AGENDA
2:30 p.m. Thursday, January 26, 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. Minutes of the meeting of December 15, 2011 -- pp. 1-5

4. Business from the minutes

5. Report of the president -- pp. 7 – 8

6. Report of the provost -- pp. 9 – 15

7. Student societies

   7.1 Report from the USSU (verbal report)
   7.2 Report from the GSA – pp. 17 – 18

8. Planning and Priorities Committee

   8.1 Request for input: Third Integrated Plan: 2012/13 – 2015/16 – pp. 19 – 38

9. Bylaws Committee

   9.1 Request for decision: Policy on Student Discipline and Policy on Student Appeals of Evaluation, Grading and Academic Standing -- pp. 39 – 49

   That Council approve the replacement of the current Policy on Student Discipline and Appeals with two separate policies: A Policy on Student Discipline and a Policy on Appeals of Evaluation, Grading and Academic Standing effective May 9, 2012

   9.2 Request for decision: Revisions to Student Appeals in Academic Matters – pp. 51 – 73

   That Council approve the revisions to Student Appeals in Academic Matters, to take effect for appeals of all decisions rendered on or after May 9, 2012.

10. Academic Programs Committee

    10.1 Request for decision: CGSR: Revised admission qualifications for Master of Business Administration – pp. 75 – 84

    That Council approve revision to the College of Graduate Studies and Research admission requirements for the Master of Business Administration program, effective September 2012

    10.2 Request for decision: Engineering: Revisions to Engineering programs in Electrical Engineering, Computer Engineering, and Engineering Physics – pp. 85 – 120

    That Council approve the replacement programs for Bachelor of Science in Engineering in Electrical Engineering, Bachelor of Science in Engineering in Computer Engineering and Bachelor of Science in Engineering in Engineering Physics, effective September 2012.

    10.3 Request for decision: Arts & Science: Increased language requirement for Humanities majors – pp. 121 – 142

    That Council approve the increased language requirement for Humanities majors in Bachelor of Arts Three-year, Four-year and Honours programs effective July 1, 2012.

    10.4 Request for decision: Arts & Science: Program termination of BA Four-year and Honours Sociology (Indigenous Peoples and Justice Program) major and the Minor in Indigenous Peoples and Justice -- pp. 143 – 154

    That Council approve the termination of the Bachelor of Arts Four-year and Honours Sociology (Indigenous Peoples and Justice Program) major and the Minor in Indigenous Peoples and Justice effective July 1. 2012.

    10.5 Request for decision: University of Saskatchewan Admissions Policy -- pp. 155 – 161

    That Council approve the University of Saskatchewan Admissions Policy effective May 1, 2012.

    10.6 Request for decision: Revisions to Academic Calendar Procedures -- pp. 163 – 167

    That Council approve a change to the Academic Calendar procedures to permit Fall and Winter examinations to begin between 24 and 48 hours after the last day of lectures, and

    That Council approve implementation of a "Reading Day" in the fall term.

    10.7 Item for Information: 2012-13 Academic Calendar and List of Teaching Days – pp. 169 – 184

11. Other business

12. Question period

13. Next meeting – 2:30 p.m., Thursday, February 16, 2012

UNIVERSITY OF SASKATCHEWAN

Minutes of University Council
2:30 p.m., Thursday, December 15, 2011
Neatby-Timlin Theatre

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

Observing that the assembly had reached quorum, Dr. Kalra called the meeting to order at 2:32 p.m.

1. Adoption of the agenda

D'EON/BELAND: That the agenda be adopted as circulated.

CARRIED

2. Opening remarks

The chair welcomed members and invited them to remain following the Council meeting for a reception.

3. Minutes of the meeting of November 17, 2011

PROCTOR/d'EON: That the minutes of the meeting of November 17, 2011, 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

The president drew members' attention to a correction to the "provincial tours" section of his report: "Fire Hills Health Region" should be "Five Hills Health Region."

President MacKinnon also expressed his delight at the recent award of a Rhodes Scholarship to Anne Kelly, a graduate of the College of Arts and Science.

The president then made reference to an ongoing story in the press regarding the provincial funding mechanism for the universities. He reminded Council that the University of Saskatchewan worked very hard to secure an activity-based protocol for the allocation of operating budget monies, and he expressed his intention to defend this protocol vigorously. He had an opportunity to share his perspectives on the funding mechanism and the university's vision and needs at a meeting last week with members of the provincial Treasury Board.

The province has also recently introduced enabling legislation to provide the potential for increasing the number of degree-granting institutions in the province. The legislation was

inspired by the degree-granting aspirations of SIAST and colleges such as Briercrest. The university has tried to stress that the emphasis in any discussions around opening up degree-granting powers must be focused on the three imperatives of post-secondary education policy: quality, capacity and access.

6. Report of the provost

The provost commended members of Council to his written report. Among the many initiatives reported there, he singled out three for comment:

- The development of third integrated plan is proceeding; the Provost's Committee on Integrated Planning and the Unit Plans Review Committee have been reviewing all of the unit plans and are beginning to develop their approach
- TABBS (transparent and activity-based budgeting) is a project that will develop a model for revenue and expense allocation on the basis of activity within units. Participation in the project has been high, and members of the community are clearly engaged.
- There are seven searches and reviews this year; several are active simultaneously. The provost hopes to be able to provide updates soon on the progress of the decanal searches in Medicine and in Engineering.

7. Student societies reports

7.1 Report from the USSU

Scott Hitchings, president and Kelsey Topola, academic vice-president, presented the report on behalf of the USSU. Scott highlighted that there will be a special general meeting in January or February. The recent proposal for an amendment to the makeup of University Students' Council was struck down. The proposal would have guaranteed international and indigenous students to have two members each but was not successful, perhaps because the implications were not fully understood. The USSU will be working with those who defeated the amendment to help them understand it and will bring the proposal forward again in the spring.

Members of Council joined the chair in thanking the students for their report and for providing written materials in advance.

7.2 Report from the Graduate Students' Association

Xue Yao, GSA President, highlighted the three items in her report: the information session for international students about immigration, the graduate service fellowship, and the review and revisions to the GSA constitution and policy.

Members of Council joined the chair in thanking Ms. Yao for her report and for providing written materials in advance.

8. Academic programs committee

Dr. Len Proctor presented this report as committee chair.

8.1 Request for decision: College of Arts and Science: Replacement program for Bachelor of Music in Music Education and termination of combined Bachelor of Music in Music Education/Bachelor of Education program

PROCTOR/SCHWIER: That Council approve the replacement program for the Bachelor of Music in Music Education and termination of the combined Bachelor of Music in Music Education/Bachelor of Education program.

CARRIED

8.2 Report for information: Termination of minor and recognition in Russian

Dr. Len Proctor presented this report as committee chair; it was received for information.

9. Nominations committee

Dr. Dwayne Brenna presented this report as committee chair. Following presentation of the motions in each case, the chair called for nominations from the floor. No further nominations were put forward.

9.1 Request for decision: Nominations to Review Committees

BRENNA/KROL: That Council approve the nomination of Baljit Singh, Associate Dean, Veterinary Medicine to the Review Committee for the Dean of Graduate Studies and Research;

AND that Council approve the nomination of Yvonne Shevchuk, Associate Dean, Pharmacy and Nutrition to the Review Committee for the Dean of Dentistry.

CARRIED

9.2 Request for decision: Nominations to Council Committees

BRENNA/KROL: That Council approve the nomination of Dean McNeill, Department of Music, as a member of the Academic Programs Committee for a three-year term until June, 2014;

AND that Council approve the nomination of Ralph Deters, Department of Computer Science, as a member of the Academic Support Committee for a three-year term until June 30, 2014.

CARRIED

10. Other business

No other business was identified.

11. Question period

The Director of the Teaching and Learning Centre rose to express thanks personally and on behalf of Council to Professor Angela Ward, who is wrapping up her term as Vice-provost Teaching and Learning. He also asked whether the provost could comment on the progress of the search for a new Vice-provost; Dr. Fairbairn responded that he expects to have an acting individual in place until the position can be filled on a permanent basis.

The chair wished members of Council a joyous holiday season and a prosperous new year.

12. Adjournment and next meeting

The meeting adjourned at 3:00 pm. Council next meets on Thursday, January 26, 2012, at 2:30 p.m.

Appendix A

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

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

Non-voting participants

Name	Sept 22	Oct 20	Nov 17	Dec 15
J.Buzowetsky	P	P	P	P
K. Chad	P	P	P	A
B. Cram	P	P	P	R
D. Ranjan	A	A	A	A
T. Downey	P	R	R	R
R. Florizone	P	P	R	R
S. Hitchings	P	P	P	P
R. Isinger	P	P	P	P
B. Krismer	P	P	P	P
H. Magotiaux	P	P	P	A
L. Pennock	P	P	P	P
K. Topola	P	P	P	P
X. Yao	P	A	P	P

P – Present; R – Regrets; A – Absence; NYA – Not Yet Appointed

AGENDA ITEM NO: 5

PRESIDENT'S REPORT TO COUNCIL

JANUARY 2012

GOVERNMENT RELATIONS

Federal

On January 11th the U15 met in Ottawa at which time we were given the opportunity to meet with the Prime Minister where we discussed the U15 as a strategic partner for government which already delivers the vast majority of research-innovation in Canada and the U15's positioning on key advocacy issues.

The University of Saskatchewan is now a part of the U15 which is a group of 15 leading research-intensive universities in Canada. The U15 was formed in 1991 as the Group of 10 or the G10 and, at that time, was an informal meeting of university executive heads. The group was expanded in 2006, becoming the Group of 13 or the G13. The group was again expanded in February 2011 when the University of Saskatchewan and the University of Manitoba were added and the G13 was renamed to U15. The U15's primary activity is in joint research programs. Every member institution of the U15 had placed within the top 16 of Research Inforsource's *2010 Canada' Top Research University* rankings.

I attended my last meeting of the Science, Technology and Innovation Council on December 13th, with the conclusion of the second State of the Nation report. I will, however, be attending a dinner on February 29th at the Governor General's residence with the new council members.

Municipal

Vice-President Florizone and I met with the Mayor and City Manager on December 14th to discuss issues of mutual concern. We attempt to meet every few months with the Mayor and the City Manager. This is in addition to meetings of the Saskatoon Regional Economic Development Authority of which I am a member of the Board of Directors.

MARQUIS HALL GRAND OPENING

After two summers of extensive renovations, on December 21st, Marquis Hall celebrated the official opening of the Culinary Centre. Culinary Services (formerly Food Services) produces, on average, 2000 meals per weekday and hosts events of all shapes and sizes for the university community and for the public at large. This renovation allows the opportunity to attract the best in the field—there are currently 8 red seal chefs on staff and there is now an opportunity to invite guest chefs to campus.

The enhancements to Marquis Hall allows Culinary Services to provide first-rate service to our resident students, our non-resident students and the entire university community.

ACADEMIC INITIATIVES

A position of Special Advisor, Outreach and Engagement with the Office of the Vice-President, University Advancement, has been made possible by funding provided as part of the Academic Innovation Initiatives by the Provost's Committee on Integrated Planning (PCIP). This position will assist in providing great facilitation and coordination of the university's outreach and engagement efforts.

PCIP identified the importance of community outreach and engagement in June 2011 with a decision to formally develop a new set of initiatives—the Academic Innovation Initiatives. These initiatives represent a broad strategy of support for innovations in academic programs, research and support services and include emphasis on facilitating community outreach. This will assist faculty members and academic units in establishing external partnerships that support academic programming and the research goals of the institution. In this regard, PCIP allocated funding for the creation of a new Community Outreach office. The Community Outreach Office, along with the First Nations and Aboriginal Engagement office share a reporting structure within University Advancement.

Dr. Keith Carlson has been appointed to the position of Special Advisor effective January 1, 2012 for an 18-month term, until June 20, 2013.

APPOINTMENTS, SEARCHES AND REVIEWS

Reviews

Provost and Vice-President Academic

The Review Committee for the Provost and Vice-President Academic is in the final stages of its deliberations and will have a recommendation for the Board of Governors for their March meeting.

AGENDA ITEM NO: 6

PROVOST'S REPORT TO COUNCIL

January 2012

PROVOST'S ACADEMIC ADDRESS

My academic address, tentatively titled What Difference Do Universities Make?, will be held on Thursday, February 9 from 12:00 – 1:00 p.m. in Convocation Hall. I invite you all to attend.

ACTING VICE-PROVOST, TEACHING AND LEARNING APPOINTMENT

In late December I announced Dr. Dan Pennock as the Acting Vice-Provost, Teaching and Learning for the period of January to June 2012. Dr. Pennock has been involved in many of the teaching and learning initiatives of the *Second Integrated Plan* and brings considerable knowledge and experience to his new position.

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP has been focused primarily on the *Third Integrated Plan* and its components, and financial matters at the university this winter. These latter included:

- An audit-issues remediation plan. This has resulted in changes in management of workloads between the Financial Services Division (FSD) and the office of Institutional Planning and Assessment (IPA), with IPA assuming the project management role of the Transparent, Activity-Based Budgeting System (TABBS) project.
- An update on the pension strategy and analysis. Council should be aware that the pension solvency issue still presents a major risk for the university. The superintendent is projecting substantial payments over the next decade to cover the university's benefit plan obligations.
- Investment-return scenarios. Recent projections show that returns have decreased. As a result, the spending policy for endowments was amended by the Board of Governors, decreasing the spending allocation to $4.25M in 2012/13 and $4.0M on an ongoing basis. This puts us in line with policies at peer institutions, and is more appropriate given low investment returns.
- The President's Executive Committee (PEC) also met with the Government of Saskatchewan Treasury Board in early December to discuss the contents of the operations forecast request.

PCIP also approved a number of initiatives under the *Second Integrated Plan* which will continue into the third cycle. Seed funding for the College Quarter Greenway was approved to support initial planning and development. Permanent funding was provided to the Institutional Programs Office in the Office of the Vice-President, Research to support research reporting and

administration. In addition, the Canadian Centre for Nuclear Innovation Inc. was considered by PCIP before approval by the board as a wholly owned subsidiary of the university. This centre will stimulate new research, development and training in advanced aspects of nuclear science and technology.

Reporting on Progress of the Second Integrated Plan

Members of the Engaging with External Partners Commitment from the *Second Integrated Plan* held a workshop on January 12 to present its final report and recommendations. The commitment's research revealed a number of areas for improvement, including the need for a university 'front door', tenure and promotion policy revision, and better co-ordination.

Development of the Third Integrated Plan

A draft *Third Integrated Plan* was released for general review and consultation on January 9. A copy of the draft plan is contained later in the council package with a request-for-input. A special meeting of University Council will be held on March 1 to approve the revised and final plan. The University Council-endorsed plan will go to the Board of Governors for consideration and approval at their March meeting.

University Council members can also read, and provide feedback upon, the draft plan online at www.usask.ca/plan.

Various colleges, units and other groups across campus have been engaged in discussion over the past few weeks and a town-hall presentation was held on January 24. Commitment leaders from the second-planning cycle are meeting to discuss the draft plan tomorrow, and a series of meetings with Regional Advisory Councils across the province will also begin tomorrow. In February, I will also be meeting with faculty members as well as interested parties from the City of Saskatoon and other neighbouring agencies.

Similar deliberations have occurred for the *Plan's* supporting documents – the *Multi-Year Budget Framework* (MYBF) and the *Multi-Year Capital Framework* (MYCF) – with the finance sub-committee of the Planning and Priorities Committee reviewing the draft MYBF in early January, and the capital sub-committee of the Planning and Priorities Committee and PCIP-Advisory Committee reviewing the draft MYCF on January 10.

I encourage you to engage with your colleagues around campus in deliberations about the draft plan.

Assessment

Accessibility and Affordability Report

The *Accessibility and Affordability Report* greatly informs our understanding of trends and factors affecting post-secondary education participation in Saskatchewan. A number of intriguing points are raised:

- Even though tuition and other education-related expenses continue to rise, the overall cost incurred by the average student remains relatively unchanged due to increased tax credits, scholarships, bursaries, and other government initiatives
- While the number of students graduating with debt and the average level of that debt average has increased over time, most graduates attain gainful employment and accomplish repayment smoothly

- Post-secondary education attendance is strongly correlated to attitudes about and experiences with higher education – most directly: whether a person's parents have themselves obtained a diploma or degree
- While the financial-aid system is an important part of accessibility, the key predictor of non-participation in higher education is parental education

The report suggests the importance of focusing on the 10-15 year olds who demonstrate an academic aptitude and who do not come from a culture of post-secondary education, and of focusing on groups characterized by low historical attainment including rural, Northern, and Aboriginal populations. I have begun discussions with Advanced Education, Employment and Immigration (AEEI) about how we can pursue solutions to the challenges revealed in the report together.

COPYRIGHT

Work on implementing a new copyright process on campus continues. As previously reported to council, a three-pronged approach involving education, capacity-building and compliance has been adopted. On the education side, the Copyright Co-ordinator has made several presentations across campus to academic units. In addition, the Acting Vice-Provost, Faculty Relations made a presentation to the Faculty Council of the WCVM and also organized a Department Head's Forum on copyright. In terms of capacity-building, we will use 2012 as an opportunity to assess the capability of our existing resources to meet the needs of faculty in the new copyright environment. Therefore, existing human resources have been (or will be) maintained. Work on providing additional technological capacity in the University Library and in the University Bookstore will be funded in 2012. These projects will make it easier for faculty to ascertain permitted uses of copyrighted material held by the University Library and will also provide an accessible database of existing licenses and permissions obtained on campus. Finally, with regards to verification mechanisms, department heads have been consulted over the implementation of a new verification procedure to go alongside council's 2009 approved Copyright Policy. A draft procedure will be released in the spring for comment.

One of the complexities of this project is that a new Copyright Act will come into force in the spring of 2012. In addition, several significant legal decisions will also be handed down in the same period. Attempting to create a copyright process in the midst of such legal uncertainty is a difficult task and it would be unwise to devote significant additional resources to this process in the absence of clear legal imperatives, hence the approach of maintaining existing human resource capacity and making modest (but important) enhancements to our technological capabilities. Once the legal picture is clearer it will be easier to identify the required resources and to develop a longer-term strategy. Council will continue to be informed of any developments.

POLICY ON ACCOMMODATION OF STUDENTS WITH DISABILITIES

Approved by University Council in October and by the Board of Governors in December, the revised Academic Accommodation and Access for Students with Disabilities Policy became effective January 1, 2012.

As described in the Learning Charter, the university is committed to facilitating the learning of all students. Honouring this commitment requires that the university provide appropriate academic accommodations to students who experience various challenges to their learning, including challenges of a cultural, social, psychological, or physical nature. The previous policy, approved in 1997, no longer reflected the reality of accommodation of persons with disabilities so beginning in 2008, the Office of Disability Services for Students, in the Student Enrolment and Services Division, began to review the existing policy and procedures to ensure that they accounted for the university's legal obligations for academic accommodation and access based on human rights legislation, and that they offered sufficient guidance to administrators, faculty and students regarding procedural steps for implementation and conflict resolution.

The revision process involved extensive consultation with academic administrators, faculty, staff and students as well as reviews by the university's legal counsel to ensure that requirements of Saskatchewan human rights legislation are met.

The Academic Accommodation and Access for Students with Disabilities Policy clarifies the factors to be considered when assessing undue hardship to the university, and provides for a dispute resolution process as well as laying out key foundational principles and clarifying the responsibilities of the campus community.

ACADEMIC HEALTH SCIENCES PROJECT UPDATE

The occupants of the D wing project are scheduled to move in May 2012. The occupancy plans using established principles are being finalized within the next month. Work continues with the research clusters on equipment and other occupancy items that need to be addressed prior to the move. The CHSD office has begun working with ITS, FMD and Health and Safety as they will all be involved in the moves.

The E wing project continues to be on schedule for spring 2012 occupancy. A space working group will be established in the first quarter of 2012 to establish the principles and occupancy plans.

The planning is progressing for the final phase of the health sciences project. The design development report, which defines the scope and approximate cost of this phase of the project, will be completed in approximately six weeks. The relocation plans are well developed and work will being on relocating individuals from the AB wings between spring 2012 and spring 2013. The relocations for those affected by the AB project and those moving to the D wing are being planned in conjunction with each other. Well over 500 individuals will be relocated beginning in the spring of 2012.

STRATEGIC ENROLMENT MANAGEMENT (SEM) PROJECT

Strategic Enrolment Management (SEM) is a term used for deliberate rather than reactive approaches to enrolment issues. Rather than simply focusing on total numbers, SEM directs

attention to putting in place strategies and approaches to attract and retain the type, quality, and mix of students we aim to have in view of our academic mission and goals.

Under my guidance as executive sponsor, the University of Saskatchewan has recently engaged an external Strategic Enrolment Management consulting agency – SEMWorks – (http://www.semworks.net/) to assist us in developing a SEM Plan through to the year 2020. Specifically, we have engaged SEMWorks to help us develop a SEM Plan that:

- aligns with our integrated plan and ongoing planning processes;
- reflects the enrolment goals and aspirations of the colleges and of the institution as a whole (with respect to both the size and composition of the student body);
- takes both capacity and demand considerations into account;
- is grounded in a thorough analysis of relevant data, including external (e.g. demographic and economic data, secondary enrolment projections, postsecondary participation rates, etc.) and internal (e.g. application and enrolment patterns and trends, survey results, etc.) data;
- builds on the work of the institutional positioning project, and considers our role and position within Saskatchewan's and Canada's broader postsecondary environment; and,
- builds capacity within the university to undertake SEM planning activities in the future.

The first phase in this project was an audit review by the consultants which took place on December 7-9, 2011. Three consultants visited the campus and met with academic and administrative stakeholders from across campus. This visit enabled our consultants to develop a detailed understanding of our enrolment context and examine the current structures, capacities and capabilities within the university as they relate to our ability to successfully execute SEM activities.

The findings and recommendations from the consultants will be presented a public webinar taking place on Monday, January 30, from 10:00 a.m. to noon. If you would like to attend in person, please join us in the Prairie Room of the Diefenbaker Canada Centre. If you would like to hear the webinar, please contact Kyla Shea (kyla.shea@usask.ca) or Janelle Hutchinson (Janelle.hutchinson@usask.ca) for the link.

The next phase of this project will be the formation of a steering committee and working group. Under the guidance of the steering committee, the working group will work with the consultants to identify and implement a range of strategies and tactics that align with institutional and college/school goals as well as best practices in this field.

TRANSPARENT, ACTIVITY-BASED BUDGET SYSTEM (TABBS)

Several critical design features of the TABBS model (strategic fund, governance, and transition) were presented and discussed at a consultation session on January 25. The review period for these features will end on February 3. More details are available online at www.usask.ca/tabbs.

The next session, to be held March 29, will demonstrate a comprehensive example of the model and how all the component features of the model will work together.

CAPITAL PROJECT UPDATES

Distributed Health Sciences Education Project

This Distributed Health Sciences Education Steering Committee is responsible for investigating and confirming the needs for the University of Saskatchewan health science programs throughout Saskatchewan and will provide institutional input and direction on the University of Saskatchewan's space and infrastructure needs into the Regina/South Saskatchewan Academic Health Sciences Advisory Committee. The concept is to provide a network and appropriate facilities to support interprofessional and distributive health sciences education, training and research in the province. At this time, the focus is on identification of space needs for the College of Nursing programs in Regina and Prince Alberta as well as the College of Medicine space needs in Regina.

Library Transformation Project, Phase 3

The Library Transformation Project, Phase 3 will review the physical location of Library resources and services in order to better integrate and co-locate Library and ULC activities and to further enhance opportunities for collaborative development of future service delivery. The major focus of Phase 3 will involve the internal shifting of Library operations and material holdings within current Library facilities as well as planning around the future use of information and communication technologies to support service delivery and increase access to scholarly information resources and services. It has been determined that in order to efficiently and effectively review the library services and operations, the review will involve the full range of the library locations.

COLLEGE AND UNIT UPDATES

University Learning Centre

I am pleased to announce that the University Learning Centre (ULC) is celebrating five years of successful operation this January. As part of its anniversary celebration activities, the ULC will be hosting the inaugural Canadian Alliance for Community Service Learning national conference this May. The conference will bring together researchers, practitioners and community partners involved in community-service learning. The keynote speaker for the conference will be Lloyd Axworthy, president of the University of Winnipeg. Abstract submissions are due January 31. More information about the ULC and the upcoming CACSL conference is available at http://www.usask.ca/ulc

College of Arts & Science

- **Anne Kelly**, a College of Arts & Science graduate student (MA candidate, English), has been awarded a Rhodes Scholarship
- A partnership between the Saskatoon Tribal Council (STC), University of Saskatchewan and various science-based businesses culminated in a new outreach program aimed at

young Aboriginal students. The STC Robotics Challenge was held in November when 60 students from six STC schools spent a day at the U of S learning about programming and building robots—an initiative organized by the Division of Science's outreach office

- **Professor Eric Howe** (Economics) completed a study for the Gabriel Dumont Institute on economic benefits of Aboriginal education. The Canadian University Press website discusses Prof. Howe's report that closing the education gap could bring $90 billion to Saskatchewan
- **Jennifer Campeau** (Ph.D. student in Native Studies) was elected to the Legislative Assembly. The Yellow Quill First Nation members' election in Saskatoon Fairview on Nov. 7 marked only the second time a First Nations woman was elected to the Legislative Assembly in Saskatchewan

SEARCHES AND REVIEWS

Search, Dean, College of Engineering
The search for the Dean, College of Engineering will continue. Meetings will be scheduled at a future date.

Search, Dean, College of Medicine
Candidates for the Dean, College of Medicine were on campus in January. The committee will meet in early February.

Search, Executive Director, School of Environment and Sustainability
Candidates for the Executive Director, School of Environment and Sustainability were on campus in January. The committee will meet in early February.

Search, Vice-Provost, Teaching and Learning
The search committee for the Vice-Provost, Teaching and Learning has met three times. Short-listed candidates have been announced and will be on-campus in February.

Review, Dean, College of Nursing
The review committee for the Dean, College of Nursing is constituted. Meetings are currently being scheduled.

Review, Dean, College of Graduate Studies and Research
The review committee for the Dean, College of Graduate Studies and Research is being constituted. Meetings will be scheduled once the committee is finalized.

Review, Dean, College of Dentistry
The review committee for the Dean, College of Dentistry has being constituted. Meetings will be scheduled shortly.

AGENDA ITEM NO: 7.2

Graduate Students' Association
Report to University Council – January 2012

GSA Report for December 2011

In the past month, the GSA has ensured the effective representation of graduate students in most of the university council committee meetings.

GSA Course Council Meeting

We had a course council meeting in December. Dr. Lawrence Martz was the guest presenter. The main theme of his presentation to graduate student representatives was on the university's strategic integrated plan. His presentation was followed by a question and answer session. Afterwards, the councillors reiterated the need for the GSA executive to step up its advocacy for the creation of ombudsperson office.

Hiring of new staff

The GSA is a growing association. In the past month, we added three staff to our work force and we are excited about the new ideas and innovations they bring to the association.

GSA Health and Dental Plan

We have concluded plans to evaluate our health and dental contract with the present insurance provider. It is our opinion that graduate students should not pay more for prescription drugs and dental coverage. We received our annual claims report for 2010-2011 last month. There was a disparity between the amount submitted by graduate students for reimbursement and amount paid out by the insurance provider. The percentage of the total amounts paid to graduate students were too low. Hence, the GSA course council has agreed to compare the rate given by our present insurance provider to that of others with the possibility of changing our provider.

Graduate Students Interdisciplinary Conference

We have started plans for the GSA interdisciplinary conference in March. It is an opportunity for graduate students from across the campus to present their work to their colleagues. This year's conference promises to be both intellectually and socially oriented. Notable guest speakers have been pencilled down for invitation. This event is opened to all students and faculty members are likewise invited. The specific date for this conference will be announced soon.

Western Canadian Graduate Student Association Conference

The U of S GSA sent a delegation to the inaugural meeting of Western Canadian GSAs to discuss issues that are of mutual interest to member GSAs. Amongst the various issues discussed are: Access copyright, Intellectual property rights, supervisor to student mentorship, providing enabling environment for international graduate students, adequate graduate research funding, ombudsperson, graduate housing and

creation of professional development schemes by each schools CGSR. We plan to translate the goals and objectives from this forum to practical advocacy issues here at the U of S. Top on our advocacy list is the need to increase the minimum graduate student stipend.

The GSA recognizes that the university of Saskatchewan administration has been playing a leading role amongst western Canadian universities to ensuring that its graduate students are given a conducive environment for research and learning. This is highly commendable. However, It is our view that for the U of S to remain competitive amongst Canadian universities and retain the best and brightest graduate students who will in turn engage in innovative research, the present minimum graduate student stipend needs to be reviewed upwards to a living wage standard. We have started a conversation with the dean, College of Graduate Studies and Research on this and we appreciate his willingness to look into it. It is our hope that the school authority will give this issue the utmost attention it deserves.

AGENDA ITEM NO: 8.1

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR INPUT

PRESENTED BY: Brett Fairbairn, Provost and Vice-President Academic
Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: January 26, 2012

SUBJECT: Initial Discussion of the Draft Third Integrated Plan: 2012/13 – 2015/16

COUNCIL ACTION: For discussion only

BACKGROUND:

The University's Integrated Planning Initiative presents a University-level plan every four years for consideration by Council. The initial draft Third Integrated Plan (Plan) has been under development for 14 months, and began with a consultation on the areas of focus, which guided the development of college, school and administrative/support unit plans. Following submission of unit plans in October 2011, the task of developing the draft Plan began in earnest. Discussions at the Provost's Committee on Integrated Planning (PCIP), the Unit Plans Review Committee (UPRC) and a workshop to discuss the transformative strategies in each area of focus (in December 2011) have informed the development of the draft Plan. On January 9, the draft Plan was distributed to the campus community and the office of Institutional Planning and Assessment (IPA) initiated a comprehensive consultation process. **This meeting of University Council is part of the consultation process.** Members of Council will have a further opportunity at Council's February 16th meeting to comment on the draft Plan. At the end of the consultation process, the draft Plan will be adjusted and prepared for consideration of approval by University Council at its special meeting on March 1.

Council's perspective on the draft Plan is informed by the work of the UPRC, which has been involved in discussions related to the Plan from the outset, beginning with the Committee's participation in the Community Planning Event in October, 2010. This event began the process of consultation, which led to the collective development of the areas of focus for the Plan. In January, 2011, the document entitled *Third Integrated Plan: Areas of Focus* was endorsed by Council as a guide to assist colleges, schools and administrative units in the development of their plans. The college, school and administrative/support unit plans were submitted in October, 2011. UPRC reviewed each of the college, school and administrative/support unit plans in late October and November, 2011, meeting with Deans, Executive Directors and Heads of administrative/support units to discuss each plan. In February, UPRC will report to Council on its review of the unit plans. This report will include its overall perspective on

the unit plans (alignment with the areas of focus and strategic directions, common themes, opportunities for collaboration or co-ordination of effort, etc.) as well as its thoughts and observations on individual plans.

DISCUSSION SUMMARY:

Integrated planning is an ongoing process, and is based upon the values of openness, cooperation and continuity. The Integrated Plan is informed by initiatives described in college, school and administrative/support unit plans, which link to the university-level areas of focus. Review of unit plans by UPRC is essential to its consideration of the draft Plan, which is now presented to Council for discussion and feedback.

Subsequent to its review of unit plans, UPRC has, over the course of several meetings, reviewed the outline for the Plan along with the initial draft of the Plan, providing its thoughts on areas to be added, encouraged, reconsidered or rewritten. At the same time, the Planning and Priorities Committee of Council began its discussions on the Multi-Year Budget Framework and the Multi-Year Capital Framework for 2012/13 – 2015/16, which links resources to planning over the planning cycle. The Multi-Year Budget Framework and the Multi-Year Capital Framework, although presented as separate documents, are integral components of the Integrated Plan.

The Provost's Committee on Integrated Planning is responsible for developing planning parameters which describe its expectations for the colleges, schools and administrative/support units for the third planning cycle.

Comments from the University community and University Council will result in a final version of the Third Integrated Plan. This will be presented to Council on March 1st for approval as a framework for action for the next four years.

ATTACHMENT:

The University of Saskatchewan Draft Third Integrated Plan: 2012/13 – 2015/16

Working Title: Moving Forward Together: Realizing Promise and Potential

The University of Saskatchewan is charting a course for its future. We are determined to make the changes that are required to place the University of Saskatchewan among the most distinguished universities in Canada and in the world. We have set high goals for ourselves and we will continue to work together to attain them.

Strategic Directions, 2002

VISION

In 1907, at the edge of a swift-flowing river and surrounded by a vast prairie landscape, our university's founders envisioned a world-class university. They were dedicated visionaries with a powerful dream. Their first bold move was to create a university with an unprecedented combination of colleges: Arts and Science, and, Agriculture. In so doing, they established a university with two purposes: to advance knowledge of the human condition through inquiry and imagination, and, to serve the many-sided needs of the community by supporting Saskatchewan's then foremost industry to thrive and grow. Their goal, eloquently articulated by our first President, Walter Murray, was for the University of Saskatchewan to hold 'an honourable place among the best'.

In 2012, the University of Saskatchewan is positioned within Canada's research-intensive universities. Our broad mandate for instruction and research has led us to build one of the most comprehensive arrays of academic programs in the country. Our research infrastructure, existing or under development, is among the best in Canada. For over four decades, starting with programs in Education and Law, we have increasingly committed ourselves to the education of Aboriginal peoples. We have a solid financial footing and significant opportunities for leveraging our resources. We have worked hard to achieve the vision established by the *Strategic Directions* (2002) and by the two integrated plans which followed (2004, 2008). It is a significant record of accomplishment.

By 2020, we envision a university which is widely recognized as one of Canada's most distinguished universities with an impact on the world stage in strategic areas of pre-eminence. Our student body is increasingly diverse and experiences a world-class education in which learning and discovery intersect in innovative and distinctive ways. We are recognized for knowledge creation and innovation which are vital to the social and economic well-being of Saskatchewan, Canada, and the world. Acknowledging our sense of place, we are the pre-eminent medical-doctoral university in Canada in Aboriginal education and research. We are seen as Saskatchewan's key provider of highly skilled and talented personnel for professional roles and for civic, business, and public leadership. We have collaborative research and teaching relationships with a wide variety of provincial, national, and international partners. We are increasingly known for our positive contributions to the people of Saskatchewan, Canada, and the world.

As this Third Integrated Plan unfolds, our planning efforts continue to be guided by the *Strategic Directions*. We continue to pursue our long-term goals of attracting and retaining outstanding faculty; increasing campus-wide commitment to research, scholarly, and artistic work; establishing ourselves as a major presence in graduate education; and recruiting and retaining a diverse and academically promising group of students and preparing them for success in the knowledge age. Our distinctive ways of achieving these goals will distinguish us from our peers and position us to realize our vision to hold 'an honourable place among the best'.

ENVIRONMENTAL SCAN

As the University of Saskatchewan enters its third planning cycle, we face a period of possibility and constraint. Behind us is a decade of transformative change, significant progress, and increasing focus on areas of strength – on knowing who we are, and what sets us apart from others. Ahead of us lie continued uncertainties, economic trials, evolving challenges in the post-secondary education sector, unanticipated events, and profound opportunity.

