

AGENDA
2:30 p.m. Thursday, June 21, 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 May 17, 2012 – pp. 1-22
4. Business from the minutes
5. Report of the President - pp. 23-28
6. Report of the Provost - pp. 29-34
7. Student societies
 - 7.1 Report from the USSU – pp. 35-36
 - 7.2 Report from the GSA (oral report)
8. Scholarships and Awards Committee
 - 8.1 Request for Decision: Revision of the Undergraduate Awards policies – pp. 37-50
That Council approve the amended Undergraduate Awards Policies as presented.
 - 8.2 Item for Information: Scholarships and Awards Committee Annual Report – pp. 51-70
9. Nominations Committee
 - 9.1 Request for Decision: Committee Nominations for 2012-13 – pp. 71-84
That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2012-13.
10. Academic Programs Committee
 - 10.1 Request for Decision: Approval of Education Technology and Design as a field of study in the M.Ed. program – pp. 85-106
That Council approve the proposal from the College of Graduate Studies and Research that Educational Technology and Design be a field of study in the Master of Education program.

- 10.2 Request for Decision: Approval of Post-Graduate Degree Specialization Certificate in Corrections – pp. 107-148

That Council approve the proposal from the College of Graduate Studies and Research for a Post-Graduate Degree Specialization Certificate in Corrections.

- 10.3 Request for Decision: Approval of change in admission qualifications for the College of Medicine for out-of-province residents – pp. 149-156

That Council approve the proposal from the College of Medicine to change the admission qualifications for out-of-province residents, effective for 2013 admissions.

- 10.4 Items for Information: - pp. 157-184

10.4.1 Change of Academic Schedule for Pharmacy fourth year

10.4.2 Approval of increase in Physical Therapy program by one credit unit

10.4.3 Change of name for graduate programs to Biological Engineering.

10.4.4 Change of name for Vocational Education Certificate

10.4.5 Approval of increase in Veterinary Medicine Year Four program due to credit unit changes in course

10.4.6 Addition of mobility terminology to Nomenclature

10.4.7 Academic Programs Committee Annual Report

11. Governance Committee

- 11.1 Request for Decision: Changes to Part Three of Council Bylaws and Regulations, Section VI-VIII – pp. 185-194

That Council approve the revisions to Part Three of Council Bylaws and Regulations as outlined in the attachment.

- 11.2 Request for Decision: Change to Part Three of Council Bylaws and Regulations Section V. B.- Membership of the Open Studies Faculty Council – pp. 195-198

That Council approve the changes to the membership of the Open Studies Faculty Council as outlined in the attachment.

- 11.3 Request for Decision: Appointments to the Nominations Committee for 2012/13
-pp. 199-200

That council approve the following appointments to the Nominations Committee, effective July 1, 2012:

- *Venkatesh Meda, Chemical & Biological Engineering, three-year term expiring June 30, 2015, replacing Jim Kells, Civil & Geological Engineering;*
- *Clair Card, Large Animal Clinical Science, three-year term expiring June 30, 2015, replacing Don Hamilton, Veterinary Biomedical Sciences; and*
- *Beverley Pain, Curriculum Studies, as chair of the Nominations Committee of Council for 2012/13, for a one-year term expiring June 30, 2013*

- 11.4 Request for Decision: Delegation by College of Medicine of undergraduate student promotion decisions, graduation decisions, and appeals of promotion decisions, to its Undergraduate Education Committee – pp. 201-204

That Council approve delegation by the College of Medicine Faculty Council of undergraduate student promotion decisions, graduation decisions, and appeals of promotion decisions, to its Undergraduate Education Committee.

- 11.5 Notice of Motion: Faculty Council membership-College of Pharmacy and Nutrition
– pp. 205-210

That Council approve the changes to the membership of the College of Pharmacy and Nutrition Faculty Council as outlined in the attachment.

12. Planning and Priorities Committee

- 12.1 Request for Decision: Establishment of the Global Food Security Institute as a Type B Centre
- pp. 211-260

That Council approve the establishment of the Global Food Security Institute as a Type B Centre at the University of Saskatchewan, effective June 21, 2012.

12.2 Items for Information

12.2.1 Planning and Priorities Committee Annual Report – pp. 261-270

12.2.2 Final Report on the *Second Integrated Plan* - pp. 271-280

12.2.3 Implementation of the *Third Integrated Plan* –pp. 281-290

13. Research, Scholarly and Artistic Work Committee

- 13.1 Item for Information: Research, Scholarly and Artistic Work Committee Annual Report
– pp. 291-312

14. International Activities Committee

- 14.1 Item for Information: International Activities Committee Annual Report – pp. 313-322

Council agenda continued

15. Academic Support Committee

15.1 Item for Information: Academic Support Committee Annual Report – pp. 323-346

16. Teaching and Learning Committee

16.1 Item for Information: Teaching and Learning Committee Annual Report – pp.347-354

17. Joint Board/Council Committee on Chairs and Professorships

17.1 Item for Information: Joint Board/Council Committee on Chairs and Professorships Annual Report – pp.355-356

18. Other business

19. Question period

20. Chair's closing remarks

Reception to follow

Next meeting – 2:30 pm, September 20, 2012

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



*Minutes of University Council
2:30 p.m., Thursday, May 17, 2012
Neatby-Timlin Theatre*

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

The chair called the meeting to order at 2:34 p.m., observing that quorum had been attained.

