1. Minutes of the January 17, 2001 Scholarships and Awards Committee meeting
2. Minutes of the March 4, 2004 Scholarships and Awards Committee meeting
3. This replaces the policy "Assessment of Financial Need/Weighting of Financial Need and Academic Achievement", adopted in 1995
4. Minutes of the January 30, 2009 Scholarships and Awards Committee meeting

Policy 23: Application of Financial Need Values in Bursary Distribution

That a bursary may be awarded to a recipient, even if the value of the bursary exceeds the actual value of the recipient's calculated financial need.

Rationale:

As outlined in other policies, the Scholarship & Awards Committee has determined that the assessment of financial need for bursaries will use the Canada Student Loan program guidelines, and that the actual value of their need (as calculated by the Canada-Saskatchewan Integrated Student Loan program) will be used in both assessing eligibility for bursaries and as a ranking mechanism for selection.

Occasionally, it may occur that the most-qualified recipient has an actual value of financial need that is lower than the bursary value. It has been the past practice of the Student Financial Assistance & Awards office to award the bursary to the recipient even in these circumstances. The rationale for this includes:

- When donors create bursaries, the general intent is to provide financial support to a student who is experiencing financial difficulty in pursuing post-secondary education and has exhausted all other reasonable means of financial support. This does not mean that a donor would want the value of their bursary diminished, just because the Canada Student Loan calculations indicate the potential recipient has financial need less than the bursary value. Many donors stipulate the number and value of bursaries, and it would be unacceptable to award 'one' bursary to multiple students so that the bursary value exactly meets the calculated financial need of each student;
- While the Scholarship & Awards Committee does believe that at this time, the Canada Student Loan program financial need calculation methodology is the most defensible method of calculating need, it does not believe that it is perfect. Nor does it believe that the actual allowable costs used (particularly with respect to living costs) are excessive and can conceive that a student may actually have a financial need greater than the actual calculated value; and
- Given the complexity in applying all other policies which limit the number and/or value of the total awards that a student can receive, it would require excessive administration to divide single bursaries into multiple amounts, specifically dependent on the calculated financial needs of the applicants.

Implemented:

2006-2007 awards cycle

Review:

2009-2010

Approval and Information:

1. Minutes of the November 24, 2006 Scholarships and Awards Committee meeting

Policy 24: Minimum Average Required to be Eligible for Centrally-Administered Bursaries

That eligibility for bursaries under the administration of the Scholarships and Awards Committee requires a minimum sessional average of 65%. All courses attempted during the previous Regular Session will be used in the sessional average calculation.

Rationale:

Recognition that the purpose of a bursary program is to provide for students in need. Academic achievement should not play too great a role in the formula for granting bursaries because to do so undermines the central purpose of the bursary. The only academic requirement for a bursary should ensure that all undergraduate award candidates be students demonstrating reasonable academic performance. That 65% be identified as a fair cut-off of the probability of student success and of a student demonstrating reasonable academic performance.

Implemented:

2001-2002 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

Other Documents:

1. Minutes of the February 22, 2000 Bursary Subcommittee of the Scholarships and Awards Committee meeting
2. Minutes of the January 17, 2001 Scholarships and Awards Committee meeting
3. Minutes of the March 4, 2004 Scholarships and Awards Committee meeting
4. Policy Subcommittee Report, date unknown
5. Bursary Subcommittee Report, date unknown

Policy 25: Bursary Cap for Continuing Students

That bursary funds for continuing students under the administration of the Scholarships and Awards Committee of Council be capped at a maximum of \$3,000 (if receiving multiple bursaries) or one bursary of a higher value.

Rationale:

The Scholarships and Awards Committee acknowledges that the University is not in a position to address all social and economic barriers inhibiting access to university. Given the limited resources available, the Committee has opted to cap bursary support, thereby broadening distribution. The Committee supports this option because 1) the cap allows for limited funds to be shared widely in order to have some effect on larger number of students and 2) the cap will have some effect on limiting the distorting effect of high tuition and equipment costs in some colleges thereby ensuring access to all programs. This cap is applicable only to those awards administered by the Scholarships and Awards Committee. Bursaries administered by colleges and/or departments are outside the scope of the Committee. In addition, the cap is related only to centrally-administered funds which include mainly base budget allocations and some privately established donations where the University has been given discretion relating to use of the funds and the number and value of awards (trusts and annual funds). The cap is not intended to restrict donors who wish to provide more direction for their donations; it is still entirely possible for donors to determine the value of any award they establish at the University of Saskatchewan.

Implemented:

2001-2002 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

Other Documents:

1. Committee's motion tabled by University Council pending improved rationale on January 25, 2001
2. Minutes of the April 10, 2002 Scholarships and Awards Committee meeting
3. Committee's motion revisited at the April 19, 2001 University Council meeting
4. Minutes of the February 13, 2001 Scholarships and Awards Committee meeting

Policy 26: Distribution of Bursary Funds by Real Need and Living Need

That the distribution of bursary funds under the administration of the Scholarships and Awards Committee be dispersed so that half of the bursary funds are awarded based on the Real Need of applicants and that half of the bursary funds are awarded based on the Living Need of applicants. If the number of awards offered annually is odd, the greater number of awards will be allocated based on Real Need and Living Need in alternating years.

This policy is applicable only to those awards administered by the Scholarships and Awards Committee. In addition, the policy is related only to centrally-administered funds, which include mainly base budget allocations and some privately established donations where the University has been given discretion relating to use of the funds and the number and value of awards (trusts and annual funds).

Rationale:

In attempting to establish a vision for a fair and effective bursary program that is in high demand this policy arose as a response to concerns regarding the inequitable distribution of limited bursary monies among programs at the University of Saskatchewan. It has been found that fees such as tuition, books and equipment are a major influence in determining need outcomes. While continuing to assess financial need based on the Canada-Saskatchewan Student Loan Guidelines, the following types of financial need were established:

- Real Need – calculation of financial need as assessed by Canada-Saskatchewan Student Loan Guidelines including tuition, fees, books and equipment
- Living Need – calculation of financial need as assessed by Canada-Saskatchewan Student Loan Guidelines excluding tuition, fees, books and equipment

By considering financial need both dependent on and independent of high tuition and equipment costs the distorting effect of differential tuitions are recognized, thereby ensuring access to all programs offered at the University of Saskatchewan and ensuring a more equitable distribution of bursary funds between colleges. This policy clarifies and formalizes the existing practice under which the Awards and Financial Aid office has been operating.

Implemented:

2000-2001 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

Other Documents:

1. Minutes of the February 15, 2000 Bursary Subcommittee meeting
2. Minutes of the June 7, 2000 Scholarships and Awards Committee meeting
3. Report of the Bursary Subcommittee, date unknown

Policy 27: Deferral of Bursaries Prohibited

That students will not be permitted to defer centrally-administered awards for which selection is made wholly or partially on the basis of financial need.

Rationale:

Bursaries are awarded to students in recognition of demonstrated financial need. Each student's financial need is calculated based on his/her current economic situation and the costs the student can expect to incur during the upcoming academic year. As both the student's expected costs and economic situation will change during the year of absence from the University, deferral of awards wholly or partially awarded on the basis of financial need will not be granted.

Implemented:

1998-1999 awards cycle

Review:

2008-2009

Approval and Information:

1. Motion passed by the Scholarships and Awards Committee, November 10, 1998

Policy 28: Eligibility for University of Saskatchewan Entrance Awards – Attendance at any Accredited High School

University of Saskatchewan Entrance Awards are open to students who have graduated from any accredited high school, either Canadian or international, unless otherwise specified by the Award's Terms of Reference.

Exception:

One exception to this policy exists, which is outlined as a separate policy document:

1. Entering Music Students (*Policy 30*)

Rationale:

With the implementation of the Enrolment Plan, it has become a priority of the University of Saskatchewan to recruit out-of-province and international students.

Implemented:

2008-2009 awards cycle

Review:

2011-2012

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting
2. Minutes of the November 16, 2007 Scholarships and Awards Committee meeting
3. This replaces the policy "Eligibility for University of Saskatchewan Entrance Awards – Attendance at any Canadian High School" as set out in the May 2007 policy manual

Other Documents:

1. Enrolment Plan, p. 2 – "Expand our student recruitment efforts beyond Saskatchewan towards a more diverse student body primarily through increased recruitment of other Canadian and international students."
2. Renewing the Dream – Strategic Directions 2002, Strategic Direction No. 4 – "Recruit and retain a diverse and academically promising body of students, and prepare them for success in the knowledge age."
3. Integrated Plan for the First Planning Cycle 2003/04 – 2006/07 (Draft as of April 9, 2004), p. 21-22 – "The Enrolment Plan has committed the University to increasing the size of the student body, attracting more students from out-of-province, and increasing the number of international students attending our institution. ... A fund of \$350,000 was initially allocated from the 2001/02 Saskatchewan Universities Funding Mechanism (SUFM) phase-in adjustment to support initiatives emanating from the Enrolment Plan."

Policy 29: Eligibility for University of Saskatchewan Entrance Awards – Credit Unit Requirements

That all University of Saskatchewan entrance awards (as published in the Awards Guide for Entering Students), either centrally- or college-administered, be open to students who have less than 18 credit units completed at or transferable to a direct-entry program of study at the University of Saskatchewan.

Exception:

One exception to this policy exists, as outlined in a separate policy:

1. Entering Music Students (*Policy 30*)

Rationale:

The intent of entrance awards is to either reward or support students in their first full year of post-secondary study. The University of Saskatchewan defines a full-time student as a student enrolled in a minimum of 18 credit units in the Regular Session. This definition excludes students who are entering non-direct entry colleges as “entering” students. This clarifies and formalizes the existing practice under which the Awards and Financial Aid office has been operating.

Implemented:

1998-1999 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

Other Documents:

1. Minutes of the October 31, 1997 Scholarships and Awards Committee Meeting
2. Minutes of the November 10, 1998 Scholarships and Awards Committee Meeting
3. Minutes of the March 3, 1999 Scholarships and Awards Committee Meeting

Policy 30: Entering Music Students – Exception to Eligibility for Entrance Awards

That all entrance awards with a performance component (as published in the Awards Guide for Entering Students), administered by the Department of Music be open to students entering the Music program regardless of the previous number of credit units completed.

Rationale:

The policy that entrance awards are open to students who have less than 18 credit units completed at or transferable to a direct-entry program of study at the University of Saskatchewan does not meet the recruitment needs of the Department of Music (B.Mus. or B.Ed./B.Mus.). The Department of Music interprets an “entering” student to be one who is entering their first year of study within any B.Mus. program, regardless of the student’s previous academic study. When distributing entrance awards with musical performance components, the Department of Music feels it necessary to select the most appropriate person regardless of whether or not the student meets the traditional definition of an entering student.

Implemented:

2004-2005 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes from the December 9, 2004 Scholarships and Awards Committee meeting

Other Documents:

1. Minutes of the September 20, 2004 Scholarships and Awards Subcommittee meeting

Policy 31: Entrance Award Limit – One Per Student

That students entering the University of Saskatchewan be offered one centrally-administered award only.

Exceptions:

Several awards with subjective eligibility or selection criteria are exempt from this policy; students may receive a maximum of one of the following awards in addition to one centrally-administered entrance award:

1. Allen Memorial Scholarship Fund of the Turtleford School District
2. Allen Blakeney Entrance Scholarship
3. Canada-Wide Science Fair Scholarships
4. Clark Scholarship Awarded in Memory of Gertrude Evelyn Clark
5. English for Academic Purposes Scholarship
6. Douglas Christie Ferguson Fund
7. Sidney Green Entrance Scholarships
8. Harry Hunking Scholarship
9. India-Canada Cultural Association Bursary
10. Constable Brian King Memorial Bursary
11. Gertrude Lotz Memorial Scholarship
12. Reid-Steele Family Award
13. Saskatchewan Elocution and Debate Association (SEDA) Excellence Award
14. Clare and Margaret Sherrard Memorial Scholarships
15. Sikh Society of Saskatchewan Bursary
16. Toupin Family Memorial Bursary

Rationale:

Recognizes the rising cost of tuition and the high volume of students entering the University of Saskatchewan on a yearly basis. By allowing those students entering the University of Saskatchewan to receive one award only during their first year of studies, the Awards and Financial Aid Office ensures “that monies are spread to the greatest number of students possible” (Entrance Awards with Special Terms Selection Committee- minutes from April 12, 2004 Meeting). The policy outlined has been a practice of the Awards and Financial Aid office in the past.

There are, however, a number of University of Saskatchewan awards that have specialized criteria, and as a result there are only small pools of eligible candidates for these awards. In the past students with the highest levels of academic standing have been excluded from the eligibility pools for these specialized awards because they have already earned a centrally-administered scholarship. This limits the eligibility pool for these specialized awards, thus hindering the University’s ability to administer specialized awards to deserving students.

Implemented:

2008-2009 awards cycle

Review:

2011-2012

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting
2. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting

3. Minutes of the June 5, 2006 Scholarship and Awards Committee meeting
4. Minutes of the January 24, 2007 Scholarships & Awards Committee meeting
5. This replaces the policy “Entrance Awards with Special Terms – Exception to Entrance Award Limit” as set out in the May 2007 policy manual
6. Minutes of the May 7, 2008 Scholarships and Awards Committee meeting
7. Minutes of the December 11, 2009 Scholarships and Awards Committee meeting

Policy 32: Deferral of Entrance Awards Prohibited

That students receiving an entrance award from the University of Saskatchewan must take up the award and attend the University in the year the award is made. Entrance awards may not be deferred.

Rationale:

The University has a limited number of entrance awards available to first year students and, consequently, is not able to offer awards to all worthy students. Deferring awards ties up limited funds for a year and thus accentuates the problem of limited funding. In addition, the University has no assurance that a student will attend the University after an absence of one or more years and may be reserving funds for a student who will not enrol at the University of Saskatchewan. Finally, students choosing not to attend the University in any given year are eligible to apply for entrance awards in subsequent years. If the student feels there are exceptional circumstances to their deferral request, they may submit an appeal to the Scholarship and Awards Committee of Council. This policy formalizes an already existing practice of the Awards and Financial Aid office.

Implemented:

1999-2000 awards cycle

Review:

2008-2009

Approval and Information:

1. Motion passed by the Scholarships & Awards Committee, November 10, 1998

Policy 33: Transfer Students – Eligibility for Department- and College-Administered Awards

That department and college award committees may consider students entering their first year of study (in a non-direct entry degree program) and students transferring from another institution for department- and college-administered awards unless prohibited by the award Terms of Reference.