On the positive side, recognition of the significance and impact of higher education is unprecedented. Society's need for well-prepared citizens, for professionals and leaders, has reached new heights – and the roles of universities and other educational institutions in meeting such needs are on the minds of policymakers and the public at large. Public appreciation of the social and economic impact of research and knowledge creation has also never been more acute. In this knowledge age, the hopes and aspirations of people, communities, governments, and organizations rest on universities to an unparalleled degree – to such an extent, in fact, that universities are unlikely, on our own existing resources, to meet all the needs and expectations of our stakeholders. Our environment calls for strategic choices to be made and new partnerships to be forged.

Over the past four years, as the global economic recession has ebbed and flowed, post-secondary educational institutions, particularly in North America and Europe, have faced severe reductions in government funding, losses in investment income, and increased competition for available resources. Locally, we have experienced strong support from successive provincial governments and, while this may continue, slower economic growth due to unstable commodities markets and constraints on public sector funding are on-going concerns. Other universities are relying more and more on donor funding and, in so doing, the nature of academic leadership at the decanal and presidential levels is changing profoundly. Further, while we are in a favourable economic position compared to our peers nationally and internationally, we cannot be complacent: the global economic downturn has driven universities around the world to be ever more innovative. While we have made great strides, if we are to attain an honourable place among the best universities, our need to transform ourselves, to keep up to our peers, is greater than ever.

Nationally, as the number of universities and degree-granting institutions grows, and more seek to become research intensive, competition for Tri-Agency funding is anticipated to increase. It is critical that our faculty members are connected, engaged, networked, and supported in their pursuit of research and scholarly excellence. Especially important to our goals is the research success of the large number of new hires we have made over the past decade and will continue to make in this planning cycle. We will need to continue to leverage our comparative salary advantages to recruit and retain highly qualified personnel. And, we will need to leverage our considerable investment in research and capital infrastructure (over $1 billion in a decade) to ensure that our faculty and students utilize these investments to achieve their full potential.

Concurrent with an environment of constrained resources, expectations for accountability and prudent stewardship of the public's trust are increasing. From the federal Tri-Agencies to the provincial auditor, we are required to meet increasingly stringent national and international regulatory requirements related to pre- and post- award monitoring including financial oversight, human ethics, and animal care, as well as to demonstrate increased efficiencies in the new 'fishbowl' reality for higher education. The introduction of a periodic quality audit system for the universities in Saskatchewan as well as legislation to expand the number of degree-granting institutions in the province require us to ensure that the quality and efficiency of our programs, processes, and functions meet national and international standards of excellence.

Like many other Canadian universities, we draw significant numbers of our students from our own immediate region, and it is important that we deepen and broaden our recruitment of the best students of all kinds within our region. In Saskatchewan, we are particularly mindful that our province's demographics are changing. Although the population is growing, the number of 18-year olds (a proxy for new university students) in the province is expected to continue to decrease over the next five to ten years. On the other hand, the proportion of Aboriginal youth is rapidly growing; there is greater cultural diversity among our communities; and, urbanization continues. To maintain our enrolment, and thereby our significant program array, requires higher participation rates from both traditional (18 to 24-year olds) and non-traditional (Aboriginal, mature, rural, new Canadian, distance) student populations. Saskatchewan has the lowest percentage of post-secondary education graduates in its workforce in the country, a statistic that needs to change and that we can help change as the province develops. Further, given our demographic challenges, we need to achieve enhanced retention and degree completion rates and increased recruitment of students from other provinces and other countries.

The competition for highly qualified students, both locally and internationally, is acute and this is expected to continue given the increasing number of highly specialized niche market universities and colleges in Canada and internationally. As top students from Saskatchewan high schools increasingly weigh their options, we need to ensure that our university is seen as their destination of choice. Further, the competition to attract international students from countries such as China and India is equally intense and, without a planned and integrated approach, we may not attract as many of these students to our doors as we will need to fill all of our programs. And, we need to recognize that the rise of online and for-profit learning, plus aspirations from other institutions within Saskatchewan to offer degree programs, are changing our environment and creating new pressures as well as transfer opportunities.

Internally, we all know that the work of the university is accomplished in great part through its faculty, whose roles embody the research, teaching, and service functions of the university as well as its character as a participatory and self-governing institution. It is increasingly apparent that we have put into place a cumbersome set of processes which regulate our actions and which, while they ensure that checks and balances occur at a variety of points throughout the governance structure, require simplification and streamlining. If we are to compete on a level playing field with other universities in Canada and around the world, we must be able to react to our environment in a much more nimble fashion than currently exists.

These circumstances call on all of us at the University of Saskatchewan to be imaginative and resourceful. We are in a favourable financial position compared to almost all other Canadian universities. We can take advantage of our circumstances through inspired choices.

AREAS OF FOCUS

Over the past decade, our faculty, staff, and students have worked hard and made many gains. Lessons learned from our two previous planning cycles point toward the need for focus on fewer key areas, continuity between planning cycles, leveraging our full resources for maximum impact, and working together in different ways to accomplish our goals. In this planning cycle, we intend to make substantial progress on four key areas: knowledge creation; Aboriginal engagement; culture and community; and innovation in academic programs and services. These areas build on the successful projects and initiatives conceived and planned during the first and second planning cycles. While these are not the only areas in which we must define, accomplish, and measure progress, they are

the most important for us to distinguish ourselves from our peers and to cement the foundation upon which we truly hold 'an honourable place among the best.'

This plan presents the strategies which we will employ to pursue our goals over this planning cycle. It is informed by college, school, and unit plans and by eighteen months of discussions across our campus about where urgent attention is needed. While the areas of focus are presented sequentially, they are interlinked, interdependent, and connected. They should be read as a whole, not as isolated silos for action.

Knowledge Creation: Innovation and Impact

The *Strategic Directions* (2002) encouraged the University of Saskatchewan to increase campus-wide commitment to research, scholarly, and artistic work and to meet international standards. The *Foundational Document on Research, Scholarly, and Artistic Work* (2004) committed us to establish ourselves as one of the top ten medical-doctoral universities in Canada and one of a select few internationally in key areas. The *Strategic Directions Update* (2010) compels us to achieve Tri-Agency funding performance above the national average for medical-doctoral universities in all competitions and in all of our academic units. We have challenged ourselves in this way because a hallmark of Tri-Agency funded programs is peer review and recognition of research accomplishment at the highest standards. We have also done so because Tri-Agency research performance is our university's most obvious shortcoming and most serious vulnerability.

Over the past two planning cycles, we have laid the groundwork for a strategy that will intensify our research environment and firmly establish us within the top ten medical-doctoral research universities in Canada. We have hired top talent and, increasingly, we are recruiting top talent strategically: we were selected to receive one of 17 Canada Excellence Research Chairs, a $30 million investment in world-leading talent; we have 36 of Canada's prestigious Tier 1 and Tier 2 Canada Research Chairs; we have provided increased support for new faculty through start-up grant packages; and we have increased scholarships for graduate students by a total of $3 million over two planning cycles. We have created three interdisciplinary graduate schools in public health, public policy, and environment and sustainability. We have begun to address innovation and engagement in different ways – particularly the engagement of undergraduate students and communities in knowledge acquisition and discovery. We have also made significant investments in our research infrastructure (buildings, laboratories, funded research chairs, and organizational capacity), and have two of Canada's most significant national science installations (the Canadian Light Source Inc. and International Vaccine Centre). We have established a quality assurance system to assess performance of our existing research centres and we are finalizing metrics for institutional research performance. And, in order to position the university among international leaders in key areas, we have surveyed our research landscape and identified six signature areas of research[1] in which the University of Saskatchewan can achieve global impact and recognition.

As far as we have come, others have also made great progress. Indications of this can be found in a variety of places. For example, over the past five Tri-Agency competitions, we have remained near the bottom in outcomes in the medical-doctoral category, placing 14th or 15th out of 15 even though we are increasing our total research funding ($206.6M in 2010/11 vs $140.6M

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

in 2006/07). Further, our standings in international rankings instruments, such as the Academic Ranking of World Universities (AWRU, previously the Shanghai Jiao Tong) which represent an increasingly more important faculty and student recruitment vehicle, continues to stagnate in part because of our poor performance in citation indexes and reputational surveys. While we aspire to be in the top quartile of peer comparators and our compensation strategies are built around this strategy with specific emphasis on the Universities of Alberta, Calgary, Manitoba, Western Ontario, Guelph, McMaster, and Dalhousie, our performance places us in the bottom quartile of Tri-Agency funding in our category. This disparity cannot continue.

The task over this planning cycle is firmly to establish a pervasive culture of research and scholarship throughout the institution, while, at the same time, increasing strength in the university's signature areas of research. This is a dual message: all faculty need to be productive in all their areas of work, and, we also need to realize particular impact from our areas of pre-eminence, which, although they are essential catalysts, will not, by themselves, enable us to match the across-the-board performance of our peers. Every faculty member must contribute to the research, scholarly, and artistic mission of our university, and our faculty need to do so in ways which are at least comparable those at our peer universities. In this planning cycle, we need to see outcomes commensurate with the extraordinary investment in personnel and in research infrastructure which we have put into place – we cannot have segments of our institution which are bystanders to our research mission – and we need to build strategically upon these investments.

Our Strategy: Over this planning cycle, we will implement a comprehensive suite of research initiatives at the institutional and college levels encompassing the key functions of recruiting, developing, and networking researchers. These initiatives will round out research engagement throughout the institution and specifically ramp up outcomes and impacts within selective areas aligned with the six signature areas of research. Our strategy will be developed and refined using evidence-based methods and learning from successes at peer universities to understand specific levers for and barriers to research success. Utilizing data from the U15 Data Exchange (U15DE) and other sources, we will work to better understand the gaps between our performance and that of our peers and, based on this information, we will define and execute plans to increase our Tri-Agency funding success at a rate at least comparable to our peers. Supports will be provided in key areas to enable our faculty to succeed in collaborative and innovative ways, recognizing that our strength comes through multi-disciplinary effort, with partnerships that cut across disciplines, institutions, cultures and nations, and often through initiatives that creatively leverage community and locale. Colleges and schools will create and implement research plans which align with institutional goals of pre-eminence and impact, which emphasize strengths both complementary to and independent of the signature areas of research, which describe strategies for increasing productivity of faculty, and which provide for coordination of effort associated with research, scholarly, and artistic work throughout the university. In doing these things, we will build a culture of research and scholarship, with inspired leadership at all levels within the university, to strengthen the teacher-scholar model for faculty within the institution.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Recruit the Best: Because outstanding faculty and graduate students are essential to our research mission, faculty and graduate student recruitment will be driven primarily by considerations of outstanding talent, ability to establish high quality research programs,

ability to attract and retain Tri-Agency funding, and opportunities for national and global impact. We need to recruit the very best into these roles because they are the highly trained and talented personnel which drive our research enterprise. An investment here, whether in the form of a faculty salary or a graduate stipend, is an investment in the capacity for research, scholarly, and artistic work with impact at the University of Saskatchewan as well as one which builds our legacy nationally and internationally. As we recruit new faculty and graduate students, we will be mindful that research, scholarly, and artistic work is measured by impact and significance, and that these are often greater when researchers are clustered, networked, or otherwise work together within coherent, shared, research programs. Recruitment represents a massive investment by the university that cannot be justified simply to fill content areas in historic curricula. Recruitment will focus on how these significant investments will shape the complement to support evolving college and institutional goals, enhance signature areas of research, and contribute to creating synergies among disciplines. We will continue to set clear expectations, during hiring and throughout a faculty member's career, that faculty will continually participate in meaningful ways in research, teaching, outreach, and service/administration as part of their regular duties. While potential for research success is a primary factor in recruitment, we can accelerate research progress by strategically hiring senior mid-career or senior faculty with the expectation that they will bring to bear a strong track record in external funding and international impact in key areas. Further, we can accelerate research impact through the recruitment of research leaders and faculty to advance specific projects, at different levels throughout the institution. And, we can refine our practices by ensuring that deans provide leadership and set direction for searches for new faculty.

Support Faculty and Graduate Students to Succeed: The teacher-scholar model will continue to be the core expectation of faculty throughout their careers. We recognize that we continue to have unevenly distributed pockets of intensive research activity across campus, that needs vary greatly among researchers even within disciplines, and that we need to put in place the right mix of personnel and supports, at both the institutional level and across the campus, for faculty at different stages of their careers. As a community, we will invest time and resources in activities and processes that increase our grant application success rate, including developing publication records before applying for grants, and utilizing the university peer review process. We will implement a mentoring program for new faculty and for promising graduate students who may participate in the professoriate of the future. Faculty members will be supported in leveraging the expertise of others both on and off-campus through collaborative grants and projects, networks, clusters, and groups, and in working on the complex 'wicked' issues facing society today which require innovative, multi-disciplinary, solutions. This work will be recognized as part of the assignment of duties. At the other end of the spectrum, newly hired faculty will be swiftly provided with targeted start-up packages, space and equipment, and mentorship to ensure they are well launched on their academic careers. More undergraduate and graduate students will be systematically engaged in knowledge creation and dissemination. Finally, we recognize that graduate students contribute significantly and variably to the research, scholarly, and artistic work of faculty. In this planning cycle, we will continue to ensure that graduate students are competitively remunerated by increasing the budget for graduate student support, particularly in competitive scholarships and fellowships to attract the best graduate students to our university.

Strengthen Strategic Focus: While individual faculty members will work on a multitude of topics reflecting the diversity of a great university, at the institution-wide level, we will further strengthen our focus on selected areas of pre-eminence. Our signature areas of

research exist because we have, over our history, attracted innovative scholars, graduate students, and resources to achieve critical mass and impact in these areas. We will leverage our investments in our signature areas of research to achieve the international recognition we desire in these areas. As we develop flagship initiatives in each of our signature areas such as the four institutes – water, mining, nuclear, food – we will ensure that we have the leadership, institutionally and within the campus generally, to guide this development and amplify its impact. Building on the process used to identify institutional signature areas, we will look to departments, schools, and colleges to identify their own areas of strength, both independent of, and complementary to, the university's signature areas.

Our success in achieving our goals will be measured against activities that contribute to making research and knowledge transfer more significant and meaningful. We will know we are on track if, by 2016, we have:

- Increased our performance in Tri-Agency funding in each academic unit against our peers, on track toward above-average ranking in all units and all competitions by 2020.
- Increased the proportion of faculty holding external funding and supervising graduate students to a majority in all departments and colleges, with a goal of 90% participation (including application) in Tri-Agency programs by 2020.
- Established four new institutes (water, nuclear, mining, and food) and assembled the human capital required to move them forward.
- Have a fully functioning and subscribed mentorship program for new faculty.
- Established a baseline and increased participation and leadership in collaborative grants, projects and networks, including national and international research projects/networks.
- Increased internally funded graduate scholarships by a further $1M and increased by 10% the number of Tri-Agency funded graduate students.
- Established a baseline and increased by 50% the number of undergraduate students participating in research.

Aboriginal Engagement: Relationships, Scholarship, Programs

The *Foundational Document on Aboriginal Initiatives: Forging New Relationships* (2004) committed us to becoming the pre-eminent Canadian medical-doctoral university in Aboriginal education in five areas including: student affairs; academic programming; research, scholarly, and artistic work; cultural initiatives; and community outreach. The *Strategic Directions Update* (2010) describes Aboriginal education as the great social imperative of the 21st century in our province and beyond and compels the University to achieve 15% Aboriginal enrolment of our total enrolment by 2020. University education, including in professions, sciences, arts, and at the graduate level, is critical to the future of First Nations and Métis people and communities in Saskatchewan, and therefore to the future of the province itself. Our university is called to service in meeting these needs.

The University of Saskatchewan holds a national reputation as an innovator and leader in Aboriginal education. As a result of decades of path-breaking efforts, our percentage of First Nations, Métis, Inuit, and Indigenous students is the highest among our peer medical-doctoral universities. Beginning with the College of Education Indian Teacher Education Program (ITEP) and the Program of Legal Studies for Native Peoples (PLSNP) associated with the College of Law, we have been responsible for ground-breaking initiatives in Aboriginal education for over four decades. Throughout the 1980s, 1990s, and into the 21st century, we have accelerated and diversified our student support programs. We have significant research and scholarly expertise and have identified one of our signature research areas as *Aboriginal Peoples: Engagement and Scholarship*. We are the first university in Canada to have a presence on an urban reserve, at

English River. We have many connections to Aboriginal communities within the province and beyond. In the first planning cycle, we identified student support as the key area of focus and we put into place the Aboriginal Achievement Model as a key initiative institutionally. In the second planning cycle, we identified graduate education as a high priority. Numbers of Aboriginal graduate students have been slowly growing and we have created new graduate programs in Agriculture and Bioresources (PGD in Aboriginal Agriculture and Land Management) and Education (Integrated M.Ed. through an Indigenous land-based cohort). There are emerging initiatives in many colleges and important central initiatives which have contributed substantially to student success. However, rates of enrolment and success for Aboriginal students remain significantly below our targets.

In the spirit of Treaty Six, in whose territory the University of Saskatchewan is located, our vision is to be recognized as a place where many peoples come together to engage in mutually respectful relations and dialogue. We bring this spirit to all of our educational, scholastic, and service activities as we: engage in partnerships with international and regional Indigenous, First Nations, Métis, and Inuit communities; increase the participation and support the success of Aboriginal students; build institutional research capacity and reputation; promote understanding of Aboriginal society by non-Aboriginal students, staff and faculty; and work with Indigenous people from around the globe, including far beyond our campus and our province.

Our Strategy: The University of Saskatchewan will bring increased focus to ensuring the recruitment and success of First Nations, Métis, and other Aboriginal and Indigenous students across the full range and all levels of university programming. Within colleges, student success — achievement, retention, completion, and transition to jobs and leadership roles – will be particularly important. University-level initiatives will focus on working with partners to augment the pool of qualified applicants, increase visibility and the attractiveness of the campus for prospective students, and ensure co-ordination among colleges. The University of Saskatchewan will fully grasp the foundational imperative of its role in educating larger numbers of First Nations, Métis, and Inuit students for the benefit of the province and the country. Although we have a solid track record and significant achievements, because we are a large and complex university, our colleges are at different stages of progress. It will be important to develop multiple paths to achieve success in our Aboriginal focal area. One key element of our strategy will be learning from our trailblazers so as to capitalize on this knowledge for greater impact across the whole institution during this planning cycle. Ensuring Aboriginal student success will be a complex task which will require many specialized approaches: engagement of non-Aboriginal faculty, student, and staff; support for new teaching methods, content, and transition/retention programs where required; research by, for, and with Aboriginal people; community partnerships developed in a coordinated way by those experienced at this work, drawing others in wherever possible. Our goal is to be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among students. As an institution, we will build personal, professional, and technological networks and partnerships to share information widely across the campus for greater overall impact and to make our campus a more welcoming environment. Our university will begin to be known as a place where faculty, staff, students, and alumni have experience working in a diverse and intercultural environment including honouring the roles of our region's first peoples. As we work with Aboriginal communities, our efforts will be characterized as a balanced team, – described by Gordon Oakes, former chief of the Nekaneet First Nation, as two horses, one Aboriginal and one non-Aboriginal, moving forward together, each understanding and celebrating each other's culture and traditions.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Coordinate University-Community Relationships: Our university has many Aboriginal partners – communities, schools, governing organizations, corporations and individuals; locally, provincially, nationally, and internationally. These partnerships are created and nourished primarily within individual units and relationships are often carefully guarded. The end result is multiple contacts with single communities; without coordination, the overall impact of the university is diffuse. In this planning cycle, we will look to campus leaders to work proactively and collaboratively to assist the university to increase the overall impact of our activities through greater coordination and harmonization of effort, internally and externally. This work will take a multi-pronged approach. Two initiatives will be the primary focus:

- *Engage with the provincial K-12 system*. We anticipate the creation of a joint Council - Provost's Task Force early in the planning cycle to support this important initiative. The main focus is coordination of activities and initiatives taking place in the elementary and secondary schools in Saskatoon, in schools in areas immediately surrounding Saskatoon, and within the province. A particular focus concerns the emerging campus-led partnership to promote STEM education (science, technology, engineering, and mathematics) within the Northern Administrative District, which will be accelerated so as to ensure that Aboriginal students and northern residents have access and early exposure to the full benefits of the University of Saskatchewan. Based on this prototype and our work with the provincial K-12 system, we will launch a broader initiative throughout the province to ensure that all Aboriginal students are exposed to STEM education in new and innovative ways.
- *Facilitate and co-ordinate community-based research in First Nations and Métis communities.* The university will identify resources, processes, and protocols to support the involvement of faculty and students in partnerships for research, scholarly, and artistic work in, with, and reflecting the priorities of First Nations communities and Métis Locals. These partnerships will reflect the idea of mutually beneficial engagement that both advances the university's research goals and meets needs identified by recognized community partners.

Increase Visibility of Aboriginal Culture and Symbols On-campus: Our campus is one of the most beautiful in Canada, and its Gothic architecture speaks to a proud collegiate tradition. That architecture also is a symbol of European colonization and under-represents the traditions of Aboriginal Peoples who inhabited these lands since time immemorial. In this planning cycle, we will move to make our campus better reflect our unique position at the intersection of First Nations, Métis , and Inuit culture through the construction of the Gordon Oakes – Red Bear Student Centre as a distinctive campus landmark. This signature on-campus centre of Aboriginal higher learning will be a home and hub for Aboriginal students and student activity. Other efforts to increase the visibility of First Nations, Métis, and Inuit culture will be through initiatives such as website content and signage in Aboriginal languages, naming of roadways and rooms after Aboriginal leaders or in Aboriginal languages, and displays of art collections. Aboriginal culture will also be prominent in our university's ceremonies and events.

Showcase Success and Leverage Expertise: It is critical that that we proudly celebrate the accomplishments of our faculty, staff, students, and community partners; share stories of successes; and build on the key learning of our past accomplishments to further accelerate student success throughout the entire university. Early in this planning cycle, we will organize a symposium which will be geared toward ensuring that the campus community is fully aware of our past and current accomplishments so that, jointly with University Council and with our Aboriginal partners, we may collectively celebrate our successes and turn our attention toward the next priorities in Aboriginal education for the University of Saskatchewan. In this planning cycle, we will also celebrate Aboriginal education and culture in additional ways. We will establish awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy, contributions to reconciliation and understanding between Aboriginals and newcomers in Canada, including targeted and prestigious graduate scholarships. Through reciprocal learning – where Aboriginal and non-Aboriginal communities, peoples, students, and faculty respect and learn from one another – we will move forward together.

Our success in achieving our goals will be measured against activities that contribute to making Aboriginal engagement at all levels more significant and meaningful. We will know we are on track if, by 2016, we have:

- Increased the number of self-identified Aboriginal students completing their studies and graduating in a wider variety of programs in numbers comparable to those of the student body as a whole.
- Identified and documented the number and types of partnerships we have with Aboriginal communities.
- Built the Gordon Oakes – Red Bear Student Centre.
- Increased the visibility of Aboriginal culture, language, and symbols throughout the campus, including on institutional, college, school, and unit websites, on roadways and signage, on and within buildings.
- Established a set of prestigious awards for faculty and students to recognize scholarship, accomplishment, innovations in pedagogy and contributions to reconciliation and understanding between Aboriginal peoples and newcomers in Canada.
- Established a baseline for the number of classes providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities/organizations.

Culture and Community: Our Global Sense of Place

The *Strategic Directions* (2002) encouraged the University to be known for its connections to Saskatchewan, Western Canada, the North, and to the Great Plains environments of the world, while at the same time nurturing its connections to community, thereby enriching both the university and the province. Our *First Integrated Plan* challenged us by making it clear that "no local challenge that deserves the word is without its global manifestation; no global challenge fails to touch us where we live." Over the Second Planning Cycle, we have developed and invested in an implementation plan to support the goals enunciated in *Globalism and International Activities* (the International Activities Foundational Document, 2003). Internationalization and a sense of place are two ways in which we have sought actively to shape the culture of our university. We are at a moment in our history when we can make significant choices about what kind of university community we aim to become. The hallmark for our university's third plan needs to be a deliberate cultivation of creativity and diversity.

The University of Saskatchewan is a dynamic, resourceful, community – a place full of life, people, and activity. We are a creative community, located within and connected to other creative communities, – most immediately, the City of Saskatoon, recently named Canada's creative capital. The world today requires creativity at all levels – and, according to recent studies, technology, talent, and tolerance are key elements that encourage and sustain creativity and innovation. By definition, universities are places of creativity and innovation. Our university is a part of, and a microcosm of, larger communities including the province, the nation, and the world. The problems of today's world call on all of us to bring our talents, our time, our energy, our ideas, and our creativity to develop innovative solutions. Given the talent available here and the resources we have within our university, we arguably have a critical and leading role to play in ensuring that Saskatoon and Saskatchewan are seen as among the world's most creative communities. Markers of a vibrant, creative, community include embracing diversity, showing openness to change, responding flexibly and nimbly to opportunities, and placing a premium on new ideas. Innovation and creativity are expressed in practices as disparate as risk taking and artistic expression. In this planning cycle, we need to be open to possibility. We anticipate becoming an even more diverse community if not a much larger one. To do so, we will need to provide a safe and welcoming environment – in infrastructure, in support services, and in attitude. We are well positioned to continue to support the province's goals of recruiting and retaining highly qualified people, from within the province, Canada, and internationally. We have a growing understanding about how we can model the overarching global imperative of sustainability as well as model sustainable financial stewardship of our considerable resources.

Our Strategy: In this planning cycle, we will build on the successes of the *Second Integrated Plan: Toward an Engaged University* and specifically continue to work together collaboratively across boundaries to support our community to be greater than the sum of its parts. This will require us to be more inter-culturally engaged, more knowledgeable about other communities, peoples, customs and traditions, more invested in the sense of place anchored at the University of Saskatchewan. We need to ensure that we fully embrace our intercultural environment and pursue international partnerships that reflect our priorities. We need to fundamentally accept that being a great university encompasses global citizenship, quality, and diversity. We are well positioned to bring the province's multi-cultural motto, 'from many peoples strength', to reality. Valuing a wide variety of perspectives, –Aboriginal, new Canadian, mature students, various gender identities– should be second nature. We want to surround our faculty, staff, and students within a culture of engagement and empowerment, and arm them with a sense of social responsibility to our local and global communities. We need to play a leadership role in making Saskatoon one of the world's most creative cities. To do so will mean that we need to take chances on new ventures, on innovative ideas, and expect a mixture of success and failure as a rite of passage.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Celebrate and Promote Diversity: Communities are shaped by their citizens. As a reflection of society today, our campus community will be diverse –both visibly and in perspectives. Over this planning cycle, we will significantly ramp up our efforts to encourage and support activities leading to the development of diversity and inclusion among faculty and staff throughout the university. As part of this activity, we will actively recruit Aboriginal faculty and staff and, more generally, ensure an appropriate diversity of peoples and cultures within our faculty, staff, and student complements. We will further initiate opportunities for faculty, students, and staff to develop increased intercultural awareness.

Model Sustainability and Stewardship: One of the drivers of creativity is our desire to contribute to social and environmental sustainability in our immediate environment and around the world wherever we are active as a university. Our sustainability goals cross the traditional lines of teaching, research, operations, administration, and service and call on all of us to find new ways to work together in service of global goals. The broadest form of sustainability is the stewardship of the natural environment in a socially and economically responsible manner that meets the needs of both present and future generations. In this regard, our vision is that every member of the campus community will have an awareness of sustainability and make informed choices in all areas of campus life: education, research, operations, governance, and community engagement. In the second planning cycle, members of our community worked together to develop a Campus Sustainability Plan. In this planning cycle, we will identify three or four concrete initiatives that will serve as prototype projects in the first year and which will result in demonstrable gains for enhanced sustainability on campus. We will identify the actions required and costs associated with implementing the *University and College Presidents' Climate Change Statement of Action for Canada*, to which the university is signatory. We will encourage members of the campus community to make individual and collective change in their daily lives to be responsible participants in the global community.

It is also the case that institutions that are poorly organized in terms of administration, finances, and procedures will find it difficult to prioritize sustainability in the face of other kinds of pressures and priorities. Thoughtful and transparent stewardship of our financial resources and our capital inheritance, including compliance with regulation and reporting requirements and effective management of resources at all levels of the institution, is also an aspect of sustainability. We are in a strong position relative to our peers because we have been managed well. Yet, to meet the expectations of external funders, partners, and regulators, while supporting our decentralized structure, we need to ensure clarity in assignment of responsibilities, tasking individuals with responsibility and accountability; provide enhanced orientation, training, and communication programs; establish service level agreements and standards of service performance for all administrative and support units; and establish a leading practices internal control framework. Our RenewUs strategy, as part of the Multi-Year Capital Framework, will ensure that key parts of our campus receive the attention they need to continue to support our instructional and research programs.

Foster Student Creativity and Innovation: We will expand and create new opportunities for hands-on, active learning and applied innovation in student-oriented and student-driven initiatives. Our students already engage in a variety of forms of creative activity in courses and projects, and outside the formal curriculum through clubs, entrepreneurship, and community engagement. They have signalled their interest and enthusiasm for 'out-of-class' experiences through the establishment of student-led projects such as the University of Saskatchewan Space Design Team (USST), the inter-professional iPASS symposium in health sciences, Footprint Design, and Student Teachers Against Racism among other examples. We know that involvement in applied work and learning relevant to student interests leads to better student engagement and outcomes. Part of our commitment to creativity and innovation, and thereby to our provincial and global sense of place, needs to be the provision of opportunities for our faculty and students to explore ideas, in essence, to provide them with organizational, curricular, and physical spaces in which innovation can be incubated and flourish. While different approaches will be needed in different types of disciplines, students in arts, professions, humanities, and natural and social sciences all

desire and can benefit from formal and informal opportunities to put learning, talent, and imagination to work.

Our success in achieving our goals will be measured against activities that contribute to making culture and community more significant and meaningful. We will know we are on track if, by 2016, we have:

- Engaged 40% of all faculty and staff in activities designed to increase Aboriginal awareness and understanding.
- Increased by 10% the number of self-identified Aboriginal faculty and staff.
- Created a baseline to determine the level of 'welcome' our campus environment provides.
- Demonstrably increased our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.
- Developed new opportunities for student creativity and innovation open to students from all colleges and fields of study.

Innovation in Academic Programs and Services

The *Teaching and Learning Foundational Document* (2008) committed the University to increased innovation in its academic programs and services. Following from the emphasis in the *Second Integrated Plan* on the undergraduate and graduate student experience, we have made significant inroads in changing the teaching and learning environment for our undergraduate and graduate students. Specifically, we have initiated learning communities, created teaching awards, provided increased support for curricular innovation and design, adopted a learning charter, increased student support, provided mentoring and training, opened up experiential learning opportunities in a wider variety of programs, and created a new portfolio to advocate for teaching and learning on campus along with initiatives at the college and department levels.

The University of Saskatchewan has one of the broadest arrays of academic programs available in Canada. While many of our programs, particularly our professional programs, are in high demand, given today's highly mobile, connected, and discriminating student body, not all of our programs can lay claim to the same demand. Further, we cannot expect that the current program array, based primarily on disciplinary lines, will be sufficient or even attractive to 21st century learners who are increasingly more technically literate, more mobile, and more entrepreneurial in the choice and selection of courses and programs leading to a degree. We need to offer more compelling, engaging, challenging, academic programs which are creatively designed, are grounded in multidisciplinary and broad global perspectives, are informed by the scholarship of discovery, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Students have asked for a variety of innovations, such as experiential learning activities, more choice, and increased flexibility in scheduling and regulations, through a host of surveys, studies, and reports. It is now time to ensure that their expectations are met, particularly as we face the challenge of Saskatchewan's demographics and adopt a more systematic approach to enrolment planning.

Our Strategy: Over this planning cycle, we will work to create flexibility and simplicity within programs and services, to increase multidisciplinarity, and to provide increased opportunities for experiential learning for our students throughout their academic programs. Further, we will work toward improving decision-making at the unit level with a view to ensuring synergies between the university's signature research areas and our

program array. We will implement Strategic Enrolment Management to create a mix of programs and learners that reflects deliberately chosen academic priorities, to facilitate student movement between degree programs, and to address low enrolment programs. Utilizing the investment in the University Learning Centre (ULC) and the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) in the past two planning cycles will be critical to our success.

Within their plans, a number of colleges and schools identified the need to rethink their programs profoundly, streamline processes to provide for more flexibility, and increase simplification within curricular offerings. To deliver undergraduate and graduate degree programs renowned for quality, innovation, and relevance, academic units will need to work collaboratively together. Streamlining and simplifying processes and programs will reflect how we work together, ensuring that organizational structures do not: impede efficiency and effectiveness in delivering academic programs, impede student mobility (from inside or outside of the university), recognize prior learning, open up new 'pathways' for transfer students, or support student success. Likewise, trust and support for innovation and allowing for fluidity within programs and service offerings through enhanced decision-making and accountability will need to be nurtured and supported. To maximize impact from institutional resources, academic units will work collaboratively with administrative units to support student success. Assessment initiatives based on pre-defined learning outcomes will be developed and implemented and will serve as a basis for decision-making and for program and service development.

Our university-level strategy includes the following commitments, which we expect to be replicated in appropriately tailored ways within the colleges, schools, departments, and administrative units:

Focus on Learner-Centred Programming and Curricular Innovation: Universities are defined in significant measure by their academic programs. Students increasingly choose universities on the basis of the degree programs offered as well as institutional reputation from various and disparate sources. Student populations also shape the identity and profile of universities and the academic units they house by virtue of their participation in higher education. Each student who chooses to enrol with us to reach their educational goals has individual needs, interests, and abilities. While we cannot tailor our programs and services to address all possibilities, we can design them with flexibility at their core. We also need to design them to meet the expectations of today's and tomorrow's students, including meeting them where they are and providing experiences that they enjoy. Further, we need to design programs around identified learning outcomes that drive course design and offerings. The curriculum mapping exercise currently underway in the College of Arts and Science has much potential here to transform our thinking.

Potential and current students and graduates need to be able to define what sets a University of Saskatchewan educational experience apart from educational experiences at other universities and post-secondary institutions. These differences should be directly related to the curriculum delivered or the method of delivery. One of the ways to be more distinctive is to provide Aboriginal-related content, experiences, or examples within curriculum in ways that complement the discipline and enhance the intercultural knowledge or practice of our graduates. Other ways include delivering programs through distance and distributed education or year-round, with a focus on experiential or community-based learning. This will involve designing many new courses and

programs on a foundation of outreach and engagement with experiential learning opportunities and primary research built directly into the curriculum. We will, in this planning cycle, continue to encourage curricular innovation, create an institutional plan for distance and distributed learning, identify prototypes of blended learning models, consider block programming for degree programs, and explore moving away from a primarily two-semester system. One aspect of increased flexibility will be the possibility of utilizing our third semester (May to August) more creatively and strategically than has hitherto been the case.

Support Student Success: In the previous two planning cycles, we initiated and completed transformative changes to the teaching and learning environment through concerted effort and focus. Singular successes included the establishment of the ULC, the transformation of university learning and library facilities and services, Marquis Hall renovations and Bookstore upgrades, and building new student residences. In this planning cycle, we need to provide additional innovative academic services, in areas such as student advising, academic support, flexible access for students on and off campus, to support student success. We need to focus our energy and effort on providing students with the financial supports they need, including scholarships and bursaries.

Actively Shape Our Student Body: To reach our goal of a diverse student body, we will assist all colleges, schools, and programs in developing targets for composition and diversity of their student populations in alignment with institutional goals. This needs to be a conscious effort informed by evidence, with concerted efforts placed on addressing areas of strategic priority which support our broad institutional goals, and which involve the whole campus. While our size will not be much larger, we need to change the student mix, continuing to focus on graduate student recruitment, on out of province and international students at the undergraduate level, and building a presence in other provinces, especially Alberta, and other countries which are carefully identified based on data. We should aggressively recruit high calibre Aboriginal graduate students, as well as students of Indigenous heritage and students interested in Indigenous cultures and issues. As we move toward our goals of research intensiveness, we will increase the number of graduate students by recruiting the most talented students, from Saskatchewan, Canada, and around the world. Lastly, given provincial demographics and the significant facilities and infrastructure we have available to us, we must attract and retain the very best students from Saskatchewan and make available to them highly attractive undergraduate and graduate scholarships. Our efforts will be supported by active alumni engagement and strong leadership at the college/departmental levels.

Demonstrate Effectiveness: Coupled with a focus on evidence-informed learning outcomes assessment, our processes will be more aligned with international standards and expectations for transparency, efficiency, and program and service delivery. To achieve outcomes for students and communities using our always limited resources, all participants in the university community will be thinking deeply and explicitly about the significance and impact of their activities. Looking at opportunities to consolidate and strengthen our programs will be a deliberate consequence of the Strategic Enrolment Management project. Looking at streamlining academic processes to provide more flexibility and simplicity and to reduce the barriers to achieving our goals will build on the work initiated in the second planning cycle. Our recent Service and Process Enhancement Project (SPEP) identified a long list of opportunities; it is unreasonable to

think that we would not continue to act on these, and identify other opportunities as they arise.

Our success in achieving our goals will be measured against activities that contribute to making our programs and services more effective and streamlined. We will know we are on track if, by 2016, we have:

- Defined learning outcomes for all undergraduate and graduate programs.
- Established a baseline and increased by 20% the number of students engaging in experiential learning, including community-service learning, internships, international student exchanges and co-op experiences within their academic programs.
- Increased by 50% the number of programs or portions of programs available via online or flexible distributed formats.
- Increased by 10% institutional completion rates for undergraduate and graduate students.
- Made substantial progress and are on track to achieving the goal of institutional Aboriginal enrolment at 15% by 2020.
- Decreased administrative expenses to the median of our comparators.

RESOURCES TO SUPPORT THIS PLAN

This Third Integrated Plan for the University of Saskatchewan is supported by a Multi-Year Budget Framework, a Multi-Year Capital Framework, and an implementation plan which are also currently under development. Together, these documents comprise the University-level plan, financial and capital resources, and implementation strategy for the next four years. They represent the 'integration' within integrated planning.

People Resources. A university is comprised of people and people's talents and diversity are its greatest resource. This plan has outlined a series of commitments that will require our collective energy and leadership throughout the institution to fulfil. It has also set goals for us about the kind of university we want to be and which have implications for our organizational culture and composition. All four focal areas have indicated that we cannot achieve our goals unless we actively and deliberately shape and direct recruitment, development, leadership and organizational culture in supporting ways.

Financial Resources. Current global economic uncertainties and anticipated constraints in public sector financing, tempered by our experiences in 2008/09, surround us as we approach the start of this planning cycle. Our university invested energy in diversifying revenue sources over the past two planning cycles and is well positioned financially although challenges persist. In spite of economic uncertainties, at the university-wide level, the *Academic Priorities Fund* (APF) will continue to support transformative change initiated as part of the integrated planning process. Currently, $3.5 M is available in permanent funding to support initiatives outlined in this plan. However, the APF represents only a fraction (less than 1%) of our resources and it is essential to leverage all of the human and financial capital the university has, most of which are allocated to the colleges and units, to be successful. In this planning cycle, the ***Multi-Year Budget Framework*** will move away from an exclusive focus on the operating budget to provide a comprehensive overview of consolidated university revenues from 2012-2016 as well as a detailed projection of both revenues and expenses in the operating budget anticipated for the planning period. By the end of this planning cycle, the office of Institutional Planning and Assessment (IPA) will have developed a comprehensive multi-year budget framework which includes all university revenues and expenses. As we work to increase our collective

understanding of the financial resources at our disposal, early in this planning cycle we will also transition to a new budget approach, currently referred to as the Transparent, Activity Based, Budget System (TABBS). It is anticipated that this new system will have a profound effect on the university, including the provision of better information to decision-makers throughout the university to guide choices and inform decision-making. It will also provide a framework for how colleges can meet budget targets through activity increases and revenue growth. As we move toward a more rigorous budgeting system, we will work diligently to live up to the title of our new system and to work with the campus community and with the Board of Governors to review the framework, update assumptions, and obtain annual approvals.

Capital Resources. In the decade since the *Strategic Directions* were written, we have made exceptional progress in establishing new campus facilities and infrastructure. These capital investments represent an historic investment in a comprehensive set of projects that will fundamentally strengthen our capacity in teaching, research, and the student experience. While the Government of Saskatchewan has been and will continue to be our most important funding partner, we will continue to seek out and leverage capital funding from other sources, such as the Government of Canada, other provincial governments, donors, private sector partners, students, the university operating budget, and university debt. We expect this trend to continue as our engaged university builds more mutually beneficial partnerships, pursues projects where there is a shared interest with governments and other organizations outside the university, and leverages our land endowment, pursuing more private sector partnerships, as we have with *Preston Crossing* and the *College Quarter*, and as outlined in *Vision 2057*, as a source of finance for university priorities. In this planning cycle, the ***Multi-Year Capital Framework*** will shift our emphasis to address our backlog of deferred maintenance through a new and concerted approach - which we call *RenewUS* - that draws on the experiences and best practices at other universities that have effectively tackled the deferred maintenance challenge – institutions including UBC, Yale, and the University of Manitoba. *RenewUS* calls for a reinvigorated effort, informed by the academic directions of key programs, and investing energy and financial support, to achieve a set of major capital projects in this planning cycle. The Multi-Year Capital Framework will identify the Gordon Oakes Red Bear Centre as an institutional priority. We are also cognizant of the significant gap in childcare spaces available to faculty, students, and staff and we will continue to pursue our partnership strategy with local provisioners over this planning cycle. Our new institutes will challenge us to partner with a host of others to ensure their fruition. Finally, we anticipate that we will pursue new – and in many cases emergent - capital projects, ensuring that we respond to academic initiative and opportunity, and keep our teaching, research, and student services on the leading edge. In the creation and dissemination of knowledge, standing still is simply not an option.

Implementation Strategy

Plans without a strategy for implementation rarely produce results. Through the integrated planning process – the *Strategic Directions*, the foundational documents, the *First* and *Second Integrated Plans,* and now the *Third Integrated Plan* - we have defined who we are. In implementation of these documents, we are actors shaping the future of our university. Our people bring our plans to life.

Over the past two planning cycles, we have utilized two distinct implementation processes. The *First Integrated Plan* was prescriptive; clearly describing the expectations for each of seventy-one distinct initiatives. The implementation process was relatively straight forward – execute the initiatives as described. Tasks were diverse in size and scope, leading to “quick wins” and larger, longer-term, projects. The *Second Integrated Plan* differed in that it described twenty intentionally open-ended commitments structured to give a great deal of creative space to those involved in the

implementation process and designed to encourage multidisciplinarity and engagement. Through the commitment leader model, leadership was distributed throughout the campus at multiple levels. The model purposefully introduced tension by asking people to work differently outside of traditional collegial and governance processes and allowed those individuals serving as commitment leaders to facilitate culture change.

In the lead-up to developing the *Third Integrated Plan*, an evaluation of the commitment leader model was conducted; overall, the model was viewed favourably. Key to its success were the informal nature of the engagement, as the commitment leaders sat outside of normal governance and decision-making processes, and the mandate to bring people together from across the university. As the university grows in complexity, and looks to increase multidisciplinarity and to maintain our collaborative nature, it is that much more important for people to be familiar with "multiple neighbourhoods" of the university community.

In this planning cycle, we will strive to bring together the best aspects of both implementation models employed in the first two integrated plans. We will make every effort to define expectations early in the process. We will recognize that there are two types of commitments – those limited to clearly articulated products that simply need to be completed, and those that, while they may include specific tasks and outcomes, also include opportunities for open-ended processes to identify creative and additional ways to advance our work as an institution in relation to the commitment. The first set of commitments will be executed under a project management framework using best practices in communication and consultation to engage stakeholders at appropriate times in appropriate ways. The second set of commitments will be led by a facilitator/animator who will guide the conversations in such a way as to: encourage a diversity of perspectives; explore collaborative, flexible solutions; and foster leadership in many corners of campus. It will be critical to engage individuals from multiple neighbourhoods in these conversations, particularly our newer faculty members who bring recent knowledge of other institutions and who will be critical in shaping our university in the decades to come.

Our strategy will recognize that we are a creative, collaborative, resourceful, university. Our best resources are our people and it is imperative that we engage them in multiple ways in implementing the University's *Third Integrated Plan* and the college, school, and unit plans.

CONCLUSION

A plan establishes priorities in the context of a moment in time, an internal and external environment, and available information. The best planning takes into account vision, capacity, and strengths. This plan builds on a foundation of strategic thinking and implementation that makes it adaptive to changing circumstances while being anchored to shared vision and goals.

Our campus is a different place than it was a decade ago; this is a product not only of changing times but of concerted effort, collegial processes, and, importantly, the determined environment that we have collectively created and fostered. As with our previous two plans, the success of this plan and the objectives of the university depend on the engagement of our faculty, students, and staff. We have a collective responsibility for governance, administration, and outcomes. Working together within the university and with our local, national, and international partners provides us with the platform for success. The maturity of our planning process is evident and we are building on a track record of success. We are confident that we will realize, in this planning cycle, the full promise and potential of our hard work and choices. We are implementing our vision that will ensure that we take an honourable place among the best in the world.

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL

BYLAWS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Gordon Zello
Chair, Bylaws Committee

DATE OF MEETING: January 26, 2012

SUBJECT: **Revisions to the Policy on Student Discipline and Appeals**

DECISION REQUESTED:

It is recommended:

That Council approve the replacement of the current *Policy on Student Discipline and Appeals* with two separate policies: a *Policy on Student Discipline* and a *Policy on Appeals of Evaluation, Grading and Academic Standing* effective May 9, 2012.

PURPOSE:

To decouple the policy statements concerning misconduct from the policy statements concerning appeals of academic standing, and to incorporate statements of principle, authority and scope in both.

CONTEXT AND BACKGROUND:

The university's current *policy on student discipline and appeals* is an overarching policy document that refers to three different sets of procedures in two quite different policy realms:

1. Policy about student appeals:
    a. Procedures for *Student Appeals in Academic Matters*
2. Policy about student misconduct:
    a. Regulations on *Student Academic Misconduct*
    b. Standard of Student Conduct in Non-Academic Matters

The Bylaws Committee reviewed and revised the *Regulations on Student Academic Misconduct* in 2009-10, and has recently undertaken a revision of the procedures governing *Student Appeals in Academic Matters;* the latter is also presented for approval at this Council meeting. The *Standard of Student Conduct* is under the authority of the Senate and is also about to be reviewed.

In reviewing the student appeals procedures, the Bylaws Committee also looked at the overarching policy and identified a need to revise it for two reasons:

1. The policy as written is cursory and lacks a statement of principles or scope, or any reference to the authority delegated by Council to instructors, departments and college faculty councils.
2. The Bylaws Committee feels that it is not appropriate that the same policy governs both student discipline and student appeals, since these are very different matters.

It is proposed that the existing policy be replaced with two separate policies, one governing Student Discipline (both academic and non-academic) and one governing Student Appeals of Evaluation, Grading and Academic Standing. The policy on student appeals would reference the Procedures for Student Appeals that have recently been revised by the Bylaws Committee.

A copy of the existing policy and drafts of the two policies proposed to replace it are attached.

IMPLICATIONS:

It is expected that these revisions will help to clarify the policy framework for students, faculty and administrators.

The delegations referred to in the policies are consistent with Council's bylaws and regulations concerning the *Roles and Responsibilities of Faculty Councils* (Part Three, V.2), and with the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning*, approved by Council in May 2011. The statements of Principles expressed in the draft policies are taken from the University's *Learning Charter* (approved by Council in June 2010) and the *Regulations on Student Academic Misconduct* (approved by Council in October 2009).

CONSULTATION:

These revisions were presented to Council as a Request for Input in October 2010 following extensive review by the Bylaws Committee in consultation with college deans and associate deans. Revisions were suggested by the Director of Continuing and Distance Education; these have been incorporated into the present draft (see tracked changes).

FURTHER ACTION REQUIRED:

To ensure there is no confusion about the policy in force in a given academic session, the proposed revisions will become effective with the beginning of the Spring and Summer Sessions on May 9, 2012.

ATTACHMENTS:

1. Current *Policy on Student Discipline and Appeals,* first approved in September 2000 and revised in 2001 and 2008.
2. Draft of a *Policy on Student Discipline.*
3. Draft of a *Policy on Student Appeals of Evaluation, Grading and Academic Standing.*

Attachment One: Existing Policy

University of Saskatchewan Policies

Student Discipline and Appeals

Category: Student Affairs and Activities

Responsibility: University Council; University Senate

Authorization: Board of Governors

Approval Date: September 2000

Amendment Date: March 30, 2001, October 2008

Purpose:

To provide a learning, working and living environment that is supportive of scholarship and fair in treatment of all its members.

Policy:

Students have the right to fair and equitable procedures for the lodging and hearing of complaints arising from University regulations, policies and actions that might affect them directly. Behaviour that is likely to undermine the self-esteem or productivity of any student or staff member is not condoned.

This policy is addressed through three documents. Two, authorized by the University Council, relate to academic matters, and the other, authorized by the University Senate, relates to non-academic issues.

Procedure Summary:

- As approved by University Council in September 2000, the documents, Student Appeals in Academic Matters and Regulations on Student Academic Misconduct http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf of the University of Saskatchewan provide the specific policy and procedures for addressing student grievances and appeals in academic matters.
- The Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals, was approved by University Senate in October 2008, and addresses discipline of students for any reason other than academic dishonesty.

- Details of the rights of students, and the process and requirements for appeal, are available from the University Secretary's Office.

Contact: University Secretary, (966-4632)

Website: http://www.usask.ca/university_secretary/

Links and editorial corrections added November 8, 2007 and October 2008

Attachment Two

UNIVERSITY OF SASKATCHEWAN

Policy on Student Discipline

Category:	Student Affairs and Activities
Number:	DRAFT, under Review
Responsibility:	University Secretary
Authorization:	Council, Senate
Date:	October 2011 (Draft); revisions January 2012

Purpose:

To provide a learning, working and living environment that is supportive of scholarship and fair in treatment of all of its members, and to establish a process for addressing and hearing allegations of violations by students of the university's expectations for academic and non-academic conduct.

Authority:

The *University of Saskatchewan Act 1995* ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as "academic misconduct." All hearing boards, whether at the college or university level, are expected to carry out their responsibilities in accordance with approved council regulations and processes. The Council delegates oversight of college-level hearing boards to the respective deans, and oversight of university-level hearing boards to the bylaws committee of Council.

The Act gives the **Senate** responsibility to make by-laws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. Senate's *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals* address the principles and procedures applicable to complaints about non-academic misconduct.

In addition, Section 79 of the Act authorizes the **President** of the University to suspend a student immediately when, in the opinion of the President the suspension is necessary to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of

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other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university.

Principles:

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.

- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.

- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.

- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.
- **Security and Safety:** The university will act to safeguard the security and safety of all members of the university community. When situations arise in which disagreement or conflict becomes a security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.

- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

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Scope:

This policy applies to all students who are registered or in attendance at the University of Saskatchewan in a program under the oversight of Council, ~~University of Saskatchewan students~~. More complete explanations of the scope of academic and non-academic disciplinary procedures are outlined in the respective procedures.

It is acknowledged that while similar expectations govern all members of the university community, including faculty and staff, these expectations and their associated procedures are dealt with under various of the university's other formal policies (such as Council's *Guidelines for Academic Conduct*, *University Learning Charter*, the Policy on *Discrimination and Harassment Prevention* and the *Scholarly Integrity Policy*) as well as by provincial labour legislation, employment contracts and collective agreements.

Policy and Procedures:

Wherever possible and appropriate, every effort should be made by instructors, university officials and/or student associations to resolve minor violations of expectations for student conduct through informal means. If, however, it appears that formal measures are warranted, complaints and allegations of misconduct will be handled through the regulations and procedures referenced below.

The *Regulations on Student Academic Misconduct* and associated procedures and definitions were approved by Council in October, 2009 and can be found at http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf.

The *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals* was approved by University Senate in October 2008, and addresses the expectations of the university community for student conduct, and procedures for discipline of students for any reason other than academic misconduct.

Contact:

Questions, including those relating to the respective authority of Senate, Council and the President under the Act and associated procedures, should be directed to the University Secretary:

University Secretary, 966-4632 or university.secretary@usask.ca
Website: http://www.usask.ca/university_secretary/policies/student/6_01.php

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Attachment Three

UNIVERSITY OF SASKATCHEWAN

Policy on Student Appeals of Evaluation, Grading and Academic Standing

Category:	Student Affairs and Activities
Number:	DRAFT, under Review
Responsibility:	University Secretary
Authorization:	Council
Date:	Draft October 2011

Purpose:

To provide a means by which students who feel they have been disadvantaged in their academic standing, either by an unfair substantive academic judgement of their work, or by a factor not involving substantive academic judgement, may appeal the outcome of the assessment.

Authority:

The *University of Saskatchewan Act 1995* ("the Act") provides **Council** with the responsibility for overseeing and directing the university's academic affairs. Council's powers under the Act include prescribing methods and rules for evaluating student performance, and hearing appeals by students or former students concerning academic decisions affecting them (Section 61(1)).

By Council delegation (through the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning)*, the assessment of academic work by students is a responsibility of the instructor(s) who has been assigned to the course, under the oversight of the department head (or dean of a non-departmentalized college, or executive director of a school) who approves the grades. The assessment of academic standing in programs is a responsibility delegated by Council to the faculty council of the college or school that offers the program in accordance with the clause governing *Duties and Responsibilities of Faculty Councils*, in Part Three of Council's Regulations.

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Principles:

- **Learning as a shared responsibility:** As described in the University's *Learning Charter,* learning requires the active commitment of students, instructors, and the institution, and depends on each party fulfilling its role in the learning partnership.

- **Justice and Fairness:** All rules, regulations and procedures regarding student and assessment must embody the principles of procedural fairness. Instructors must communicate and uphold clear academic expectations and standards, and must ensure that assessments of student learning are transparent, applied consistently, and congruent with course objectives. Processes involving student appeals will be pursued fairly, responsibly and in a timely manner.

- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.

Scope

This policy applies to all students who are registered or in attendance at the University of Saskatchewan in a program under the oversight of Council, and who are appealing their academic standing in a course component, in a course, or in a program.

This policy is not intended to address complaints against individuals or academic units, other than to resolve and where necessary remedy the academic standing of the appellant. It is also not intended to address complaints by students concerning the pedagogy or method of evaluation used by an instructor(s).

Policy

All students have a right to fair and equitable procedures for the lodging and hearing of complaints arising from university regulations, policies or actions that directly affect their academic standing.

Grievances arising from the substantive assessment of academic performance in course work are initially addressed by the instructor(s) and may be appealed to the department head (or dean in a non-departmentalized college, or executive director of a school or of the centre for continuing and distance education). Grievances arising from factors other than substantive assessment are addressed by the dean responsible for the activity and with sufficient grounds, as provided for in the procedures, may be the subject of a hearing at the university level.

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Council delegates to college faculty councils responsibility for developing and approving procedures by which a student may appeal decisions concerning his or her overall standing, including decisions around progression in the program, probationary status, and graduation, on compassionate, medical or other grounds. These decisions may be further delegated by the faculty council to a committee established for this purpose, or to a college dean, executive director of a school or of the centre for continuing and distance education, or associate or assistant dean. Such decisions are subject to university-level appeal on limited grounds as provided for in the procedures.

Procedures

Procedures for addressing appeals by students in academic matters have been approved by Council and are available here.

Contact:

University Secretary, 966-4632 or university.secretary@usask.ca
Website: http://www.usask.ca/university_secretary/policies/student/6_01.php

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AGENDA ITEM NO: 9.2

UNIVERSITY COUNCIL

BYLAWS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Gord Zello
Chair, bylaws committee

DATE OF MEETING: January 26, 2012

SUBJECT: **Revised Procedures for *Student Appeals in Academic Matters***

DECISION REQUESTED:

It is recommended:
That Council approve the revisions to *Student Appeals in Academic Matters*, to take effect for appeals of all decisions rendered on or after May 9, 2012.

CONTEXT AND BACKGROUND:

The bylaws committee has undertaken a major revision of Council's Procedures for *Student Appeals in Academic Matters*, which were approved by Council in November 1999, with minor revisions following.

The most significant revisions proposed are the replacement of the Form A, Form B, Form C protocol with Instructor Level (informal), Level of the Department or non-departmentalized College (re-assessment or re-read), College Level and University (Council) Level appeals. The consultation with the instructor is a less formal step, but the procedures require that this step be taken before a student can apply for a re-evaluation or re-read.

An appeal must be heard at the college level prior to being heard at the university level, and the procedures now clearly distinguish between appeals of standing in program and appeals of assessment in course work. Accordingly, faculty councils are required to have in place procedures for hearing appeals of faculty actions related to standing in program (granting of leaves, probationary status, and progression in program, including promotion and graduation decisions).

Overall, the language of the regulations has been updated for consistency and to reflect the creation of the interdisciplinary schools. Other substantive changes include:

- deletion of the step that requires the Bylaws Committee to determine whether there are grounds for appeal;
- deletion of violation of the Saskatchewan Human Rights Code as grounds for appeal;
- combining of the (previously redundant) sections on re-evaluating written and non-written work;
- inclusion of a section on definitions, for clarity;
- revision of the description of the hearing process to make it more consistent with the hearings for academic misconduct, including insertion of the section on rights and responsibilities of parties to a hearing and a provision to allow a hearing board to request further evidence from the parties involved;
- updating of the names of committees and offices, particularly in Graduate Studies and Research and in SESD.
- creation of a flow chart to clarify the various steps in the process
- inclusion of a process for addressing appeals by students in diploma and certificate programs

CONSULTATION

An *ad hoc* subcommittee of the bylaws committee, supplemented with undergraduate student representation, was constituted in April of 2010 to begin revisions to the regulations. As part of the consultative process, the subcommittee met with student groups and members of the assistant and associate deans academic group to invite feedback on the existing regulations and suggestions for change. Following, the bylaws committee reviewed the proposed changes and distributed the revised procedures to deans, executive directors, members of the assistant and associate deans' academic, and the USSU and GSA executives. The bylaws committee considered and incorporated this feedback.

Revised procedures were circulated as a Request for Input at the October, 2011 meeting of Council. The feedback provided following that meeting has been incorporated in the current draft and is shown in track changes.

FURTHER ACTION REQUIRED:

To ensure there is no confusion about the procedures in force in a given academic session, the proposed revisions will become effective with the appeal of any decisions made following the beginning of the Spring and Summer Sessions on May 9, 2012. All colleges and departments will be notified of the new policy and procedures.

ATTACHMENTS:

1. Draft revised *Procedures for Student Appeals in Academic Matters* (with changes tracked to show revisions since October 5, 2011 version);
2. Flow chart indicating the various levels and steps in a student appeal, including decision points and time limits.

The current (existing) procedures were circulated with the October Council agenda and can be found at
http://www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php

Attachment One

UNIVERSITY OF SASKATCHEWAN

UNIVERSITY COUNCIL

Procedures for Student Appeals in Academic Matters

Pursuant to the *Policy on Student Appeals of Evaluation, Grading and Academic Standing*

Draft, revised October 5, 2011, November 2, 2011, December 17, 2011, January 2012

Effective for appeals of decisions made on or after May 9, 2012

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University-Level Appeal of Matters Other than Substantive Academic Judgement

PROCEDURES FOR STUDENT APPEALS IN ACADEMIC MATTERS

The following are approved by the University of Saskatchewan Council as regulations pursuant to Council's *Policy on Student Appeals of Evaluation, Grading and Academic Standing*. This policy can be found at www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php

I. SCOPE OF PROCEDURES AND DEFINITIONS

These procedures apply to the following decisions that affect the academic record and/or standing of a student registered or in attendance in a program under the oversight of Council:

(a) those involving an academic judgement, including (where relevant) assessment of a student's level of professionalism, on all course work, whether written (such as an examination paper, assignment, essay or laboratory report) or unwritten (such as performance in a verbal or artistic presentation, clinical or professional service activity or practicum), including deferred examinations, supplemental examinations, special examinations and other extraordinary methods of assessment;

(b) those pertaining to a student's academic standing in his or her program; and

(c) those pertaining to academic assessment to the extent that it has been affected by other than substantive academic judgment.

In these procedures,

- "appellant" refers to the student making the appeal;
- "course work" includes all of the components of a student's program that are assigned a grade or outcome including thesis, project, field, practicum and laboratory work;
- "department" and "college" refer to the administrative unit of the university which offers the course or other academic activity to which a grievance relates;
- "department head" and "dean" refer to the administrative heads of such units;
- "instructor(s)" refers to the person(s) who was/were responsible for the assessment of student work or performance because she or he or they prepared and graded or arranged for the grading of written work or who

otherwise provided the assessment of the work or performance to which the following procedures apply;

- "respondent" refers to the individual(s) responding to the appeal.

II. AVAILABILITY OF WRITTEN WORK

A student shall be permitted to see her or his examinations or other work, and where possible to be provided a copy of her or his work, in accordance with the practices of the department or college. A department or college is not required to provide the student with access where a special form of examination is used. In such cases, students in the course should be informed at the beginning of a course that copies of examinations or other forms of assessment are not available.

III. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: UNDERGRADUATE STUDENTS[1], ~~INCLUDING POSTGRADUATE TRAINEES~~

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures set out below.

The University recognises that instructors may use alternative forms of evaluation either~~-~~ to meet specific circumstances of the student ~~may be used by instructors to evaluate work that would ordinarily be submitted in written format~~ (e.g., oral examinations ~~for~~ to accommodate students physically unable to write) or because of the nature of the course (e.g. performance in a verbal or artistic presentation, clinical or service activity or practica).~~.~~ The following procedures shall also apply (as much as possible) to such alternative forms of evaluation.

A. Instructor Level: Informal Consultation

Prior to initiating formal procedures as set out below, a student who has a concern with the evaluation of her or his work or performance shall consult wherever possible with the individual(s) that evaluated the work or performance. This informal consultation should take place as soon as possible, but in any event, not later than 30 days after the assessment has been made available to the students in the class.

[1] Includes postgraduate trainees and students in diploma programs and certificate programs under the oversight of Council.

The purpose of the informal consultation is

- To assist the student in understanding how his or her grade was arrived at;
- To afford an opportunity for the instructor(s) and student to review the evaluation and ensure that all work was included, that all material was marked, that no marks were left out and that additions and grade calculations were correctly made.

.

Any errors discovered during this review should result in an appropriate change in the grade awarded the work or performance and in the instructor's records for the course. If the consultation relates to a final grade in a course, the mark or grade in the course may be changed following the normal grade change procedures, subject to approval by the department head (or dean in a non-departmentalized college).

If the student is not satisfied with the academic judgement rendered with respect to the work or performance, he or she may request reconsideration of the assessment. The instructor(s) may decide to evaluate the work or performance or request that the student apply for a formal re-assessment as set out in these procedures.

If the instructor(s) responsible for evaluation is/are not available, the student should seek advice from the individual responsible for the course (this may be the course coordinator, department head or dean in a non-departmentalized college, or the executive director of the centre for continuing and distance education) about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the student to apply for a formal re-assessment as provided for under Section B.

The college or department responsible for the course may specify different time limits than those prescribed above, and may, at its discretion, waive compliance with the time limits.

B. ~~Department Level:~~ Formal Re-assessment (Re-read) at the level of Department or Non-departmentalized college

A department-level re-assessment involves a re-evaluation of assessment of written or non-written work in the context of the expectations for that work, arranged for by the department head (or dean in a non-departmentalized college, or executive director for certificate of successful completion programs offered through the centre for continuing and distance education). The re-assessor should have access to a description of the instructor's expectations for the work, and, where feasible, to samples of work submitted by other students in the course.

Where possible, the re-assessor should assess the work without knowledge of the mark given by the instructor(s).

Examples of non-written work include marks given for class participation, performance in oral or artistic presentations, clinical or professional service activities and practicum based activities. Since such forms of work or performance often involve assessment based on observation of the student's performance by the instructor or, in the case of a practicum, by someone else, it is not always possible to apply with precision the re-reading procedures set out in this section. However, these procedures shall apply as much as possible to such assessments.

Student should be aware that a grade may be reduced as the result of a re-assessment.

Process to be followed:

(a) To initiate a re-assessment of written work, the student shall submit a completed *Request for and Report of Re-Assessment Form* to the department head or dean in a non-departmentalized college, or the executive director for certificate of successful completion programs offered through the centre for continuing and distance education. The request must be made within 30 days of the delivery to the student of the results of the assessment under review. A fee specified by the registrar shall be tendered with the request. The fee will be refunded if the student's grade on the course or course component is increased at least five (5) percentage points as a result of the re-reading or if the student's grade is increased from a Fail to a Pass in a course or course component where the assessment is Pass/Fail.

The request shall state briefly the student's concern with the assessment of the work.

(b) The department head or dean in a non-departmentalized college, or the executive director for certificate of successful completion programs offered through the centre for continuing and distance education, shall determine whether it is feasible to arrange to have some or all of the student's work or performance re-assessed by someone, other than the instructor(s), whom the department head, ~~or~~ dean or executive director decides is qualified to do so. Where the department head or dean or executive director concludes that some or all of the performance or work can be re-assessed by someone other than the instructor who is qualified to do so, he or she shall appoint such person or persons for this purpose. The re-assessment may be done by the original examiner(s) when no such person is available.

Where possible, the marking or grading structure used by the instructor(s) shall be used by the re-reader. The mark or grade given by the re-assessor may be higher

or lower than the mark given by the instructor(s). The result of the re-read shall be recorded on the *Request for and Report of Re-Assessment Form.*

(c) The original mark or grade shall not be changed until after the original instructor(s) has/have been consulted by the department head or dean or executive director. This requirement may be waived by the department head or dean or executive director when consultation is not practicable. A third reader may be appointed to resolve any disagreement between the instructor(s) and the re-reader as to the mark or grade to be assigned to the work. Otherwise, the department head, dean or executive director, or a committee appointed for such purpose, shall determine the mark or grade following the report of the results of the re-reading.

(d) The student shall be notified in writing by the department head or dean or executive director of the determination of the mark or grade as soon as possible, but not later than 30 days after the results of the re-assessment are determined as provided in (c).

(e) A ruling of a department-level~~al~~ decision on a matter of substantive academic judgement will be final.

(f) A student who believes that the assessment of his or her work or performance has been negatively affected by a factor not involving academic judgement of the substance of the work or performance may appeal as provided in Part V.

IV. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: GRADUATE STUDENTS

A. Instructor Level: Informal Consultation

A graduate student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work shall first follow the informal procedures for consultation with the instructor(s) as set out in III.A, above.

B. Formal Appeals

Following informal consultation with the instructor (where feasible), a graduate student who has a concern or question about the evaluation of her or his work or performance should consult with the graduate chair of the program or the dean of graduate studies and research before invoking formal procedures. If, after these consultations, the student is unsatisfied, he or she may petition the graduate academic affairs committee ~~Ph.D. committee (Ph.D. students) or the academic committee (all other students)~~ of the College of Graduate Studies and Research for a formal ruling on the matter. If the concern relates to a written examination, essay or research paper, the student may request, or the committee may institute, a re-read procedure similar to

that described above for undergraduate students. If the concern involves any other form of assessment, the committee shall consider and rule on it.

The ruling by the ~~Ph.D. or academic~~graduate academic affairs committee of the College of Graduate Studies and Research on a matter of substantive academic judgment will be final. This includes decisions on the acceptability of the thesis and the results of oral examinations.

A ruling on a concern that assessment of a graduate student's academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may be appealed as hereinafter provided**.**

V. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

A. COLLEGE LEVEL APPEALS

This section deals with matters not directly involving substantive academic judgment which, however, may affect a student's academic record, standing or status.

1. Appeals of Standing in Program

Council delegates to college and school faculty councils and in the case of certificates of successful completion offered through the centre for continuing and distance education, to the provost, the responsibility for developing and approving procedures by which a student may appeal decisions concerning his or her overall standing, including decisions around progression in the program, granting of leaves, probationary status and graduation, on compassionate, medical or other grounds. These decisions may be further delegated by the faculty council or the provost to a committee established for this purpose, or to a college dean, the executive director of a school, or an associate or assistant dean provided that there is a provision for reporting such decisions back to the faculty council. Such decisions are subject to university-level appeal on limited grounds as provided for in Section B, below.

2. Appeals of Assessment in Course Work

A student who alleges that assessment of her or his academic work or performance in course work has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal the assessment. Council delegates responsibility for investigating and, if the appeal is upheld, for determining an appropriate remedy, to the dean of the college responsible for the course or activity- or to the provost for certificate of successful completion programs offered through the centre for continuing and distance

education as described below. The outcome of the appeal to the dean or provost is limited to a change in the student's grade in the course(s) under appeal, and is subject to university-level appeal as provided for in Section B below.

(a) The student shall deliver to the dean or provost, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation and a request for a review of the matter. The dean or provost may extend the period of time to submit the written statement.

(b) Subject to section (c) below, the dean or provost shall instruct the department head (if it is a departmentalized college) to arrange for an informal investigation of the allegation. In a non-departmentalized college or the Centre for Continuing and Distance Education, the dean or provost respectively shall arrange for such an investigation. The investigation shall be carried out as expeditiously as possible and must include, wherever practical, consultation with the original instructor.

(c) In a case where a student's allegation involves the dean or department head or provost, that individual should declare a conflict of interest and assign the case to an associate or assistant dean or another member of the department who has not been involved in the assessment.

(d) The dean or provost (or delegate under section c) shall inform the student and the original instructor in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, he or she may initiate an appeal as provided in Section B below, subject to the grounds specified in that section.

B. UNIVERSITY LEVEL APPEAL

1. Grounds for an Appeal

(a) A student may appeal as hereinafter provided a decision affecting her or his academic standing on the following grounds only:

(i) alleged failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance or administrative decisions or alleged misapplication of regulations governing program or degree requirements;

(ii) alleged ~~discriminatory~~ differential treatment of the student as compared to the treatment of other students in the course or program,

where the alleged ~~discrimination~~ differential treatment affected assessment of the student's academic work or performance;

(iii) alleged discrimination or harassment, as set out in the University's Policy on Discrimination and Harassment Prevention and procedures for addressing issues of discrimination and harassment, where the alleged violation affected assessment of the student's academic work or performance; or

(iv) alleged failure to implement the approved policy and procedures of the University dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance.

(b) A student has no right of appeal under these rules with respect to an academic judgment of the written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1(a).

(c) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules. In particular, a university-level appeal hearing will not be held until a report of the college-level investigation as outlined in Section A has been rendered.

2. Initiation of the Appeal

(a) A student initiates an appeal under these rules by delivering a notice of university-level appeal to the following persons:

(i) the university secretary;

(ii) the dean of the college offering the course to which the allegation relates or, if it is a program offered through the centre for continuing and distance education, the provost;

(iii) the faculty member responsible for the course to which the allegation relates; and

(iv) the dean of the college in which the student is registered, if different from the dean in (ii) above ; and, or if it is a program offered through the centre for continuing and distance education, the executive director; and

(v) the registrar.