Rationale:

Students entering a non-direct entry degree program from another institution and students transferring to the University of Saskatchewan had previously been disqualified from award competitions because of the administrative difficulties of comparing academic achievement from various institutions. The Committee agreed that departments and colleges are in the best position to make the comparison of grades and should have the option of considering students regardless of administrative hassles if they so choose. The Committee further noted that opening award competitions up to all students is compatible with the University's commitment to recruitment of top students.

Implemented:

1998-1999 awards cycle

Review:

2008-2009

Approval and Information:

1. Motion passed by the Scholarships & Awards Committee on October 31, 1997

Other Documents:

1. Item 4 of the Minutes of the Scholarships & Awards Committee meeting of October 31, 1997
2. Item 6 of the Minutes of the Scholarships & Awards Committee meeting of June 16, 1997
3. Item 9 of the Minutes of the Scholarships & Awards Committee meeting of May 22, 1997

Policy 34: Student Eligibility for College-Administered Awards - Deferrals and Re-entry

That College Award Committees may allow undergraduate students to defer college-administered awards unless prohibited by the Terms of Reference of the Trust. That College Award Committees may consider, on a case by case basis, a student's request to re-enter the award pool after an absence from the University of Saskatchewan of one or more years unless prohibited by the Terms of Reference of the Trust.

Rationale:

Students occasionally interrupt their formal studies at the University of Saskatchewan to pursue formal or informal educational opportunities at other institutions, in other environments, and/or in other countries. Colleges are in the best position to judge how such an absence impacts on student performance and skills.

Implemented:

1998-1999 awards cycle

Review:

2008-2009

Approval and Information:

1. Motions passed by the Scholarships and Awards Committee on June 16, 1997. Colleges will be informed that they may grant deferrals or permit the re-entry of students to the award pool at their discretion.
2. The *Awards Guide(s)* will be updated to inform students of their right to request deferral of college-administered awards and/or re-entry into the award pool after an absence of one or more years. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college.

Other Documents:

1. Item 6 of the Minutes and Agenda material for June 16, 1997 meeting of the Scholarships and Awards Committee
2. Item 9 of the Minutes and Agenda material for the May 22, 1997 meeting of the Scholarships and Awards Committee

Policy 35: Computer Science Professional Internship Program – Award Eligibility and Payment

Award Eligibility: That students enrolled in the Computer Science Professional Internship Program will be eligible for all University and College administered awards based on completion of at least 24 academic credit units (i.e., non-work experience credit units) over not more than two Sessions (either Regular or Spring/Summer). Students must have completed a minimum of 24 credit units since last having been eligible for awards to be considered. All credit units taken in the two Sessions being used to define eligibility will be included in the calculation of an award average.

Award Payout: That all University- and college-administered awards will be paid out to students enrolled in the Computer Science Professional Internship Program when the recipient is enrolled in a minimum of 18 credit units in the Regular Session for which the award is made. Awards will be paid out in one instalment.

Rationale:

The Computer Science Professional Internship Program consists of 8 academic and 3-4 work education terms typically taken over a 5 year period. Internships are taken over 12-16 consecutive months. Consequently, under the 24/18 credit unit rule (i.e., policies governing award eligibility and pay-out), these students are being excluded from award opportunities though they continue to pursue a University designed and sanctioned program of study. By permitting students enrolled in the Computer Science Professional Internship Program to use their most recent sessional average for award eligibility in their final year of the program, the University ensures that students pursuing a unique program of study remain eligible for awards and that all students continue to be considered for awards based on a standard 24 credit unit minimum.

For student loan purposes (but not for academic purposes) each work experience term is valued as 15 credit units. By using this credit unit value assigned for student loan purposes as part of the eligibility requirements for the pay-out of awards, the University recognizes that the work experience is part of recipients' formal program of study and that students remain full-time students responsible for tuition and student fees while out on work experiences.

Implemented:

2004-2005 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting

Policy 36: Cooperative Education Program in Agriculture, Geography, Land Use and Environmental Studies and Rural and Urban Development – Award Eligibility and Payment

Award Eligibility: That students enrolled in the Cooperative Education Program in Agriculture will be eligible for all University and College administered awards based on completion of at least 24 academic credit units (i.e., non-work experience credit units) over not more than two Sessions (either Regular or Spring/Summer). Students must have completed a minimum of 24 credit units since last having been eligible for awards to be considered. All credit units taken in the two Sessions being used to define eligibility will be included in the calculation of an award average.

Award Payout: That all University- and college-administered awards will be paid out to students enrolled in the Cooperative Education Program in Agriculture when one of the following circumstances has been met:

1. Recipient is enrolled in a minimum of 18 credit units in the Regular Session for which the award is made, or
2. Recipient is enrolled in a minimum of 9 credit units in one term of the Regular Session and is registered in a cooperative education (work experience) course for the other term of the same Regular Session.

Awards will be paid out in one instalment.

Rationale:

The Cooperative Education Program in Agriculture consists of 8 academic and up to 4 work education terms typically taken over a 5 year period. During some Regular Sessions students alternate academic coursework with work experience. Consequently, under the 24/18 credit unit rule (i.e., policies governing award eligibility and pay-out), these students are being excluded from award opportunities though they continue to pursue a University designed and sanctioned program of study. By permitting students enrolled in the Cooperative Education Program in Agriculture to spread the 24 credit units required for award eligibility over two terms of any Regular Session, the University ensures that students pursuing a unique program of study remain eligible for awards and that all students continue to be considered for awards based on a standard 24 credit unit minimum.

For student loan purposes (but not for academic purposes) each work experience term is valued as 15 credit units. By using this credit unit value assigned for student loan purposes as part of the eligibility requirements for the pay-out of awards, the University recognizes that the work experience is part of recipients' formal program of study and that students remain full-time students responsible for tuition and student fees while out on work experiences.

Implemented:

1999-2000 awards cycle

Review:

2008-2009

Approval and Information:

1. Motion passed by the Scholarships and Awards Committee, Minutes 10 November 1998

2. This policy replaces the previously existing award policy regarding the Cooperative Education Program in Agriculture. The former policy was administratively burdensome to implement, assumed all students moved through their program of study in the same manner and did not cover all University- and college-administered awards.
3. In 1999, this policy was extended to the newly created co-op programs in Geography, Land Use and Environmental Studies (LUEST), and Rural and Urban Development (RUD).

Other Documents:

1. Scholarships and Awards Subcommittee, Minutes November 17, 1995
2. Scholarships and Awards Subcommittee, Minutes December 8, 1995
3. Scholarships and Awards Committee, Minutes January 16, 1996

Policy 37: Engineering Professional Internship Program - Award Eligibility and Payment

Award Eligibility: That students enrolled in the Engineering Professional Internship Program will be eligible for all University and College administered awards based on completion of at least 24 academic credit units (i.e., non-work experience credit units) over not more than two Sessions (either Regular or Spring/Summer). Students must have completed a minimum of 24 credit units since last having been eligible for awards to be considered. All credit units taken in the two Sessions being used to define eligibility will be included in the calculation of an award average.

Award Payout: That all University- and college-administered awards will be paid out to students enrolled in the Engineering Professional Internship Program when one of the following circumstances has been met:

1. Recipient is enrolled in a minimum of 18 credit units in the Regular Session for which the award is made, or
2. Recipient is enrolled in a minimum of 9 credit units in one term of the Regular Session and is registered in a work experience course for the other term of the same Regular Session.

Awards will be paid out in one instalment.

Rationale:

The Engineering Professional Internship Program consists of 8 academic and 2-4 work education terms typically taken over a 5 year period. During some Regular Sessions students alternate academic coursework with work experience. Consequently, under the 24/18 credit unit rule (i.e., policies governing award eligibility and pay-out), these students are being excluded from award opportunities though they continue to pursue a University designed and sanctioned program of study. By permitting students enrolled in the Engineering Professional Internship Program to spread the 24 credit units required for award eligibility over two terms of any Regular Session, the University ensures that students pursuing a unique program of study remain eligible for awards and that all students continue to be considered for awards based on a standard 24 credit unit minimum.

For student loan purposes (but not for academic purposes) each work experience term is valued as 15 credit units. By using this credit unit value assigned for student loan purposes as part of the eligibility requirements for the pay-out of awards, the University recognizes that the work experience is part of recipients' formal program of study and that students remain full-time students responsible for tuition and student fees while out on work experiences. The policy outlined has been a practice of the Awards and Financial Aid office in the past.

Implemented:

2004-2005 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting

Policy 38: Northern Teacher Education Program (NORTEP) – Award Eligibility and Payment

Students entering the NORTEP program will be eligible for and may claim University of Saskatchewan entrance awards based upon the same regulations that are in place for any student entering a direct entry program at the University of Saskatchewan, except that course registrations at both the University of Saskatchewan and the University of Regina will be used to determine eligibility of a student to claim the award. This regulation will apply unless trust conditions prevent its application.

Upper-year students in the NORTEP program will be eligible for and may claim undergraduate awards based upon the same regulations that are in place for any student in an undergraduate program at the University of Saskatchewan, except that course registrations at both the University of Saskatchewan and the University of Regina will be used to determine the eligibility of a student to compete for or claim an award. This regulation will apply unless trust conditions prevent its application.

After a University of Saskatchewan award has been applied against a student's outstanding University of Saskatchewan tuition and fees, any balance or refund will be forwarded to any other institution in which the student is currently registered in classes for their NORTEP program. The Awards and Financial Aid office will ensure the student is notified of this process.

Rationale:

Under the Northern Teacher Education Program (NORTEP), all students will be considered University of Saskatchewan students regardless of whether they are enrolled in courses at the University of Saskatchewan or in courses at the University of Regina. These students will therefore be eligible for all awards administered by the U of S.

Implemented:

2004-2005 awards cycle

Review:

Annually

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee meeting

Policy 39: Nursing Education Program of Saskatchewan (NEPS) – Award Eligibility and Payment

Students entering NEPS at either the Regina, Saskatoon, or Prince Albert site will be eligible for and may claim University of Saskatchewan entrance awards based upon the same regulations that are in place for any student entering a direct entry program at the University of Saskatchewan, except that course registrations at all of the participating institutions (i.e., the University of Saskatchewan, the University of Regina, the First Nations University, and SIAST) will be used to determine eligibility of a student to claim the award. This regulation will apply unless trust conditions prevent its application.

Upper-year students in NEPS will be eligible for and may claim undergraduate awards based upon the same regulations that are in place for any student of an undergraduate program of the University of Saskatchewan, except that course registrations at all participating institutions (i.e., the University of Saskatchewan, the University of Regina, the First Nations University, and SIAST) will be used to determine the eligibility of a student to compete for or claim an award. This regulation will apply unless trust conditions prevent its application.

After a University of Saskatchewan award has been applied against a student's outstanding University of Saskatchewan tuition and fees, any balance or refund will be forwarded to any other institution in which the student is currently registered in classes for their NEPS program. The Awards and Financial Aid office will ensure the student is notified of this process.

Rationale:

Under the proposed Nursing Education Program of Saskatchewan (NEPS) all students will be considered University of Saskatchewan students regardless of whether they are enrolled at the Saskatoon, Regina, or Prince Albert site. These students will therefore be eligible for all awards administered by the University of Saskatchewan. It is understood that students in NEPS will be eligible for all SIAST administered awards as well. Furthermore, it is understood that SIAST and the University of Saskatchewan will share information about award recipients in a timely manner. This will be coordinated through the college or program offices of both institutions.

Implemented:

1996-1997 awards cycle

Review:

2008-2009

Approval and Information:

1. Motions passed by the Scholarships and Awards Subcommittee

Other Documents:

1. Agenda material and Minutes of the Scholarships and Awards Subcommittee meeting of February 9, 1996

Policy 40: Eligibility of Students from the College of Dentistry for Centrally-Administered Awards

That students who enter the College of Dentistry without the \$18,000 scholarship be eligible for scholarships and ineligible for bursaries under the administration of the Scholarships and Awards Committee.

Rationale:

Each year 15 admission places are reserved for Saskatchewan residents in the College of Dentistry. These students are admitted to the College with an \$18,000 scholarship, while the remaining 13 admitted students do not receive funding and may be from any province. Students who make the conscious decision to enrol without these scholarships have taken into consideration their financial situation prior to acceptance of an offer of admission. Given that the College follows a cost-recovery structure, it makes sense that the University should not be responsible for providing funds to students not receiving the \$18,000 scholarship to pay for their education. However, these students should be rewarded for strong academic performance and should not be excluded from consideration for centrally-administered scholarships.

Implemented:

1999-2000 awards cycle

Review:

2008-2009

Approval and Information:

1. Minutes of the December 9, 2004 Scholarships and Awards Committee meeting

Other Documents:

1. Minutes of the June 15, 1999 Scholarships and Awards Committee meeting
2. Minutes of the October 1, 1999 Scholarships and Awards Committee meeting
3. Minutes of the June 7, 2000 Scholarships and Awards Committee meeting
4. Ensuring Equitable Access to University of Saskatchewan Bursaries, date unknown

Policy 41: Huskie Athletic Awards – Exclusion from Scholarship & Awards Jurisdiction

That all University of Saskatchewan awards where athletics is part of the award description (ie. part of the purpose for establishing the award and ultimately reflected in the subsequent selection criteria associated with the award) and consequently falls under the jurisdiction of the CIS, be awarded so as to comply with all CIS rules and regulations, and with disregard to Scholarship & Awards Committee Policies. This will be applicable to areas such as (but not limited to) award eligibility, award payment, average calculation and maximum funding to be received.

Rationale:

Huskie Athletics distributes awards to its athletes and its awards have always been governed by Scholarship & Award Committee policies. But Huskie Athletics, as a member of CIS (Canadian InterUniversity Sport), is also governed by CIS's set of award-related policies, many of which are either stricter or contradict U of S policies. Obviously, the Scholarship & Awards Committee is concerned that by enforcing a policy which is more stringent than the CIS regulations, the University of Saskatchewan places its athletes in a position of disadvantage, as compared to athletes at other Canadian universities. Consequently, over the years, the Scholarship & Awards Committee has approved a series of policy 'exceptions' for athletic awards. Faced with creating yet another policy exception, the Scholarship & Awards Committee instead chooses to recognize the CIS and its award related rules as the legitimate, and definitive, authority.