(b) The notice of appeal shall be delivered as soon as possible, but not later than 30 days from the date a final decision on the college-level appeal has been communicated in writing to the student. Thereafter no appeal may be brought.

(c) In general, any assessment of student work and/or standing is considered valid until and unless it has been successfully overturned by an appeal. Reasonable and appropriate efforts should be made, however, to maintain a student's standing while an appeal is pending, subject to such considerations as safety.

3. Appointment of an Appeal Board

(a) Upon receipt of a notice of appeal, the university secretary shall constitute an appeal board to be composed of three members of Council, one of whom is a student. One faculty member of the appeal board shall be named chairperson. The members of the board shall be chosen from a roster nominated by the nominations committee of Council.

4. Appeal Procedure

(a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later date as is acceptable to the student and the dean whose decision is being appealed. Under exceptional circumstances, the board may extend this period.

(b) Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the university secretary to the appellant, to the individual whose decision is being appealed as respondent, and to members of the appeal board. Where possible and reasonable the secretary will accommodate the schedules of all parties and will provide at least seven (7) days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the secretary), the matter may be heard on less than seven (7) days' notice.

(c) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written statement of appeal and/or a written response in lieu of arguments made in person. An appellant who chooses to be absent from a hearing may appoint an advocate to present his/her case at the hearing.

(d) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following provisions and to the principles outlined in Section VI, *Rights and Responsibilities of the Parties to a Hearing*:

(i) The student shall be entitled to be represented by one other person, including legal counsel;

(ii) The dean or designate shall respond to the allegation and may be represented by one other person, including legal counsel;

(iii) Evidence supporting or rebutting the allegation may be given by witnesses, including, in cases where the appeal relates to a course, the instructor(s) responsible for the course(s) to which the allegation relates;

(iv) Witnesses may be questioned by a person mentioned in clauses (i) to (ii) or by the board;

(v) The appellant and the respondent(s) shall appear before the appeal board at the same time;

(vi) Both the appellant and the respondent(s) will have an opportunity to present their respective cases and to respond to questions from the other party and from members of the appeal board.

(vii) It shall be the responsibility of the appellant to demonstrate that the appeal has merit;

(viii) Hearings shall be restricted to persons who have a direct role in the hearing, except that either party may request the presence of up to three observers, not including witnesses. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.

(ix) Appeal boards may at their discretion request further evidence or ask for additional witnesses, including asking the instructor to give evidence.

(~~i~~x) The university secretary or a designate of the university secretary shall record the proceedings.

5. Disposition by the Appeal Board

The appeal board may, by majority:

(a) conclude that the allegation was unfounded and dismiss the appeal; or

(b) conclude that the allegation was justified and specify measures to be taken by the college, school, department division, registrar or faculty member involved to correct the injustice including, but not limited to, the following:

(i) re-evaluation of the student's work or performance in accordance with the applicable rules of the college or the University; or

(ii) assessment of the student's work or performance by an independent third party capable of doing so; or

(iii) a refund or re-assessment of tuition or other fees

(c) The chairperson of the appeal board shall prepare a report of the board's deliberations and its conclusions. The report shall be delivered to the university secretary.

6. Copy of a Report

(a) Within 15 days from the date the appeal board has completed its deliberations, the university secretary or designate shall deliver a copy of the chairperson's report to the student who initiated the appeal and to the persons mentioned in Rule V.B.2(a) (ii)-(v).

(b) Where the appeal board has determined that a college, school, department or division is to address or act upon a particular matter, the college, school, department or division shall, within thirty (30) days of the receipt of the chairperson's report, advise the university secretary of its compliance, or timetable for compliance, with the decision. If the college, school, department or division fails without cause to confirm its compliance, the bylaws committee will review the matter and, if appropriate, require the provost and vice-president academic to instruct the unit to comply.

7. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be findings and a ruling of Council.

8. Student Records

(a) Upon receipt of a notice of university-level appeal, the registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the student's record upon receipt by the registrar of a copy of the decision of the appeal board.

(b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.

VI . RIGHTS AND RESPONSIBILITIES OF PARTIES TO A HEARING

Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decision-makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,

(a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.

(b) Reasonable written notice will be provided for hearings, and hearings will be held and decisions rendered within a reasonable period of time. It is the responsibility of all parties to ensure that the University has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.

(c) All information provided to a hearing board in advance of a hearing by either party will be shared with both parties prior to the hearing.

(d) Neither party will communicate with the hearing board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.

(e) The appellant and the respondent have a right to bring or to send in his/her place an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses, subject to the provisions below with respect to the rights of the hearing board. If possible, the names of any witnesses and/or advocates are to be provided to the secretary 7 days prior to the hearing so that the secretary may communicate the names to the appellant and respondent and to the hearing board

(f) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.

(g) The hearing board has a right to determine its own procedures subject to the provisions of these procedures, and to rule on all matters of process including the

acceptability of the evidence before it and the acceptability of witnesses called by either party. The secretary shall communicate to the appellant and respondent, as appropriate, the basis for the decision of the hearing board not to admit any evidence or witnesses. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called, subject to the requirement that all of the information before the hearing board be made available to both parties.

VII. ASSISTANCE WITH APPEALS AND PROCEDURAL MATTERS

Students should be informed of the opportunity to receive assistance with appeals. Various offices within the Student Enrolment Services Division including the Aboriginal Students' Centre, Disability Services for Students, and the International Student ~~Office and Support Services,~~and Study Abroad Centre, as well as representatives from the University of Saskatchewan Students' Union and the Graduate Students' Association, are available to assist with appeals.

Questions concerning procedural matters relating to appeals under these rules should be directed to the university secretary.

Approved by University Council on November 18, 1999 with revisions noted December 3, 1999.
Revisions approved by University Council on September 21, 2000.
Minor revisions approved by University Council on January 25, 2001; March 21, 2002, September 19, 2002.
Revisions approved by University Council on ----------2012~~11~~

UNIVERSITY OF SASKATCHEWAN

Request for and Report of Re-Assessment

(~~Department-level~~ Appeal at the level of Department or Non-departmentalized College)

- *This form is to be completed **only after** informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results.*

- *This form must be submitted along with the required fee (as set by the Registrar) to the department or non-departmentalized college offering the course which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the course or course component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the re-reading, the fee will be refunded. Students should be aware that a grade may be reduced as the result of a re-assessment.*

APPLICATION FOR RE-ASSESSMENT	
Name:	**Student number:** **NSID:**
Address *(Street, City, Postal Code)*:	**Telephone**: **Email:**
Formal re-assessment requested in: *Course name/number*	*Section*:
Instructor(s):	
Check where applicable:	
❑ Final examination	*Date Written*
❑ Midterm examination	*Date Written*
❑ Essay	*Due Date*
❑ Term Work	*Due Date*
❑ Laboratory	*Due Date*
❑ Other (*specify*)	
❑ **Date of informal consultation with the instructor(s) _____ OR** ❑ **I was not able to consult with the instructor(s) (provide reason)**	
Specific nature of the complaint (*The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Use the reverse of sheet if additional space is required*):	
Date:	**Signature of student**:
REPORT OF RE-ASSESSMENT. (The re-assessor should not be aware of the original mark)	
Re-assessor's Mark ( )	**Comments :** (attach separate sheet)
Date:	**Signature of Re-Assessor**:
To be completed by department head once the report from the re-assessor is received.	

Results: Original Mark ( )	❑ *Change to*: ( )	❑ *No Change*
Final Grade ( )	❑ *Change to*: ( )	❑ *No Change*

Signature of dean, ~~or~~ department head or executive director:
The completed report should be returned to the department head or dean (non-departmentalized college).

UNIVERSITY OF SASKATCHEWAN

University-Level Appeal of Matters
Other than Substantive Academic Judgement

- *This form must be delivered as soon as possible, but not later than thirty (30) days from the date the outcome of a college-level appeal has been communicated in writing to the student.*
- *A written statement outlining the allegation must be attached to this form; additional supplementary written information may also be attached.*

Name:	**Student Number:** **NSID**:
Address *(Street, City, Postal Code)*:	**Telephone**: **Email:**
Appeal related to (*check where applicable*): ❑ Faculty action/Standing in Program (*Program, year of program*): ❑ Course work/course grade (*Course name/number/section*): (*Instructor(s) responsible for the course*): ❑ Other (*please specify*):	
Date final college-level decision communicated in writing:	
Grounds for appeal (*check where applicable*):	
❑ failure to follow procedural regulations of the relevant college or University dealing with assessment of students' academic work or performance or administrative decisions and the application of regulations governing program or degree requirements.	
❑ ~~discriminatory~~ differential treatment compared to other students in the course or program, where the alleged ~~discrimination~~ differential treatment affected assessment of the student's academic work or performance.	
❑ alleged discrimination or harassment as set out in the university's Policy on Discrimination and Harassment Prevention and associated procedures, where the alleged discrimination or harassment affected assessment of the student's academic work or performance.	
❑ failure to implement the approved policy and procedures of the University concerning accommodation of students with disabilities, where the alleged failure affected assessment of the student's academic work or performance.	
Supplementary written information attached: ❑ Yes ❑ No	
Date:	**Signature of Student**:
Instructions*: To initiate an appeal, a student must deliver this form (with any supplementary written information attached) to* ***all*** *of the following: the university secretary, the dean of the college responsible for the course (if a specific course is involved), the instructor(s) responsible for the course (if a specific course is involved) and the dean of the college in which the student is registered.*	

October2011

Office of the University Secretary

212 College Building

University of Saskatchewan

107 Administration Place

Saskatoon, SK S7N 5A2

(306) 966-4632

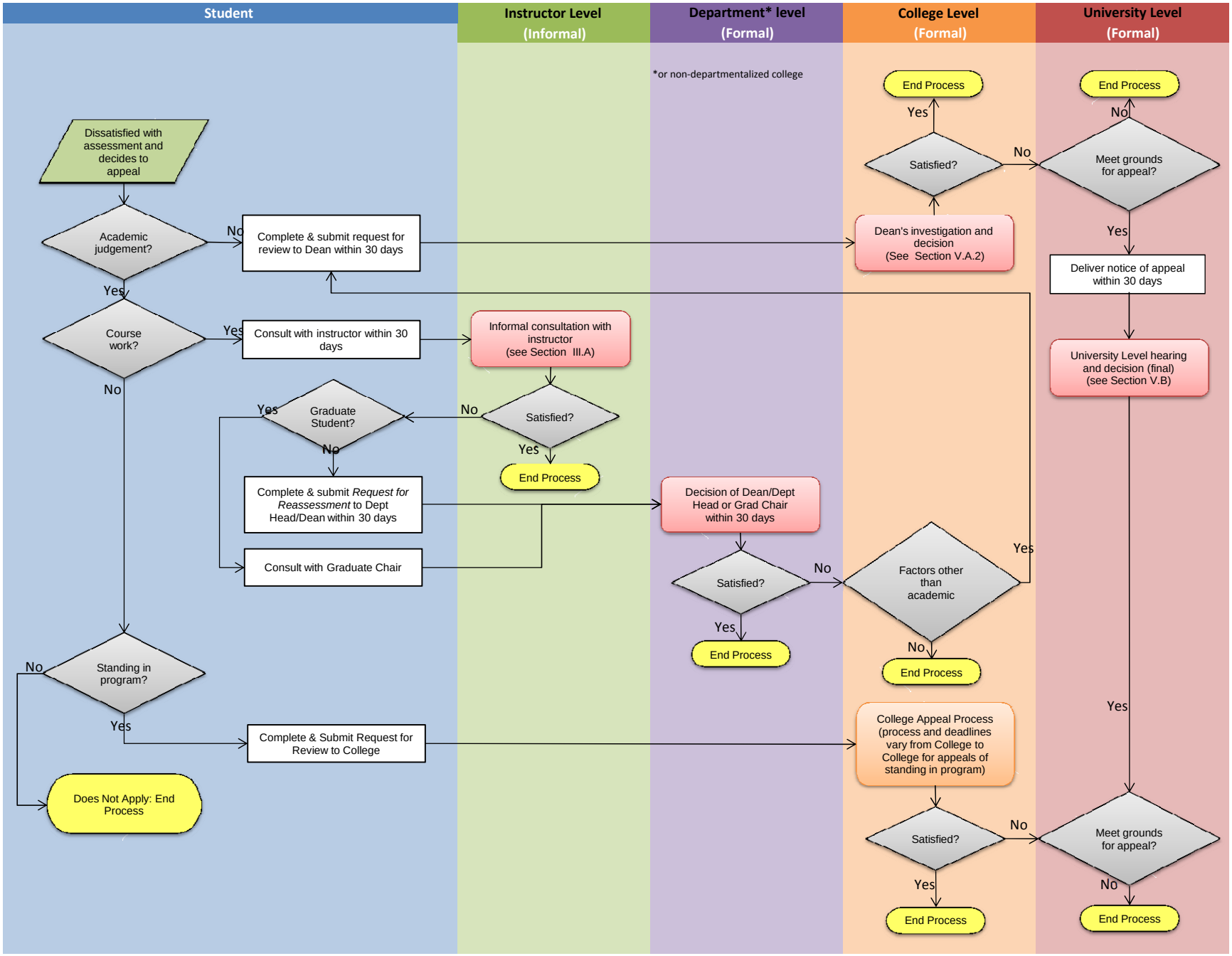
email to *lea.pennock@usask.ca*

policies and forms are available at:

http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php

(forms are in PDF format)

Attachment Two



AGENDA ITEM NO: 10.1

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: January 26, 2012

SUBJECT: **College of Graduate Studies and Research: revision to admission requirements for the Master of Business Administration.**

DECISION REQUESTED:

It is recommended:
That Council approve revision to the College of Graduate Studies and Research admission requirements for the Master of Business Administration program, effective September 2012

PURPOSE:
Under the University of Saskatchewan Act 1995, decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by Senate. This motion will be presented to the Spring, 2012 meeting of University Senate for confirmation.

SUMMARY:
This proposal recommends the removal of four admission requirements from the admission requirements for the Master of Business Administration (MBA) program: Introductory financial accounting; Introductory statistics; Introductory microeconomics; and Introductory macroeconomics.. Few of their competitor programs have similar requirements for admission and there are MBA courses which would provide MBA students with the necessary knowledge and training in these areas.

Program director Noreen Gregor and CGSR associate dean Trever Crowe discussed this change with the Academic Programs Committee at its Dec. 12 meeting. The Committee agreed that approval of this change should be recommended to Council.

ATTACHMENTS:
Admission requirements chart
Report from CGSR regarding the admission qualification change request.

Master of Business Administration Admission Requirements	**Change requested:**
The Edwards MBA assesses applicants on a composite basis for admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, GMAT score, and reference letters. • recommended minimum score of 500 Graduate Management Admission Test (GMAT) • minimum 600 TOEFL score paper-based; 250 computer-based; 97-100 internet-based test; IELTS – score of 6.5 required in each area • Four-year baccalaureate degree from a recognized university • minimum 70% average (or equivalent) achieved in last 60 credit units of course work • recommended minimum of 3 years work experience • three confidential letters of recommendation (two academic and one professional) • current Resume detailing positions held and a description of responsibilities • Letter of Intent describing future career plans related to achieving an Edwards MBA • applicants will participate in an interview with the M.B.A. selection committee • prerequisite courses required: Introductory financial accounting, Introductory statistics, Introductory microeconomics, Introductory macroeconomics.	[same] ~~prerequisite courses required: Introductory financial accounting, Introductory statistics, Introductory microeconomics, Introductory macroeconomics.~~

UNIVERSITY OF SASKATCHEWAN

College of Graduate Studies and Research

MEMORANDUM

To: Cathie Fornssler, Committee Coordinator
Academic Programs Committee of University Council

From: Trever Crowe, Associate Dean
College of Graduate Studies and Research

Copies: N. Gregor, Edwards School of Business

Date: December 6, 2011

Re: Proposal for Changes to Admission Requirements for the Master of Business Administration in Edwards School of Business

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Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed changes to the admission requirements for the Master of Business Administration in the Edwards School of Business.

This report includes two appendices: a copy of the proposal and CGSR committee motions for approval. The formal review started with the Graduate Programs Committee on November 1, 2011 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on November 17, 2011.

The College of Graduate Studies and Research supports the changes to admission requirements for the Master of Business Administration. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.

Trever Crowe

Appendix A

Proposal submitted by ESB to remove prerequisite courses from the Admission Requirements of the MBA

EDWARDS
SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

TO: **Academic Programs Committee**

FROM: **Noreen Gregor, Director Professional Programs**

DATE: **October 18, 2011**

RE: **Proposed Changes to the MBA Program Prerequisites**

Rationale

The Master of Business Administration (MBA) Program has just completed a thorough review of the admissions process and determined that there are barriers to entry compared to other competitor programs. We propose the elimination of the following pre-requisite requirements for the program:

Introductory financial accounting;
Introductory statistics;
Introductory microeconomics;
Introductory macroeconomics.

A review of pre-requisite requirements across all major Universities in Canada identifies that no other institution has similar pre-requisites Please see attached for competitor information. The MBA Executive Committee met on this issue and determined that not having these prerequisites would not disadvantage a student from completing the program. Students registering in the Financial Statements Analysis course are provided with a pre-work review to ensure all students have the same base level of knowledge. Students are not required to have any advanced knowledge of statistics, microeconomics or macroeconomics for any of our other courses. Students not having these courses will not be disadvantaged to other students who may have taken them.

We propose that these requirements be eliminated effective September 1, 2012 for all students applying for admission to the program.

Respectfully Submitted,

Noreen Gregor

Review of Pre-requisite requirements Major Canadian Universities Specifically do the:

University	GMAT	Specific Course Pre-requisites	Work Experience Yes/No?
Memorial University of Newfoundland	550	NA	No
Carleton University	550	NA	No
Laurentian University	Optional	A quantitative Course and scored a minimum of 60	Yes, 2yrs
University of Windsor	500	NA	No
McGill University	Required no score indicated	NA	Yes, 2yrs
Dalhousie University	550	NA	Yes, 2 yrs
HEC Montréal	Optional	NA	Yes, 3yrs
University of Regina	500	NA	Yes, 2yrs
University of New Brunswick (Fredericton)	550	Sufficient background in economics and be computer literate	Yes, Several Yrs
University of Ottawa	59th percentile	Sufficient math background and be computer literate	Yes, 2yrs
Brock University	550	NA	No
University of New Brunswick (Saint John)	550	NA	No
Vancouver Island University	NA	NA	No
Cape Breton University	Satisfactory	NA	No
Lansbridge University	NA	NA	No
Wilfrid Laurier University	600	NA	Yes
Concordia University	550	NA	Yes, 2 yrs
Saint Mary's University	550	NA	No part time yes full time
University of Manitoba	580	NA	Yes, 3yrs
University of Alberta	550	NA	Yes, 2yrs
University of Saskatchewan	500	Intro Financial Accounting Intro Micro Economics Intro Macro Economics Intro Statistics	No
University of Calgary	550	NA	Yes, 3yrs
McMaster University	600	Sufficient grounding in mathematics, statistics and computer literacy	Yes, for Full time no for part time
Simon Fraser University	550	NA	Yes, 5 yrs or less?
University of Victoria	550	NA	Yes, 2yrs
Royal Roads University	No	Basic Computer Literacy	NA
University of British Columbia	550	NA	Yes, 2yrs
Athabasca University	NA	NA	Yes
York University	550	Proficiency in word processing and spreadsheets	Yes, 2yrs
Queen's University	600 (lower will be assessed)	NA	2yrs but less will be assessed.
University of Western Ontario	620	NA	Yes
University of Toronto	No minimum	NA	Yes, 2yrs full time; 4 yrs part time

Appendix B

CGSR Motions for Approval

Graduate Programs Committee and Graduate Executive Committee Discussion and Approvals

Proposal for Changes to Admission Requirements for the MBA, ESB – reviewed by Graduate Programs Committee on November 1, 2011.

The proposal submitted is to delete prerequisite courses in the areas of Introductory financial accounting, statistics, microeconomics, and macroeconomics from the admission requirements for the Master of Business Administration program. The committee noted the comparison chart but considered the prerequisite deletions on an academic basis and the fact that the program material requirements were being met in other required courses of the program.

MOTION: to recommend to the Executive Committee of CGSR the proposal from Edwards School of Business to delete Introductory financial accounting, Introductory statistics, Introductory microeconomics, and Introductory macroeconomics from the Master of Business Administration Program Prerequisites. D. Makaroff/B. Nelson. All in favour. Carried.

MASTER of BUSINESS ADMINISTRATION – reviewed by Executive Committee of CGSR on November 17, 2011.

This proposal recommends the removal of four background topics from the admission requirements for the Master of Business Administration (MBA) program. The unit indicated that the reasons for this are two-fold. First, few of their competitor programs have similar requirements in their admission criteria. Second, the program indicated that, for those students who did not have such a background, courses in the MBA program would provide the necessary knowledge and background training, thus it is not necessary to have these areas of expertise as prerequisites for admission.

Members of the Executive Committee reviewed and discussed the chart provided as part of the proposal package and commented that admission standards for the MBA program at the U of S were less stringent than many other comparator programs. The committee was informed that this is a regional program that responds to local industry and business needs. This is a program for Saskatchewan residents, many who have been in the workforce for a number of years and seek to return to university to upgrade their credentials. Given that the program has committed to ensure that students without experience in introductory accounting, statistics and economics will be accommodated within the associated courses, most members supported the proposal.

MOTION: "*That the proposal to remove the requirement for introductory financial accounting, introductory statistics, introductory microeconomics and introductory macroeconomics, as prerequisites for admission into the MASTER of BUSINESS ADMINISTRATION, be recommended to APC for approval.*"

Fulton / Noble 4/2 - CARRIED

AGENDA ITEM NO: 10.2

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: January 26, 2012

SUBJECT: **College of Engineering: Replacement programs for Bachelor of Science in Engineering in Electrical Engineering, Bachelor of Science in Engineering in Computer Engineering and Bachelor of Science in Engineering in Engineering Physics**

DECISION REQUESTED:

It is recommended:
That Council approve the replacement programs for Bachelor of Science in Engineering in Electrical Engineering, Bachelor of Science in Engineering in Computer Engineering and Bachelor of Science in Engineering in Engineering Physics, effective September 2012.

PURPOSE:
The Bachelor of Science in Engineering programs are academic programs at the University of Saskatchewan. Implementation of replacement programs requires approval by University Council.

SUMMARY:
The Academic Programs Committee discussed this proposed replacement program and program termination with Robert Johansson, Chary Rangacharyulu, Adam Bourassa and Rainer Dick. The purpose of these program changes is to provide an updated and more flexible program for students, reduce student and faculty loads, and to create a better program structure for accreditation.

New courses:

EP 214.3 Analog Signals and Systems
EP 313.3 Advanced Analog Electronics and Instrumentation
EP 325.3 Optical Systems Design
EP 417.3 Advanced Materials Science with Applications
PHYS 456.3 – Electricity and Magnetism II
EE 204.3 Basic Electronics and Electrical Power
EE 205.1 – Safety and Stewardship in Electrical and Computer Engineering
EE 241.3 – Introduction to Electric Power Systems
EE 265.3- Discrete-Time Signals and Systems
EE 365.3 – Algorithms and Circuits with Finite-Precision Arithmetics
EE 465.3 – Design of a DSP System

The Academic Programs Committee agreed that these were appropriate replacement programs for students and that students will benefit from the revised program. The revised programs will be effective for students beginning their second year in September, 2012.

ATTACHMENTS:
Program proposal documentation and related memos

Proposal for Curriculum Change
University of Saskatchewan

1. PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Bachelor of Engineering in Engineering Physics

Field(s) of Study: Engineering Physics

Degree College: Engineering Department: Physics and Engineering Physics
Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):
Rainer Dick, 966-6443, rainer.dick@usask.ca (Acting Department Head)
Douglas Degenstein, 966-6447, doug.degenstein@usask.ca (EP Program Chair)
Adam Bourassa, 966-1418, adam.bourassa@usask.ca

Date: December 5, 2011

Approved by the degree college and/or home college:
The program revisions were approved by the degree college (Engineering).
The pertinent course changes for EP courses were approved by both colleges.
The pertinent course changes for PHYS courses were approved by the home college (Arts and Science), which is also the degree college for the Physics programs.

Proposed date of implementation: July 1, 2012
The revised Engineering Physics program will be phased in while the current version will be phased out in parallel.

2. Type of change

Requiring approval by Council

- ☐ Program revisions that will use new resources
- ☒ A replacement program, including program deletion
  (Please note that the revised program will be phased in while the current version is phased out.)

Proposal Document

Attach a proposal document, usually two or more pages, which covers the following information. The length and detail provided should reflect the scale or importance of the program or revision. Documents prepared for your college may be used.

3. RATIONALEE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

The objectives for the proposed revision of the Engineering Physics (EP) curriculum are twofold. First, we have tried to create a large amount of flexibility for students to take several electives throughout the course of the program. Secondly, by consolidating similar options in existing Engineering Physics (EP) and Electrical Engineering (EE) courses we have reduced the core teaching load required for EP program allowing us to allocate the freed resources toward the creation of new upper year EP elective courses. An important overall aspect of the revised program is that we are now in a strong and clear position for future ongoing accreditation of the EP degree.

Within the framework of the current second integrated plan, this will support in particular the commitment to improve the teacher-learner experience in the classroom by allowing EP and EE students to share more of their learning experience and gain a better perspective on the commonalities and differences between Engineering Physics and Electrical Engineering, and it will also be more rewarding for the course instructors to share their knowledge with both audiences. The program changes also foster collaboration between disciplines and Colleges. Furthermore, the student experience will be improved because the revised program contains four technical electives; this allows for far more choices for streams of electives and opens the possibility to consider the development of formal options. The core of the program, not including any of the electives, meets all national accreditation criteria. However, the additional requirement that two electives must have engineering science or engineering design components puts the program in very strong position for future accreditation.

Two teaching assignments are gained with the adoption of the program revisions allowing for the creation of new upper year technical electives without teaching resource implications. These will be created in the 2013-14 and 2014-15 academic years, as the years of the revised program are successively phased in.

Several aspects of the program have been strengthened through collaboration with existing EP and EE courses. The coverage of classical mechanics in the revised program has improved significantly through consolidation with two honours physics classes. The electronics and linear systems content has been enhanced through consolidation of five courses with EE. Additionally, the electro-magnetic theory in the revised program improved significantly, including a complete coverage of the Griffiths foundational textbook, and the material science in the revised program has improved immensely with the addition of a core class in advanced materials topics. Optical systems design, which is a topic that has been identified as a particularly desired skill by industry, is now covered in a complete course improving the overall optics content in the program.

In terms of accreditation, the Natural Science Accreditation Units are covered purely by PHYS classes and the Engineering Science Accreditation Units are covered purely by EP classes. In the past several courses contained both types of Accreditation Units and this was an issue that had to be justified. The clarity of division in the revised program will make this easily justified for future accreditations.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry.
In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program.

When existing courses are listed, please include the course title as well as the course number.

Engineering Physics Curriculum- For students entering second year in the EP program in 2012 or later

Year 2 (37 credit units)
Term 1
CMPT 116.3
EE 202.3
EE 221.3
EP 253.1
MATH 223.3
PHYS 252.3
RCM 300.3

Term 2
EP 214.3
EP 228.3
EE 232.3
MATH 224.3
PHYS 223.3
STAT 241.3

Year 3 (40 credit units)
Term 1
EP 271.3
EP 313.3
EP 353.2
PHYS 356.3
PHYS 383.3
PHYS 402.3
3 credit units of requirements

Term 2
EP 317.3
EP 320.3
EP 354.2
EP 325.3
PHYS 323.3
PHYS 371.3
3 credit units of requirements

Year 4 (36 credit units)
Term 1
EP 413.3
EP 417.3
GE 348.3
PHYS 456.3
3 credit units of requirements

Term 2
EP 421.3
GE 449.3
9 credit units of requirements

Term 1 and Term 2
EP 495.6
PHYS 490.0

Requirements

6 credit units of Senior Engineering Requirement

- 6 credit units from Engineering Electives. In total at least 3 credit units ***must*** be at 400 level.

Engineering Science or Engineering Design List:
EP 464.3 Advanced Applied Electromagnetism
CME 342.3 VLSI Circuit Design
EE 241.3 Introduction to Power Systems
EE 341.3 Electric Machines Fundamentals
EE 342.3 Transmission of Electrical Energy
EE 442.3 Power Systems Operation and Control
EE 443.3 Power Electronics
EE 471.3 Introduction to Micro and Nanotechnology
EE 472.3 Optoelectronics and Photonics
GE 213: Mechanics of Materials
GEOE 377: Introduction to Mining and Mineral Processing Engineering
CE 317: Structural Analysis
ENVE 201: Principles of Environmental Engineering
Or an approved elective

6 credit units Senior Science Requirement

- 6 credit units from Engineering Electives or CMPT, CHEM, GEOL courses at 200 level or higher or PHYS, ASTR, MATH, STAT courses at 300 level or higher. In total at least 3 credit units ***must*** be at 400 level.

3 credit units Complementary Studies Requirement
3 credit units Senior Humanities or Social Science Requirement

5. RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc). If new resources will be needed, please describe how these will be found. Include any required memos from the Dean or department heads regarding resources.

We will be able to offer the revised program with the resources which are available for the current version of the Engineering Physics program.

The following new courses will go through University Course Challenge from Arts and Science:

EP 214.3 Analog Signals and Systems (first offered in 2012-2013)
EP 313.3 Advanced Analog Electronics and Instrumentation (first offered in 2013-2014)
EP 325.3 Optical Systems Design (first offered in 2013-2014)
EP 417.3 Advanced Materials Science with Applications (first offered in 2014-2015)
PHYS 456.3 Electricity and Magnetism II (first offered in 2014-2015)

The following courses are slated for deletion as a consequence of the program revision:

EP 225.3 (not offered any more in 2012-2013)
EP 229.3 (not offered any more in 2012-2013)
PHYS 251.3 (not offered any more in 2012-2013)
EP 311.3 (last offered in 2012-2013)
EP 321.3 (last offered in 2012-2013)
EP 324.3 (last offered in 2012-2013)
PHYS 381.3 (last offered in 2012-2013)
EP 414.3 (last offered in 2013-2014)

Deletion of EP 225, EP 229 and PHYS 251 has been submitted through Arts and Science already, while the remaining courses will be deleted in the year of their last offering to ensure smooth phasing out of the old program.

The following existing courses are relabeled (as approved by Arts and Science):
PHYS 253.1 to EP 253.1, PHYS 353.2 to EP 353.2, PHYS 354.2 to EP 354.2.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program, including any memos received.

We had extensive consultations with the Department of Electrical Engineering to make this collaboration between the Engineering Physics program and the programs in Electrical and Computer Engineering work. The only anticipated impact of this program change and the corresponding program changes in Electrical Engineering is an improvement of attractiveness of the revised programs, while at the same time we will make better use of our teaching resources.

The consultations with Electrical Engineering resulted in an MoA for cross listing of courses. However, with advice from APC we meanwhile abstained from the idea of cross listing, i.e. all the courses used in both programs will have either an EP or an EE label. The following courses will be used in both programs: EE 202.3, EE 221.3, EE 232.3; EP 214.3, EP 313.3.

7. BUDGET

Please indicate if budget allocations within the department or the college will change due to this program. Consult with the College's Financial Analyst (Financial Services Division) and submit the Budget Consultation form if allocations are required.

No change in budget allocations is anticipated as a consequence of this program revision.

New courses for the Engineering Physics Program

EP 214.3 Analog Signals and Systems 2(3L-2P)
Prerequisites: PHYS 155
Prerequisite or Corequisite: MATH 224
Introduces the mathematical techniques for determining the behavior of analog systems. Topics include complex numbers and functions, first and second order differential equations for modeling electrical and mechanical systems, the Laplace transform, solutions for initial conditions, solutions for a step input, general transient response, the frequency response, Bode plots, s-plane analysis and stability, one and two pole filters, the Fourier transform.
Note: Students who have credit for EE 214 may not take this course for credit.

EP 313.3 Advanced Analog Electronics and Instrumentation 1(3L-3P)
Prerequisite: EP 214, EE 221, EE 232
Covers the analysis and design of circuitry used in modern instruments. Topics include frequency response and the role of feedback in electronic circuits, differential and multistage MOS and BJT amplifiers, real opeRationale amplifier characteristics, instrumentation amplifiers, active filters, oscillators, waveform generation circuits and power supplies. Transducers, noise and noise reductions techniques, and measurement theory and standards are also covered, along with analog and digital interfacing circuits.

EP 325.3 Optical Systems Design 2(3L-3P) FIRST OFFERED 2013-14
Prerequisite: EE 202 or PHYS 230
This class provides the foundation of geometrical optics for the understanding of complex optics in optical instruments. Topics include image formation, curved optical surfaces, thin and thick lenses, cardinal points and Gaussian optics, apertures, paraxial ray tracing, matrix methods, Fermat's principle and third-order aberrations. Classical instrumentation design is studied including Newtonian and Cassegrain telescopes, astronomical cameras and compound systems. The class concludes with an introduction to ray tracing methods with software packages and techniques for design with realistic computationally difficult problems.

EP 417.3 Advanced Materials Science with Applications 1(3L)
FIRST OFFERED 2014-15
Prerequisite: EP 317, PHYS 356, PHYS 383
This course is designed to provide students with a fundamental understanding of physical properties of solid state materials and their device applications and includes quantum effects in transistor technology, applications of magnetic materials, surface kinetics, thin films and synthesis and processing of materials.

PHYS 456.3 – Electricity and Magnetism II 1(3L) FIRST OFFERED 2014-15
Prerequisites: PHYS 356.3
This course provides an advanced treatment of electromagnetic waves in matter, electromagnetic radiation, and relativistic electrodynamics.

Proposal for Curriculum Change
University of Saskatchewan

1. PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Bachelor of Engineering in Electrical Engineering
and Bachelor of Engineering in Computer Engineering

Field(s) of Study: Electrical Engineering or Computer Engineering

Level(s) of Study: Option(s):

Degree College: Engineering Department: Electrical and Computer Engineering
Home College: Engineering

Contact person(s) (name, telephone, fax, e-mail):
Brian Daku, head, Department of Electrical and Computer Engineering
tel: 5421 fax: 5407 email: Brian Daku <bld788@mail.usask.ca>

Date: December 7, 2011, revisions January 13, 2012

Approved by the degree college and/or home college: Approved at a meeting of the Academic Program and Standards Committee of the College of Engineering on October 19, 2011 with additional changes approved on November 23, 2011and January 13, 2012

Proposed date of implementation: For students entering second year in 2012-13

2. Type of change

Requiring approval by Council

- ❑ Program revisions that will use new resources
- ❑ A replacement program, including program deletion

Proposal Document

Attach a proposal document, usually two or more pages, which covers the following information. The length and detail provided should reflect the scale or importance of the program or revision. Documents prepared for your college may be used.

3. RATIONALEE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

It has been over ten years since the last major revision of the Electrical Engineering program. Most of the minor revisions to the program since then have been reactionary mainly to changes in the requirements for accreditation. Given the rapid advances in various fields of Electrical Engineering over the past decade, a reassessment of the courses and program is appropriate. Although the Computer Engineering program is relatively new, the other goals of the program revision listed below apply to that
program as well.

In redesigning the programs, we attempted to meet certain objectives.

Reduce student load: As long as the engineering profession considers the B.E. to be the defining degree for an engineer, we feel obligated to put on a program in which average students, who diligently apply themselves, can complete in four years. Such is not the case with our current program; too many of our students take five years to obtain their degree. Our current program has either six or seven courses in each term of second, third, and fourth years; our goal was to reduce this number to five. However, it proved too difficult to meet the requirements of accreditation. We have managed to reduce the number to either five or six courses per term with a net reduction of five courses.

Reduce faculty load: Always a good thing! In our current program a large faculty effort (equivalent to 15 lecture courses) went into running our laboratory courses; these have been eliminated and more reliance will be put on our technical staff to operate the labs. Six courses have had their content aligned with courses in the program for Engineering
Physics; these courses will be co-taught saving three course loads for each department. Create more depth to the programs: The legacy of alternating year electives is a group of technical electives that are effectively third year courses. Few of our courses build on third year to cover advanced material. To create the opportunity for more depth, focus areas have been created which eliminates technical electives; there are three focus areas for each program with one area common to both programs. Focus areas allow us to create a set of courses that advance term by term leading to more advanced courses than is currently possible.

Create more breadth to the programs: This goal is impossible while reducing student load. However, breadth is maintained to a certain degree by requiring students to complete two of the three focus areas.

Control laboratory and project hours: In the design of our current programs, laboratory exercises were concentrated in laboratory courses. Over the years, several instructors have added laboratory projects or experiments to their lecture courses without consideration for work required of the students in their other classes with the result that students can be overloaded. To regain control, all laboratory exercises and projects become part of the lecture courses with prescribed amounts of time scheduled through the lab coordinator.

Create a better program structure for accreditation: One problem of our current programs is that our technical electives form one large pool. During accreditation, we lose significant credit for content because of the so-called minimum path analysis. By creating focus areas in place of the elective pool, we will maximize our accreditation numbers. Also the administrative structure with a manager for each focus area will position us to make the transition to outcome based accreditation assessment.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry.
In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program.

When existing courses are listed, please include the course title as well as the course number.

Electrical Engineering Curriculum- For students entering second year of Electrical Engineering in 2012 or later

Year 2 (33 credit units)
Term 1
CMPT 116.3
EE 202.3
EE 221.3
EE 265.3
MATH 223.3

Term 2
EE216.3
EE 241.3
EE 232.3
EE 271.3
EP 214.3
MATH 224.3

Year 3 (34 credit units)
Focus Areas – Students must complete <u>two focus areas</u> from Power and Energy; Digital Signal Processing and Applications; or Sensors, Circuits and Devices.

Term 1
CME 331.3
GE 348.3
6 credit units First Focus Area
6 credit units Second Focus Area

Term 2
EE 205.1
EE 481.3
RCM 300.3
3 credit units First Focus Area
3 credit units Second Focus Area
3 credit units Natural Science Elective List 1 or List 2

Year 4 (33 credit units)
Focus Areas – – Students must complete two focus areas from Power and Energy; Digital Signal Processing and Applications; Sensors, Circuits and Devices.

Term 1
6 credit units First Focus Area
6 credit units Second Focus Area
3 credit units Senior Humanities/Social Elective

Term 2
GE 449.3
3 credit units Complementary Studies Elective
3 credit units First Focus Area
3 credit units Second Focus Area

Term 1 and Term 2
EE 495.6

Focus Areas – Students must complete two focus areas from Power and Energy; Digital Signal Processing and Applications; Sensors, Circuits and Devices.

Power and Energy
Year 3
Term 1 - EE 341.3, EE 342.3
Term 2 - EE 441.3

Year 4
Term 1 – EE 442.3, EE 443.3
Term 2 – EE 444.3

Digital Signal Processing and Applications
Year 3
Term 1 – EE 362.3, CME 341.3
Term 2 -- EE 365.3

Year 4
Term 1 – EE 461.3, EE 456.3
Term 2 – EE 465.3

Sensors, Circuits and Devices
Year 3
Term 1 – EE 301.3, EP 313.3
Term 2 - EE 402.3

Year 4
Term 1 – EE 372.3, EE 471.3
Term 2 – EE 472.3

Computer Engineering Curriculum- For students entering second year of Computer Engineering in 2012 or later

Year 2 (33 credit units)
Term 1
CMPT 116.3

EE 202.3
EE 221.3
EE 265.3
MATH 223.3

Term 2
CMPT 117.3
EE216.3
EE 232.3
EE 271.3
EP 214.3
MATH 224.3

Year 3 (31 credit units)
Focus Areas – Students must complete the Digital Systems Focus Area and *one of the* Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.

Term 1
CME 331.3
CME 341.3
CMPT 214.3
3 credit units Digital Systems Focus Area
3 credit units Second Focus Area

Term 2
EE 205.1
GE 348.3
RCM 300.3
3 credit units Digital Systems Focus Area
3 credit units Second Focus Area
3 credit units Natural Science Elective List 1 or List 2

Year 4 (33 credit units)
Term 1
6 credit units Digital Systems Focus Area
6 credit units Second Focus Area
3 credit units Senior Humanities/Social Elective

Term 2
GE 449.3
3 credit units Complementary Studies Elective
3 credit units Digital Systems Focus Area
3 credit units Second Focus Area

Term 1 and Term 2
CME 495.6

Focus Areas – Students must complete Digital Systems Focus Area and *one of the* Digital Signal Processing and Applications Focus Area or Computer Software Focus Area.

Digital Systems Focus Area
<u>Year 3</u>
Term 1 – CME 342.3
Term 2 - CME 332.3

Year 4
Term 1 – CME 433.3, CME 435.3
Term 2 – CME 451.3

Digital Signal Processing and Applications Focus Area
Year 3
Term 1 – EE 362.3
Term 2 - EE 365.3

Year 4
Term 1 – EE 461.3, EE 456.3
Term 2 – EE 465.3

Computer Software Focus Area
Year 3
Term 1 – CME 270.3
Term 2 - CMPT 280.3

Year 4
Term 1 – 6 credit units Group B Elective
Term 2 – 3 credit units Group C Elective

Group B Electives – CMPT 332.3, CMPT 350.3, CMPT 370.3
Group C Electives – CMPT 432.3, CMPT 434.3

5. RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc). If new resources will be needed, please describe how these will be found. Include any required memos from the Dean or department heads regarding resources.

Teaching resources:
Fewer instructor hours will be required to implement the revised programs. The reduction is possible because the following lecture classes will be deleted: EE216, EE352, EE395, EE445, and CME462. The reduction is partly offset by two new courses; EE365 and EE465. Certain other courses are being replaced with revised versions, but this change will not affect resource requirements.

Instructor hours will also be saved by co-teaching five courses with the department of Physics and Engineering Physics. The Engineering Physics program is being revised, and we took this opportunity to align courses in with similar content in the EP, EE and CME programs. The five courses are EP214, EE221, EE232, EE202, and EP313. As the designations indicate, two will be taught by Physics and three will be taught by our department.

The laboratory program is changing significantly which will reduce the teaching load on faculty while increasing the load on our technical staff and TAs. The three current laboratory classes (EE292, EE391, and EE392) will be deleted; the laboratory classes are taught by faculty instructors and consume the equivalent teaching resources of about 15 lecture courses. The laboratory content will be assigned to appropriate lecture classes, but we envision that day-to-day laboratory supervision will be handled mostly by our technical staff and TAs. Course instructors will be

responsible for introducing background material for each laboratory exercise into the lectures. In anticipation of using technical staff to supervise the laboratories, two years ago, during our last search to fill an open technical position, we hired a person with professional engineering qualifications. Also the position was shifted from CUPE to ASPA to allow greater scope for teaching activities. The person hired has worked out well, and we likely will do the same for the next open technical position. To supplement the technical staff, TAs will help in the laboratory and share the burden of marking. TAs essentially do that now in our laboratory courses, but they are somewhat superfluous because of the presence of faculty. In the revised programs, TAs will have greater responsibility for supervision. Some extra TAs will likely be needed, funds for which will come out of the departmental budget.

Equipment:
We anticipate that new or revised laboratory exercies will be part of the revised program. One reason for moving laboratory content into lecture courses is to give the instructors incentive to modernize the experiments and projects. New equipment will likely be required which we have already begun to acquire. The purchases will be made from funds we normally obtain from the engineering advancement trust.

We do not believe the revised programs will require any other resources.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program, including any memos received.

Certain courses in the revised programs will be taught by the Math and Computer Science departments, and the Physics department. The first two departments teach courses in the current programs and the situation does not change. All departments have been consulted, and we have had extensive discussions with Physics and Computer Science.

7. BUDGET

Please indicate if budget allocations within the department or the college will change due to this program. Consult with the College's Financial Analyst (Financial Services Division) and submit the Budget Consultation form if allocations are required.

No substantial changes to budgets are anticipated in implementing the revised programs.

List of new and revised EE courses:

i) *Change of Calendar Designation, Subject Designation, Title, Prerequisite and Course Description*

From: EE 214.3 System Modeling and Network Analysis 2(3L)
Prerequisites: MATH 123 and MATH 124 and EE 201
Deriving differential equations for electrical and mechanical systems, solving differential equations for initial conditions and a step input, the Laplace transform, Second Order Systems, solving transient response by the Laplace transform, Simulation with Matlab/Simulink, Frequency Response, Passive Filters, Network Synthesis, Two- Port Networks.

To: ***EP 214.3 Analog Signals and Systems 2(3L-2P)***
Prerequisites: MATH 123 and MATH 124 and PHYS 155
Prerequisite or Corequisite: MATH 224
Introduces the mathematical techniques for determining the behavior of analog systems. Topics include complex numbers and functions, first and second order differential equations for modeling electrical and mechanical systems, the Laplace transform, solutions for initial conditions, solutions for a step input, general transient response, the frequency response, Bode plots, s-plane analysis and stability, one and two pole filters, the Fourier transform.
Note: Students who have credit for EE 214 may not take this course for credit.

Rationale: The course will be taught by Physics and Engineering Physics and should have an EP designation. The new name better reflects the course content. As part of the proposed changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EP214 will have two hours of laboratory each week. The new description more accurately reflects the future content of the course. The material in PHYS155 is sufficient for EP214. However, differential equations from MATH224 are helpful.

ii) *Change of Calendar Designation and Course Description*

From: EE 472.3 Optoelectronics and Photonics 1(3L)
Topics include physical optics, dielectric planar waveguides, optical fibers in optical communications, dispersion, bit-rate and bandwidth, semiconductor device principles, degenerate semiconductors, heterojunctions, light emitting devices, stimulated emission,
Einstein coefficients for lasing devices, gas lasers, semiconductor lasers, new solid state lasers, emitters for optical communications, photodetectors, photodetectors for optical communications, photovoltaics, light modulation.

To: ***EE 472.3 Optoelectronics and Photonics 1(3L-2P)***
FIRST OFFERED 2014-15
Topics include physical optics, Gaussian beams, thin film optics, Fabry-Perot resonators, diffraction, dielectric planar waveguides, optical fibers in optical communications, dispersion, bit-rate and bandwidth, direct and indirect semiconductors, E-k diagrams, semiconductor device principles, heterojunctions, light emitting devices, stimulated emission, Einstein coefficients for lasing devices, gas lasers, semiconductor lasers, new solid state lasers, emitters for optical communications, photodetectors, heterojunction photodiodes, noise in detectors, photodetectors for optical communications, polarization, Fresnel's

ellipsoid, birefringence, light modulation, nonlinear effects, Pockels effect and modulators.

Rationale: As part of the proposed changes to the B.E. program in Electrical Engineering, a laboratory is being made part of lecture courses. EE472 will have three hours of laboratory approximately every other week. As part of the proposed new B.E. program in Electrical Engineering, some redundancy has been removed in classes taught within a stream, opening up time for more advanced topics. Also, some topics have been updated according to advancement of technologies
(e.g. in optical fibers).

iii) *Change of Calendar Designation and Term*

From: EE 471.3 Introduction to Micro and Nanotechnology 2(3L)

To: ***EE 471.3 Introduction to Micro and Nanotechnology 1(3L-2P)***
FIRST OFFERED 2014-15

Rationale: As part of the change to the B.E. program in Electrical Engineering, six classes within each stream need to be arranged over 2 years, 4 classes in terms 1 and 2 classes in terms 2. The sequence of material to be taught as well as balancing the laboratory load for students throughout the terms benefits from this class being offered in term 1. As part of the changes to the B.E. program in Electrical Engineering, a laboratory is being made part of lecture courses. EE 471 will have three hours of laboratory approximately every other week.

iv) *Change Calendar Designation, Course Description, Prerequisite and Title*

From: EE 461.3 Digital Signal Processing II 1(3L-1P)
Prerequisites: EE 362
Covers numerically controlled oscillators, architecture of digital filters, finite impulse response linear phase filters, filter design using windows, infinite impulse response filters, discrete Fourier transform (DFT) and fast Fourier transform (FFT), and effects of finite register lengths on filter performance.

To: ***EE 461.3 Digital Filter Design 1(3L-1.5P)***
Prerequisites: EE 365
FIRST OFFERED 2014-15
This course covers several techniques for designing and implementing digital filters with the primary objective of minimizing the number of multipliers used in the filters. The course gives insight into the effects of finite word length arithmetic on the performance of filters.

Rationale: The new name better reflects the updated content of EE461. As part of the changes to the B.E. programs in Electrical Engineering and Computer Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE461 will have three hours of laboratory every other week. The new description more accurately reflects the content of the updated course. Some material in EE362 in the current program is revised and reorganized into EE365 in the revised program.

v) *Change Calendar Designation, Course Description and Prerequisite*

From: EE 456.3 Digital Communications 1(3L)
Prerequisites: EE 362

Examines the transmission of information (voice, video or data) over a noisy channel and presents the ideas and techniques fundamental to digital communication systems. Emphasis is placed on system design goals and the need for trade-offs among basic system parameters such as signal-to-noise ratio, probability of error, and bandwidth expenditure. Topics include binary baseband/passband data transmission, M-ary modulation techniques (QPSK, OQPSK, MSK, M-ASK, M-PSK, M-QAM and MFSK), signaling over band-limited channels and methods to deal with ISI, and signaling over channels with amplitude and phase uncertainties.

To: ***EE 456.3 Digital Communications 1(3L-1.5P)***
Prerequisites: EE 365
FIRST OFFERED 2014-15
Examines the transmission of information (voice, video or data) over a noisy channel and presents the ideas and techniques fundamental to digital communication systems. Emphasis is placed on system design goals and the need for trade-offs among basic 2 system parameters such as signal-to-noise ratio, probability of error, and bandwidth expenditure. Topics include binary baseband/passband data transmission, M-ary modulation techniques (QPSK, OQPSK, MSK, M-ASK, M-PSK, M-QAM and MFSK), signaling over band-limited channels and methods to deal with ISI, and signaling over channels with amplitude and phase uncertainties.

Rationale: As part of the changes to the B.E. programs in Electrical Engineering and Computer Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE456 will have three hours of laboratory every other week. The new description more accurately reflects the content of the course as it is currently taught. Some material in EE362 in the current program is revised and reorganized into EE365
in the revised program.

vi) *Changes to Calendar Designation, Description, Term and Title*

From: EE 444.3 Electric Machines II 1 (3L)
Prerequisite: EE 341
Provides an in-depth analysis of electric machines and the dynamic behavior of electric machines. Topics include inrush current, synchronous machine transients, single-phase induction motors, induction generators, brushless motors, variable reluctance and **2** stepping motors, power electronic drives for speed and torque control of machines, DC machine and synchronous generator dynamics.

To: ***EE 444.3 Advanced Electric Machinery and Drive Systems 2(3L-1.5P)***
Prerequisite: EE 341
Prerequisites or Corequisites: EE 443 and EE 481
FIRST OFFERED 2014-15
This course provides an in-depth analysis of electric machines, the drive systems and the dynamic behavior of electric machines. Topics include inrush current, current and voltage transformer errors, dc saturation, synchronous machine capability curves, effect of salient poles, wind power generation (induction generators, doubly fed induction generators, simulation models, design of control systems for stability), variable reluctance and stepping motors, power electronic drives for speed and torque control of machines, transients and dynamics of AC machines.

Rationale: The new name better reflects the course content. The course needs to be offered in term 2 since the prerequisite for the course is to be offered in term 1. As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE444 will have three hours of laboratory every other week. The new description more accurately reflects the content of the course. Material covered in EE443 and E481 is now useful for EE444.

vii) *Changes to Calendar Designation, Course Description and Prerequisite*

From: EE 443.3 Power Electronics 2(3L)
Prerequisite: EE 221
Prerequisite or Corequisite: EE 341
Introduction to switching devices: volt-ampere characteristics of BJTs, thyristors,GTOs, IGBT and MOSFETS, switching losses. Average, rms and peak current and voltage ratings of power electronic devices. Commutation of power electronic devices; analyses of uncontrolled and controlled converter circuits, single-phase and three-phase AC-DC converters, DC drives. Principle of DC to DC conversion: analyses of boost and buck choppers. Principle of DC to AC conversion, application of inverters, analysis of inverter circuits, voltage control in inverter circuits, reduction of output harmonics in inverters. Snubber circuits. Emphasis will be placed, throughout the course, on theutilization of software application packages.

To: ***EE 443.3 Power Electronics 2(3L-1.5P)***
Prerequisite: EE 221
FIRST OFFERED 2014-15
This course discusses the fundamental concepts and introduces the essentials of analyses and design of power electronic circuits. Topics include power electronics 2 devices, switching losses, analyses and design of single-phase ac-dc converters, analyses and design of three-phase ac-dc converters, analyses and design of dc-dc converters, analyses and design of single- and three-phase dc-ac converters.

Rationale: As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE443 will have three hours of laboratory every other week. The new description more accurately reflects the content of the course. All machines related material has been removed from EE443. Therefore, students no longer need the basics of machines from EE341.

*viii)*Changes to Calendar Description, Course Description and Prerequisites

From: EE 442.3 Power Systems Operation and Control 2(3L)
Prerequisite: EE342
Prerequisite or Corequisite: EE341
Covers economic dispatch, the lossless case, inequality constraints, consideration of transmission losses, unit commitment, system control, control loops, the automatic voltage regulator, automatic load frequency control, system protection, subsystems and attributes, zones of protection, transducers, relay design, protection of lines, transformers, generators and busbars, and microprocessor based relays.

To: ***EE 442.3 Power Systems Operation and Control 2(3L-1.5P)***
Prerequisites or Corequisites: EE 441 and EE 481

FIRST OFFERED 2014-15
Covers economic dispatch: the lossless case, inequality constraints, participation factors, consideration of transmission system effects, penalty factors, and unit commitment; power system control: the control loops, the automatic voltage regulator, automatic load frequency control; and power system protection: subsystems and 2 attributes, zones of protection, protection of lines, protection of transformers and machines.

Rationale: As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE442 will have three hours of laboratory every other week. The new description more accurately reflects the content of the course. Material covered in EE441 and E481 is now necessary for EE444.

ix) *Changes to Calendar Designation, Title and Course Description*

From: EE 441.3 Power Systems II 1(3L)
This course covers network calculations; loop and nodal equations; bus impedance and admittance matrices; network equations in matrix form; computer storage; load flow studies; analysis of faulted power systems; ymmetrical omponents; sequence networks; balanced and unbalanced faults; power system stability; swing equation; equal area criterion; and numerical solution of swing equation.

To: ***EE 441.3 Power System Analysis 1(3L-1.5P)***
FIRST OFFERED 2014-15
This course covers in depth main topics: 1-Analysis of faulted power systems which includes bus impedance and admittance matrices; network equations in matrix form; symmetrical components; sequence networks; balanced and unbalanced faults, 2- Load flow studies; the static load flow equations, classification of system buses, Gauss-Seidel and Newton-Raphson methods, 3- Power system stability; modeling of the synchronous machine during transients; swing equation; equal area criterion; digital computer solution of the swing equations; small signal stability, 4- Smart grid.

Rationale: The new name better reflects the course content. As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE441 will have three hours of laboratory every other week. The new description more accurately reflects the content of the course.

x) *Changes to Calendar Designation*

From: EE 402.3 Microwave and RF Circuits 1(3L)
To: ***EE 402.3 Microwave and RF Circuits 1(3L-2.5P)***
FIRST OFFERED 2013-14

Rationale: As part of the changes to the B.E. program in Electrical Engineering, a laboratory is being made part of lecture courses. EE402 will have three hours of laboratory approximately every week.

xi) *Changes to Calendar Designation*

From: EE 372.3 Electronic Devices 1(3L)

To: EE 372.3 Electronic Devices 1(3L-0.5P) FIRST OFFERED 2014-15

Rationale: As part of the changes to the B.E. program in Electrical Engineering, a laboratory is being made part of lecture courses. EE372 will have three hours of laboratory twice in the term.

xii) *Changes to Calendar Designation, Course Description, Prerequisite and Title*

From: *EE 342.3 Power Systems I* 1(3L)
Prerequisite: EE 212
This course covers generation of energy, components of a modern power system, threephase systems; voltage, current and power calculations, per-unit system, modelling of transformers, single-line diagrams, Inductance and capacitance calculations of single and three-phase lines, transmission lines; modeling, steady-state operation and compensation, power system controls; local and central controls.

To: EE 342.3 Transmission of Electrical Energy 1(3L-1.5P)
Prerequisite: EE 241
FIRST OFFERED 2013-14
This course introduces the components of a modern power system; series impedance and shunt admittance calculations of single- and three-phase transmission lines; current and voltage relations on a transmission lines; transmission lines modeling and steady state operation; transmission line series and shunt compensations; per-unit system and single-line diagrams; corona; transmission line transients.

Rationale: The new name better reflects the course content. As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE342 will have three hours of laboratory every other week. The new description more accurately reflects the content of the course. EE 212 (Passive AC Circuits) is being replaced by EE 241 (Introduction to Electric Power Systems).

xiii) *Changes to the Calendar Designation, Course Description, Prerequisite , Title and Term*

From: EE 341.3 Electric Machines I 2(3L)
Prerequisite: EE 212
Covers the steady-state theory of electric machines. Topics include transformers (equivalent circuit, three-phase transformers), synchronous machines (equivalent circuit, operating characteristics, starting of synchronous motors), three-phase induction motors (equivalent circuit, torque-speed curve, efficiency calculations, starting methods), and DC machines (armature windings, commutation, armature reaction, shunt and series DC machines)

To: EE 341.3 Electric Machines Fundamentals 1(3L-1.5P)
Prerequisite: EE 241
FIRST OFFERED 2013-14
Covers the steady-state theory of electric machines. Topics include induction machines-equivalent circuit, efficiency, operating characteristics, starting, speed control and induction generator principle; synchronous machines-equivalent circuit, efficiency, operating characteristics, motor characteristics and

speed control; DC machines operation, efficiency, shunt and series machines, speed control, starting.

Rationale: The new name better reflects the course content. The course needs to be offered in term 1 since it is a prerequisite for a course to be offered in term 2. As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE341 will have three hours of laboratory every other week. The new description more accurately reflects the content of the course. EE 212 (Passive AC Circuits) is being replaced by EE 241 (Introduction to Electric Power Systems).

xiv) *Changes to Calendar Designation, Subject Designation, Course Description and Prerequisite*

From: EE 323.3 Electronic Instrumentation 1(3L)
Prerequisites: EE 221 and EE 232
Topics include opeRationale amplifier circuits such as instrumentation amplifiers and waveform generation circuits, passive and active filter design, transducers, noise sources and noise reduction techniques, analog and digital interfacing such as A/D converters, D/A converters, sample and hold circuits, and digital instrumentation buses.

To: EP 313.3 Advanced Analog Electronics and Instrumentation 1(3L-3P)
Prerequisites: EP 214 and EE 221 and EE 232
FIRST OFFERED 2013-14
Covers the analysis and design of circuitry used in modern instruments. Topics include frequency response and the role of feedback in electronic circuits, differential and multistage MOS and BJT amplifiers, real ope Rationale amplifier characteristics, instrumentation amplifiers, active filters, oscillators, waveform generation circuits and power supplies. Transducers, noise and noise reductions techniques, and measurement theory and standards are also covered, along with analog and digital interfacing circuits.

Rationale: As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EP313 will have three hours of laboratory each week. The new description more accurately reflects the content of the course as it is currently taught. The material on s-plane, pole-zero theory, and second order filters introduced in EP214 is used in EP313.

xv) *Changes to Calendar Designation*

From: EE 232.3 Digital Electronics 2(3L)
To: EE 232.3 Digital Electronics 2(3L-2P)
Rationale: As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE232 will have two hours of laboratory every week.

xvi) *Changes to Calendar Designation and Prerequisite*

From: EE 221.3 Analog Electronics 1(3L-.5P)
Prerequisite or Corequisite: EE 201
To: EE 221.3 Analog Electronics 1(3L-1.5P)
Prerequisite: PHYS 155

Rationale: As part of the changes to the B.E. program in Electrical Engineering, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE221 will have three hours of laboratory EE201 is being redesigned and will have less relevant material for EE221. The Material in PHYS155 is sufficient for EE221.

xvii) *NEW Course EE 204.3*

NEW course EE 204.3 Basic Electronics and Electrical Power as described in the new course proposal form
Rationale: EE204 is designed as a service course covering topics in electrical engineering required in the programs for mechanical and chemical engineering. This material was formerly given in EE201; however, changes to EE201 render that course less suitable for this purpose.

xviii) *Change Prerequisites*

From: EE 221.3 Analog Electronics
Prerequisite(s) or Corequisite(s): EE 201
To: ***EE 221.3 Analog Electronics***
Prerequisite(s) or Corequisite(s): EE 202
Rationale: EE201 is being replaced with EE202.

From: EE 301.3 Electricity Magnetism and Fields
Prerequisite(s): EE 201 (or EP 229) and MATH 223 and MATH 224
To: ***EE 301.3 Electricity Magnetism and Fields (Effective 2013-14)***
Prerequisite(s): EE 202 and MATH 223 and MATH 224
Rationale: EE201 and EP229 are being replaced with EE202.

From: EE 372.3 Electronic Devices
Prerequisite(s): EE 201 and EE 271
To: ***EE 372.3 Electronic Devices (Effective 2013-14)***
Prerequisite(s): EE 202 and EE 271
Rationale: EE201 is being replaced with EE202

From: EE 481.3 Control Systems
Prerequisite(s): EE 351 or (EP 320 and MATH 338)
To: ***EE 481.3 Control Systems***
Prerequisite(s): EP 214 and EE 265 (or EE 351)
Rationale: EE351 is being replaced with EP214 and EE265.

xix) *Change Course Title, Designation, Description and Prerequisite*

From: EE 362.3 Digital Signal Processing I 2(3L-1P)
Prerequisite(s): EE 351
Representation and analysis of discrete-time signals and systems using difference equations, the Discrete-Time Fourier Transform, and the z-transform. Assignment topics **2** include: properties of signals and systems, eigenfunctions of LTI systems, convolution,

pole-zero plots, sampling in time and frequency domains, basic digital filters, multirate techniques and polyphase implementations.

To: ***EE 362.3 Digital Signal Processing 1(3L-1P)***
Prerequisite(s): EP 214.3 and EE 265
(First Offered 2013-14)
This course covers the basic theory of discrete-time signal processing with linear time invariant (LTI) systems. The systems are primarily analyzed in the frequency domain, which means emphasis is placed on the z-Transform of discrete-time signal as well as the system function for and frequency response of discrete-time systems.

Rationale: As part of the proposed changes to the B.E. programs in Electrical Engineering and Computer Engineering, the name of EE461, the follow on course to EE362, will be changed from *Digital Signal Processing II* to *Digital Filter Design* to reflect its updated content. As such, there is no need to have the *I* in the name of EE362. As part of the proposed changes to the B.E. programs in Electrical Engineering and Computer Engineering, the course needs to be offered in term 1. As well, the laboratory content which was part of laboratory courses in the current program is being made part of lecture courses. EE362 will have three hours of laboratory every other week. The new description more accurately reflects the content of the course as it will be taught. EE351 in the current program is revised and reorganized into EE265 and EP214 in the new program.

xxi) *Changes to Subject Designation, Course Designation, Course Number and Term*

From: EE 432.3 VLSI Circuit Design 2(3L)
To: ***CME 342.3 VLSI Circuit Design 1(3L-1.5P)*** FIRST OFFERED 2013-14
Rationale: The course EE 432 "VLSI Circuit Design" was originally developed in the Department of Electrical Engineering. Since the Computer Engineering program did not yet exist, the subject designation was EE. In light of recent developments the designation CME is more appropriate. The change of Course Number represents the year the course will be taught in the Department of Electrical and Computer Engineering. The change of Term represents the term the course will be taught in the Department of Electrical and Computer Engineering. The change of Lab/Tut hours represents the change in the Lab/Tut component of the class.

xxii) *Change to Subject Designation, Calendar Designation, Course Number and Term*

From: EE 431.3 Logic Design Using FPGAs 2(3L-1P)
To: ***CME 341.3 Logic Design Using FPGAs 1(3L-1.5P)***
FIRST OFFERED 2013-14
Rationale: The course EE 431 "Logic Design Using FPGAs" was originally developed in preparation to the change of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering Since the Computer Engineering program did not yet exist, the subject designation was EE. In light of recent developments the designation CME is more appropriate. The change of Course Number represents the year the course will be taught in the Department of Electrical and Computer Engineering. The change of Term represents the term the course will be taught in the Department of Electrical and Computer Engineering. The change of Lab/Tut hours represents the change in the Lab/Tut component of the class.

xxiii) *Change to Subject and Calendar Designation*

From: EE 332.3 Real Time Computing 2(3L)
To: CME 332.3 Real Time Computing 2(3L-1.5P)
FIRST OFFERED 2013-14
Rationale: The course EE 332 "Real Time Computing" was originally developed in preparation to the change of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering. Since the Computer Engineering program did not yet exist, the subject designation was EE. In light of recent developments the designation CME is more appropriate. The change of Lab/Tut hours represents the change in the Lab/Tut component of the class.

xxiv) *Change Subject Designation, Calendar Designation and Title*

From: EE 331.3 Microprocessor Hardware and Software 1(3L)
To: CME 331.3 Microprocessor Based Embedded Systems 1(3L-1.5P)
FIRST OFFERED 2013-14
Rationale: The course EE 331 "Microprocessor Hardware and Software" was originally developed in preparation to the change of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering. Since the Computer Engineering program did not yet exist, the Subject designation was EE. In light of recent developments the designation CME is more appropriate.

xv) *Change Calendar Designation and Term*

From: CME 451.3 Transport Networks 1(3L-1P)
To: CME 451.3 Transport Networks 2(3L-1P) *FIRST OFFERED 2014-15*
Rationale: The change of Term represents the term the course will be taught in the Department of Electrical and Computer Engineering. The change of Lab/Tut hours represents the change in the Lab/Tut component of the class.

xxvi) *Change Calendar Designation and Prerequisite*

From: CME 433.3 Digital Systems Architecture 1(3L-1P)
Prerequisite(s): EE 232 and EE 431
To: CME 433.3 Digital Systems Architecture 1(3L-1.5P)
Prerequisite: EE 232 and CME 341
FIRST OFFERED 2014-15
Rationale: The change in Prerequisite(s) represents the change to the EE431 class. The change of Lab/Tut hours represents the change in the Lab/Tut component of the class.

xxvii) *Change Calendar Designation and Prerequisite*

From: CME 435.3 Verification of Digital Systems 1(3L-1P)
Prerequisite(s): EE 431
To: CME 435.3 Verification of Digital Systems 1(3L-1.5P)
Prerequisite(s): CME 341
FIRST OFFERED 2013-14
Rationale: The change of Lab/Tut hours represents the change in the Lab/Tut component of the class. The change in Prerequisite(s) represents the change to the EE 431 class.

xxviii) ***NEW*** *courses*

Effective 2012-13 academic year
EE 202.3 – Electrical and Magnetic Circuits
EE 204.3- Basic Electronics and Electrical Power
EE 241.3 – Introduction to Electric Power Systems
EE 265.3- Discrete-Time Signals and Systems

Effective 2013-14 academic year
EE 205.1 – Safety and Stewardship in Electrical and Computer Engineering
EE 365.3 – Algorithms and Circuits with Finite-Precision Arithmetics
EE 465.3 – Design of a DSP System

Rationale: These new and revised courses are part of the revisions to the electrical engineering and computer engineering programs.

xxix) *CME Program Core and Focus Areas*

The **NEW** Computer Engineering Program Core and Focus Areas:

CME Program Core – for students entering the program in 2012-13
CME 331.3, CME 341.3, CMPT 116.3, CMPT 117.3, CMPT 214.3, EE 202.3, EE 205.1, EE216.3 EE 221.3, EE 232.3, EP 214.3, EE 265.3, EE 271.3, GE 348.3, RCM 300.3

CME Focus Areas - for students entering the program in 2012-13
Digital Systems: CME 332.3, CME 342.3, CME 433.3, CME 435.3, CME 451.3
Digital System Processing and Applications: EE 362.3, EE 365.3, EE 456.3, EE 461.3, EE 465.3 *Computer Software*: CMPT 270.3, CMPT 280.3, (Two of CMPT 332.3 or CMPT 350.3 or CMPT 370.3), (One of CMPT 432.3 or CMPT 434.3)

Rationale: The changes represent the reorganization of the CME Program, the change in the classes in the CME Program Core and the addition of the CME Focus Areas.

EE Program Core and Focus Areas

The **NEW** Electrical Engineering Program Core and Focus Areas

EE Program Core – for student entering the program in 2012-13
CME 331.3, CMPT 116.3, EE 202.3, EE 205.1, EP 214.3 EE216.3, EE 221.3, EE 232.3, EE 241.3, EE 265.3, EE 271.3, EE 481.3, GE 348.3, RCM 300.3,

EE Focus Areas – for students entering the program in 2012-13
Digital System Processing and Applications: CME 341.3, EE 362.3, EE 365.3, EE 456.3, EE 461.3, EE 465.3
Sensors, Circuits & Devices: EE 301.3, EP 313.3, EE 372.3, EE 402.3, EE 471.3, EE 472.3
Power & Energy: EE 341.3, EE 342.3, EE 441.3, EE 442.3, EE 443.3, EE 444.3

Rationale: The changes represent the reorganization of the EE Program, the change in the classes in the EE Program Core and the addition of the EE Focus Areas.

xxx) *Prerequisite Change*

From: CME 495.6 Capstone Design Project
Prerequisite(s): EE 395 and 81 credit units from (EN Four Year Common Core and CME Program Core)

To: ***CME 495.6 Capstone Design Project (First Offered 2014-15)***
Prerequisite(s): CME Program Core and 6 credit units from the CME Program Focus Areas
Prerequisite(s) or Corequisite(s): 9 additional credit units from the CME Program Focus Areas

Rationale: The change in Prerequisite(s) and Corequisite(s) represents the removal of the EE 395 class from the CME Program and the change in the classes in the CME Program Core.

xxxi) *Prerequisite Change*

From: EE 495.6 Senior Design Project
Prerequisite(s): EE 395 and 81 credit units from (EN Four Year Common Core and CME Program Core)

To: ***EE 495.6 Senior Design Project (First Offered 2014-15)***
Prerequisite(s): EE Program Core and 6 credit units from the EE Program Focus Areas
Prerequisite(s) or Corequisite(s): 9 additional credit units from the EE Program Focus Areas

Rationale: The change in Prerequisite(s) and Corequisite(s) represents the removal of the EE 395 class from the EE Program and the change in the classes in the EE Program Core.

xxxii) *Prerequisite Change*

From: CME 433.3 Digital Systems Architecture
Prerequisite(s): EE 232 and EE 431

To: ***CME 433.3 Digital Systems Architecture***
Prerequisite(s): EE 232 and CME 341

Rationale: The change in Prerequisite(s) represents the change to the EE431 class.