Implemented:

2007-2008 awards cycle

Review:

2010-2011

Approval and Information:

1. Minutes of the March 5, 2007 Scholarships and Awards Committee meeting
2. This policy replaces the previously-approved policies "Athletic Awards – Exception to Credit Units Required to be Eligible for Awards," "Award Averages for Athletic Awards – Exception to Calculation of Award Averages for Continuing Students," "Awards with Athletic Component – Exception to Two Times Tuition Limit on University of Saskatchewan Awards," and "Entering Athletes – Exception to Eligibility for Entrance Awards."

Policy 42: New Awards to Meet Education Equity Goals

That the University of Saskatchewan ensure that fund raising activities related to the establishment of student awards address education equity goals through the creation of scholarships, bursaries and other awards for Aboriginal people, persons with disabilities, visible minorities, and women. Furthermore, the Subcommittee determined that all awards including terms that are affirmative with respect to an identifiable group under *The Saskatchewan Human Rights Code* include a clause that directs how the award should be made when it is no longer necessary to be affirmative towards the group.

Rationale:

The University's Mission Statement contains as a goal the promotion of under-represented groups, specifically Aboriginal people, persons with disabilities, visible minorities, and women. At the present time the University has very few awards for these targeted groups. It was agreed that the Subcommittee recommend to the Academic Affairs Committee, then Council and the Board, that an effort be made to support education equity goals through the establishment of awards for the four groups identified in the Mission Statement.

Implemented:

Ongoing

Review:

2008-2009 awards cycle

Approval and Information:

1. Motion passed by the Scholarships and Awards Subcommittee and forwarded to the Academic Affairs Committee
2. Approved by Academic Affairs Committee at its March 1, 1995 meeting and forwarded to Council
3. Passed by Council at its April 7, 1995 meeting

Other Documents:

1. Item 5 of the Minutes of the Scholarships and Awards Subcommittee meeting of November 15, 1994
2. Item 2 (iii) of the Minutes of the Scholarships and Awards Subcommittee meeting of December 19, 1994

Policy 43: Establishment of Scholarships and Awards Committee Selection Subcommittees

That the Scholarships and Awards Subcommittee establish selection subcommittees for each of the following categories of awards:

1. President's First & Best Scholarships
2. Entrance Awards with special terms
3. Undergraduate Awards with special terms
4. NRC Women in Science Scholarship
5. Fairfax Financial Holdings Ltd. Scholarship
6. Millennium In-Course Excellence Awards

and appoint one or several members to other selection subcommittees as the need arises. Each selection subcommittee is empowered to make award selection decisions and will report these decisions back to the full Committee. Each selection committee will be comprised of a minimum of three people as determined by the Chair or designate. The Chair has the power to change or augment membership, or appoint members from beyond the Scholarships and Awards Committee, as the need arises. The Chair will be an *ex officio* member with vote. The Awards and Financial Aid office or designate, where appropriate, will be a member with voting privileges.

Rationale:

There is a desire to reduce costs and streamline the selection process.

Implemented:

1994-1995 awards cycle

Review:

2008-2009

Approval and Information:

1. Motions passed by the Scholarships and Awards Committee

Other Documents:

1. Agenda material and Minutes of the Scholarships and Awards Committee meeting of March 18, 1994

Policy 44: Public Recognition of Award Recipients

That any publicity the University undertakes with respect to its award recipients will be done with the recipient's prior permission. The only exception to this practice will be for those awards announced at Convocation.

Rationale:

Attempts to provide recognition to award recipients but also recognizes that individuals have the right to refuse the release of their name to the media.

Implemented:

May 17, 1994

Review:

2008-2009

Approval and Information:

1. Minutes of the June 8, 2004 Scholarships and Awards Committee Meeting (affirmation of approval)
2. Motion passed by the Scholarships and Awards Subcommittee - May 17, 1994.
3. University Advancement will be advised of this policy. Awards and Financial Aid will forward to the University Advancement office only the names of award recipients who have given permission for the release of their names.

Other Documents:

1. Item 8 and Minutes of April 13, 1994, Scholarships and Awards Subcommittee meeting
2. Minutes of May 17, 1994, Scholarships and Awards Subcommittee meeting

Policy 45: Student Appeals of Revoked Awards

That the Scholarships and Awards Committee of University Council authorize Awards and Financial Aid to adjudicate student appeals of revoked awards and to report appeals and decision to the Committee regularly. Awards and Financial Aid will bring forward to the Committee any appeals that in Awards and Financial Aid's judgment are of an equivocal or difficult nature. All adjudications, whether conducted by Awards and Financial Aid or the Committee, will be considered final, with no further appeal option..

Rationale:

Occasionally students find themselves in circumstances beyond their control that necessitate their minimizing or temporarily suspending their university studies. In the case of students who have received U of S student awards, this means that the students often fall below the minimum registration required to maintain eligibility for awards, and any awards are revoked.

The Scholarships and Awards Committee provides an opportunity for students to appeal the revocation of an award on medical or other grounds. On humanitarian grounds and in the interests of minimizing the obstacles such students often face to a return to university, the Committee has typically granted appeals that are based on clear medical grounds and supported by documentation from medical professionals, or that are based on compassionate grounds and supported by documentation.

Authorizing Awards and Financial Aid to adjudicate appeals will reduce the time between appeal submission and decision, providing appealing students with information about their status as quickly as possible. The Committee retains its authority to adjudicate appeals considered by Awards and Financial Aid to be equivocal.

Implemented:

2010-11

Review:

2015-16

Approval and Information:

1. Minutes of the January 7, 2010 Scholarships and Awards Committee Meeting.
2. Motion passed by the Scholarships and Awards Subcommittee – January 7, 2010.

Guidelines:

1. The student must initiate an appeal of the revoked award(s). The University of Saskatchewan's obligations under existing privacy legislation dictate that student affairs may be discussed only with the student and not with any other parties.
 - a. The appeal must be submitted in writing to the Internal Compliance Officer, Awards and Financial Aid, and must set out clearly the circumstances and rationale for the appeal.
 - b. The appeal must be supported by medical or other appropriate documentation confirming the diagnosis or circumstance; in the case of a non-medical appeal supporting documentation from a counsellor, copies of death certificates or other documents will be accepted and reviewed.
 - c. "Licensed physician" includes accredited Doctors of Medicine, whether Family Medicine or specialist practitioners.

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- d. “Mental health counsellor” includes registered Psychologists and accredited Psychiatrists.
 2. The Internal Compliance Officer, in consultation with the Assistant Registrar (Awards and Financial Aid), will determine the appropriate adjudication body for any submitted appeal, whether Awards and Financial Aid or the Scholarships and Awards Committee.
 - a. Appeals deemed appropriate for adjudication within Awards and Financial Aid will be reviewed and judged by the Internal Compliance Officer in consultation with other members of Awards and Financial Aid as appropriate, and the decisions reported to the Committee on a regular basis.
 - b. Appeals deemed suitable for adjudication by the Scholarships and Awards Committee will be brought forward to the next meeting of the Committee. The appeal and supporting documents will be distributed to members prior to the meeting unless exceptional circumstances arise.
 3. Depending on the points in the academic year at which an award is revoked and at which an ultimately successful appeal is submitted and heard, the adjudicator may have flexibility in the timing of the resulting award payout. Reinstated awards may be paid out in a variety of scenarios, including but not limited to:
 - a. two equal instalments, one-half immediately and one-half upon registration in a minimum of 18 credit units in the next regular session, or
 - b. two equal instalments, one-half upon registration in a minimum of 18 credit units in the next regular session and one-half upon successful completion of term one and continued registration in a minimum of 18 credit units over the entirety of that regular session, or
 - c. a single payment immediately, or
 - d. a single payment upon registration in a minimum of 18 credit units in the next regular session.
 4. A decision on an appeal, whether made by Awards and Financial Aid or by the Committee, will be final.

Undergraduate Awards Policies

The University of Saskatchewan's undergraduate awards program is designed both to reward the academic achievement and mitigate the financial need of undergraduate students working toward completing University of Saskatchewan programs.

PREAMBLE

Authority

These policies govern all undergraduate scholarships, bursaries, awards and prizes (collectively referred to as "awards") regardless of the college, department or unit responsible for administration, with the exception of awards administered by Huskie Athletics, which are subject to Canadian Interuniversity Sport (CIS) regulations.

Rationale: To ensure consistent, transparent and accountable administration of undergraduate awards across the institution, and consistent with the authority of the Scholarships and Awards Committee and University Council. **Reference:** #41, Huskie Athletic awards – exclusion from Scholarship & Awards jurisdiction (2007-08).

Definitions for Awards Purposes

- a. A **first year** or **entering student** is one who either has not previously taken courses at the university level or has earned fewer than 18 credit units of university courses at or transferable to the University of Saskatchewan. *Students who are beginning study in non-direct-entry colleges are not entering students for awards purposes.*
- b. A **continuing student** is one who has earned 18 or more credit units at or transferable to the University of Saskatchewan in previous academic years, regardless of their year in program.
- c. A **transfer student** is one who has earned 18 or more credit units of university courses transferable to the University of Saskatchewan, *not one who has transferred from one U of S college or program to another.*
- d. An **Aboriginal student** is one who is [an Indian, Inuit or Métis person of Canada](#). Aboriginal students are encouraged to [identify themselves](#) to the university.
- e. An **international student** is one who is studying at the University of Saskatchewan on a visa or study permit.
- f. A **student with a disability** is one who is registered with the office of [Disability Services for Students](#).
- g. A **dual registered student** is a University of Saskatchewan student who is registered and taking courses at the University of Saskatchewan and is also completing credit units at another post-secondary institution(s) which are transferable to the University of Saskatchewan and are used towards completion of a University of Saskatchewan degree.
- h. For awards purposes, a **visiting student** is an outbound University of Saskatchewan student who has approval on a Letter of Permission from his or her college to take one or more courses at another accredited post-secondary institution and receive credit towards their U of S degree. *Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.*
- i. For awards purposes, an **exchange student** is an outbound University of Saskatchewan student who spends up to one year at a university in another country under an exchange agreement while obtaining

credit towards their U of S degree. Students approved to participate in an exchange program are considered U of S students during the period of exchange, are assessed standard full-time U of S tuition, and are responsible for their own travel and accommodation costs. *Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.*

- j. A **full-time** student for awards purposes is one who completes 18 credit units or more over the fall and winter terms (Regular Session).
- k. The **academic year** begins on May 1 and is defined as the spring, summer, fall and winter terms.
- l. The **regular session** is defined as the fall and winter terms. Courses taken in the fall and winter terms are used to calculate averages for awards purposes; *spring and summer terms are not included in average calculations for awards purposes.*
- m. **Scholarships** are awards granted fully or partially on the basis of academic merit.
- n. **Bursaries** are awards granted fully or partially on the basis of financial need.
- o. **Prizes** are awards granted in recognition of a specific accomplishment or project.
- p. **Entrance awards** are awards granted to students beginning their University studies in a direct-entry college. *Students who are beginning study in non-direct-entry colleges are not entering students for awards purposes.*
- q. **Continuing awards** or **awards for continuing students** are awards for students with 18 or more credit units at or transferred to the U of S, generally beyond their first year of program. *Continuing awards are not awards where payment continues from one academic year to another: such awards are known as renewable awards.*
- r. **Renewable awards** are those awards that a student may receive in one or more academic years subsequent to the original award, provided she or he meets renewal requirements, typically of an academic achievement nature.
- s. **Guaranteed awards** are granted to students on the basis of achievement and require no application and no competition. At this point guaranteed awards are limited to the Guaranteed Entrance Scholarships.
- t. **Competitive awards** are awards for which students apply and compete among their peers.
- u. **Centrally-administered awards**, also known as **awards administered by the Scholarships and Awards Committee**, are primarily those open to students of more than one college or program, or to students university-wide. Such awards are adjudicated by Awards and Financial Aid with oversight by Scholarships and Awards Committee of University Council. Awards and Financial Aid adjudicates some college awards on behalf of the designated award committees.
- v. **College-administered awards** are those open to students of a single college or program. Such awards are adjudicated by a committee of the college or program department as authorized by the Dean.

I. AWARD ELIGIBILITY

A. Entrance awards

1. In order to be eligible for entrance awards, either centrally- or college-administered, students must have a complete secondary level standing or equivalent, either Canadian or international, necessary to obtain admission to the University of Saskatchewan, unless otherwise specified by an award's terms of reference.

Rationale: It is a priority for the University of Saskatchewan to recruit out-of-province and

international and, increasingly, nontraditional students. Previous policy language limited eligibility to graduates of Canadian high schools, disadvantaging international students and homeschooled students, among others, and limiting recruitment efforts. Reference: #28, Attendance at any accredited high school (2008-09, 2007, 2004).

2. Students must have fewer than 18 credit units completed at or transferable to a U of S direct-entry program of study.

Rationale: *The intent of entrance awards is to support students in their first full year of post-secondary study. The University of Saskatchewan defines a full-time student as a student enrolled in a minimum of 18 credit units in the Regular Session; therefore, a student entering the U of S with fewer than 18 cu completed is considered to be in his or her first year. Under this definition students who are beginning study in non-direct entry colleges are not entering students for awards purposes. Reference: #29, Eligibility for University of Saskatchewan entrance awards – credit unit requirements (2004, 1998-99, 1997).*

a. *Exceptions include:*

- i. students competing for entrance awards with a performance component administered by the Department of Music for students in any B.Mus. program are eligible regardless of previous academic study.

Rationale: *In order to meet its recruitment needs, the Department of Music interprets an “entering” student to be one who is entering their first year of study in any B.Mus. program, regardless of the student’s previous academic study. The Department of Music therefore selects the most appropriate candidate regardless of the student’s post-secondary standing when distributing entrance awards with musical performance components. Reference: #30, Entering music students – exception to eligibility for entrance awards (2004-05).*

B. Credit unit requirements

1. All credit units used to meet requirements for undergraduate awards must be earned at the University of Saskatchewan.

a. *Exceptions Include:*

- i. students studying on an approved study abroad program, exchange or letter of permission. Credits earned under such a program will be used to meet credit unit minimums for awards purposes; marks may be used in calculating academic averages for awards, depending upon practices specific to the college.
- ii. students transferring credits earned at other institutions to University of Saskatchewan programs may be eligible to receive the U of S Transfer Scholarship and must meet eligibility requirements set out in the terms of reference for the specific award.
- iii. students of the Northern Teacher Education Program. Course registrations at both the University of Saskatchewan and the University of Regina will be used, unless otherwise specified by an award’s terms of reference.