From: CME 435.3 Verification of Digital Systems
Prerequisite(s): EE 431

To: ***CME 435.3 Verification of Digital Systems***
Prerequisite(s): CME 431

Rationale: The change in Prerequisite(s) represents the change to the EE 431 class.

xxxiii) *Prerequisite Change*

From: CME 451.3 Transport Networks
Prerequisite(s): CMPT 270 and CMPT 280 and (EE 232 or CMPT 320 or EP 321)

To: ***CME 451.3 Transport Networks***
Prerequisite(s): EE 232 or CMPT 320

Rationale: The change if the Focus Areas of the new Computer Engineering program represents the change in the Prerequisite(s) component of the class.

New courses for Electrical and Computer Engineering program s

EE 204.3 Basic Electronics and Electrical Power
3lecture; 1.5 lab Prerequisites: Math 123, 124; PHYS 155
This is a basic course on electrical topics for non-electrical engineering disciplines. It explores basic electrical and electronic devices as well as AC power and energy
Rationale: This course complements PHYS 155. EE204 is designed as a service course covering topics in electrical engineering required in the programs for mechanical and chemical engineering. This material was formerly given in EE201; however, changes to EE201 render that course less suitable for this purpose.

EE 205.1 – Safety and Stewardship in Electrical and Computer Engineering
0.5 Lecture
This course explores issues involving safety and environmental concerns in the context of the practice of electrical and computer engineering
Rationale: this course fulfills a requirement for accreditation of engineering programs by the Canadian Engineering Accreditation Board.

EE 241.3 – Introduction to Electric Power Systems
3 lecture, 1.5 lab Prerequisites: Math 123, 124; PHYS 155
This course introduced the fundamentals and building blocks of power systems. Topics include: power in the sinusoidal steady state; single-and three-phase transformers.
Rationale: This is a core course in the revised EE program, It introduced key concepts and devices related to electrical power systems.

EE 265.3- Discrete-Time Signals and Systems
3 lecture; 1.5 lab Prerequisites: Math 123, 124 Pre or co requisite: CMPT 116
Introduced the fundamental concepts and techniques for the modeling and analysis of discrete – time signals and linear systems.
Rationale: EE 265 is a core course in the revised EE program.

EE 365.3 – Algorithms and Circuits with Finite-Precision Arithmetics
3 lecture; 1.5 lab Prerequisite: EE362 Digital Signal Processing I
The intent of this course is to instill in students the cost-performance tradeoffs associated with implementing mathematical functions/concepts with digital circuits.
Rationale: One of the six courses that establish the Digital Signal Processing and Applications stream.

EE 465.3 – Design of a DSP System
3 lecture; 3 lab
Students will be guided through the design and implementation of a complex DSP-based system.
Rationale: One of the six courses that establish the Digital Signal Processing and Applications stream

College Statement

Attached to the proposal document should be a statement from the College which contains the following:

1. *Recommendation from the College regarding the program*
2. *Description of the College process used to arrive at that recommendation*
3. *Summary of issues that the College discussed and how they were resolved*

Attached

Related Documentation

Include any related documentation which is relevant to this proposal, such as:

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, SPR recommendations or accreditation recommendations.

Consultation Forms

Attach the following forms, as required

Required for all submissions:	Consultation with the Registrar form
Required for all new courses:	Course proposal forms, or Calendar-draft list of new and revised courses
Required if resources needed:	Information Technology Requirements form Library Requirements form Physical Resource Requirements form
Required if budget allocation needed:	Budget Consultation form

M E M O R A N D U M

TO: Cathie Fornssler, Administration Officer
Academic Program Committee
E245, Administration Building

FROM: Nurul Chowdhury, Associate Dean, Student Affairs
Engineering Student Centre

DATE: January 13, 2012

RE: Electrical and Computer Engineering Revised Programs for University Council and College Statement

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At the College of Engineering Academic Programs & Standards Committee meeting the following was approved with the complete revision of the EE/CME package:

> *To DELETE from the revised EE and CME programs STAT 241 from first term of second year and MATH 264 from second term of second year and to restore EE 216 to second term of second year.*

Rationale: We have revisited the need for the two extra mathematics courses in our revised programs. The two courses, covering linear algebra and statistics, were added to the programs to remedy a deficiency noted in the recent accreditation report for the Computer Engineering program. The letter from the Canadian Engineering Accreditation Board (CEAB) states under the heading Concern that "This program may have insufficient coverage of linear algebra, and probability and statistics." A Concern is the lowest category of deficiency and points to a possible problem with a program; it does not require an immediate remedy although failure to address the concern might lead to a higher category of deficiency. There is no guideline in the letter as to how much additional linear algebra, and probability and statistics would be considered sufficient. Frankly, our new curriculum committee was divided on whether the additional math courses are needed with some members preferring to alter existing courses to include more of the required topics.

In a meeting on January 5, 2012 between the department head and the principles of the new curriculum committee, we considered our options. Enthusiasm for including the Math courses was considerably muted, and in the end we agreed to forego adding the courses, instead opting for altering the existing course EE216 to increase the probability and statistics component as well as add some linear algebra. To make room for the extra material, the numerical methods component of the course will be reduced. If in the next accreditation review linear algebra, and probability and statistics are still an area of concern then we will revisit adding additional appropriate math courses to the programs.

College of Engineering Statement

Engineering Physics

The College of Engineering supports the revision of the Bachelor of Engineering program in Engineering Physics. The revisions allow for more collaboration between the Department of Physics and Engineering Physics and the Department of Electrical and Computer Engineering in their course offerings in second and third year. They also strengthen the Engineering Physics program academically in the areas of advanced mechanics, optics, and advanced electromagnetism. Furthermore, they allow for a much better and more attractive selection of elective courses for Engineering Physics students in 4th year.

The program revisions were thoroughly discussed first by the Engineering Physics Curriculum Committee within the Department of Physics and Engineering Physics and the Department of Physics and Engineering Physics. After approval by the Department of Physics and Engineering Physics on October 4, the proposal was reviewed and discussed and finally approved by the Academic Programs and Standards Committee in Engineering in their meeting on October 19.

The pertinent course changes and new courses were also reviewed and discussed and finally approved by the BSc Programs Committee in the College of Arts and Science, which has resource and academic authority over the Department of Physics and Engineering Physics. The BSc Programs Committee in Arts and Science met on December 6.

Due to the good work of the Engineering Physics Curriculum Committee and the close collaboration with Electrical and Computer Engineering, no particular issues needed to be further resolved at College committee level.

The College recommends implementation of the revised Engineering Physics program and looks forward to successful collaboration between the Department of Physics and Engineering Physics and the Department of Electrical and Computer Engineering in the delivery of their new programs.

Electrical and Computer Engineering

The following is our response to the issues raised by the APC regarding the changes to the Electrical Engineering and Computer Engineering programs.

1. *Clarification with Mathematics and Statistics regarding whether the cost of additional markers would be covered by Engineering or by Arts and Science.*

Before the holiday break, we inquired of Math what the costs would be. The amount requested by Math is significantly beyond anything that could be covered from our budget. Although the amount may have been merely an initial proposal subject to negotiation, it was so out-of-line with our expectations that we were compelled to reexamine the need for the two new Math courses in second year.

The two courses, covering linear algebra and statistics, were added to the programs to remedy a deficiency noted in the recent accreditation report for the Computer Engineering program. The letter from the Canadian Engineering Accreditation Board (CEAB) states under the heading Concern that "This program may have insufficient coverage of linear algebra, and probability and statistics." A Concern is the lowest category of deficiency and points to a possible problem with a program; it does not require an immediate remedy although failure to address the concern might lead to a higher category of deficiency. There is no guideline in the letter as to how much additional linear algebra, and probability and statistics would be considered sufficient. Frankly, our new curriculum committee was divided on whether the additional math courses are needed with some members preferring to alter existing courses to include more of the required topics.

In a meeting last week between the department head and the heads of the EE and CME programs, we considered our options. Enthusiasm for including the Math courses was considerably muted, and in the end we agreed to forego adding the courses, instead opting for appropriately altering the existing course EE216. If in the next accreditation

review linear algebra, and probability and statistics are still an area of concern then we will revisit adding additional courses. This change to the revised programs has been approved by the college APSC.

2. *You should include some information regarding how you will deal with accreditation requirements for articulation of learning outcomes and program goals. For example, a summary of accreditation board expectations on this issue would be useful.*

I am not sure what the APC desires or what information is needed by council. The revisions do not change the general goals of the programs which is to provide accredited education in the fields of Electrical and Computer Engineering and to enable our graduates to be successful professional engineers in their respective fields.

I believe this comment refers to the changes that are occurring in engineering accreditation and the implementation of an outcomes based assessment which will need to be in place by our next accreditation review in 2014. However, we cannot provide a detailed outcomes analysis because the request is premature. There is still uncertainty within the college about what the CEAB requires and how we will proceed with the analysis, not just for our programs but for all the programs offered by the college. Currently, we are just starting the first step which is mapping courses to attributes; much work is left to do over the next two years. It would not be meaningful to provide a list of learning outcomes for our programs that goes beyond the general categories supplied by the CEAB.

Also, I feel the accreditation issues are not directly relevant to our program revisions. The primary goal of the revisions is not to align our programs with the new accreditation requirements. We are hopeful that the new administrative structure, with managers for each focus area, will make the work of preparing for the accreditation review easier. Further, the revised programs should be no more difficult to analyze than our current programs. But the motivation for the revisions has always been academics.

3. *You should include the information you provided to the committee on how you intend to deal with transition students.*

We are of course fully committed to all students who are enrolled in our current programs. As the revisions to the programs are implemented year-by-year, there are certain courses that will be altered or deleted. For those of our current students who spread their coursework over more than four years, who leave for a year of internship, or who fail and must retake a course, the possibility exists that required courses will be no longer offered. As these situations arise, we will accommodate the affected students. In most cases, there is an equivalent course that the students can substitute. In certain special cases involving EE351 and EE352, the accommodation might be more involved perhaps requiring the student to take two courses or to go off campus to take an additional course. These situations will be dealt with on a case-by-case basis. The laboratory courses might also be a potential problem; however, it is very rare for a student to be required to repeat a laboratory course.

We anticipate that only some students currently in their second year will be affected by the program changes. More advanced students have at least two years to pass courses slated for change or deletion. Once the revised programs have gained final approval, we will inform all of our current students of the changes and advise them of what they should do to minimize the impact on their programs of study.

Memorandum

To: University Council

CC: N. Chowdhury, Associate Dean - Student Affairs, College of Engineering

From: A. Phoenix, Assistant Dean – Undergraduate Administration

Date: January 10, 2012

Re: Response to the issues about accreditation raised by the APC with respect to the changes in the Electrical Engineering, Computer Engineering and Engineering Physics programs

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As the Assistant Dean responsible for accreditation matters within the College of Engineering, I felt that I should address some of the concerns raised by the APC about the accreditation of the proposed Electrical Engineering, Computer Engineering and Engineering Physics programs.

I have reviewed the programs for content and compared them against the Canadian Engineering Accreditation Board (CEAB) requirements. The three proposed programs all meet and exceed the standards with respect to the required inputs in Natural Science, Complementary Studies, Math, Engineering Science, and Engineering Design. Indeed the new structure makes accounting of these required CEAB inputs easier to manage and control. The analysis that I completed ensured that the proposed programs contained and strengthened the necessary elements of linear algebra, probability and statistics that were identified as a concern within the Computer Engineering program on its most recent accreditation visit. I am confident that from the input-side, the proposed programs are meeting the accreditation requirements.

The APC also asked for some information regarding how we would deal with the accreditation requirement for articulation of learning outcomes and program goals. To put this into context, the CEAB has dictated that starting in the fall of 2014, "there must be processes in place that demonstrate that program outcomes are being assessed in the context of the graduate attributes, and that the results are applied to the further development of the program."[1] This directive from the CEAB is moving us from the previous input-based-model to a combined input- and outcomes-based-model. That is, not only will we have to account for our inputs as we have in the past, we will have to find mechanisms to measure the outcomes of our efforts.

In addressing the APC's concerns, the program goals have not changed with the proposed program changes and articulation of our success in achieving the programs' goals will be done within the context of the 12 graduate attributes defined by the CEAB. This same challenge exists for all nine engineering programs.

To move towards a functioning outcomes-based-assessment model by the fall of 2014 FOR ALL OF OUR PROGRAMS, the College of engineering has taken the CEAB's 12 graduate attributes and broken them down into specific, and more measurable, indicators. We are in the process of mapping where, and to what extent, these indicators are present in each course of each program. In anticipation of the proposed programs being passed by Council, this mapping process is being completed for the proposed programs, not the old programs. Although the detailed mapping of the new programs is not complete at this time, the graduate attributes were considered when

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[1] 2010 Canadian Engineering Accreditation Board – Accreditation Criteria and Procedures. Engineers Canada.

developing the proposed program structures and I do not anticipate any significant concerns or "holes" to arise from the process.

The mapping process will help us to identify key courses to perform outcome assessment within our programs. The College of Engineering is working closely with the Gwenna Moss Centre for Teaching Effectiveness to develop effective and consistent assessment tools to measure the graduate attributes and their indicators. It is anticipated that measurement of some indicators will begin within the January, 2012 academic term.

In summary, the three proposed programs are in a good position to address the CEAB accreditation requirements, both the input requirements and the forthcoming outcomes-based-assessment requirements. The full details of the outcomes-based-assessment strategy have not yet been fleshed out for any of the engineering programs, but with the proposed programs, their structure and program management strategies create an environment where measurement points can be quickly identified, assessments can be made, and program/content changes can be determined implemented as required to address any program performance concerns.

Regards,

Professor Aaron Phoenix, Ph.D., P.Eng.

Assistant Dean – Undergraduate Administration

College of Engineering

Memorandum

To: Brian Daku, Department Head
Dept of Electrical and Computer Engineering
From: Michael Horsch, Undergraduate Chair,
Department of Computer Science
Phone 966-2161, Email: horsch@cs.usask.ca
Date: Monday 17 October 2011
RE: Proposed Changes to the Electrical and Computer Engineering Program

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On behalf of the department of Computer Science, I am confirming that we are aware of the proposed changes to the Electrical and Computer Engineering Undergraduate programs. We are able to support the proposed program, insofar as our courses are concerned. We will continue to work with the ECE faculty by managing the Computer Software Stream of the CME program.

AGENDA ITEM NO: 10.3

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: January 26, 2012

SUBJECT: **College of Arts and Science: Increased language requirement for Humanities majors**

DECISION REQUESTED:

It is recommended:
That Council approve the increased language requirement for Humanities majors in BA Three-year, Four-year and Honours programs effective July 1, 2012.

PURPOSE:
The Bachelor of Arts programs are academic programs at the University of Saskatchewan. Implementation of program requirements which will use new resources requires approval by University Council.

SUMMARY:
The Academic Programs Committee discussed this proposal with Vice-Dean David Parkinson. He noted the lengthy discussion which had taken place in the college over the introduction of a requirement that Humanities majors study a language other than English. The revised language requirement will require 9 credit units in languages, with at least 3 credit units in a language other than English.

At a series of Town Hall meetings with Humanities students last spring, students were supportive of changing this requirement. Humanities students at the University of Saskatchewan may take degrees in Classical, Medieval and Renaissance Studies; English; French; History; Modern Languages; Philosophy; Studies in Religious Traditions; and Studies in Religion and Culture. There are 461 declared majors in these subjects, with up to 200 more undeclared majors who are working on a Humanities program. Several majors already require study of a language other than English; the college estimates that approximately 125 additional students annually will be enrolling in language courses. The College will allocate $30,000 annually to provide increased capacity in language courses.

The existing language requirement in the college, which has been in place since 1968, can be completed with 6 credit units of English. Vice-Dean Parkinson told the committee that this conflated the study of literature with the study of composition. As a result, there has been a tendency for students in the college not to feel encouraged or supported to take a course in another language. Students in humanities programs find particular academic value in introductory exposure to another language; the range of skills involved in the study of a language other than English is significant for the study of humanities subjects, in addition to the philosophic and cultural considerations which are also particularly important for this group of students.

ATTACHMENTS:
Program proposal documentation, memos received from faculty and College response; memos received from departments offering language instruction.

Proposal for Curriculum Change
University of Saskatchewan

1. PROPOSAL IDENTIFICATION

Title of proposal: Requirement for language other than English in Humanities programs

Degree(s): Bachelor of Arts Field(s) of Study: Type A Humanities

Level(s) of Concentration: BA Three-year, Four-year, Honours
Option(s): n/a

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

David J. Parkinson
Vice-Dean (Humanities & Fine Arts)
College of Arts and Science
966-5516
david.john.parkinson@usask.ca

Date: November 16, 2011

Approved by the degree college and/or home college: October 26, 2011

Proposed date of implementation: September 2012

2. Type of change

Requiring approval by Council

- ❑ Program revisions that will use new resources

3. RATIONALE

As proposed in the college's second integrated plan, the College proposes to change Requirement A2 to 9 credit units, and require that at least 3 credit units be chosen from courses other than ENG or LIT.

The College will also reduce current number of credit units in Requirement A7 by 3 for all affected programs (not shown in the explicit changes below) to maintain current number of credit units required for degree.

The purpose of this change is to have all students in Type A programs take at least 3 credit units of a language other than English. This type of requirement is not unusual at other institutions. The University of Alberta and the University of Regina require a minimum of 6 credit units in a language other than English. The University of British Columbia requires a certain level of additional language training that may be achieved through multiple paths.

Modifying the language requirement for students in the Humanities enhances the quality of the programs in which they are studying. Study in another language is widely regarded as a fundamental element of all disciplines in the Humanities. Acquiring some introductory experience of another language, students begin to gain an important skill in the conduct of research across these disciplines. In general, knowledge of another language increases the opportunities for employment and graduate study for students in the Humanities. For the University of Saskatchewan to enhance the language requirement thus increases the competitiveness of its students graduating with Humanities BAs.

The Division of Humanities and Fine Arts has the capacity and expertise to provide the language experience envisioned in this proposal, using resources currently available to the Division. This proposal enhances the degree, improves the prospects for success of the students, and draws on some existing strengths of the Division.

By increasing students' demand for courses in languages other than English, this change will specifically impact the departments offering such courses: History, Languages & Linguistics, Native Studies, Religion & Culture and cognate departments at St. Thomas More.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Following is a summary of program changes by major:

Classical, Medieval and Renaissance Studies (4-year)
A2 Language Requirement (~~6~~ 9 credit units)
Choose **6 Credit Units** from the following:

- 100-Level, 200-Level, 300-Level or 400-Level GRK Courses
- 100-Level, 200-Level, 300-Level or 400-Level HEB Courses
- 100-Level, 200-Level, 300-Level or 400-Level LATN Courses
- ENG 301.3
- ENG 306.3
- ENG 310.3

or a single modern language at the intermediate level or higher. (This 6 credit units may be chosen from only one of the language options: see specific listing of courses below.)

- ENG 301.3, ENG 306.3, ENG 310.3
- FREN 122.3, FREN 125.3, FREN 128.3, FREN 212.3, FREN 218.3, FREN 220.3
- GERM 202.3, GERM 204.3, GERM 214.3, GERM 217.3
- GRK 112.3, GRK 113.3
- HEB 111.6
- LATN 112.3, LATN 113.3

- SPAN 202.3, SPAN 204.3, SPAN 214.3, SPAN 217.3

Choose **3 Credit Units** from the following:

- CHIN 111.6
- CHIN 130.6
- CREE 101.6
- CREE 120.6
- FREN 103.3
- FREN 106.3
- FREN 122.3
- FREN 125.3
- FREN 128.3
- FREN 218.3
- GERM 114.3
- GERM 117.3
- GRK 112.3
- GRK 113.3
- HEB 111.6
- LATN 112.3
- LATN 113.3
- RUSS 114.3
- RUSS 117.3
- SNSK 101.6
- SPAN 114.3
- SPAN 117.3
- UKR 114.3
- UKR 117.3
- any senior-level language course provided that the prerequisite is met

Note: At most 6 credit units from one subject may be used in Requirements 1 to 4 to fulfill degree requirements. For example, if ENG 110.6 is used in A1, then ENG 301.3, 306.3, or 310.3 may not be used in A2. However, those senior ENG courses may be used in A6.

Classical, Medieval and Renaissance Studies (Honours)

A2 Language Requirement (~~6~~ 9 credit units)

Choose 6 credit units in one of GRK or HEB or LATN

Greek

- 100-Level, 200-Level, 300-Level or 400-Level GRK Courses

Hebrew

- 100-Level, 200-Level, 300-Level or 400-Level HEB Courses

Latin

- 100-Level, 200-Level, 300-Level or 400-Level LATN Courses

Choose **3 Credit Units** from the following:

- CHIN 111.6
- CHIN 130.6
- CREE 101.6
- CREE 120.6
- ENG 110.6
- ENG 111.3
- ENG 112.3
- ENG 113.3
- ENG 114.3
- FREN 103.3
- FREN 106.3
- FREN 122.3
- FREN 125.3
- FREN 128.3
- FREN 218.3
- GERM 114.3
- GERM 117.3
- GRK 112.3
- GRK 113.3
- HEB 111.6
- LATN 112.3
- LATN 113.3
- LIT 100.6
- RUSS 114.3
- RUSS 117.3
- SNSK 101.6
- SPAN 114.3
- SPAN 117.3
- UKR 114.3
- UKR 117.3
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

English (all levels)

A2 Language Requirement (~~6~~ 9 credit units)

Choose **6 Credit Units** from the following:

- 100-Level ENG Courses

Choose **3 Credit Units** from the following:

- CHIN 111.6
- CHIN 130.6
- CREE 101.6
- CREE 120.6
- FREN 103.3
- FREN 106.3
- FREN 122.3
- FREN 125.3
- FREN 128.3
- FREN 218.3
- GERM 114.3
- GERM 117.3
- GRK 112.3
- GRK 113.3
- HEB 111.6
- LATN 112.3
- LATN 113.3
- RUSS 114.3
- RUSS 117.3
- SNSK 101.6
- SPAN 114.3
- SPAN 117.3
- UKR 114.3
- UKR 117.3
- Any senior-level language course provided that the prerequisite is met

History (all levels)
Philosophy (all levels, including STM)
Studies in Religion and Culture (all levels)
Studies in Religious Traditions (4-year, 3-year only)
A2 Language Requirement (~~6~~ 9 credit units)
Choose **6 Credit Units** from the following:

- CHIN 111.6
- CHIN 130.6
- CREE 101.6
- CREE 120.6
- ENG 110.6
- ENG 111.3
- ENG 112.3
- ENG 113.3
- ENG 114.3
- FREN 103.3
- FREN 106.3
- FREN 122.3
- FREN 125.3
- FREN 128.3
- FREN 218.3
- GERM 114.3
- GERM 117.3
- GRK 112.3
- GRK 113.3
- HEB 111.6
- LATN 112.3
- LATN 113.3
- LIT 100.6
- RUSS 114.3
- RUSS 117.3
- SNSK 101.6
- SPAN 114.3
- SPAN 117.3
- UKR 114.3
- UKR 117.3
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

Choose **3 Credit Units** from the following:

- CHIN 111.6
- CHIN 130.6
- CREE 101.6
- CREE 120.6
- FREN 103.3
- FREN 106.3
- FREN 122.3
- FREN 125.3
- FREN 128.3
- FREN 218.3
- GERM 114.3
- GERM 117.3
- GRK 112.3
- GRK 113.3
- HEB 111.6
- LATN 112.3
- LATN 113.3
- RUSS 114.3
- RUSS 117.3
- SNSK 101.6
- SPAN 114.3
- SPAN 117.3
- UKR 114.3
- UKR 117.3
- Any senior-level language course provided that the prerequisite is met

French

A2 Language Requirement (~~6~~ 9 credit units)

- FREN 122.3 and FREN 125.3 or FREN 128.3 and FREN 218.3

Choose **3 Credit Units** from the following:

- CHIN 111.6
- CHIN 130.6
- CREE 101.6
- CREE 120.6
- ENG 110.6
- ENG 111.3
- ENG 112.3
- ENG 113.3
- ENG 114.3
- GERM 114.3
- GERM 117.3
- GRK 112.3
- GRK 113.3
- HEB 111.6
- LATN 112.3
- LATN 113.3
- LIT 100.6
- RUSS 114.3
- RUSS 117.3
- SNSK 101.6
- SPAN 114.3
- SPAN 117.3
- UKR 114.3
- UKR 117.3
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

Modern Languages

A2 Language Requirement (~~6~~ 9 credit units)

Choose 6 credit units taught in the primary language:

- FREN 103.3
- FREN 106.3
- FREN 122.3
- FREN 125.3
- FREN 128.3
- FREN 218.3
- GERM 114.3
- GERM 117.3
- RUSS 114.3
- RUSS 117.3
- SPAN 114.3
- SPAN 117.3

Choose **3 Credit Units** from the following:

- CHIN 111.6
- CHIN 130.6
- CREE 101.6
- CREE 120.6
- ENG 110.6
- ENG 111.3
- ENG 112.3
- ENG 113.3
- ENG 114.3
- FREN 103.3
- FREN 106.3
- FREN 122.3
- FREN 125.3
- FREN 128.3
- FREN 218.3
- GERM 114.3
- GERM 117.3
- GRK 112.3
- GRK 113.3
- HEB 111.6
- LATN 112.3
- LATN 113.3
- LIT 100.6
- RUSS 114.3
- RUSS 117.3
- SNSK 101.6
- SPAN 114.3
- SPAN 117.3
- UKR 114.3
- UKR 117.3
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

Studies in Religious Traditions (Honours)

A2 Language Requirement (9 credit units)

Choose **6 Credit Units** from the following:

- CHIN 111.6
- GRK 112.3 and GRK 113.3
- HEB 111.6
- LATN 112.3 and LATN 113.3

- SNSK 101.6

Choose **3 Credit Units** from the following:

- CHIN 111.6
- CHIN 130.6
- CREE 101.6
- CREE 120.6
- ENG 110.6
- ENG 111.3
- ENG 112.3
- ENG 113.3
- ENG 114.3
- FREN 103.3
- FREN 106.3
- FREN 122.3
- FREN 125.3
- FREN 128.3
- FREN 218.3
- GERM 114.3
- GERM 117.3
- GRK 112.3
- GRK 113.3
- HEB 111.6
- LATN 112.3
- LATN 113.3
- LIT 100.6
- RUSS 114.3
- RUSS 117.3
- SNSK 101.6
- SPAN 114.3
- SPAN 117.3
- UKR 114.3
- UKR 117.3
- any senior-level language course provided that the prerequisite is met and not more than 6 credit units in one subject are used for the Humanities or Languages Requirement.

5. RESOURCES

This change will affect students in Type A Bachelor of Arts programs (461 declared majors as of October, likely another 115-200 undeclared who are working on one of these programs). Some of these programs already require that students take a language other than English, so these students will have the option to take any Language course to fulfill the expanded requirement (including English and Literature courses). Given this, the College estimates that the change will affect approximately 75% of students in Type A programs, or about 125 students each year (500 over 4 years). Capacity exists to accommodate these additional students.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The main impact of this change will be felt by the Department of Languages & Linguistics, responsible for offerings of French, German, and Spanish, though there will also be some effect on History (responsible for Greek and Latin), St. Thomas More (currently responsible for offering courses in Russian and Ukrainian), Religion and Culture (responsible for Chinese, Hebrew and Sanskrit) and Native Studies (responsible for Cree).

The intention to add the requirement of a second language (other than English) was explicitly included in the College of Arts & Science Second Integrated Plan, in the Humanities and Fine Arts Second Integrated Plan Initiatives (1.7).

This change was discussed by the Academic Programs Committee (Humanities & Fine Arts) at their April 14, 2011 meeting, at which a motion was passed to support the creation of a proposal. A draft proposal was taken to the Division of Humanities & Fine Arts meeting on May 10, 2011 for consideration and notification that the proposal would appear in the September 2011 College Course and Program Challenge.

The proposal was included in the September 2011 College Course and Program Challenge. A number of comments were received (attached). The Academic Programs Committee (Humanities & Fine Arts) decided to refer the proposal to the Divisional Faculty Council for vote, at their meeting on October 5, 2011. The proposal was discussed, voted on and approved at the Divisional Faculty Council meeting on October 26, 2011.

Regarding student support for this change, we can provide the following statement:
Supporting and expanding access to language instruction has been a prime area of discussion at a series of town halls in the Division of Humanities and Fine Arts. The dates on which these events took place follow: 17 February, 31 March, 8 April and 20 April 2011. These town halls were well attended, with over one hundred students at each, mostly from programs in the Fine Arts and Languages. In addition, this consultation also took the form of meetings with student representatives, including the then-President of the USSU, Chris Stoicheff (2 March 2011) and with representatives of the ad hoc student group Speak Up (30 March, 6 April 2011). It should perhaps be noted in passing that, led by Devin Clemens and Rachelle Ternier, in March 2011 that group collected over two thousand signatures on a petition in support of language instruction.

7. BUDGET

The Division will allocate $30,000 per year for a minimum of 4 years (period covered by the Third Integrated Plan) to provide increased capacity in introductory language courses. This allocation will be made from the Divisional operating budget.

College Statement

From David J. Parkinson, Vice Dean, Division of Humanities and Fine Arts, College of Arts & Science

The College of Arts and Science is supportive of the proposed change to the Language requirement for Humanities (Type A) Bachelor of Arts programs. This change will ensure that all students in these programs take a minimum of 3 credit units in a language other than English. This requirement is seen as a step to helping students develop skills to engage in a global society, prepare for Graduate programs, and to be on an even footing with students from other institutions where such requirements are not uncommon.

As detailed above, the proposed change was approved by the Division of Humanities & Fine Arts on October 26, 2011. While there are individual faculty members opposed to the change, for a variety of reasons, not one Department expressed opposition as a majority view. The change was supported by the faculty of the Department of Languages & Linguistics, who can reasonably be expected to experience the greatest impact.

Related Documentation

Include any related documentation which is relevant to this proposal, such as:

- Excerpts from the College Plan and Planning Parameters

Excerpt from College of Arts & Science 2007 (2nd) Integrated Plan

Humanities and Fine Arts 2nd Integrated Plan Initiatives
October 15, 2007

Theme 1: To Enhance Student Experience with Innovative Teaching and Programming in a Student-Centred Environment

1.7 Requirement of a Second Language (other than English) of all Students in Four-Year Undergraduate Programs in the Division.
Description: a meaningful undergraduate education in the Humanities and Fine Arts requires significant exposure to a second language other than English. The current College requirement of a second language that can be fulfilled by taking six credit units of English does not adequately reflect this principle in this Division.

Outcomes: a stronger and more meaningful undergraduate student experience; a more appropriate preparation for the student entering a globalized economy; a student better prepared for the second-language requirement in all graduate programs.

Resources: one additional faculty position in the Languages and Linguistics Department to fulfill the increased demands this initiative will create.

Measurements: greater student satisfaction and preparation for employment and for graduate programs.

Timeline: in the fall of 2008 this initiative will be introduced to apply to all four-year Honours students in the Division. By 2010 it will apply to all four-year students in the Division.

Responsibility: Associate Dean, Humanities and Fine Arts.

Information from the College of Arts and Science Integrated Plan and the Division of Humanities and Fine Arts Integrated Plan
October 2011

The Division of Humanities and Fine Arts has committed $30,000 per year for each year of the plan, to increase capacity in introductory language courses. (This information appears on page 8, item 3 of the Division of Humanities and Fine Arts plan, in the Innovation in Academic Programs section.) The change from the full faculty position indicated in the College's 2nd Integrated Plan reflects that this change is currently being applied to the Humanities programs only, rather than all Arts & Science programs. Implementing this new requirement more broadly will be part of the discussion surrounding Arts & Science curricular mapping and program renewal, which is scheduled to occur over the period of the Third Integrated Plan. (This information appears on page 11 of the College of Arts and Science plan, in the Innovation in Academic Programs and Service section.)

Comments received regarding the proposal to increase the language requirement from 6 to 9 credit units for Type A Bachelor of Arts programs:

Date: Thu, 15 Sep 2011 14:38:17 -0600
From: Frank Klaassen <frank.klaassen@usask.ca>
To: David J. Parkinson <djp027@mail.usask.ca>, Alexis Dahl <alexis.dahl@artsandscience.usask.ca>

David and Alexis,
I'm not sure who is receiving reactions to the proposed change in language requirements. It seems to me that this requirement should be College-wide and not limited to Humanities and Fine Arts.
Frank
--
Frank Klaassen
General Editor, Opuscula: Short Texts of the Middle Ages and Renaissance
President, Societas Magica
Director, Classical, Medieval, and Renaissance Studies
University of Saskatchewan

Subject: RE increase in Language requirement for Program A students from 6 - 9 cus
Date: Thu, 15 Sep 2011 15:15:50 -0600
From: Angela Kalinowski <angela.kalinowski@usask.ca>
To: challenge.coordinator@artsandscience.usask.ca

Encouraging humanities students (Program A) to study foreign languages is an excellent idea. I support the proposal to have foreign language certainly make up 3 cus of every humanities students degree. In the ideal world, I would go even further than this and have the language requirement be a 6 cu **foreign** language requirement. The ideal of internationalizing the curriculum will also partly be served by this. Indeed, I can imagine partnerships with Universities in other countries where our students might go to study a foreign language not offered on this campus. (In an even more ideal world all programs offered in the college of Arts and Science -Hum, F-A, Science and Soc sci- would have a 6-cu foreign language requirement). Why study language? Are there any real benefits other than idealism? Foreign language study changes the brain: new neural pathways are created. Foreign language study (esp Latin, Greek &romance languages helps build vocabulary for english speakers. Foreign language study underpins understanding other cultures. And has other 'practical' applications, if the previously listed are not practical enough (interested in doing business in china? study Chinese!)
thanks
Angela Kalinowski

Subject: Increase in language requirements for Program Type A students
Date: Mon, 19 Sep 2011 17:00:09 -0600
From: Jim Handy <jim.handy@usask.ca>
To: challenge.coordinator@artsandscience.usask.ca

Dear colleagues in the Division of Humanities and Fine Arts,
I oppose this measure strongly and I would like to outline the reasons for my opposition below.
Let me say, first, that my opposition to this is not in any way meant to question the value of language courses or the benefits students might gain from taking a second language. My students, as much as those of anyone in the Division, require a working knowledge and facility in one of the languages taught in the department of Languages and Linguistics; every single one of my graduate students has to be able to function---at least--in Spanish. The utility of another language is obvious and the benefits of studying another language go well beyond simple utility.
My opposition to this measure, then, is based on four concerns:

1/ Making such a change now makes little sense. We are in the middle of considering an IP3 project that promises substantial changes to the way our Division functions. We are also considering a First Year Review report that should mean both substantial changes to curricula in all Departments and a significant reconsideration of the goals outlined for undergraduate instruction in the Division. If these documents do not produce this kind of re-evaluation, than they have failed. In such circumstances, it makes little sense to make a major change to Program Type A requirements this year, before these more generalized revisions are created. At this point, it makes good sense to interrogate all of the various requirements in the Program Type A monitor, not simply change one.
2/ My second objection is a crass concern about numbers. This measure, by definition, is designed to get students to do what they have proven reluctant to do. This might not matter if students have no choice. But, in a Division that is increasingly reliant on numbers to generate income, anything that dissuades those students who have a choice from taking a degree in Program Type A (Humanities and Fine Arts) is problematic. History would suffer from this more than any other Department in the Division, I expect, because the most common alternative for our students are degrees and courses in the Social Sciences, Political Studies and Anthropology mostly. There is no doubt that for a certain number of these students, the requirement to take 3 cu. in a 'foreign' language will be a deciding factor. How many such students there will be, we do not know. I am not anxious to gamble that it will not be considerable.
3/ No one has presented a credible pedagogical argument for this measure. The most complex arguments provided are that studying another language both provides students with useful tools and 'opens students minds'. There is no doubt that this is true. But, is it more true for Languages than for Philosophy or, even, History? We mandate no such minimum requirement for these disciplines in Program Type A. And, even if this were true, how does it apply to 100 level English classes? Increasing the language requirement in order to prevent students from meeting it completely through English classes avoids the whole question of the pedagogical justification for allowing students to use English classes to meet the requirement. At the very least, the measure should be changed to prevent students from using English to meet it and reduce the requirement to 3. But, I would oppose that as well.
4/ This is not even beneficial to the programs in Languages and Linguistics. The various streams in Languages and Linguistics need to focus on building credible, popular, sequenced programs with appropriate numbers of students at various levels. This is done by building good programs and by working hard to attract willing 100 level students into upper year courses. No program benefits from a huge influx of (reluctant) 100 level students, requiring either an overwhelming reliance on sessionals or over burdening faculty with 100 level instruction. This is especially problematic in Languages where the size of 100 level courses must be kept low and where such junior language acquisition is different from what most faculty are trained in and what they enjoy teaching. This measure will make reforming the programs in Languages more difficult not less, and ensure that these programs become even more a service station for 100 level students and even less integrated wholes. Such a measure will make it exceedingly difficult to introduce reform to our programming, as it has at every other university where it has been introduced.
In short, this measure should be abandoned. If not abandoned, it should at least be deferred until we have dealt with programmatic changes resulting from the new Integrated Planning Process and the First Year Review. What we need to do at this point is interrogate all of the requirements in our Program Type A to ensure that they continue to meet our needs in the Division rather than making piecemeal, but important, changes to the requirements.
Thank you,
Jim Handy,
Head, Department of History

Subject: language requirement
Date: Mon, 26 Sep 2011 14:14:33 -0600
From: Ludmilla Voitkovska <ludmilla.voitkovska@usask.ca>

To: challenge.coordinator@artsandscience.usask.ca
CC: David Parkinson <david.john.parkinson@usask.ca>, Lisa Vargo <lisa.vargo@usask.ca>

Hello Alexis,

I am writing to offer my unconditional support to the increase of language requirement currently under the Committee's consideration. This is the first step in bringing the language requirement at the University of Saskatchewan on par with that of other medical doctoral universities in Canada. Studying languages other than English advances two important University priorities: internationalization, of which languages are a core, and experiential learning.

This University used to require students to study languages other than English, and, having abolished the proper language requirement more than thirty years ago, has had to face negative consequences of this decision both in the quality of academic programs, and in state of international languages as a discipline.

Thank you.

With regards,

Ludmilla Voitkovska
Department of English

Subject: Proposed change to Humanities language requirement
Date: Tue, 27 Sep 2011 13:53:53 -0600
From: Yin Liu <yin.liu@usask.ca>
To: Alexis Dahl <alexis.dahl@artsandscience.usask.ca>
CC: Lisa Vargo <lisa.vargo@usask.ca>, Allison Fairbairn <allison.fairbairn@usask.ca>

Alexis:

This is just a note to inform you that the Undergraduate Committee of the English Department has reviewed the proposal currently posted to College Challenge, 'Change to Language requirement in Type A (Humanities) BA program', and supports it in principle. We do not anticipate any significant impact on our programs or courses as a result of the proposed change.

All members of the English Department have been invited to respond to the proposal individually, if they wish, and some may do so.

Since this is not a challenge *per se* I am sending this note to you directly, and you may pass it on to the Programs Committee if that would be appropriate.

Yin Liu
English Undergraduate Chair

--

Yin Liu
Department of English
University of Saskatchewan
Saskatoon, SK S7N 5A5
Canada
+1 (306) 966-1835
yin.liu@usask.ca

Subject: new Type A language requirement
Date: Tue, 27 Sep 2011 15:22:42 -0700
From: Susan Gingell <susan.gingell@usask.ca>
To: challenge.coordinator@artsandscience.usask.ca, Yin Liu <yin.liu@usask.ca>

Hello Alexis,

I am writing to endorse the proposed program change to requiring 3 cu of a language other than English for Type A graduation and in fact urge that this change be the first step to boosting the College's language-teaching capacities and the requiring for graduation of 6cu of a language other than English of all HUMFA students. At the same time I would like to suggest that the Division moderate the claim that

3cu of a language other than English is going to improve students' employment prospects. Claiming that students who *know* another language than English may well have better employment prospects seems to me more realistic.
Susan
--
Susan Gingell
Professor of English, University of Saskatchewan
President, CACLALS (Canadian Association of Commonwealth Literature & Language Studies)
Visiting Scholar, University of British Columbia, 2011-12

Subject: Changes to Language Requirements in Program Type A
Date: Wed, 28 Sep 2011 12:05:00 -0600
From: Robert Englebert <r.englebert@usask.ca>
To: challenge.coordinator@artsandscience.usask.ca

I am writing to express my deep concern regarding changes being proposed for the language requirements for the BA - Type A, from 6 to 9 credits.
Let me start by explaining that I research in French and teach courses on French North America. Therefore my undergraduate students benefit from some knowledge of French and my graduate students require a certain level of proficiency in the language.
That being said, I am very concerned about this change to the requirements for a number of reasons.
1. Jobs. I am a French immersion graduate, who completed my undergrad and graduate work at bilingual institutions. I also took several years of Spanish and Italian. Prior to grad school I worked for years in business in positions that made use of my French language skills, and I can say with absolute certainty that one 3 credit course in second language instruction will not provide sufficient knowledge in the language to help students on the job market. This is particularly true for French, where students with bare-minimum rudimentary knowledge will not be able to compete with Fransaskois or French immersion students in Saskatchewan, and certainly not as one heads further east. And there is absolutely no way that 3 credits would get a student anywhere close to even the minimum standards for Canada's government workplace. The idea that taking an introductory course in a language would help with employment, quite frankly, shows a great deal of ignorance regarding the various requirements for 2nd and 3rd language proficiency in the workplace. If this is truly the goal, then students should not be able to use English at UofS (an English institution) to meet their language requirements. 9 credits of language training might in some instances bring a student close to minimum standards for a work environment.
2. I have yet to see a pedagogical justification for this change. Yes, languages open students' minds, but more than History, Philosophy, or other disciplines? Language courses can certainly benefit history courses, but it works the other way around as well. A history course on Latin America, France, French Canada, etc., provides invaluable context for students taking a language course and could help fuel their interest in learning those languages. Yet history is not mandated, nor are other disciplines. There is a big difference between suggesting and mandating these types of courses. Without a solid pedagogical justification for this decision, it could devolve into the realm of language politics, which has the ability to polarize faculty and students alike. I'm not sure that this is worth the risk.
3. Numbers. This seems to be a simple numbers grab for languages and linguistics, just as the 6 credit requirement currently funnels student into English. With no credible employment or pedagogical argument, there is little else to explain why students would be forced into these classes. It would of course take students out of courses from other departments. Students will be given less choice and it could easily send students over to the social sciences. At the very least, if this is to be instituted, do it across the entire college. It begs the question of whether or not it is worth the risk of alienating students who have shown a reluctance to take these courses of their own free will?
In addition, I'm not sure that this will really benefit languages and linguistics. By creating a glut at the 1st year level, which necessarily requires small classes for instruction and likely a dramatic increase in

sessional and regular faculty instruction, would likely stretch departmental resources. It is not clear how, if at all, this will help languages and linguistics beyond a first year numbers bump.
4. Timing. The timing of this makes no sense whatsoever, in the middle of the IP3 project and before potential sweeping changes to first year curriculum as per the review last year.
Best,
Robert Englebert
--
Robert Englebert
Assistant Professor
History
9 Campus Drive
University of Saskatchewan
Saskatoon, SK, S7N 5A5
Canada
306-966-5219

Subject: changes to language requirement challenge
Date: Wed, 28 Sep 2011 12:47:02 -0600
From: Lisa Smith <lisa.smith@usask.ca>
To: challenge.coordinator@artsandscience.usask.ca

Dear Alexis,
I am concerned about the proposed language requirement for Program Type A students, particularly since there has been no discussion across the division.
First, I am not sure that students would learn anything substantial in a junior-level 3 cu language course. These courses, I fear, would be along the lines of "A Taste of France" and by the end of it the students might have learned at best some basic vocabulary and how to read French menus.
Second, I think that there would be a stronger pedagogical rationale for requiring students to take at least 6 cu in a language other than English. That requirement is in fact common at many other universities. That at least gives a decent basic grounding in a language. Learning a language well could even be one of the main selling points for the humanities (the ultimate 'transferable skill'). However, is 3 cu really sufficient to learn a language or, indeed, even to understand a culture? 3 cu seems like a token requirement -- and one that might have disproportionate enrollment repercussions.
Finally, it is important at a time when enrollment has become such a key issue for the division that we consider collectively what the implications of a language requirement for our division might be. Just thinking about history -- a student might choose to take a cognate discipline in Social Sciences, such as sociology, in order to avoid the language requirement for Humanities. As it is, many of my first years are torn between history and political science.
If we are going to impose a language requirement, we need to think more carefully about it.
Sincerely,
Lisa Smith (Associate Professor, European History)

Subject: The language requirement.
Date: Thu, 29 Sep 2011 15:02:20 -0600
From: Philip Dwyer <phil.dwyer@usask.ca>
To: alexis.dahl@artsandscience.usask.ca

Hi Alexis. I want to register my view against the proposed extra language requirement for Humanities. I believe it will negatively affect enrollment in the division, which it cannot risk at this time.
Yours sincerely,
Phil Dwyer
Dept. of Philosophy

Subject: language requirement
Date: Fri, 30 Sep 2011 15:37:55 -0600
From: Julio Torres Recinos <julio.torres@usask.ca>
To: Alexis Dahl <alexis.dahl@artsandscience.usask.ca>

It can be argued that learning a second language can benefit students personally and professionally. It can broaden their horizons and open up new opportunities career wise. For example, for History students interested in Latin America, knowing Spanish, or Portuguese by the same token, can allow them to communicate directly with locals, something that can be seen as a good sign by the local people and which can help the scholar in obtaining information. The scholar can also read documents and books in the original, which will allow him/her to consult sources directly, which may not be in translation. Students in English, for example, might want to read a literary work in the original, gaining a deeper understanding of the text, and enabling them to compare the original with a translation. Reading a work in the original language might lead them into a comparative approach. There is no question that reading a second language is always necessary for a Philosophy student as many philosophical texts are written in German, French, Italian, Greek, etc. And we know that often Music scholars need to be able to read or pronounce German, Italian and French.

Obviously I support this language requirement. Even if students get to take 3 cus of in a second language, this exposure might encourage them to take further language courses later on. Learning a second language should be a integral part of a well rounded university education.

Julio Torres-Recinos
Spanish

Response to Comments Received Regarding Change to Language Requirement for Type A programs

David Parkinson, Vice-Dean

The Academic Programs Committee (Humanities and Fine Arts) received comments regarding the proposal to increase the Language Requirement for Type A (Humanities) programs from 10 faculty members. Of these, six supported the change and four did not. The information below addresses the questions raised in these comments.

1. Question regarding why the change is not being made to all programs in the College of Arts & Science.

Divisions only have authority over Divisional programs. It was felt that the best way to move this forward was to start with the Humanities programs, the category which includes the language programs. This will allow the Division and the College to judge the effect of this change, and make an informed decision on whether to expand it to other program types.

2. Question regarding the inclusion of Latin in the language options for this requirement.

Research supports that second language learning enhances students' ability to learn, no matter what language is learned. A report written by the National Education Association (US) in 2007 states that second language study benefits academic progress in other subjects, benefits higher order, abstract and creative thinking, and benefits basic skills development, among an number of other positive outcomes. (http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf)

While it is true that Latin is no longer spoken, and therefore students who choose it will not have the advantage of communication with native speakers, the other benefits remain. A number of English words have come from Latin roots, so learning this language will help students to gain a better understanding of their (likely) first language. As well, Latin is still widely used in Biology, Medicine and Law.

3. Questions regarding timing of this change.

The questions regarding the timing of this change are based on people looking forward to the College and Division's 3rd Integrated Plans (IP3), scheduled to start next year, which include commitment to curricular innovation and renewal. The fact of the matter for this change is that it was proposed in the 2nd Integrated Plan (IP2), and we are actually coming to it a bit late (last year of the plan), rather than too early. The IP3 plan for curriculum renewal requires that the process be data driven, and will take several years. In that time, it is likely that no single program will remain unchanged. The existence of future plans for potential change to not justify leaving this previously approved idea behind.

4. Questions regarding student numbers in Humanities (specifically History) programs.

There is no data to support that students will leave Humanities programs if they are required to take a language course. The common requirement for all Humanities students will soon make this "normal". Dr. Handy points out that the "most common alternative for [History] students are degrees and courses in the Social Sciences". This is true, though anecdotal evidence indicates that the most common alternative for History students is the International Studies program, which requires at least 12 credit units of second language study in each stream.

The original proposal predates TABBS. This is not and never has been an attempt to be a "simple numbers grab for languages and linguistics". This change is based on the belief that second language training is beneficial to students. To support that view, requirement for such training will be required.

The Division has every confidence in the capacity of the Department of History to continue to offer an excellent program which attracts a diverse student cohort.

5. Question regarding rationale for this change, as opposed to an increase to the Humanities requirements instead.

No argument is being made that Language learning is more important than courses such as History or Philosophy. The fact of the matter is that students in Type A programs are required to take 12 credit units in the Humanities (CMRS, HIST, PHIL, RLST, WGST and all language courses) and another 6 credit units in Language. The Humanities requirement is usually fulfilled by taking 6 credit units in the major area (required) and 6 credit units from another non-language option. The Language requirement is fulfilled by taking English. This change will not require students to make different choices in these areas, merely to add 3 credit units of second language as well, at the expense of 3 credit units of unrestricted elective. Students in a program which

already requires language study will be able to fulfill the additional 3 credit units with any language course, including ENG and LIT.

6. Question that this change is of no benefit to the Department of Languages & Linguistics.

It is the case that the affected Departments feel that this will be beneficial. It is not unreasonable to consider that as more students take the introductory language courses, the pool of students who may go on to take more language courses will be larger and therefore more students can be expected to do so. This may lead to more language majors, but even more likely more students pursuing Minors and Recognitions in languages.

7. Question that this change has no effect on students' job prospects.

The proposers do not intend to indicate that one introductory second language course will help students find employment. But, by integrating second language learning in the Humanities programs, students may pursue higher level language learning, which will be of benefit.

8. Question that 3 credit units in insufficient to provide substantial benefit.

The Division agrees that students will gain the most benefit from taking more than 3 credit units of second language courses. The Division also believes that students would gain additional benefit from taking more courses in many other areas, but there are limits on what students can do and be expected to do within 90 or 120 credit units while maintaining necessary flexibility. Adding a 3 cu requirement is a reasonable way to test the effect of such a requirement, while respecting the resources available.

UNIVERSITY OF SASKATCHEWAN

Department of Languages and Linguistics

9 Campus Drive
Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-5627
Facsimile: (306) 966-5782
E-mail: languages@usask.ca
www.arts.usask.ca/languages/

Memorandum

To: David Parkinson, Vice-Dean, Humanities & Fine Arts, College of Arts & Science;

Alexis Dahl, Director of the Programs Office, College of Arts & Science

From: Julio Torres-Recinos, Acting Head, Department of Languages & Linguistics

Date: November 24, 2011

Re: Language Requirement

The Department of Languages and Linguistics fully supports the change in Language Requirements to 9 cu in type A programs (minimum 3 cu from a language other than English). This change has been necessary for a long time and our Department has been lobbying to make it happen for years. We believe that taking at least 3 cu of a language other than English provide students with some exposure to a language and this perhaps will motivate them to take more courses in that language. By approving this change, our University will be sending the message that learning a second language is important in this era of globalization. It also sends the message that there is a close connection between learning a second language and internationalization. It sends a good signal when we make an effort to communicate with others in their language. The personal and professional satisfaction of learning a second (or a third) language can be enormous.

For the Department of Languages and Linguistics this change will mean more students at a time when enrolments count. It will mean that the University and the College stand behind a small department as this will mean more resources and more students for us. It is for all of these reasons that we strongly encourage approving this Language Requirement.

If you have any questions or concerns, please do not hesitate to contact me at 966 5681.

Julio Torres-Recinos

UNIVERSITY OF SASKATCHEWAN

Department of Religion and Culture

College of Arts and Science

ARTS 919 – 9 Campus Drive
Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-6771
Facsimile: (306) 966-6804
Email: relstudies@usask.ca

To: Dr. David J. Parkinson, Vice Dean, Division of Humanities and Fine Arts

From: Braj M. Sinha, Head, Department of Religion and Culture

Date: November 25, 2011

Re: Expansion of Language Requirement for the Program Type A

The Department of Religion and Culture strongly supports the new Division of Humanities and Fine Arts proposal to expand the language requirements for students within the Division. The proposal to expand the language requirement from the current 6cu to 9cu is a belated but appropriate response to the need of the liberal arts education in a globalized economic and cultural environment in which our students are finding themselves involved increasingly.

The Department of Religion and Culture considers language instruction as an important way to expose our students to varied cultural perspectives contributing to the expansion of their mental horizons and equipping them with important analytical skills.

The Department requires its majors to take at least six cu in a language relevant to their area of concentration within the Department. These languages include Chinese, Sanskrit, Hebrew, Greek and Latin. Most students declare their major in the second or the third year , and by that time they may have taken 3cu English as part of the language requirement stipulation of the Division of Humanities. This effectively means that they have only 3cu room for a non-English language in their program of studies. We believe that at least 6cu, preferably 9cu, in a language gives students the minimum necessary competence to be able to familiarize themselves to the subject matter and the relevant literature enshrined in a language other than English. Most Religious Studies programs in the country have minimum 6cu language requirement.

Most importantly the Department of Religion and Culture, offering courses in non European languages strongly believes that Languages are an important tool to introduce students to the cultural context of different modes of thinking and acting. Learning languages empowers our students with different skill sets and analytical acumen in a world which is becoming increasingly competitive on account of the changing geo-political and economic scenario needing competence in non-European languages and cultures.

The Department believes that expansion of the current language requirement in the Division is one important step in the direction of giving University of Saskatchewan students advantage over others. We wholeheartedly support this initiative.

Sincerely,

Braj M Sinha, Ph.D., D.Litt.
Professor and Head

Phone : (306) 966-4258
Fax : (306) 966-6804
Email: braj.sinha@usask.ca

From:	Carl Still
To:	lfp421@mail.usask.ca;
cc:	Fornssler, Cathie; David Parkinson - EXT; Alexis Dahl; Patti McDougall;
Subject:	Proposed change to Humanities language requirement
Date:	Tuesday, November 29, 2011 5:26:06 PM

Dear Professor Proctor:

I understand that the Academic Programs Committee has been studying the recently proposed change to the Type A Program (Humanities) in Arts and Science. I have reviewed the proposed increase of 3 credit units to requirement A2 whereby students would be required to take at least 3 credit units of language outside of ENG. I have been directly consulted on this matter and have also discussed it with Dr. Patricia McDougall, Associate Dean of STM. As representatives of a college offering Language courses and contributing to the Type A Program, Dr. McDougall and I support this proposed change.

Thank you for your consideration of our views. I am writing to you by email in the interest of time, as I understand your committee meets tomorrow.

Sincerely,

Carl Still

Professor Carl N. Still
Dean
St. Thomas More College
1437 College Drive
Saskatoon, SK S7N 0W6
Phone: 306.966.8950
Fax: 306.966.8904
Email: cstill@stmcollege.ca

AGENDA ITEM NO: 10.4

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: January 26, 2012

SUBJECT: **College of Arts and Science: Program termination of BA Four year and honours Sociology (Indigenous Peoples and Justice Program) major and the Minor in Indigenous Peoples and Justice**

DECISION REQUESTED:

It is recommended:
That Council approve the termination of the Bachelor of Arts Four-year and Honours Sociology (Indigenous Peoples and Justice Program) major and the Minor in Indigenous Peoples and Justice effective July 1, 2012.

PURPOSE:
University Council approves terminations of academic programs.

SUMMARY:
The College of Arts and Science is terminating the Sociology (IPJP) major and the Minor in Indigenous Peoples and Justice. The Indigenous Peoples and Justice Program initiative was the fourth priority area approved by the University Council as part of the Priority Determination process. Faculty members were hired in the College of Law and in the College of Arts & Science (Political Studies and Sociology) to offer specializations which would provide students an opportunity to combine discipline-specific training with a focus on Aboriginal issues and subject matter relevant to Aboriginal communities. Four capstone courses (IPJP 301.3, IPJP 302.3, IPJP 402.3, IPJP 403.3) were developed to provide interdisciplinary study in Indigenous knowledge and concepts of justice.

In the years since the inception of the Indigenous Peoples and Justice Program, the faculty members hired have all left the University of Saskatchewan. This has provided an opportunity to rethink the offering and administration of Indigenous Knowledge area of study, which has led to a decision to move it to the Department of Native Studies. This will also allow for a significant reduction in overlap of topics covered in the IPJP courses and in existing Native Studies (NS) courses.

The Academic Programs Committee discussed this proposal with Vice-Dean Harley Dickinson at its November 30 and January 11 meetings. In the last four years, only four students have graduated in this major; there may be one student pursuing this program at present. The Committee agreed to recommend that Council approve this program termination.

ATTACHMENTS:
Report Forms for Program Termination and related memos

MEMORANDUM

COLLEGE OF ARTS AND SCIENCE

DIVISION OF SOCIAL SCIENCES

TO: Cathie Fornssler, Secretary, Academic Programs Committee

FROM: Harley Dickenson, Vice-Dean (Social Sciences)

DATE: November 1, 2011

RE: Deletion of Indigenous Peoples and Justice Program Minor

This memo confirms that the College of Arts and Sciences supports the deletion of the Indigenous Peoples and Justice Program Minor, including all of the IPJP labeled courses.

The proposal to terminate the Minor and all related courses was submitted to the College Course Challenge in September 2011, and was approved by the Academic Programs Committee (Social Sciences) on October 17, 2011. The proposal was approved at the Division of Social Sciences meeting on October 24, 2011.

Students who have begun work on these programs prior to May 2011 will be allowed to finish the program, per College of Arts and Science regulations. Academic equivalents for IPJP 301.3, 302.3, 402.3, and 403.3 courses have been identified and will continue to be available to students so they can complete their program requirements.

_
Harley Dickinson

Report Form for Program Termination
University of Saskatchewan

Department: Division of Social Sciences **College:** Arts & Science
Program(s) to be deleted: Minor in Indigenous Peoples and Justice
Effective date of termination: May 2012

1. List reasons for termination and describe the background leading to this decision.

The deletion of this program is an opportunity for the Division of Social Sciences, College of Arts & Science to clarify its curricular objectives and learning outcomes regarding the teaching of Indigenous Knowledge. Currently the explicit teaching of Indigenous Knowledge is integrated with the teaching of IPJP courses and is therefore not available to students in other areas without substantial duplication of effort. The deletion of the IPJP programs and the IPJP courses in particular creates an opportunity for greater curricular and programmatic flexibility, especially in relation to enabling Indigenous Knowledge to be integrated with a much wider range of substantive issues and topics beyond justice.

Background

The Indigenous Peoples and Justice initiative was the fourth priority area approved by the University Council as part of the Priority Determination process. Faculty members were hired in the College of Law and in the College of Arts & Science (Political Studies and Sociology) to offer specializations which would provide students an opportunity to combine discipline-specific training with a focus on Aboriginal issues and subject matter relevant to Aboriginal communities. Four capstone courses (IPJP 301.3, IPJP 302.3, IPJP 402.3, IPJP 403.3) were developed to provide interdisciplinary study in Indigenous knowledge and concepts of justice.

Rationale

In the years since the inception of the Indigenous Peoples and Justice program, the faculty members hired have all left the University of Saskatchewan. This has provided an opportunity to rethink the offering and administration of Indigenous Knowledge area of study, which has led to a decision to move it to the Department of Native Studies. This will also allow for a significant reduction in overlap of topics covered in the IPJP courses and in existing Native Studies (NS) courses.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

IPJP 301.3, 302.3, 402.3 and 403.3

These courses were taught by faculty members in Sociology, Political Studies and Law, but those resources are no longer available.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

The IPJP Coordinator position will be eliminated.

2.3 Courses to be deleted, if any.

IPJP 301.3, 302.3, 402.3 and 403.3, and the IPJP Special Topics courses (298, 299, 398, 399, 498 and 499)

2.4 Number of students presently enrolled.

Currently none of the courses are being offered in 2011-12. Enrolment in the courses in 2010-11 was:
IPJP 301: 12
IPJP 302: 8
IPJP 402: 9
IPJP 403: 9

2.5 Number of students enrolled and graduated over the last five years.

Data on enrolment in Minors is not available.

	2008	2009	2010	2011
Graduates	2	2	0	0 (Spring only)

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Students in the program will be advised to take specific courses in Native Studies to complete their program requirements. (No new students were accepted in 2011-12.)

3.2 What impact will this termination have on faculty and teaching assignments?

None anticipated. No current faculty members had these courses in their teaching assignment.

3.3 Will this termination affect other programs, departments or colleges?

No.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

The deletion of the above listed courses will affect the Bachelor of Arts Four-year/Honours in Sociology (Indigenous Peoples and Justice Program) and the Aboriginal Public Administration Program. Both units have been consulted. The Bachelor of Arts Four-year/Honours in Sociology (Indigenous Peoples and Justice Program) will also be deleted, and the Aboriginal Public Administration Program will be modified.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

No. The program content will be covered by courses in Native Studies.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

Native Studies will create new courses or modify existing courses to cover key content from the IPJP courses.

3.7 Describe any impact on research projects.

No impact.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

Budget for this program will be redistributed.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

It will be important to make clear that the content of this program will continue to be covered, by the Department of Native Studies, and that students will be able to take a Minor in Native Studies, which will allow more flexibility. The delivery of the content will be more stable, as a result of having Departmental support.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No, content will still be covered at the U of S.

Other

3.12 Are there any other relevant impacts or considerations?

No impact.

3.13 Please provide any statements or opinions received about this termination.

No statements were received.

IPJP 301.3 — 1(3L)
Indigenous Knowledge I Methodologies

Provides an analysis of research methodologies concerning indigenous peoples through an interdisciplinary perspective that considers the social, political and legal contexts in which research is conducted. The overall theme is to situate the complex and multi-faceted role of research methodologies within the imperative of achieving justice.

Formerly: IK 301.
Prerequisite(s): 30 credit units at the university level including at least 12 credit units of social sciences, or permission of the instructor.

IPJP 302.3 — 2(3L)
Indigenous Knowledge II Theory and Practice

Examines the theory and practice of indigenous knowledge systems. Students examine the importance of oral histories, languages, the land and traditional territories, and cultural traditions in the organization and practice of Aboriginal world-views. The course creates a critical space for students who wish to work and think within indigenous histories and traditions.

Formerly: IK 302.
Prerequisite(s): 30 credit units at the university level including at least 12 credit units of social sciences, or permission of the instructor.

IPJP 402.3 — 1/2(2L-1S)
Interdisciplinary Concepts of Justice

Examines Aboriginal conceptions of justice and their relationships to indigenous knowledge. Interdisciplinary focus with contributions drawn from Law, Sociology and Political Studies. Considers the contributions of each discipline in promoting theories and practices of justice.

Formerly: IK 402.
Prerequisite(s): IPJP 301 or 302 or permission of the instructor.

IPJP 403.3 — 1/2(2L-1S)
Reconciliation as a Concept of Justice

Examines concepts of justice and reconciliation, and the political, legal and institutional possibilities for achieving both justice and reconciliation in Canada. Incorporating discussions with Elders and comparative studies, the examination includes the broad context out of which questions of justice arise, particularly in the sphere of criminal justice.

Formerly: IK 403.
Prerequisite(s): IPJP 301 or 302 or permission of the instructor.

MEMORANDUM

COLLEGE OF ARTS AND SCIENCE

DIVISION OF SOCIAL SCIENCES

TO: Cathie Fornssler, Secretary, Academic Programs Committee

FROM: Harley Dickenson, Vice-Dean (Social Sciences)

DATE: December 19, 2011

RE: Deletion of Sociology (IPJP) BA Honours and Four-year

This memo confirms that the College of Arts and Sciences supports the deletion of the Bachelor of Arts Honours and Four-year programs in Sociology (Indigenous Peoples and Justice Programs (IPJP)). Given the pending deletion of the IPJP labeled courses, this will no longer be a distinct program. Students interested in this area of study will be advised to take a Sociology program with a Native Studies minor.

The proposal to terminate these programs was submitted to the College Course Challenge in October 2011, and was approved by the Academic Programs Committee (Social Sciences) on October 31, 2011. The proposal was approved at the Division of Social Sciences meeting on November 28, 2011.

Students who have begun work on these programs prior to May 2012 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

UNIVERSITY OF SASKATCHEWAN
College of
Arts and Science

Department of Sociology

Room 1019, 9 Campus Drive
Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-65814
Facsimile: (306) 966-6950
E-mail: carolyn.brooks@usask.ca

MEMORANDUM

Date: December 13th, 2011

To: Academic Programs Committee of University Council

From: Carolyn Brooks, Acting Department Head, Department of Sociology

Re: Deletion of Sociology IPJP programs

Please accept this memo as a formal statement of support from the Department of Sociology towards the deletion of the Indigenous Peoples Justice Program (IPJP), pending the deletion of the IPJP courses.

Yours Sincerely,

Carolyn Brooks
Acting Department Head
Undergraduate Chair
Department of Sociology
University of Saskatchewan

Report Form for Program Termination

Department: Sociology **College:** Arts & Science

Program(s) to be deleted: Sociology (Indigenous Peoples and Justice Programs (IPJP))

Effective date of termination: May 2012

1. List reasons for termination and describe the background leading to this decision.

This proposal is to delete only the Bachelor of Arts Honours and Four-year programs in Sociology (Indigenous Peoples and Justice Programs (IPJP)). All other Sociology programs will be unaffected, including the Aboriginal Justice and Criminology program.

The Bachelor of Arts Honours and Four-year programs in Sociology (Indigenous Peoples and Justice Program) are being deleted due to the deletion of the IPJP courses. Without these courses the degree is not adequately distinct from a Sociology degree to justify its continued existence.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

No specific Sociology courses for this program, 4 IPJP courses, which are being deleted.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

Staff person for IPJP has been terminated. No changes within the Department of Sociology.

2.3 Courses to be deleted, if any.

IPJP courses, which were submitted previously.

2.4 Number of students presently enrolled.

Exact information is unavailable, but only 1 student was identified by the staff of the Undergraduate Student Office, Arts & Science.

2.5 Number of students enrolled and graduated over the last five years.

This information is not available as the data does not separate these students from other students in Sociology. Anecdotal evidence indicates that the numbers are low.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Students in the program will be provided with course options to allow them to complete their programs. These students will be advised on a case-by-case basis.

3.2 What impact will this termination have on faculty and teaching assignments?

None. Arts & Science faculty attached to the Indigenous Peoples and Justice Program have all left the University of Saskatchewan.

3.3 Will this termination affect other programs, departments or colleges?

No. This termination results from the previous deletion of the Minor in IPJP and the IPJP courses.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

No additional courses deleted with this program.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

No.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

No. We anticipate that the department of Native Studies will take on much of the content of the IPJP courses, which will now be offered under the Native Studies label.

3.7 Describe any impact on research projects.

None.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

None. No budgetary resources were unique to this program.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Deletion of this program is not anticipated to have significant external impact.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Not likely, as students will still be able to obtain a similar mix of content through a major in Sociology and a minor in Native Studies at the University of Saskatchewan.

Other

3.12 Are there any other relevant impacts or considerations?

No.

3.13 Please provide any statements or opinions received about this termination.

None received.

AGENDA ITEM NO: 10.5

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL
REQUEST FOR DECISION

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee

DATE OF MEETING: January 26, 2012

SUBJECT: **University of Saskatchewan Admissions Policy**

COUNCIL ACTION: That Council approve the University of Saskatchewan Admissions Policy effective May 1, 2012.

PURPOSE:
Under the University of Saskatchewan Act 1995, decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by Senate. This policy will be presented to the Spring, 2012 meeting of University Senate for confirmation.

BACKGROUND:
Since the implementation of the Enrolment Plan in 2007 and the adoption of enrolment targets by a number of colleges, it has been difficult to advise colleges on the approvals required when they wanted to make changes in admission qualifications and selection criteria.

The Academic Programs Committee decided that a policy document should be drafted which would gather together existing admissions procedures and practices, provide a summary of admission qualification and enrolment targets, and act as a framework for admission decisions in the future. The attached policy was assembled by a Subcommittee of the Academic Programs Committee and has been discussed several times with the Associate and Assistant Deans. It was brought as a Request for Input to the May, 2011 Council meeting and as a Notice of Motion to the June, 2011 Council meeting. At that time some questions were raised about whether the policy provided sufficient clarity around Council approvals of College decisions. Following discussion of this issue, the Academic Programs Committee revised the wording of the policy, adding a section on "Accountability". As well, the university's new Director of Enrolment Services, Alison Pickrell, suggested several improvements to the wording of the policy.

Most of the policies covered in this document are long-standing admissions policies and practices already in place which are presently being applied to admission decisions. Current admission-related policies and practices that have been previously approved by Council and will remain in effect include: English Proficiency (January, 2009), American High Schools (January, 2009), Calculation of Admission Averages (April, 2004).

The following policy is included in this document and will be removed once the new Admissions Policy has been approved: General principles governing admission decisions and the appeal process (March, 2002)

CHANGES

The committee draws Council's attention to the following aspects of this policy document which have been changed from the version discussed in June, 2011

1. Authorities: This policy document clarifies authority and delegation of authority. Council and Senate delegate to the college faculty council the authority to recommend admission qualifications, to establish selection criteria, to manage their admissions and make offers of admission. Colleges may delegate to the University Admissions Office or an academic unit admissions office the authority to manage admissions and make offers of admission..

2. Admission Qualifications and Selection Criteria: This policy document draws a distinction between admission qualifications and selection criteria, with the intention that admission qualifications will continue to require approval by Council and confirmation by Senate, while selection criteria will be determined by the college concerned with a notification to Council and Senate.

3. Enrolment targets: Revised enrolment targets and quotas will be determined as part of the Strategic Enrolment Management Project in 2012. A document outlining enrolment quotas and targets will be developed as part of the Strategic Enrolment Management Project in 2012. This will be presented to Council for approval when it is completed.

4. Accountability: A procedure will be developed to confirm through APC, on an annual basis, admission qualifications, selection criteria and enrolment targets and quotas. This information will be maintained centrally in an appendix attached to the Admissions Policy.