Rationale: *Under the Northern Teacher Education Program (NORTEP), all students are considered University of Saskatchewan students regardless of whether they are enrolled in courses at the University of Saskatchewan or in courses at the University of Regina. These students are therefore eligible for all awards administered by the U of S. Reference: #38, Northern Teacher Education Program (NORTEP) – award eligibility and payment (2004-05).*

2. In order to be eligible for entrance and continuing awards, students must register for and complete at least 18 credit units over the fall and winter terms in the academic year in which the award is paid.

Rationale: Consistent with the university's definition of a full-time student, to minimize barriers to nontraditional students. Reference: #7, Credit units required for payment of awards (2008-09, 2006, 1994).

a. *Exceptions include:*

- i. students at regional colleges, who are not subject to a credit unit minimum.
Reference: #7, Credit units required for payment of awards, addendum 1 (2008-09).
- ii. graduating students who require fewer than 18 cu to complete their degree requirements are eligible for scholarships, subject to a minimum of 9 cu in either the fall or the winter term.

Rationale: Students who are near graduation may require fewer than 18 credit units in order to complete their degree, and consequently should not be penalized or excluded from scholarship competitions. This exemption does not apply to bursary funding, which is reserved for full-time students unless otherwise specified by an award's terms of reference. Reference: #8, Scholarships for graduating students – exception to credit units required for payment of awards (2004, 1996-97).

- iii. students receiving prizes/awards specific to particular courses or projects, who are not subject to a credit unit minimum.
Rationale: The intention of prizes is to reward students for a specific past performance, such as the highest mark in a class; therefore, students can receive prizes without subsequent enrolment. Reference: #11, Eligibility to receive prizes – exception to credit units required for payment of awards (2004-05).
- iv. students with disabilities approved to study on a reduced course load, who must register for and complete 12 credit units over the fall and winter terms in the academic year in which the award is paid.

Rationale: Many students with disabilities need to study at a reduced course load in order to be successful at university. Canada Student Loans Program regulations state that students with disabilities are considered full-time if they are registered in 40% of a full course load – 12 credit units per Regular Session. Because students on reduced course load are considered to be full-time students, it is logical to alter the credit unit regulations required for these students to receive payment of awards. Students can prove their eligibility to study at a reduced course load through medical documentation that is either attached to their awards application or on file at Disability Services for Students. Reference: #9, Students approved for a reduced course load – exception to credit units required for payment of awards (2004-05).

C. Continuing Awards

1. For all continuing awards, in order to compare student achievement at a common baseline, students must have completed 18 credit units over the previous fall and winter terms.

Rationale: The previous minimum requirement was 18 cu for bursaries and 24 cu for scholarships. The change to 18 cu for both takes into account several factors: (1) increasing numbers of students do not fit the "traditional full-load student" profile: students with families, part-time students, mature students, Aboriginal students, those with disabilities, (2) a growing number of students cannot take 100% of what the University defines as a full course load (30 credit units over the fall and winter terms) because of financial constraints, family obligations, or course availability. Reference: #1, Credit units required to be eligible for awards (2009, 1999, 1995-96, 1994).

a. *Exceptions include:*

- i. students approved for a reduced course load because of disability, who must have completed 12 cu over the previous fall and winter terms.

Rationale: See 1.B.2.a.iv. above. Reference: #2, Students approved for a reduced course load – exception to credit units required to be eligible for awards (2004-05).
- ii. students in professional internship and cooperative education programs, who are eligible for consideration for all central and college administered awards based upon completion of at least 18 academic (i.e., non-work experience) credit units. Academic terms appropriate for assessment are a maximum of one previous spring and summer session and two previous fall and winter terms. The combination of sessions that provides the minimum number of required credit units and applicable award averages will be assessed. Applicable academic sessions, up to and including the session the credit unit requirement is reached, will be included in the calculation of an award average.

Rationale: Professional internship and cooperative education programs are typically taken over a five-year period and consist of 8 academic and up to 4 work education terms. Whether their programs include internships or co-op work experience placements, students pursuing these university-designed and sanctioned programs would be excluded from award opportunities under the credit unit minimums for award eligibility. Extending the period for calculating previous registration recognizes that internships and work placements form part of recipients' formal program of study and that candidates remain full-time students responsible for tuition and student fees for the duration of their programs. Reference: #35, Computer Science Professional Internship Program – award eligibility and payment (2004-05); #36, Cooperative Education Program in Agriculture, Geography, Land Use and Environmental Studies and Rural and Urban Development – award eligibility and payment (1999-2000); #37, Engineering Professional Internship Program – award eligibility and payment (2004-05).

- iii. University of Saskatchewan students participating in formal exchange programs will be eligible during their absence and upon their return for all centrally-administered undergraduate awards including both scholarships and bursaries. In all cases, it is the student's responsibility to notify the appropriate awarding body of their wish to be considered for University of Saskatchewan awards.

Rationale: Participation in formal exchange programs is believed to be of benefit to the student and to their community upon their return. Given the current emphasis on student mobility, it is incumbent upon the university not to disadvantage students who choose to participate in exchange programs. Reference: #19, University awards for visiting & exchange students (2008-09, 2007).

2. Students entering their first year of study in a non-direct entry degree program and students transferring from another institution may be considered for department- and college-administered awards at the department or college's discretion, unless otherwise specified by an award's terms of reference.
3. College and department award committees may consider, on a case by case basis and at their discretion, a student's request to re-enter the award pool after an absence from the University of Saskatchewan of one or more years unless otherwise specified by an award's terms of reference. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college.

Rationale: Students occasionally interrupt their formal studies at the University of Saskatchewan to pursue formal or informal educational opportunities at other institutions, in other environments, and/or in other countries. Colleges are in the best position to judge how such an absence impacts on student performance and skills. Reference: #34, Student eligibility for college-

administered awards - deferrals and re-entry (1998-99).

D. Academic average requirements

1. For continuing awards, academic averages will be calculated based on all U of S courses attempted during the previous year's fall and winter terms, as defined in paragraph I.B.1. above.

Rationale: *To ensure a consistent method of calculation for all candidates for centrally-administered awards, and consistent with credit unit requirements for award eligibility and payment. The majority of students at the University of Saskatchewan enrol in the fall and winter terms (September to April) as opposed to spring and summer terms (May to August).*

Reference: #13, *Calculation of award averages for continuing students (2005-06).*
2. Eligibility for centrally-administered awards requires a minimum sessional average of 65%. Colleges may set academic achievement thresholds for awards granted at the college or department level.

Reference: #24, *Minimum average required to be eligible for centrally-administered bursaries 2004, 2001-02).*
3. For the purposes of determining whether a student has met renewal criteria for a centrally-administered award, the average will be rounded to the nearest whole number unless otherwise prohibited by an award's terms of reference.

Reference: #14, *Calculation of award averages – renewable awards (2007-08).*

II. BURSARIES

- A. Recipient selection for bursaries will be based on financial need alone, unless additional selection criteria are imposed in an award's terms of reference.
- B. Where terms of reference specify the use of both financial need and academic achievement as selection criteria for awards under the administration of the Scholarships and Awards Committee, the weighting of financial need and academic achievement will be 50/50.

Rationale: *Some donors wish to provide assistance to students with need who also demonstrate academic merit. Using a formula that places a 50/50 weighting on financial need and academic achievement ensures consistency across the institution for the administration of these awards and it ensures the donor's direction is followed. This weighting does not disadvantage students with high need who have good academic records and it allows for high academic achievers with moderate need to be considered. **Reference:** #21, *Administration of awards that have both financial need and academic achievement as selection criteria (2001-02).**
- C. All bursary candidates will be required to provide financial information in a standardized format to and as determined by Awards and Financial Aid, for determination of need.

Rationale: *Bursaries by their nature are intended to assist students with financial need, although additional selection criteria may be imposed in specific awards' terms of reference. Assessment of need for bursaries uses guidelines similar to those of the Canada Student Loans program; however, this policy allows Awards and Financial Aid to move to a more equitable method when one is identified by Canadian research. **Reference:** #22, *Financial need assessment for bursaries (2009-10, 2001-02, 1995).**
- D. A bursary may be awarded to a recipient even if the value of the bursary exceeds the actual value of the recipient's calculated financial need.

Rationale: *No method of calculating financial need is perfect, nor are the actual allowable living costs used excessive: a student may have actual financial need greater than the calculated need.*

As well, some donors stipulate the number and value of bursaries, and it would be unacceptable to act contrary to terms of reference to manipulate award value to match the calculated financial need of each student. Reference: #23, Application of financial need values in bursary distribution (2006-07).

- E. Students in the colleges of Medicine and Dentistry will be considered for centrally-administered bursaries based on living need (excluding tuition, fees, books, equipment), in order to eliminate the disadvantage to students of other, non-health sciences, programs and provide a more level playing field for bursary distribution.

Rationale: *Tuition, books and equipment costs are a major influence in determining need outcomes and including those costs in need calculations for students in Medicine and Dentistry results in a disproportionate number of these students receiving bursaries. Considering financial need independent of high tuition and equipment costs acknowledges the distorting effect of these costs, ensuring a more equitable distribution of bursary funds among colleges. Students who make the conscious decision to enrol in medical and dental programs have taken into consideration their financial situation prior to acceptance of an offer of admission. However, these students should be rewarded for strong academic performance and therefore are not excluded from consideration for centrally-administered scholarships. Reference: #40, Eligibility of students from the College of Dentistry for centrally-administered awards (1999-2000).*

III. AWARD ADJUDICATION

- A. The Scholarships and Awards Committee may establish adjudication committees for any awards under its administration¹ at its discretion. Each adjudication committee is comprised of at least three members as determined by the Chair or designate with the Chair being a voting member *ex officio* and a member of Awards and Financial Aid being a voting member, and is empowered to make award selection decisions and report these decisions back to the full Committee. The Chair may change or augment membership, or appoint members from beyond the Scholarships and Awards Committee.

Reference: #43, Establishment of Scholarships and Awards Committee Selection Subcommittees (1994-95).

IV. LIMITS ON RECEIVING AWARDS

Principle: Given the limited student award resources available, the Scholarships and Awards Committee has opted to place limits on award support to any one student, thereby broadening distribution and mitigating the distorting effect of high tuition and equipment costs in some colleges to ensure access to all programs.

- A. Entering students may receive one competitive entrance award.

Rationale: *By allowing students entering the University of Saskatchewan to receive one competitive award only during their first year of studies, the university ensures "that monies are spread to the greatest number of students possible" (Entrance Awards with Special Terms Selection Committee, April 12, 2004). Reference: #31, Entrance award limit – one per student (2008-09).*

1. *Exceptions include:*

¹ As of December 1, 2011 adjudication subcommittees are regularly convened to adjudicate awards with subjective terms on the advice of Awards and Financial Aid staff.

- a. Guaranteed Entrance Scholarships and any other automatic awards.
- b. awards with specialized criteria with a resulting small pool of eligible candidates may be awarded to students who have qualified for a competitive award.²

Rationale: Several competitive entrance awards have specialized criteria with resultingly small pools of eligible candidates. To exclude students with the highest levels of academic standing from the eligibility pools for these specialized awards because they have already earned a competitive award limits the eligibility pool for these specialized awards, thus hindering the University's ability to administer specialized awards to deserving students. Reference: #31, Entrance award limit – one per student (2008-09), replacing "Entrance Awards with Special Terms – Exception to Entrance Award Limit" (2007).

- B. Continuing students may receive one centrally-administered scholarship annually.

Rationale: See Principle, above. Reference: #15, Continuing student scholarship limit (2005-06).

1. Exceptions include:

- a. second and subsequent years of renewable awards.

Rationale: Recipients of renewable entering awards are among best and brightest students, and have been attracted to the University of Saskatchewan in part because of the possibility of renewable scholarships. The intent of the renewable scholarship was not to exclude the student from receiving other awards at the University of Saskatchewan. In addition, because entering awards are based on Grade 11 and 12 marks, students should not be penalized later on in their university careers for receiving these awards. As such, renewable scholarships will be considered an exception to the limit on continuing awards. Reference: #17, Renewable awards – exception to cumulative awards cap (1999-2000).

- b. awards with specialized criteria with a resulting small pool of eligible candidates may be awarded to students who have qualified for a centrally-administered bursary.³

Rationale: A number of University of Saskatchewan awards have specialized criteria, and as a result there are only small pools of eligible candidates for these awards. In the past students with the highest levels of academic standing were excluded from the eligibility pools for these specialized awards because they had already earned a centrally-administered scholarship. Thus, these specialized awards are exceptions to the scholarship limit since the limit would restrict the eligibility pool for these specialized awards, hindering the University's ability to administer specialized awards to deserving students. Reference: #15, Continuing student scholarship limit (2005-06).

- C. Continuing students may receive centrally-administered bursaries to a maximum of \$3,000 over the fall and winter terms (if receiving multiple bursaries) or a single bursary of a value greater than \$3,000.

Rationale: Given the limited resources available, a cap on bursary support allows the university to broaden distribution. The cap is not intended to restrict donors who wish to provide more direction for their donations; it is still entirely possible for donors to determine the value of any award they establish at the University of Saskatchewan. Reference: #25, Bursary cap for continuing students

² As of December 1, 2011, exempt competitive entrance awards include the Allen Memorial Scholarship Fund of the Turtleford School District, Allen Blakeney Entrance Scholarship, Canada-Wide Science Fair Scholarships, Clark Scholarship Awarded in Memory of Gertrude Evelyn Clark, English for Academic Purposes Scholarship, Douglas Christie Ferguson Fund, Sidney Green Entrance Scholarships, Harry Hunking Scholarship, India-Canada Cultural Association Bursary, Constable Brian King Memorial Bursary, Gertrude Lotz Memorial Scholarship, Reid-Steele Family Award, Saskatchewan Elocution and Debate Association (SEDA) Excellence Award, Clare and Margaret Sherrard Memorial Scholarships, Sikh Society of Saskatchewan Bursary, Toupin Family Memorial Bursary.

³ As of December 1, 2011, exempt continuing scholarships include the Marion Evans Younger Scholarship, Teck Cominco Limited Scholarship in Engineering and Geology, John Labatt Scholarship, Husky Oil Scholarship, Meloche Monnex Scholarship.

(2004, 2001-02).

- D. No undergraduate student may receive awards with a cumulative dollar value greater than the cost of tuition for the fall and winter terms plus the amount designated by Saskatchewan's Student Financial Assistance Branch as the allowable living costs of a 'single student living away from home' for student loans purposes. The differential fee for international students, sometimes referred to as "differential tuition," is not considered in this calculation. This policy does not prevent or limit the value of any single award.

Rationale: Balances the need to cap support with variances in tuition among colleges and the generally consistent living costs that the majority of students face. The university aims to distribute its awarding monies to as many students as possible, while still offering awards that are significant in value. If a student reaches the award cap and would have received other awards that s/he cannot accept because of the limit, the student is notified that they were in fact the top candidate for the award, but that the award cannot be paid out to them because of the award cap. That they were the top candidate will not be kept as part of the permanent University record, but they are free to include it on a resume if they so desire. Reference: #16, Cumulative awards cap for University of Saskatchewan awards (2011, 2007-08).

1. Exceptions include:
 - a. second and subsequent years of renewable awards.

Rationale: See IV.B.1.a. above.
 - b. travel awards.

V. DEFERRAL OF AWARDS

- A. Competitive entrance awards may not be deferred.

Rationale: The University has a limited number of entrance awards available to first year students and, consequently, is not able to offer awards to all worthy students. Deferring awards ties up limited funds for a year and thus accentuates the problem of limited funding. In addition, the University has no assurance that a student will attend the University after an absence of one or more years and may be reserving funds for a student who will not enrol at the University of Saskatchewan. Finally, students choosing not to attend the University in any given year are eligible to apply for entrance awards in subsequent years. If the student feels there are exceptional circumstances to their deferral request, they may submit an appeal to the Scholarship and Awards Committee of Council. Reference: #32, Deferral of entrance awards prohibited (1999-2000).

- B. To accommodate opportunities for learning experiences outside the academic setting, students pursuing non-academic opportunities may apply to Awards and Financial Aid to defer centrally-administered renewable scholarships and centrally-administered continuing scholarships for one year, provided they are not registered as regular students at another post-secondary institution for the duration of the deferral period.

Rationale: Often our best and brightest students wish to expand their educational experience to include learning experiences outside of the classroom walls. Renewable scholarships are generally not re-awarded to another student if a student fails to meet the renewal criteria or if the student ceases to attend the University of Saskatchewan. Reference: #18, Deferral of renewable and continuing scholarships allowed (2008-09).

- C. Centrally-administered bursaries (awards for which selection is made wholly or partially on the basis on financial need) may not be deferred.

Rationale: Bursaries are awarded to students in recognition of demonstrated financial need. Each

student's financial need is calculated based on his/her current economic situation and the costs the student can expect to incur during the upcoming academic year. As both the student's expected costs and economic situation will change during the year of absence from the University, deferral of awards wholly or partially awarded on the basis of financial need will not be granted.

Reference: #27, Deferral of bursaries prohibited (1998-99).

- D. College and department award committees may allow undergraduate students to defer college-administered awards unless otherwise specified by an award's terms of reference.

Rationale: *Students occasionally interrupt their formal studies at the University of Saskatchewan to pursue formal or informal educational opportunities at other institutions, in other environments, and/or in other countries. Colleges are in the best position to judge how such an absence impacts on student performance and skills. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college. Reference: #34, Student eligibility for college-administered awards - deferrals and re-entry (1998-99).*

VI. TRANSFERRING OF AWARDS

- A. Under exceptional circumstances on the recommendation of the appropriate academic units, students registered as visiting students at other universities may request permission to transfer University of Saskatchewan awards. The recommendations must be based on academic considerations and approved by the Dean's Office. The supporting documents must verify that the selected courses are required or recommended as an asset to the academic program. Students must be proceeding to the completion of a degree at the University of Saskatchewan. This regulation will be administered at the college level; however, colleges must inform Awards and Financial Aid of their decisions under this regulation.

Rationale: *For the most part, awards are to recognize achievement and encourage students studying U of S courses toward U of S degrees. Students studying elsewhere for academic reasons but working towards the completion of a degree at the University of Saskatchewan are justified in taking a University of Saskatchewan award with him/her only in exceptional circumstances.*

Reference: #19, University awards for visiting & exchange students (2008-09).

VII. TRAVEL AWARDS

- A. Travel award recipients must follow university policies around international travel risk management, administered by the International Student and Study Abroad Centre.⁴

Rationale: *In order to manage risk associated with travel outside Canada. Students must work with Study Abroad staff to comply with all university requirements around international travel and minimize travel risk. Reference: #20, Hannon Travel Scholarships – policy regarding risk assessment & management (2008-09)..*

VIII. PAYMENT OF AWARDS

- A. Payment of all undergraduate awards is authorized by Awards and Financial Aid upon confirmation that candidates have met all eligibility requirements. Award administrators will submit presumptive recipient and award information in a consistent format as determined from time to time by Awards and financial

⁴ As of December 1, 2011 the applicable policy is University Policy 7.01: International Travel Risk Management – Academic Mobility Programs.

Aid. In cases where presumptive recipients are found to be ineligible for an award, the award administrator is notified by Awards and Financial Aid and an alternate recipient is identified wherever possible.

Rationale: *Awards and Financial Aid is responsible for ensuring that all undergraduate awards are paid out in a manner consistent with the terms of reference of the award; as well, this unit is the sole voice authorizing Student Accounts and Treasury to pay out undergraduate awards, regardless of the college, department or unit that administers the awards. Therefore, in order to ensure that Awards and Financial Aid is able to carry out its compliance and fiduciary responsibilities, payment of all undergraduate awards must be vetted by this unit.*

- B. All undergraduate awards except book prizes are paid out through the student's U of S tuition account upon confirmation of compliance with all requirements (including credit unit requirements) by Awards and Financial Aid.

- C. Book prizes are authorized by Awards and Financial Aid and are paid out through the University of Saskatchewan Bookstore as vouchers or credits.

Rationale: *As with policy 8.a. above to ensure compliance with policies and specific award requirements and to allow the Bookstore to manage the actual awards.*

- D. Awards are generally paid out in a single instalment per academic year; however, some awards' terms of reference dictate otherwise, and in some cases Awards and Financial Aid will recommend payment in instalments by term.

Rationale: *Consistency with credit unit requirements for eligibility and payment.*

- E. Award payment will not be pro-rated.

- F. Notification of award recipients by the adjudicating college or department will include conditions for maintaining the award (minimum registration, achievement, etc.) and the consequences of not meeting those conditions (revoking of awards). Award administrators are strongly encouraged to counsel students of the consequences for dropping below the minimum registration.

IX. REVOKING AWARDS

- A. Students whose course loads fall below 18 credit units over the fall and winter terms will have their awards revoked, unless otherwise specified in an award's terms of reference.

- B. Students whose awards are revoked are notified in writing by Awards and Financial Aid.

- C. A revoked award appears on the student's tuition account as an amount owing to the university. Collection of the outstanding balance is subject to the policies of Student Accounts and Treasury.

Rationale: *Reflects conditions which students must meet to receive awards.*

- D. Students whose awards have been revoked may appeal the decision on the basis of compassionate or medical grounds. All appeals must be in writing and contain documentation (e.g., doctors' notes) supporting the student's case. Awards and Financial Aid adjudicates all appeals and reports decisions to the Scholarships and Awards Committee. Awards and Financial Aid consults with the Committee on appeals that in Awards and Financial Aid's judgment are of an equivocal or difficult nature. All adjudications, whether conducted by Awards and Financial Aid or the Committee, are considered final, with no further appeal option.

Rationale: *Occasionally students find themselves in circumstances beyond their control that necessitate their minimizing or temporarily suspending their university studies. In the case of students who have received U of S student awards, this means that the students often fall below the minimum registration required to maintain eligibility for awards, and any awards are revoked.*

This policy provides an opportunity for students to appeal the revocation of an award on medical or other grounds. On humanitarian grounds and in the interests of minimizing the obstacles such students often face to a return to university, the Committee has typically granted appeals that are based on clear medical grounds and supported by documentation from medical professionals, or that are based on compassionate grounds and supported by documentation. Authorizing Awards and Financial Aid to adjudicate appeals will reduce the time between appeal submission and decision, providing students who appeal with information about their status as quickly as possible. The Committee retains its authority to adjudicate appeals considered by Awards and Financial Aid to be equivocal. Reference: #45, Student appeals of revoked awards (2010-11).

X. NEW AWARDS TO MEET EDUCATION EQUITY GOALS

- A. The University of Saskatchewan shall ensure that fund raising activities related to the establishment of student awards address education equity goals through the creation of scholarships, bursaries and other awards for Aboriginal people, persons with disabilities, visible minorities, and women. Furthermore, all awards including terms that are affirmative with respect to an identifiable group under *The Saskatchewan Human Rights Code* must include a clause that directs how the award should be made when it is no longer necessary to be affirmative towards the group.

Rationale: *The University's Mission Statement contains as a goal the promotion of under-represented groups, specifically Aboriginal people, persons with disabilities, visible minorities, and women. This policy represents an effort to support education equity goals through the establishment of awards for the four groups identified in the Mission Statement. Reference: #42, New awards to meet education equity goals (1995).*

XI. PRIVACY AND PUBLIC RECOGNITION OF AWARD RECIPIENTS

- A. Any public recognition of award recipients will be made only with recipients' prior permission. The sole exception to this practice will be for those awards announced at Convocation.

Rationale: *Balances provision of recognition to award recipients and donors but also recognizes that individuals have the right to refuse the release of their name to the media. Awards and Financial Aid will forward to the University Advancement office only the names of award recipients who have given permission for the release of their names. Reference: #44, Public recognition of award recipients (2004, 1994).*

**UNIVERSITY COUNCIL
BYLAWS COMMITTEE
NOTICE OF MOTION**

- PRESENTED BY:** Gordon Zello
Chair, Governance Committee
- DATE OF MEETING:** April 19, 2012
- SUBJECT:** **Notice of Motion: Revisions to Part Three of Council Bylaws**
- DECISION REQUESTED:** *It is recommended:*
That Council approve the revisions to Part Three of Council Bylaws as outlined in the attachment

PURPOSE:

To bring Part Three of Council Bylaws up to date with current language, policies, and authorities.

CONTEXT AND BACKGROUND:

The Governance Committee is undertaking a review of Council's Bylaws in order to bring them into line with existing policies and procedures and to ensure that they are up to date in their content and language.

CONSULTATION:

The changes to Part Three of Council Regulations were reviewed by the Academic Programs Committee of Council; consultation has also been undertaken as appropriate with the office of the Vice-provost Faculty Relations, the Registrar, the Admissions Office, and the College of Graduate Studies and Research. Council is now asked to provide input prior to the revisions being submitted for approval in May.

ATTACHMENTS:

1. Side by side version of the proposed changes including rationale for the changes.

Existing	Proposed	Rationale and Review
<p>Part Three Council Regulations</p>		
<p>INTRODUCTION</p> <p>Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under the University of Saskatchewan Act of 1995, the authority over these academic regulations was transferred to Council.</p> <p>Specific instances where procedures are mandated by the Act are identified.</p>	<p>Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under the <i>University of Saskatchewan Act, of 1995 (hereinafter referred to as "the Act)</i>, the authority over these academic regulations was transferred to Council.</p> <p>Specific instances where procedures are mandated by the Act are identified.</p>	<p>More accurately reflects the name of our founding statute and enables future references to be simply to "the Act".</p>
<p>I. DEGREES, DIPLOMAS AND CERTIFICATES</p>	<p>same</p>	
<p>II. CANCELLATION OF DEGREES</p> <p>The Council may revoke the Degree or Degrees, Diplomas, Certificates and Distinctions of the University and all privileges connected therewith of any holder of the same for cause or whose name shall have been removed for misconduct by a properly constituted legal authority from any official register of members of the profession to which he belongs or whose conduct, in the opinion of the Council, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. The Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by him without further examination.</p>	<p>II. CANCELLATION OF DEGREES</p> <p>The Council may revoke the Degree or Degrees, Diplomas, Certificates and Distinctions of the University and all privileges connected therewith of any holder of the same for cause or whose name shall have been removed for misconduct by a properly constituted legal authority from any official register of members of the profession to which he or she belongs or whose conduct <u>where the conduct of the holder, in the opinion of the Council and following due process under the Academic Misconduct regulations,</u> shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. The Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by <u>him that person</u> without further examination.</p>	<p>Incorporates changes for consistency and gender inclusiveness, and to indicate that due process is required in order to revoke a degree.</p>

<p>III. UNIVERSITY SCHOLARSHIPS</p> <p>Under section 61(1) (d) of the University Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.</p>	<p>III. UNIVERSITY SCHOLARSHIPS</p> <p>Under section 61(1) (d) of the University Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.</p>	
<p>IV. THE ESTABLISHMENT OF COLLEGES AND DIVISIONS</p>	<p>same</p>	
<p>V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS</p>	<p>same</p>	
<p>VI. PROGRAMS OF STUDY</p> <p>Each Faculty shall prepare its program or programs of study, including the curriculum for any degree of that Faculty, and shall submit them to the Council for approval. Upon the approval of the Council they may be published in the Calendar and go into effect.</p>	<p>VI. PROGRAMS OF STUDY</p> <p><u>Under section 61(1)(f) of the Act, Council is authorized to prescribe curricula, programs of instruction and courses of study in colleges, schools or departments.</u></p> <p>Each <u>College or School Faculty Council</u> shall prepare its program or programs of study, including the curriculum for any degree of that <u>College or School Faculty</u>, and shall submit them to the Council for approval <u>under regulations established for that purpose by Council</u>. Upon the approval of the Council they may be published in the Calendar and go into effect.</p>	<p>Reflects the designation of "faculty councils" rather than "faculties" approved in an earlier revision to the bylaws.</p> <p>Clarifies Council's authority over programs and Council's authority and intention to prescribe regulations under which the faculty councils may prepare curricula.</p> <p>Acknowledges that there are other vehicles (such as the web site) where curricula are published</p>

	<p>New section:</p> <p>VII ENROLMENT MANAGEMENT</p> <p><u>The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to Colleges, Schools and Departments, in consultation with the Registrar, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.</u></p> <p><u>Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to Colleges and Schools the management of enrolment in accordance with the approved plan.</u></p>	<p>Reflects the newly approved Admissions policy and incorporates language previously under the section on “admission and classification of students” (now renamed “admission of students”)</p>
<p>VII. ADMISSION AND CLASSIFICATION OF STUDENTS</p> <p>1. The classes of the University shall be open to persons who are deemed qualified to take up the work of the classes which they propose to enter.</p> <p>2. A candidate for a degree is required to satisfy all the requirements for admission which may be prescribed by the Faculty concerned with the approval of the Council. Such requirements shall be published in the calendars.</p> <p>3. Every student will be required as a condition of admission to the University to register at the beginning of each year of the students attendance, to supply such information and to pay fees as may be required, and may be required by the Registrar, as a condition of such admission, to submit to the Registrar, not later than the published date prior to</p>	<p>VIII. ADMISSION AND CLASSIFICATION OF STUDENTS</p> <p><u>Under section 61(1)(i) and (l) of the Act, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the Act, Council will approve admission qualifications for all programs. Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.</u></p> <p><u>1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.</u></p> <p><u>2. In accordance with these regulations, Council may delegate to Faculty Councils</u></p>	<p>Clarifies Council's and Senate's respective authority over admission.</p> <p>This section previously addressed a number of matters not related to admission; these have been moved to more appropriate sections of Part Three.</p> <p>This section provides context for Council's delegation of authority and responsibility to faculty councils and others under the Admissions Policy. The nomenclature has been brought into line with the language of the Act and of the policy.</p>

the beginning of each year, an application in writing for admission and such information as may be required.