5. Equivalent qualifications or selection criteria: The June 2011 document included a provision to authorize the admission of a student who did not meet the usual qualifications. This provision has been deleted from the policy document because the authority of an admissions office to use equivalent or alternative admissions qualifications or selection criteria is sufficient to cover this circumstance.

6. Saskatchewan residency: This policy document continues existing practice regarding definitions of residency; the Academic Programs Committee intends to discuss whether there should be a university-wide definition of "Saskatchewan resident".

7. Additional definitions: Definitions of "Admission Category" and "Admission Requirements" are added to this document. An appendix is being developed that will outline admission categories, admission qualifications and selection criteria for all colleges. This will be presented to Council for approval when it is completed.

ATTACHMENTS:

Admissions Policy May 1, 2012

University of Saskatchewan Policy

Policy on Admission to Degree Programs

Category:
Number:
Responsibility: Director of Enrolment Services
Approval: University Council
Date: ~~June, 2011~~ May 1, 2012

Purpose:
To establish the University of Saskatchewan's position on admission of students to undergraduate and graduate degree programs, to clearly identify responsibilities under the policy and for the policy's implementation, and to ensure relevant criteria and mechanisms are accessible.

Principles:
One: Quality The University of Saskatchewan will recruit and admit students locally, provincially, nationally and internationally who have demonstrated commitment to learning and have the potential to successfully complete the academic requirements of the program.
Two: Equity Applicants for admission to the University of Saskatchewan can expect to be treated fairly and equitably and in accordance with published admission qualifications and selection criteria.
Three: Diversity The University of Saskatchewan is committed to admitting a diverse body of students.
Four: Transparency The University of Saskatchewan admission practices will be based on published admission qualifications and selection criteria including the professional requirements of the program to which the applicant is seeking admission.
Five: Stewardship The University of Saskatchewan may manage enrolment in programs of study based on considerations of residency, capacity, space, resources, program quality, availability of faculty, and workforce needs, including the requirements of Saskatchewan communities.

Definitions
Admission qualifications*:* These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories.

~~Admission~~ Selection criteria**:** These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories.

***Admission category*:** A way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission).

Admission requirements: These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Authority:

The *University of Saskatchewan Act 1995* gives University Council the responsibility to oversee and direct the university's academic affairs, the power to prescribe academic and other qualifications for admission as a student, and the power to prescribe and limit the number of students who may be admitted to a college or a program of study.

The Act also requires that a decision to change academic and other qualifications required for admission as a student, or 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 Senate and are not to be implemented until either Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier.

The Council and Senate delegate to each college faculty council the following authority:

1. Colleges may make recommendations to University Council concerning the qualifications for admission to programs offered by that college or school.

2. Colleges may establish specific selection criteria for admission to programs administered by the college, subject to the general qualifications for admission to the university.

3. Having received approval by Council and confirmation by Senate of a strategic enrolment plan, colleges will manage their admissions in accordance with that plan.

4. Colleges may make offers of admission on behalf of the university to the programs they administer based on approved admission qualifications and selection criteria.

This delegation is made with the understanding that decisions taken by a college faculty council with respect to changes in selection criteria will be reported annually to Council through the Academic Programs Committee, and to Senate.

Scope

This policy ~~encompasses and~~ provides a framework for new and existing university policies and practices concerning admission categories and types (such as Special (Mature) Admissions), definition of Saskatchewan residency, admissions qualifications and selection criteria (English proficiency (January, 2009), American high schools (January, 2009), and calculation of admission averages (April, 2004).

POLICY

Admission Qualifications and Selection Criteria

Admission to the University of Saskatchewan is based on documented qualifications as established by University Council and confirmed by Senate. These qualifications may be defined in areas of objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests.

The Council and Senate delegate to each college faculty council the authority to establish such other reasonable selection criteria as each faculty council may consider appropriate to its program of study. Selection criteria are a means by which a college can assess or rank its qualified applicants.

Admission decisions for entry into the College of Graduate Studies and Research may also take into consideration the availability of suitable faculty supervisors, funding and other factors.

It is the responsibility of each college faculty council that has been delegated authority over admission decisions to ensure that the admission qualifications and selection criteria for admission, relative weighting, application procedures, deadline for applications, and the process for evaluation of applicants are published and readily available to the general public and reported annually to Council and to Senate.

Enrolment Management

Meeting admission qualifications and selection criteria does not guarantee admission to any college or program, if the number of qualified applicants exceeds the enrolment target. Each college faculty council may select the best qualified applicants from all the applicants according to their published admission qualifications and selection criteria.

Admission Decisions

The authority and responsibility for making admission decisions based on approved admission qualifications and selection criteria is delegated by Council to the college faculty council responsible for the program to which application is made. The college faculty council may further delegate this authority and responsibility to the admissions office of the University of Saskatchewan or to a school, or academic unit admissions office.

~~Each faculty council may agree to admit applicants who do not meet all of the admission qualifications or criteria as stated but who, in the opinion of the college admission committee or the college dean or executive director of a school, will have the potential to successfully complete the academic program.~~

The college or university admissions office may consider for admission applicants who do not meet published admission qualifications but who, in the judgment of the admissions office, present equivalent or alternative admission qualifications.

No applicant will be excluded from admission to the university based on prohibited grounds as described in the Saskatchewan Human Rights Code.

Each college faculty council may allocate spaces for a designated group as identified by the Saskatchewan Human Rights Commission.

Each college faculty council may allocate some or all of its spaces first to applicants defined as residents of Saskatchewan. The definition of Saskatchewan resident for direct entry programs is the responsibility of the University of Saskatchewan Director of Enrolment Services and, for non-direct-entry and graduate programs, the responsibility of the college faculty council.

The University reserves the right to refuse admission to any applicant on the basis of professional licensing requirements, if the applicant has been suspended or expelled from another postsecondary institution, or if the applicant poses a danger to university students, faculty, staff or property.

The University also reserves the right to offer conditional admission and may revoke admission if conditions are not fulfilled by the applicant.

An applicant who submits falsified or fraudulent documents for admission or who otherwise attempts to gain admission through dishonest means may be refused admission, either for the current program and academic year or for any future application to the university or any of its programs. Information concerning fraudulent applications may be shared with other post-secondary institutions. Should such an application be discovered after the applicant has been admitted and registered, the student will be subject to disciplinary action under the university's regulations on academic misconduct.

Appeal of admission decisions

The unit with authority for the decision shall establish an admission appeals committee and process to review the case and to rule on an appropriate remedy.

Applicants who have not been successful in gaining admission may appeal the decision to the relevant appeals committee.

Grounds for an admission appeal shall be limited to (1) unit procedural errors, (2) evidence that the information used in the assessment of the decision was wrong or incomplete, or (3) evidence that the assessment was not made according to the published admission qualifications and selection criteria. A failure by the applicant to provide accurate and complete information in accordance with the established admission qualifications and selection criteria shall not be grounds for an appeal.

The decision of the appeals committee is final and no further appeal procedure will be entertained.

~~**Compliance**~~ **Accountability**

~~The Director of Enrolment Services will have the responsibility to monitor compliance of faculty councils to this policy and to bring cases of non compliance to the attention of Council.~~

College faculty councils and admissions offices, and the University of Saskatchewan admissions office are ultimately accountable to Council, through the Academic Programs Committee, for fulfilling requirements of this policy. The Academic Programs

Committee will review admission reports from colleges and schools, notify colleges of any concerns, and report to Council.

Appendices to be attached:

1. Admission categories, admission qualifications, and selection criteria
2. Enrolment management report

AGENDA ITEM NO: 10.6

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: January 26, 2012

SUBJECT: **Revisions to academic calendar procedures**

DECISION REQUESTED:

It is recommended:
That Council approve a change to the academic calendar procedures to permit Fall and Winter examinations to begin between 24 to 48 hours after the last day of lectures.

That Council approve implementation of a "Reading Day" in the fall term.

PURPOSE:
University Council approves revisions to university policies relating to the academic calendar.

SUMMARY:
The Academic Programs Committee discussed the proposed 2012-12 Academic Calendar (formerly called the Academic Schedule) at its meetings in December and January. The Registrar requested a change to the academic courses policy so that classes could end on Wednesday, Dec. 5, and examinations could begin on Friday, Dec. 7 and continue to Friday, Dec. 21, providing for a 13-day examination period. The Registrar also requested the implementation of a "Reading Day" in the fall term, which will be scheduled in 2012 for the Friday before the Thanksgiving weekend.

At its January 11 meeting, the Committee agreed to recommend that Council approve these procedural changes. The Committee approved the 2012-13 Academic Calendar including these procedural changes, as shown in agenda item 10.7.

ATTACHMENTS:
Memo of November 28, 2011 from Russ Isinger, Registrar, requesting changes to the academic calendar procedures

TO: Academic Programs Committee of University Council

FROM: Russell Isinger, Registrar and Director of Academic Services, Student and Enrolment Services Division (SESD)

SUBJECT: *2012-13 Academic Calendar*

DATE: November 28, 2011

I am pleased to submit to the Academic Programs Committee (APC) the proposed Academic Calendar (previously referred to as the Academic Schedule) for 2012-13.

The upcoming calendar year is somewhat unique in that there has not been a similar year to 2012 since 1984 and, given where certain key dates fall out (Labour Day, Christmas Day, etc.), this has posed some scheduling challenges for the Academic Calendar, particularly regarding the final examination period. We are also proposing two substantive changes to the Academic Calendar, both of which will require University Council approval and one of which requires amendment of the Academic Courses Policy.

As APC might recall, as a first step in scheduling we always check schedules with the same calendar configuration to see what was done in the past. We confirm the dates of the Christmas break and all statutory holidays (or days in lieu) for the year with Human Resources Division. We plan our February break to coincide with Family Day and school division breaks.

In setting the schedule, the goal is balance – between the number of teaching days per term and the amount of instructional time between MWF classes and TTh classes, as well as between night classes. The Nomenclature Report stipulates that there should be approximately 39 hours of lectures per three credit unit course (this counts a Monday class, for example, as one hour, not 50 minutes as it actually is). We try to come as close as possible to this ideal, but it is difficult to achieve a perfect balance in practice.

The goal is to have 63 teaching days in each term, but sometimes we have 62 or 64 depending on the particular calendar we are dealing with. Thirteen teaching days of each day of the week in each term (i.e., 3 X 13 = 39 hours) would be the ideal, but in practice this is never achieved (and this would result in 65 teaching days per term). So a mix of 12/13 days is the goal, though occasionally it is necessary to have as low as 11 (especially on Mondays or Fridays), because some days are lost for statutory holidays, or as high as 14, depending on the peculiarities of a particular year's calendar.

In order to address the imbalance in teaching hours between night classes, beginning in 2012-13 we will schedule night classes with different start and end times for different nights, so that each has approximately equal teaching hours. For example, this may mean that a Monday night class is scheduled from 7:00-9:45 pm, whereas a Tuesday night class is from 7:00-9:20 pm, etc.

As for the first day of classes in September, as much as possible we try to schedule it following Labour Day (only once in the past fifteen years have we started before Labour Day). The scheduling of Orientation, which currently requires two full days, also dictates when the first day of classes is scheduled. **In 2012-13, Labour Day falls on September 3, so we have scheduled Orientation for September 4 and 5, with the first day of classes on September 6.** As an aside, in January we schedule one day back in the office for instructors and staff before the students return to classes.

The other contributing factor of importance is the number of days in the final examination period for the Fall and Winter terms. Due to the recent growth in final examinations in the Fall Term (due to the splitting of six credit unit classes in half), we attempt to have at least 14 days in December, and at least 16 days in April. As well, a 48 hour period between the last day of lectures in the Fall and Winter terms and the first day of the final examination period is prescribed. **We are proposing a change to the Academic Courses Policy that would read as follows: "For the Fall and Winter terms, at least 24-48 hours (1-2 days) should be allowed between the last day of lectures and the first day of the final examination period."** This change to 24-48 hours would allow more flexibility in scheduling in years where there are fewer days available for the final examination period. Even with this change, we will only have 13 days in the final examination period in December 2012. We continue to investigate administrative changes to the scheduling of final examinations that we hope will result in better and earlier schedules for students.

Policies	Rules and procedures	CHANGE requested
c) Final examinations		
ii) Final examination period and scheduling of final examinations	**Examination period:** For the Fall and Winter terms, at least 48 hours (2 days), should be allowed between the last day of lectures and the first day of the final examination period.	For the Fall and Winter terms, at least **24 to 48 hours (1 to 2 days)**, should be allowed between the last day of lectures and the first day of the final examination period

Over the years, our office has also received several requests to investigate a "reading week" in the Fall term analogous to the February break in the Winter Term. After extensive discussion with the Academic Deans of all colleges we have determined that we cannot accommodate this length of break in the Fall Term as it would necessitate either a greatly circumscribed final examination period and/or a start date for classes in August. **However, we are proposing the scheduling of a "reading day" on the Friday before Thanksgiving where no classes would be held.** This would provide a short break in the Fall term analogous to "reading week" in February and is similar to the practice at several other post-secondary institutions.

I have discussed the above proposed changes with the President of the University of Saskatchewan Students' Union, and will be further discussing these matters at a future meeting of the University Student Council.

I look forward to our discussion of the 2012-13 Academic Schedule at the APC meeting of November 30, 2011.

Yours respectfully,

Russell Isinger

Registrar and Director of Academic Services,
Student and Enrolment Services Division

AGENDA ITEM NO: 10.7

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: January 26, 2012

SUBJECT: **Item for Information:**
Academic Calendar 2012-13

COUNCIL ACTION: **For information only**

SUMMARY:
The Academic Programs Committee discussed the proposed 2012-13 Academic Calendar (formerly called the Academic Schedule) at its meetings in December and January. At its January 11 meeting, the Committee approved the 2012-12 Academic Calendar, which includes the procedural changes as shown in agenda item 10.6.

ATTACHMENTS:
2012-13 Academic Calendar
List of teaching days

UNIVERSITY OF SASKATCHEWAN

2012-2013 Academic Calendar

Date	Description	Notes
Tue May 01, 2012	First day of final examinations for first- and third-year Dentistry and first-year Medicine	
Wed May 09, 2012	Spring Term (Quarter 1, Term 1 and Two-term) begins	
Fri May 11, 2012	Deadline to pay term 1 spring and summer tuition	
Fri May 11, 2012	Last day of classes for second-year Dentistry and second-year Medicine	
Fri May 11, 2012	Last day of final examinations for first-year Medicine	
Sat May 12, 2012	Certificate Programs Graduation Ceremony	
Mon May 14, 2012	First day of final examinations for second-year Dentistry and second-year Medicine	
Tue May 15, 2012	Faculty meetings	
Wed May 16, 2012	Faculty meetings	
Wed May 16, 2012	Closing date for submitting requests to most colleges for Winter Term and Fall & Winter two-term supplemental and deferred examinations	
Wed May 16, 2012	University Council meeting	
Thu May 17, 2012	Faculty meetings	
Fri May 18, 2012	Last day of final examinations for first- and third-year Dentistry	
Mon May 21, 2012	Victoria Day - University closed	
Fri May 25, 2012	Last day of final examinations for second-year Medicine	

Mon May 28, 2012	Last day of final examinations for second-year Dentistry
Wed May 30, 2012	Spring Term (Quarter 1) ends
Thu May 31, 2012	Spring Term (Quarter 1) final examinations begin. Mid-term break begins for Spring Term 1 and multi-term classes - no classes.
Fri Jun 01, 2012	Spring Term (Quarter 1) final examinations end. Mid-term break ends for Spring Term 1 and multi-term classes.
Mon Jun 04, 2012	Spring Term (Quarter 2) begins
Tue Jun 05, 2012	Convocation
Wed Jun 06, 2012	Convocation
Thu Jun 07, 2012	Convocation
Fri Jun 08, 2012	Convocation
Thu Jun 14, 2012	Winter Term and Fall & Winter two-term deferred and supplemental examinations begin
Thu Jun 21, 2012	University Council meeting
Fri Jun 22, 2012	Spring Term (Term 1 & Quarter 2) ends
Fri Jun 22, 2012	Last day of classes for Nursing September and December completion options
Mon Jun 25, 2012	Spring Term (Term 1 & Quarter 2) final examinations begin. Mid-term break begins for multi-term classes.
Wed Jun 27, 2012	Spring Term (Term 1 & Quarter 2) final examinations end. Mid-term break ends for multi-term classes.
Thu Jun 28, 2012	Summer Term (Term 2 & Quarter 3) begins
Sun Jul 01, 2012	Canada Day - University closed
Mon Jul 02, 2012	University closed (In lieu of Canada Day)
Tue Jul 03, 2012	Deadline to pay term 2 spring and summer tuition
Tue Jul 03, 2012	Clinical rotations begin for Nursing September completion options

Thu Jul 19, 2012	Summer Term (Quarter 3) ends
Fri Jul 20, 2012	Summer Term (Quarter 3) final examinations begin. Mid-term break begins for Summer Term 2 and multi-term classes - no classes.
Mon Jul 23, 2012	Summer Term (Quarter 3) final examinations end. Mid-term break ends for Summer Term 2 and multi-term classes.
Tue Jul 24, 2012	Summer Term (Quarter 4) begins
Mon Aug 06, 2012	Saskatchewan Day - University closed
Mon Aug 13, 2012	Classes begin for all years of Physical Therapy
Tue Aug 14, 2012	Spring & Summer Term (Quarter 4, Term 2 & Two-term) ends
Wed Aug 15, 2012	Spring & Summer Term (Quarter 4, Term 2 & Two-term) final examinations begin
Thu Aug 16, 2012	Orientation for first-year Medicine
Fri Aug 17, 2012	Spring & Summer Term (Quarter 4, Term 2 & Two-term) final examinations end
Fri Aug 17, 2012	Orientation for first-year Dentistry
Mon Aug 20, 2012	Classes begin for Dentistry
Mon Aug 27, 2012	Classes begin for first, second and third-year Vet Med
Mon Aug 27, 2012	Clinical Rotations begin for fourth-year Vet Med
Fri Aug 31, 2012	Closing date for submission of applications for Fall Convocation
Mon Sep 03, 2012	Labour Day - University closed
Tue Sep 04, 2012	Clinical rotations begin for fourth-year NEPS, December completion option and first day of classes for second-year Post Degree BSN program
Tue Sep 04, 2012	Orientation
Wed Sep 05, 2012	Orientation

Thu Sep 06, 2012	Classes begin for: Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate Studies and Research, Kinesiology, Law, and Pharmacy and Nutrition (except fourth-year Nutrition students)
Thu Sep 06, 2012	Classes begin for third-year and fourth-year NEPS and for second-year, new 4-year BSN program
Sat Sep 08, 2012	Spring & Summer Terms deferred and supplemental examinations
Tue Sep 11, 2012	Clinical rotations begin for third-year NEPS
Wed Sep 19, 2012	Last day to make T1 Fall Term and T1T2 Fall & Winter two-term registration changes (100% tuition credit)
Wed Sep 19, 2012	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Fall Convocation
Thu Sep 20, 2012	University Council meeting
Tue Sep 25, 2012	Last day of clinical rotations for Nursing September completion option
Wed Sep 26, 2012	Last day to drop T1 classes with 75% tuition credit
Fri Sep 28, 2012	Last day to pay tuition
Wed Oct 03, 2012	Last day to drop T1T2 classes with 75% tuition credit
Wed Oct 03, 2012	Last day to drop T1 classes with 50% tuition credit
Fri Oct 05, 2012	Term 1 Break Day - no classes
Mon Oct 08, 2012	Thanksgiving - University closed
Thu Oct 18, 2012	Last day to drop T1T2 classes with 50% tuition credit
Thu Oct 18, 2012	University Council meeting
Sat Oct 20, 2012	University Senate meeting
Sat Oct 27, 2012	Fall Convocation
Sun Nov 11, 2012	Remembrance Day - University closed

Mon Nov 12, 2012	University closed (In lieu of Remembrance Day)	
Thu Nov 15, 2012	Last day to drop T1 Fall Term classes without academic penalty	Fixed date. When the dates occur on a Saturday or Sunday, the deadline automatically becomes 4:30 p.m. the previous Friday for those colleges who manually withdraw their students.
Thu Nov 15, 2012	University Council meeting	
Mon Nov 26, 2012	Seminars for fourth-year NEPS, December completion option	
Tue Nov 27, 2012	Seminars for fourth-year NEPS, December completion option	
Tue Nov 27, 2012	Last day of clinical rotations for fourth-year Nursing December completion option	
Wed Dec 05, 2012	Last day of classes except for Medicine, fourth-year Nutrition and all years Veterinary Medicine	
Fri Dec 07, 2012	Last day of Fall Term classes for first-, second-, and third-year Dentistry and first-, second- and third-year Medicine	
Fri Dec 07, 2012	Last day of classes for fourth-year Dentistry	
Fri Dec 07, 2012	Fall Term final examinations begin, including night class examinations	
Mon Dec 10, 2012	First day of Fall Term final examinations for Law, first-, second- and third-year Dentistry and first-, second- and third-year Medicine	
Mon Dec 10, 2012	First day of Fall Term final examinations for fourth-year Dentistry	
Tue Dec 11, 2012	Last day of classes for second- and third-year Veterinary Medicine	
Thu Dec 13, 2012	First day of final examinations for second- and third-year Veterinary Medicine	
Fri Dec 14, 2012	Last day of classes for fourth-year Nutrition and first-year Veterinary Medicine	
Sun Dec 16, 2012	Last day of Fall Term final examinatinons for all years Dentistry and first-, second- and third-year Medicine	

Mon Dec 17, 2012	Last day of clinical rotations for fourth-year Veterinary Medicine	
Thu Dec 20, 2012	University Council meeting	
Fri Dec 21, 2012	Last day of final examinations for third-year Veterinary Medicine	
Fri Dec 21, 2012	Last day of Fall Term final examinations for all colleges except Dentistry, Law, Medicine and Veterinary Medicine	
Sat Dec 22, 2012	Last day of final examinations for second-year Vet Med	
Tue Dec 25, 2012	Christmas Day - University closed	
Wed Dec 26, 2012	Boxing Day - University closed	
Thu Dec 27, 2012	University closed	
Fri Dec 28, 2012	University closed	
Mon Dec 31, 2012	University closed	
Tue Jan 01, 2013	New Year's Day	
Thu Jan 03, 2013	Classes resume	
Thu Jan 03, 2013	Classes also resume for all years Dentistry, Medicine, Physical Therapy and Veterinary Medicine	
Mon Jan 07, 2013	Clinical rotations begin for fourth-year NEPS, April completion option	
Wed Jan 16, 2013	Last day to make T2 Winter Term registration changes (100% tuition credit)	
Mon Jan 21, 2013	Closing date for applications for Fall Term supplemental and deferred examinations for most colleges	
Wed Jan 23, 2013	Last day to drop T2 classes with 75% tuition credit	
Thu Jan 24, 2013	University Council meeting	
Wed Jan 30, 2013	Last day to drop T2 classes with 50% tuition credit	
Thu Jan 31, 2013	Last day to pay tuition	
Fri Feb 15, 2013	Last day to drop T1T2 Fall & Winter two-term classes	Fixed date. When the dates occur on a Saturday or Sunday, the deadline

	without academic penalty	Saturday or Sunday, the deadline automatically becomes 4:30 p.m. the previous Friday for those colleges who manually withdraw their students.
Mon Feb 18, 2013	Family Day - University closed	
Mon Feb 18, 2013	Mid-term break with no classes begins for all colleges except fourth-year Veterinary Medicine, fourth-year Nutrition, fourth-year Pharmacy, and fourth-year Medicine	
Tue Feb 19, 2013	Fall Term deferred and supplemental examinations begin	
Sat Feb 23, 2013	Mid-term breaks ends for all colleges except Veterinary Medicine, fourth-year Nutrition and fourth-year Pharmacy	
Sun Feb 24, 2013	Mid-term break ends for first-, second- and third-year Veterinary Medicine	
Thu Feb 28, 2013	University Council meeting	
Fri Mar 01, 2013	Mid-term break begins for fourth-year Veterinary Medicine - no clinical rotations	
Mon Mar 04, 2013	Mid-term break ends for fourth-year Veterinary Medicine	
Fri Mar 15, 2013	Last day to drop T2 Winter Term classes without academic penalty	Fixed date. When the dates occur on a Saturday or Sunday, the deadline automatically becomes 4:30 p.m. the previous Friday for those colleges who manually withdraw their students.
Thu Mar 21, 2013	University Council meeting	
Fri Mar 29, 2013	Good Friday - University closed	
Sun Mar 31, 2013	Closing date for submission of applications for Spring Convocation	
Mon Apr 01, 2013	Last day of classes for fourth-year Dentistry	
Mon Apr 01, 2013	First day of final examinations for fourth-year Dentistry	
Tue Apr 02, 2013	Last day of clinical rotations for fourth-year Nursing April completion option and NEPS Second Degree Entry Option (2008 cohort)	
Wed Apr 03, 2013	Last day of classes for Law	
Sat Apr 06, 2013	First day of final examinations for Law	

Mon Apr 08, 2013	Seminars for fourth-year NEPS, April completion option
Tue Apr 09, 2013	Seminars for fourth-year NEPS, December completion option
Tue Apr 09, 2013	Last day of classes except Dentistry, Law, Medicine, fourth-year Nursing, fourth-year Nutrition, fourth-year Pharmacy and all years Veterinary Medicine
Wed Apr 10, 2013	General Academic Assembly meeting
Thu Apr 11, 2013	Winter Term and Fall & Winter two-term class final examinations begin
Fri Apr 12, 2013	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Spring Convocation
Fri Apr 12, 2013	Last day of classes for final-year Medicine and second-year Veterinary Medicine
Mon Apr 15, 2013	First day of final examinations for second-year Veterinary Medicine
Thu Apr 18, 2013	Last day of classes for first-year Veterinary Medicine
Thu Apr 18, 2013	University Council meeting
Thu Apr 18, 2013	Last day of examinations for fourth-year Dentistry
Fri Apr 19, 2013	Last day of classes for third-year Veterinary Medicine
Sat Apr 20, 2013	First day of final examinations for first-year Veterinary Medicine
Sat Apr 20, 2013	University Senate meeting
Tue Apr 23, 2013	First day of final examinations for third- year Veterinary Medicine
Fri Apr 26, 2013	Last day of classes for fourth-year Nutrition and fourth-year Pharmacy
Fri Apr 26, 2013	Last day of classes for first- and third-year Dentistry and first-year Medicine

Sat Apr 27, 2013	Last day of final examinations for third-year Vet Med
Mon Apr 29, 2013	Last day of clinical rotations for fourth-year Veterinary Medicine
Mon Apr 29, 2013	Last day of final examinations for all colleges except for Dentistry, first- and second-year Medicine, fourth-year Nutrition, fourth-year Pharmacy, and third-year Vet Med
Tue Apr 30, 2013	First day of classes for fourth-year Nursing September and December completion options
Tue Apr 30, 2013	First day of final examinations for first- and third-year Dentistry and first-year Medicine
Wed May 08, 2013	Spring Term (Quarter 1, Term 1 and Two-term) begins
Fri May 10, 2013	Deadline to pay term 1 spring and summer tuition
Fri May 10, 2013	Last day of classes for second-year Dentistry and second-year Medicine
Fri May 10, 2013	Last day of final examinations for first-year Medicine
Sat May 11, 2013	Certificate Programs Graduation Ceremony
Mon May 13, 2013	First day of final examinations for second-year Dentistry and second-year Medicine
Mon May 13, 2013	Faculty meetings
Tue May 14, 2013	Faculty meetings
Wed May 15, 2013	Faculty Meetings
Thu May 16, 2013	Closing date for submitting requests to most colleges for Winter Term and Fall & Winter two-term supplemental and deferred examinations
Thu May 16, 2013	University Council meeting
Fri May 17, 2013	Last day of final examinations for first- and third-year Dentistry
Mon May 20, 2013	Victoria Day - University closed
Fri May 24, 2013	Last day of final examinations for second-year Medicine

Mon May 27, 2013	Last day of final examinations for second-year Dentistry
Wed May 29, 2013	Spring Term (Quarter 1) ends
Thu May 30, 2013	Spring Term (Quarter 1) final examinations begin. Mid-term break begins for Spring Term 1 and multi-term classes - no classes.
Fri May 31, 2013	Spring Term (Quarter 1) final examinations end. Mid-term break ends for Spring Term 1 and multi-term classes.
Mon Jun 03, 2013	Spring Term (Quarter 2) begins
Mon Jun 03, 2013	Convocation
Tue Jun 04, 2013	Convocation
Wed Jun 05, 2013	Convocation
Thu Jun 06, 2013	Convocation
Thu Jun 13, 2013	Winter Term and Fall & Winter two-term deferred and supplemental examinations begin
Thu Jun 20, 2013	University Council meeting
Fri Jun 21, 2013	Spring Term (Term 1 & Quarter 2) ends
Fri Jun 21, 2013	Last day of classes for Nursing September and December completion options
Mon Jun 24, 2013	Spring Term (Term 1 & Quarter 2) final examinations begin. Mid-term break begins for multi-term classes.
Wed Jun 26, 2013	Spring Term (Term 1 & Quarter 2) final examinations end. Mid-term break ends for multi-term classes.
Thu Jun 27, 2013	Summer Term (Term 2 & Quarter 3) begins
Mon Jul 01, 2013	Canada Day - University closed
Tue Jul 02, 2013	Deadline to pay term 2 spring and summer tuition
Tue Jul 02, 2013	Clinical rotations begin for Nursing September completion options
Thu Jul 18, 2013	Summer Term (Quarter 3) ends

Fri Jul 19, 2013	Summer Term (Quarter 3) final examinations begin. Mid-term break begins for Summer Term 2 and multi-term classes - no classes.
Mon Jul 22, 2013	Summer Term (Quarter 3) final examinations end. Mid-term break ends for Summer Term 2 and multi-term classes.
Tue Jul 23, 2013	Summer Term (Quarter 4) begins
Mon Aug 05, 2013	Saskatchewan Day - University closed
Mon Aug 12, 2013	Classes begin for all years of Physical Therapy
Tue Aug 13, 2013	Spring & Summer Term (Quarter 4, Term 2 & Two-term) ends
Wed Aug 14, 2013	Spring & Summer Term (Quarter 4, Term 2 & Two-term) final examinations begin
Fri Aug 16, 2013	Spring & Summer Term (Quarter 4, Term 2 & Two-term) final examinations end

SUMMARY OF TEACHING DAYS

	M	T	W	Th	F	Total		Exam Days
2012 Sept. 6 (Th) – Dec. 5 (W)	11*	13	13	13	12**	62		13 (Dec. 7-21)
2013 Jan. 3 (Th) – Apr. 9 (T)	13+	13+	12+	13+	12+#	63	)125	17 (Apr. 11-30)

* Thanksgiving – M. Oct. 8
Remembrance Day – M. Nov. 12 (M for S Nov 11)
** Term 1 Break Day – F. Oct. 5
+ Midterm break – Feb. 18-22 (includes Family Day – M. Feb. 18)
# Good Friday – F. Mar. 29

2011 Sept. 6 (T) – Dec. 2 (F)	11*	13	13	13**	12	62		16 (Dec. 5-22)
2012 Jan. 4 (W) – Apr. 5 (Th)	12+	12+	13+	13+	12+#	62	)124	19 (Apr. 9-30)

* Thanksgiving – M. Oct. 10
** Remembrance Day – Fri. Nov. 11
+ Midterm break – Feb. 20-24 (includes Family Day – M. Feb. 20)
# Good Friday – Apr. 6

2010 Sept. 7 (T) – Dec. 3 (F)	11*	13	13	12**	13	62		15 (Dec. 6-22)
2011 Jan. 5 (W) – Apr. 8 (F)	12+	12+	13+	13+	13+#	63	)125	16 (Apr. 11-30) ⇕ Easter Sat. excluded

* Thanksgiving – M. Oct. 11
** Remembrance Day – Th. Nov. 11
+ Midterm break – Feb. 21-25 (includes Family Day – M. Feb. 21)
# Good Friday – Apr. 22

2009 Sept. 3 (Th) – Dec. 4 (F)	11*	13	12**	14	14	64		14 (Dec. 7-22)
2010 Jan. 4 (M) – Apr. 8 (TH)	13+	13+	13+	13+	11+#	63	)127	18 (Apr. 10-30)

* Thanksgiving – M. Oct. 12
** Remembrance Day – W. Nov. 11
+ Midterm break – Feb. 15-19
# Good Friday – Apr. 2

2007 Sept. 5 (W) – Dec. 3 (M)	11**	12	13	13	13	62		15 (Dec. 5-21)
2008 Jan. 3 (Th) – Apr. 7 (M)	13+	12+	12+	13+	12+#	62	)124	18 (Apr. 10-30)

* Thanksgiving-M. Oct. 8
* Remembrance Day – Sun. Nov. 11
+ Midterm break – Feb. 18-23
# Good Friday, Mar. 21

	M	T	W	Th	F	Total		Exam Days
2006 Sept. 6 (W) – Dec. 4 (M)	12*	12	13	13	12**	62	}125	14 (Dec. 7-22)
2007 Jan. 3 (W) – Apr. 9 (M)	13+	12+	13+	13+	12+#	63		15 (Apr. 12-30)
* Thanksgiving – M. Oct. 9 ** Remembrance Day-Sat. Nov. 11 + Midterm break-Feb. 12-17 # Good Friday, April 6								
2005 Sept. 7 (W) – Dec. 5 (M)	12*	12	13	13	12**	62	}125	13 (Dec. 8-22)
2006 Jan. 4 (W) – Apr. 7 (F)	12+	12+	13+	13+	13+	63		17 (Apr. 10-29)
* Thanksgiving-M. Oct. 10 ** Remembrance Day-F. Nov. 11 + Midterm break-Feb. 13-18 # Good Friday-April 14								
2004 Sept. 8 – Dec. 6	12*	12	13	12**	13	62	}124	13 (Dec. 9-23)
2005 Jan. 5 – Apr. 8	12+	12+	13+	13+	12+#	62		17 (Apr. 12-30)
* Thanksgiving-M. Oct 11 ** Remembrance Day-Th. Nov. 11 + Midterm break-Feb. 14-19 # Good Friday-March 25								
2003 Sept. 4 – Dec. 3	12*	12**	13	13	13	63	}125	13 (Dec. 6-20)
2004 Jan. 5 - Apr. 6	13+	13+	12+	12+	12+	62		16 (Apr. 10-28)
* Thanksgiving-M. Oct. 13 ** Remembrance Day-T. Nov. 11 + Midterm break-Feb. 16 – 21 # Good Friday-April 9								
2002 Sept. 5 – Dec. 4	11*	13	13	13	13	63	}125	14 (Dec. 7-21)
2003 Jan. 6 - Apr. 8	13+	13+	12+	12+	12+	62		17 (Apr. 11-30)
* Thanksgiving-M. Oct. 14 * Remembrance Day-M. Nov. 11 + Midterm break-Feb. 17 – 23 # Good Friday-April 18								
2001 Sept. 6 – Dec. 5	11*	13	13	13	13	63	}126	12 (Dec. 7-20)
2002 Jan. 3 - Apr. 9	13+	13+	12+	13+	12+#	63		16 (Apr. 12-30)
* Thanksgiving-M. Oct. 8 * Remembrance Day-M. Nov. 12 for S.Nov. 11 + Midterm break-Feb. 18 – 24 # Good Friday-Mar. 29								