4. The University reserves the right to restrict registration in any or all courses whenever in the opinion of the Council such restriction of registration is necessary or advisable.

5. The University reserves the right, through Council, to require the withdrawal of any student at any time when

(a) in the opinion of the faculty or the college it is manifest that the student is incompetent; or

(b) pursuant to a hearing, held upon the recommendation of the faculty of the student's college, the panel established under Council discipline regulations is of the opinion that the student is for any reason unsuitable to continue the course or to graduate.

6. Under section 62 (3) (a) and (b) of the University Act (1995), a decision of Council to change academic and other qualifications required for admission as a student, and a decision to change the number of students who may be admitted to a college or a program of study are to be reported to the Senate at its next meeting and are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.

and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.

~~1. The classes of the University shall be open to persons who are deemed qualified to take up the work of the classes which they propose to enter.~~

~~2. A candidate for a degree is required to satisfy all the requirements for admission which may be prescribed by the Faculty concerned with the approval of the Council. Such requirements shall be published in the calendars.~~

~~3. Every student will be required as a condition of admission to the University to register at the beginning of each year of the students attendance, to supply such information and to pay fees as may be required, and may be required by the Registrar, as a condition of such admission, to submit to the Registrar, not later than the published date prior to the beginning of each year, an application in writing for admission and such information as may be required.~~

~~4. The University reserves the right to restrict registration in any or all courses whenever in the opinion of the Council such restriction of registration is necessary or advisable.~~

~~5. The University reserves the right, through Council, to require the withdrawal of any student at any time~~

	<p>when</p> <p>(a) in the opinion of the faculty or the college it is manifest that the student is incompetent; or</p> <p>(b) pursuant to a hearing, held upon the recommendation of the faculty of the student's college, the panel established under Council discipline regulations is of the opinion that the student is for any reason unsuitable to continue the course or to graduate.</p> <p>6. Under section 62 (3) (a) and (b) of the University Act (1995), a decision of Council to change academic and other qualifications required for admission as a student, and a decision to change the number of students who may be admitted to a college or a program of study are to be reported to the Senate at its next meeting and are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.</p>	
<p>VIII. EXAMINATIONS FOR DEGREES</p> <p>1. The Examiners of the University shall be:</p> <p>(a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University.</p> <p>b) Such other Lecturers or teachers of the University as the Council may appoint.</p> <p>(c) Such external and independent examiners, not being Professors, Lecturers or teachers of the University, as the Board on</p>	<p>VIII. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS FOR DEGREES</p> <p><u>Under section 61(1)(g) and (j) of the Act, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.</u></p> <p>1. _____</p> <p>2.1. 4. The Examiners of the University shall be:</p> <p>(a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers,</p>	<p>Updates language.</p> <p>Clarifies Council's authority over grading and assessment of students.</p>

the recommendation of the Council may appoint.

2. All matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University shall be provided for by regulations which are prepared by the Council. Such regulations shall be published from time to time in the University Calendar.

3. Section 23 (g) of the University Act (1995) authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the university or any of its agencies is required or authorized by any act to do so.

Sessional Lecturers and Instructors of the University.

(b) Such other Lecturers or teachers of the University as the Council may appoint.

(c) By delegation from Council, sSuch adjunct faculty, professional affiliates, professors emeriti and external and independent examiners, not being Professors, Lecturers or teachers of the University included in (a) or

(b), as the Board College of Graduate Studies and Research may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduate-level degrees and diplomas. on the recommendation of the Council may appoint.

2. Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning All matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University, as well as policies, regulations and procedures governing student appeals in academic matters. shall be provided for by regulations which are prepared by the Council. Such policies, regulations and procedures may include delegation of authority by Council and shall be published from time to time in the University Calendar and made available to students

3. Section 23 (g) of the University Act (1995) authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for

Formalizes Council's longstanding delegation of authority to the College of Graduate Studies and Research to appoint examiners for graduate studies, and removes a reference (which was not supported by the Act or by practice) to the board's appointing external examiners.

Sets out a more policy-based approach for the oversight of grading and assessment, including provision for Council to delegate authority through policy, for example to Faculty Councils, Colleges and Schools, instructors, department heads, or the registrar.

	professional societies or other bodies if the university or any of its agencies is required or authorized by any act to do so.	
IX. AFFILIATION AND FEDERATION	X. AFFILIATION AND FEDERATION [under review]	

UNIVERSITY COUNCIL
BYLAWS COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Gordon Zello
Chair, Bylaws Committee

DATE OF MEETING: April 19, 2012

SUBJECT: **Notice of Motion: Change to Council Bylaws
re Membership of the Open Studies Faculty Council**

DECISION REQUESTED: *It is recommended:*
That Council approve the changes to the membership of
the Open Studies Faculty Council outlined in the
attachment.

PURPOSE:

To revise the bylaws of the Open Studies Faculty Council to better reflect their current environment.

CONTEXT AND BACKGROUND:

The constitution of Faculty Councils is specified in Part Three of Council's Bylaws and therefore requires a 30-day Notice of Motion prior to approval. The changes indicated have been proposed by the Open Studies Faculty Council and are sought in order to recognize the importance of admission and enrolment issues in the college and to reflect the fact that Nursing is no longer a direct-entry program and therefore not a stakeholder college in Open Studies.

CONSULTATION:

These changes were discussed by the Open Studies Faculty Council and the College of Nursing with historical perspectives provided by Bob Cram. Open Studies Faculty Council has approved these changes.

ATTACHMENTS:

1. Open Studies Faculty Council membership list (current and former) with rationale for the proposed changes.

Proposed changes to the Open Studies Faculty Council (Council Bylaws Part Three)

A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members):

- (a) The President of the University*
- (b) The Provost and Vice-president Academic*
- (c) Vice-president Research*
- (d) The Vice-president Finance and Resources*
- (e) The Vice-president University Advancement*
- (f) The Vice-provost Teaching and Learning*
- (g) The Associate Vice-president Student and Enrolment Services*
- (h) The Associate Vice-president Information and Communications Technology*
- (i) The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school
- (j) The Dean of Graduate Studies and Research
- (k) The Dean, University Library or designate*
- (l) The University Secretary *
- (m) The Registrar*
- (n) Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

Open Studies Faculty Council

See 1.A., sections (a) to (o)

A dean or associate or assistant dean of a direct entry undergraduate college will be appointed by the provost to act as Designated Dean of Open Studies for a two-year term. Membership in the Open Studies Faculty Council is as follows (*denotes non-voting member):

- (p) The Designated Dean as chair;
- (q) Two faculty members from Arts and Science;
- (r) One faculty member from each of the other colleges with a direct-entry program;
- ~~(s) One faculty member from Nursing;¹~~
- (t) Two students;
- (u) One sessional lecturer;
- ~~(v) The Director of Support Services, the Director of the University Learning Centre; the Director of Off-Campus & Certificate Programs, Centre for Continuing & Distance Education; and the Manager of Open Studies Advising.²~~
- (v) The Registrar and Director of Academic Services³
- (w) The Director of Enrolment Services⁴
- (x) The Director of the University Learning Centre
- (y) The Director of Off-campus and Certificate Programs, Centre for Continuing and Distance Education
- (z) The Manager and Assistant Registrar (Student Central)⁵

¹ College of Nursing no longer wishes to be represented as they now have no direct entry program.

² These 4 positions are now listed separately and a fifth position has been added; some titles have changed as indicated.

³ Listed in section A as a non-voting member of all faculty councils; will be a voting member in Open Studies by virtue of this position assuming oversight of the Open Studies Unit (formerly a responsibility of the Director of Support Services).

⁴ New position on the faculty council, because of the significant interaction between this position and the Open Studies Unit.

⁵ Formerly called the Manager of Open Studies Advising; non-voting position.



Enrolment Report Update

Winter Term Census Day ■ February 8, 2012

Respectfully submitted by:

- **David Hannah**, Associate Vice-President, Student Affairs
- **Russell Isinger**, Registrar and Director of Academic Services
- **Alison Pickrell**, Director of Enrolment Services



Student and Enrolment Services Division
www.usask.ca/sesd

Opening Statement

Each October and February, at the end of the fifth week of classes, a census of our current enrolment is taken.

Census Day data as presented in this inaugural February Enrolment Report Update provides internal and external stakeholders with an overview of our recruitment and retention progress at the University of Saskatchewan.

This report also updates key data from the October Enrolment Report, while presenting additional winter term specific information.

Highlights of this February Enrolment Report Update (as compared to winter term 2011) include:

TOTAL ENROLMENT

- Total winter term enrolment (undergraduate, graduate, non-degree, and post-grad clinical) is up 1.5%.

UNDERGRADUATE ENROLMENT

- Total undergraduate student winter term enrolment is up 1.3%.

GRADUATE STUDENT ENROLMENT

- Total graduate student winter term enrolment is up 4.3%.

INTERNATIONAL AND ABORIGINAL ENROLMENT

- Total international undergraduate student winter term enrolment in the five direct-entry colleges and Open Studies is up 11.9%.
- Total international graduate student winter term enrolment is up 17.2%.
- Aboriginal enrolment represents 7.89% of the total winter term student population.* This represents stable, but not growing, Aboriginal enrolment.

TEACHING ACTIVITY

- Total credit unit activity for the winter term is up 3.7%

I would like to take this opportunity to thank the staff of Student Enrolment Services Division and Information Strategy and Analytics. This February Enrolment Report Update is the result of their collaborative efforts.

The October and February Census Day Reports can be found at:

www.usask.ca/isa/university-reports/

More detailed, college-specific data can also be found at the same website through uView.

Yours sincerely,

David Hannah,

Associate Vice-President, Student Affairs

*Point in time comparisons are not possible yet as previous years' data represents end of term counts.

Admission Information

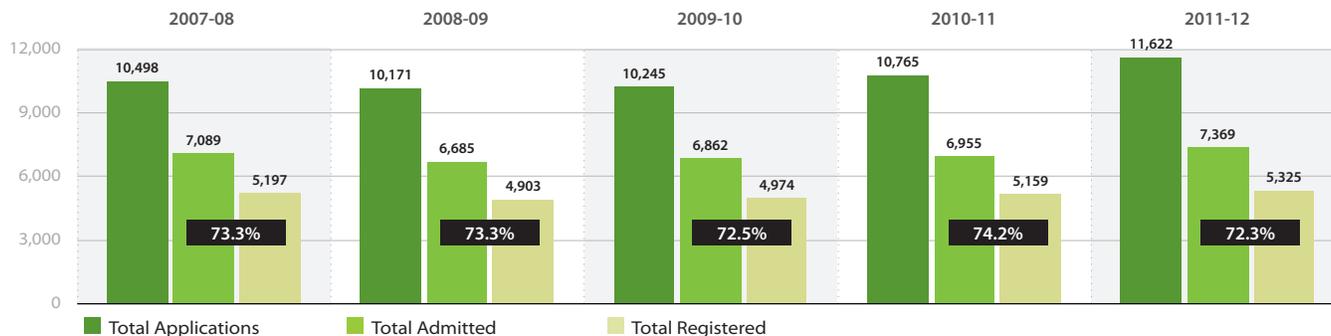
Conversion rate represents the percentage of admitted students who subsequently register at the University of Saskatchewan.

First-year students are students new to the university, and who have 0–17 credit units of post-secondary transfer credit.

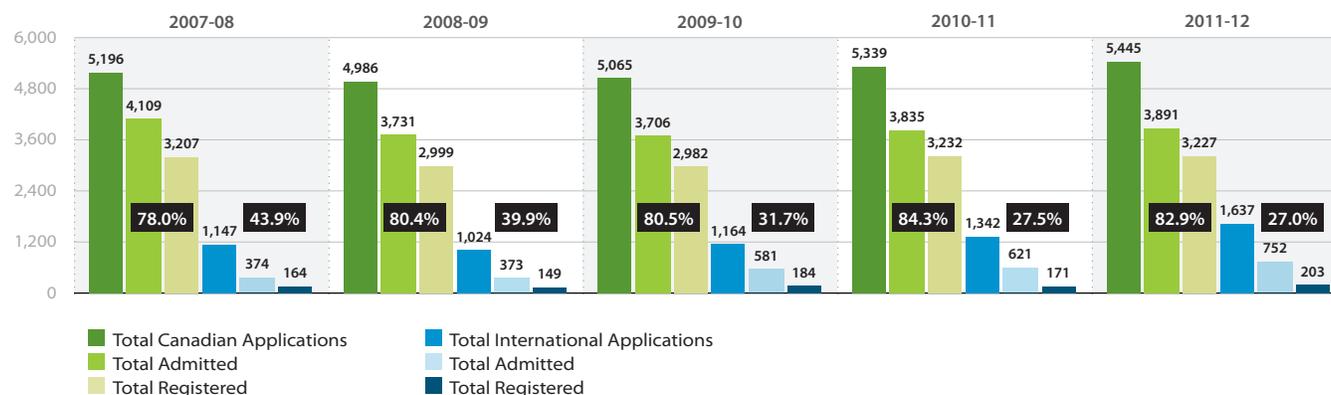
Upper-year students are internal and external transfer students who have 18 credit units or more of post-secondary transfer credit.

The following tables have been updated from the October Enrolment Report.

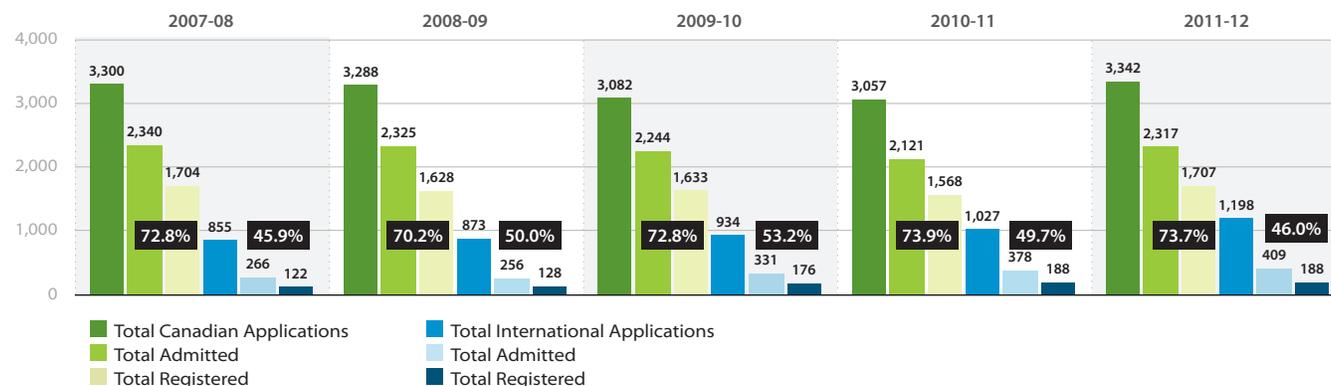
TOTAL DIRECT-ENTRY CONVERSION RATES



FIRST-YEAR DIRECT-ENTRY COLLEGE CONVERSION RATE

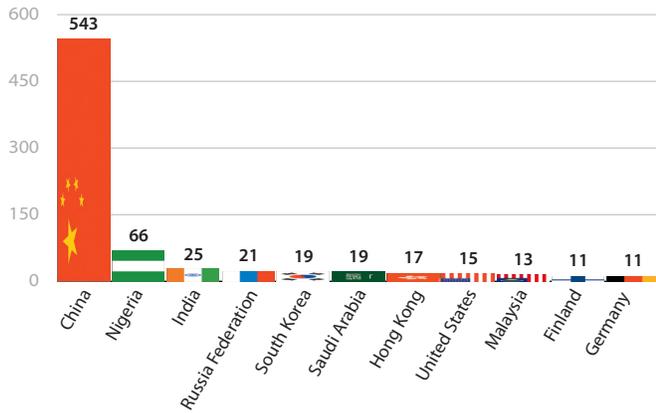


UPPER-YEAR DIRECT-ENTRY COLLEGE CONVERSION RATE

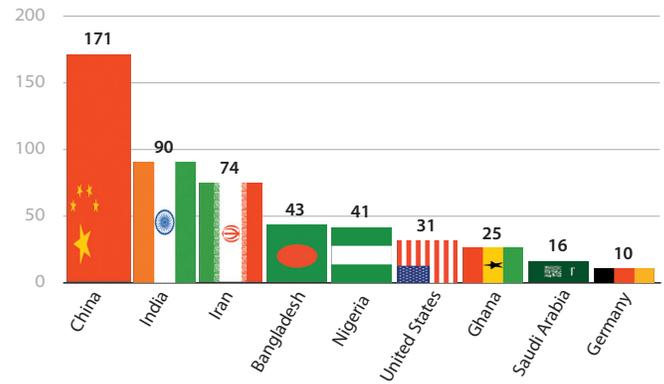


ENROLMENT BY COUNTRY

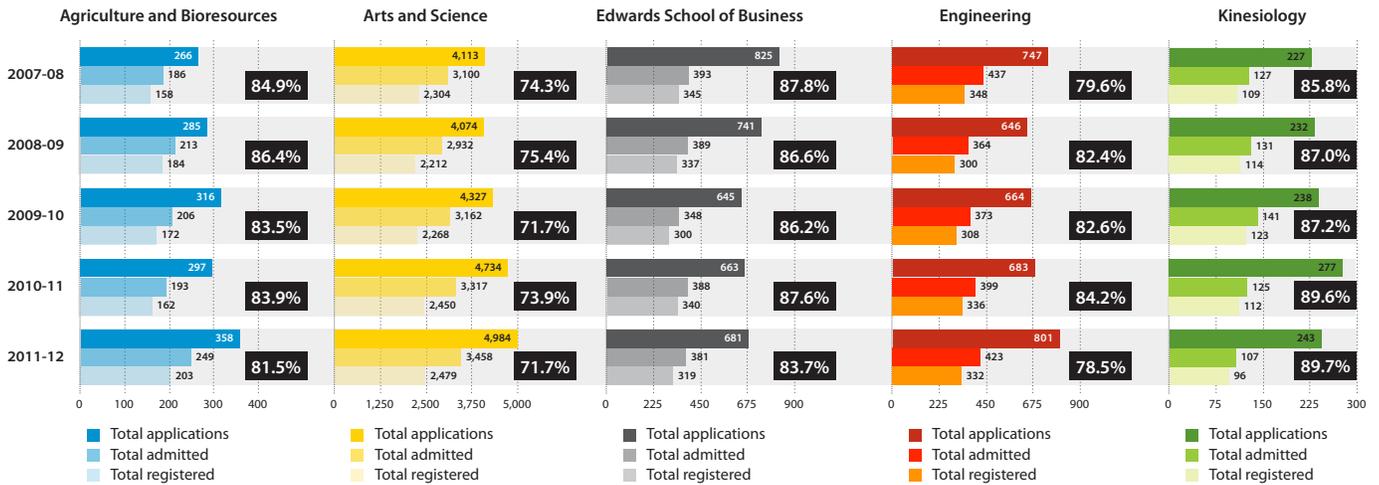
WINTER TERM 2012 UNDERGRADUATE



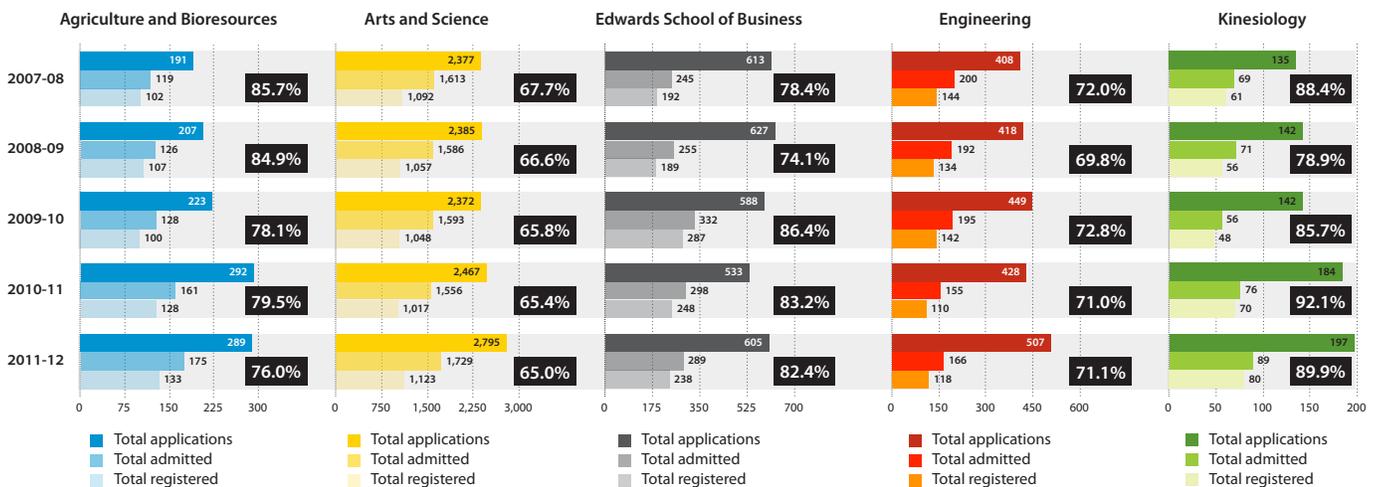
WINTER TERM 2012 GRADUATE



FIRST-YEAR DIRECT-ENTRY COLLEGE CONVERSION RATE



UPPER-YEAR DIRECT-ENTRY COLLEGE CONVERSION RATE



Total Enrolment

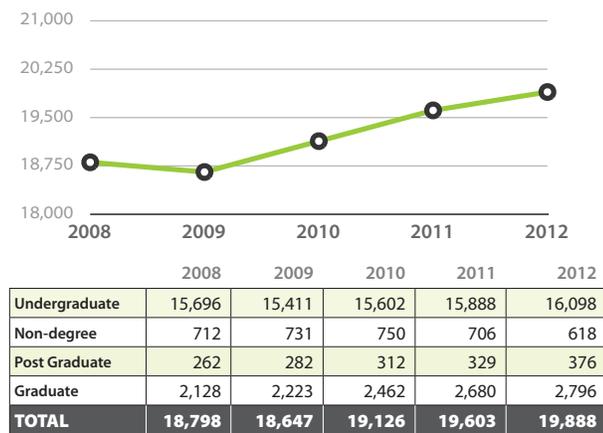
The Second Integrated Plan emphasized the need for stable undergraduate enrolment, particularly in the five direct entry colleges, with potential growth through increased recruitment and retention rates, and continued growth in graduate student enrolment.

Total enrolment excludes the following distinct groups: International Medical Graduate program, Native Law Centre, and Nursing Education Program of Saskatchewan (NEPS) students currently at SIAST. English as a Second Language students are included in non-degree enrolment.

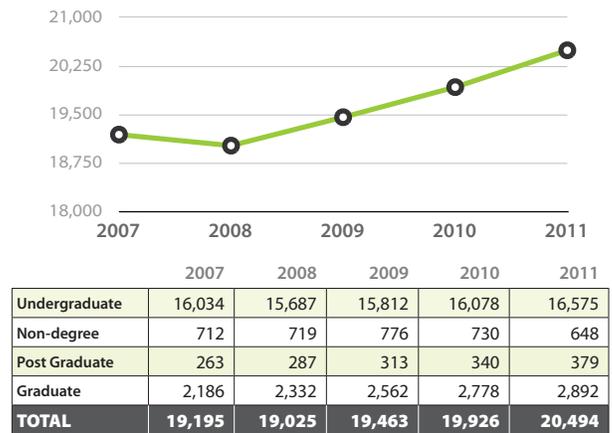
The Strategic Directions set a goal of graduate students comprising 20% of total enrolment by 2015.

OVERALL ENROLMENT

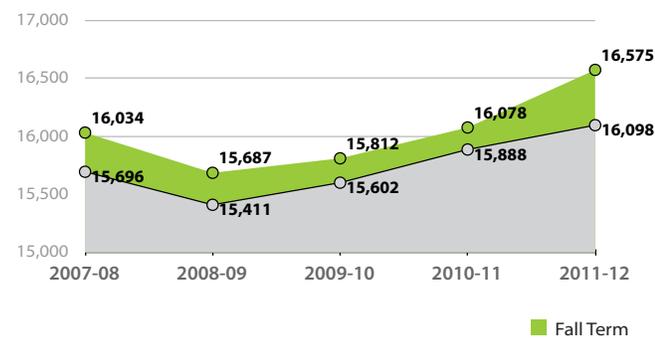
Winter Term



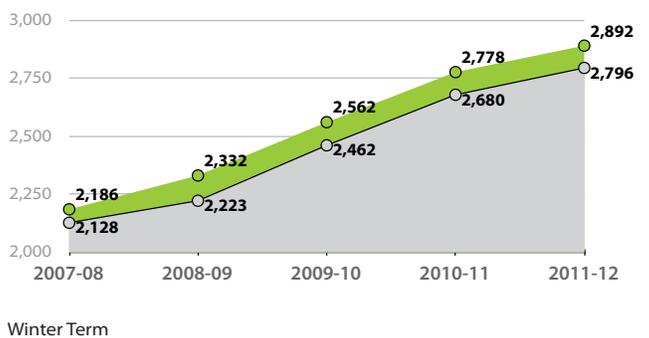
Fall Term



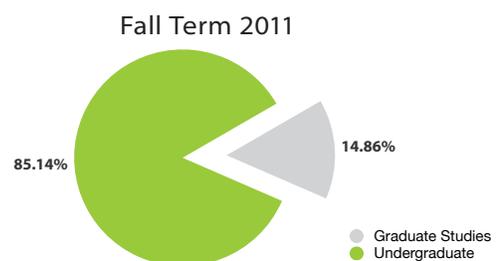
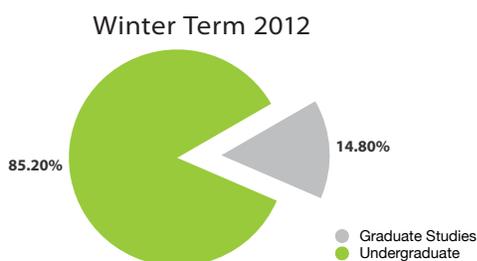
UNDERGRADUATE ENROLMENT



GRADUATE ENROLMENT



PERCENTAGE OF STUDENTS IN TOTAL POPULATION

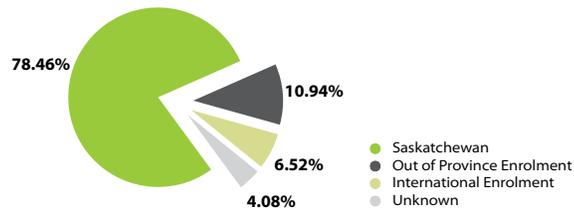


Diversity

The Second Integrated Plan emphasized transforming the student body by attracting a diverse group of students. The Strategic Directions set a goal of Aboriginal students comprising 15% of total enrolment by 2020.

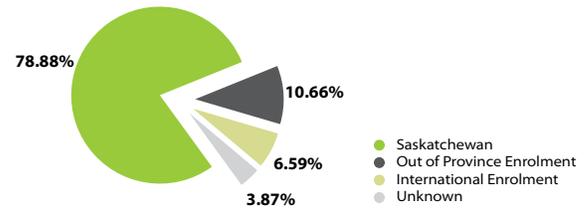
UNDERGRADUATE DIRECT ENTRY AND OPEN STUDIES ENROLMENT BY ORIGIN

Winter Term 2012



	2008	2009	2010	2011	2012
Saskatchewan	9,782	9,569	9,791	9,965	10,323
Out of Province Enrolment	1,364	1,403	1,425	1,440	1,439
International Enrolment	642	654	715	767	858
Unknown	708	592	510	493	537

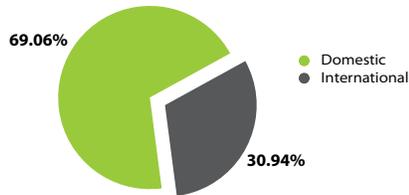
Fall Term 2011



	2007	2008	2009	2010	2011
Saskatchewan	10,154	9,947	10,040	10,270	10,608
Out of Province Enrolment	1,399	1,424	1,448	1,438	1,434
International Enrolment	643	667	733	760	886
Unknown	733	589	554	488	521

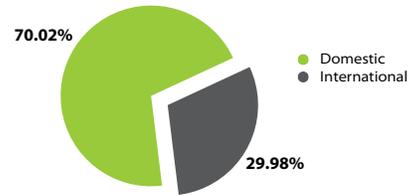
GRADUATE ENROLMENT BY ORIGIN

Winter Term 2012



	2008	2009	2010	2011	2012
Domestic	1,618	1,704	1,865	1,942	1,931
International	510	519	597	738	865

Fall Term 2011



	2007	2008	2009	2010	2011
Domestic	1,653	1,789	1,970	2,024	2,025
International	553	543	592	754	867

ABORIGINAL ENROLMENT*

Winter Term 2012



	2008	2009	2010	2011	2012
Aboriginal	1,634	1,492	1,567	1,717	1,569
Other	17,164	17,155	17,559	17,886	18,319

Fall Term 2011



	2007	2008	2009	2010	2011
Aboriginal	1,685	1,517	1,590	1,704	1,631
Other	17,510	17,508	17,873	18,222	18,863

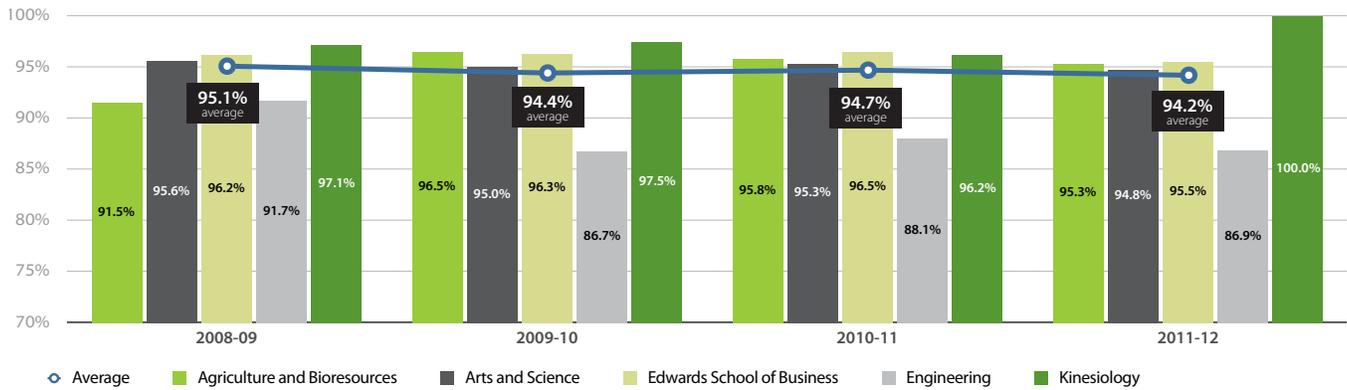
* Aboriginal equity data for previous years represents end of term totals of self-identified Aboriginal students. The 2011 data represents self-identified Aboriginal students only as of Census Day and may change by the end of term.

Retention

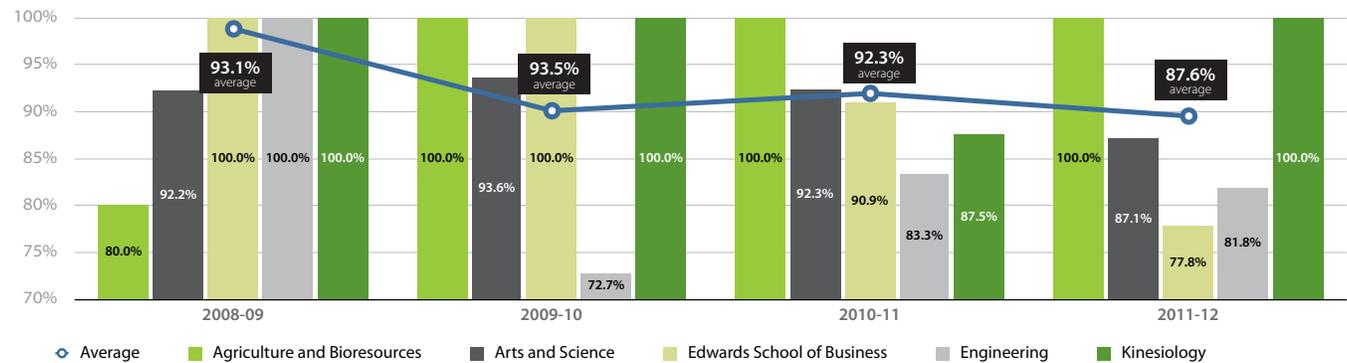
First to second term retention occurs when a full-time first-year student registered in the fall term subsequently registers in the winter term.

FIRST TO SECOND TERM (FALL TO WINTER) RETENTION RATES BY COLLEGE

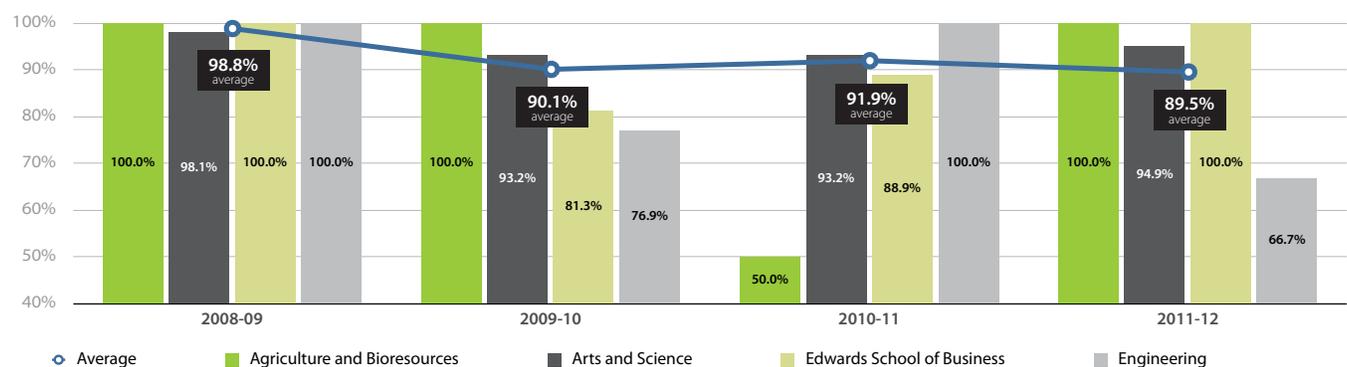
Total Retention



Aboriginal Retention



International Retention*

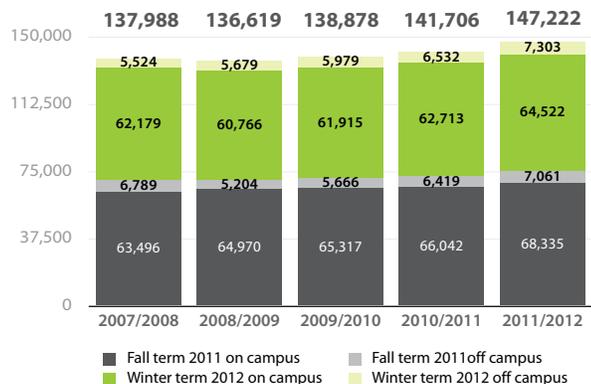


*There are no international students registered in the College of Kinesiology.

Teaching Activity

Classes which are taught at the University of Saskatchewan main campus are considered On-Campus while classes that are not taught at the main campus are considered Off-Campus.

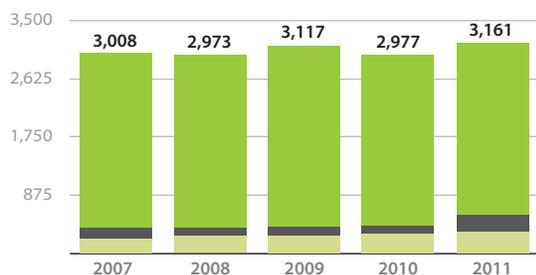
Fall and Winter Total Credit Units by term



Graduation

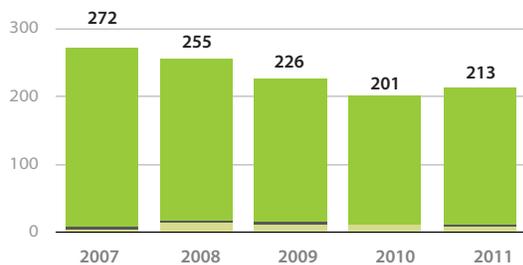
SPRING CONVOCATION

Total Graduates



	2007	2008	2009	2010	2011
Undergraduate	2,629	2,584	2,725	2,562	2,591
Non-degree	153	131	120	120	241
Graduate	226	258	272	295	329

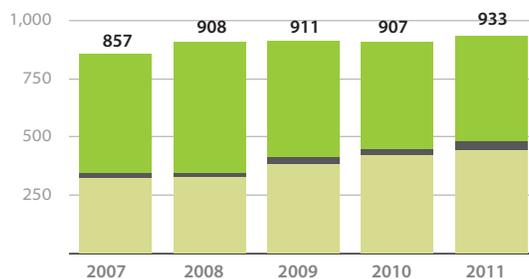
Aboriginal Graduates



	2007	2008	2009	2010	2011
Undergraduate	264	238	211	190	202
Non-degree	5	4	4	1	4
Graduate	3	13	11	10	7

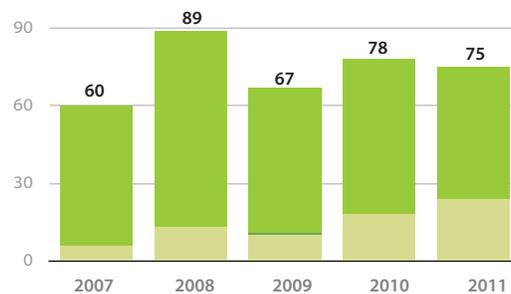
FALL CONVOCATION

Total Graduates



	2007	2008	2009	2010	2011
Undergraduate	513	564	499	459	451
Non-degree	20	15	29	25	38
Graduate	324	329	383	423	444

Aboriginal Graduates



	2007	2008	2009	2010	2011
Undergraduate	54	76	56	60	51
Non-degree	0	0	1	0	0
Graduate	6	13	10	18	24

Data Definitions

STUDENT/PROGRAMS

LEVELS: the levels that are included in reporting are undergraduate, graduate, post-grad clinical and non-degree.

UNDERGRADUATE: includes all undergraduate colleges (Agriculture and Bioresources, Arts and Science, Edwards School of Business, Engineering, Kinesiology, Dentistry, Education, Law, Medicine, Nursing, Pharmacy and Nutrition, and Veterinary Medicine) and Open Studies.

DIRECT-ENTRY PROGRAMS: undergraduate-level programs to which students may be admitted directly from high school; they do not require any post-secondary education in order to qualify for admission. Programs included in this category are: Agriculture and Bioresources, Arts and Science, Edwards School of Business, Kinesiology and Engineering.

NON-DIRECT ENTRY PROGRAMS: undergraduate-level programs that students require post-secondary education in order to qualify to admissions. Programs in this category are: Dentistry, Education, Law, Medicine, Pharmacy, Nutrition and Veterinary Medicine.

GRADUATE: includes students enrolled in doctoral, master's, and post-graduate diploma programs as well as those who have not yet declared a program.

POST-GRAD CLINICAL: includes Medicine and Dentistry residents.

NON DEGREE: includes students registered in non-degree certificate and diploma programs.

INTERNATIONAL STUDENTS: students who have a residency code of N (non-Canadian citizen).

SASKATCHEWAN STUDENTS: students who have a residency code of C (Canadian citizen) or P (Landed/Permanent Resident) AND who have a Saskatchewan high school on their record. Saskatchewan high schools are identified by an SK identifier.

OUT-OF-PROVINCE STUDENTS: students who have a residency code of C (Canadian Citizen) or P (Landed/Permanent Resident) AND who do not have a Saskatchewan high school on their record. That is, the high school identifier is something other than SK.

For more detailed and college specific enrolment data, please visit [uView](http://www.usask.ca/isa) at www.usask.ca/isa

NOTE: Data presented in this report may be restated in the future due to the continuous improvement of data quality.

UNDECLARED STUDENTS: students who have a residency code of C (Canadian Citizen) or P (Landed/Permanent Resident) AND who do not have a high school on their student record. This generally includes students who are admitted under special or provisional admission, but it is not exclusive to these student types. Until more is known about the origin of these students we have decided to report them separately. We do know that they are not international and suspect that most are Saskatchewan residents.

CREDIT UNITS: courses can be assigned academic credit units. A class is an offering of a course to one or more students at a particular time. The three credit unit equivalent measure is calculated based on the academic credit value of the class and generally equates one student in a class that contributes academic credit towards a student's progress in completing their program.

TIME PERIODS

TERM: a period of time defined in the Academic Calendar, for which a course for credit may be offered. Each term usually allows for a range of 33-39 instructional period hours of instruction per term. University of Saskatchewan reporting is based on the following terms:

- **Spring Term:** May to June time period*
- **Summer Term:** July to August time period.*
- **Fall Term:** September to December time period.
- **Winter Term:** January to April time period.

Note: Term-based student headcount reporting involves counting all distinct students registered at the University of Saskatchewan during the term.

ACADEMIC REPORTING YEAR: a twelve month time period (May 1 to April 30) that is equivalent to the University of Saskatchewan Fiscal Year (as defined by the University of Saskatchewan Act) and the Academic Calendar Year (as defined by the University of Saskatchewan Nomenclature Report). An Academic Reporting Year consists of the Spring/Summer Session, Fall Term, and Winter Term.

Note: academic reporting year-based student headcount reporting involves counting all distinct students registered at the University of Saskatchewan during the academic reporting (or fiscal) year.