1. Adoption of the agenda

PARKINSON /MacGREGOR : That the agenda be adopted as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and guests to Council and provided a brief overview of the general practice for debate at Council. He commented on the importance of the Council business on the agenda of the meeting, and indicated that since one of the agenda items concerns his own College, he will be turning the chair over to Vice-chair John Rigby for that item.

3. Minutes of the meeting of April 19, 2012

RENNY/BELAND: That the minutes of the meeting of April 19, 2012 be approved as circulated.

CARRIED

4. Business arising from the minutes

No business was identified as arising from the minutes.

5. Report of the president

The president commended members to his written report; there were no questions.

6. Report of the provost

Dr. Fairbairn commended members to his written report, and made verbal comments on two items. First, he recalled that there was a question about the 2008/09 budget adjustment process and outcomes and noted that material related to those outcomes is available to members on the tables outside the meeting room. He also reported on the second of a series of financial town halls that was held the previous day to discuss the university's operating budget. Information from the town hall is available at www.usask.ca/finances. The provost highlighted four key messages: that the university will be working hard over the next 4 years to prevent a gap that is projected to be \$44.5M if the university were to take no action; that expenditures are

rising faster than revenues; that given the magnitude of the challenge there is no single action that will suffice; and that the university plans to take a deliberate, measured and multi-pronged approach.

The chair then opened the floor to questions.

A member asked for clarity about how decisions are made to apportion operating expenses to new capital projects, and how such decisions will be evaluated in the context of budget restraints. The provost responded that capital projects are overseen by steering committees that are responsible to formulate plans for operating expenses—in some cases, as with the health sciences project, the university commits to raising funds from private donations to leverage government funding. This kind of commitment is more common than using operating funds, though occasionally PCIP makes a decision to commit funds from an operating surplus based on the ‘fit’ of a project with institutional priorities; the Gordon Oakes Redbear Centre is a case in point.

A visitor to Council wondered how a university in a ‘boom province’ found itself so rapidly in a financial crisis, and the implications of such a situation for an incoming president. The provost objected to the characterization of the financial situation as a ‘crisis’ and referred to the information presented at the recent financial town hall. The projected government grant increase of no more than 2% per year is in keeping with what is being experienced by institutions across the country. When costs rise more quickly than an institution can reasonably project its revenues to increase, it is important to anticipate the resulting deficit and take deliberate and measured steps to forestall a crisis. The provost assured Council that Dr. Busch-Vishniac as incoming president has been fully briefed on the financial situation of the institution.

7. Student societies reports

7.1 Report from the USSU

The chair conveyed regrets from the USSU Executive, and indicated that a written report has been circulated by email and at the door.

7.2 Report from the Graduate Students’ Association

The report was presented by Ehimai Ohiozebau, GSA President. Mr. Ohiozebau introduced his colleagues VP Academic Dylan Beach, VP Finance John McLeod, and VP External Elizabeth O’Meara. He indicated that the new GSA executive has begun planning their year; one of the first things they will do is to increase the GSA bursary in collaboration with the CGSR. He indicated that the executive will have their first meeting shortly and will be presenting more about their plans at the June Council meeting.

8. Planning and Priorities committee

Dr. Kalra invited Council Vice-chair Dr. John Rigby to assume the chair for the next item on the agenda, citing a potential conflict of interest since this item involves his own College.

8.1 Request for decision: College of Medicine Organizational Re-Structuring

Dr. Rigby anticipated a vigorous debate by explaining how debate would proceed; he asked individuals to limit their comments to 3 minutes and indicated he would give each speaker an opportunity to speak just once unless it is to clarify a misunderstanding, or if an earlier speaker is asked to respond to a question. He announced he would make two exceptions to the time limit: both President MacKinnon and Dr. Tom Wilson, chair of the College of Medicine Faculty Council, have asked for an opportunity to address Council, and there will not be a restriction on the time they are allowed to speak. Dr. Rigby indicated his intention that after 45 minutes if Council is still in discussion and debate, he will check with members to decide whether debate should be closed. He indicated he would not intend to ask that those presenting the motion respond to all comments but if there are direct questions that would be helpful for Council to know the answer to, the presenters will be invited to respond. At the conclusion of debate, the mover and seconder will have an opportunity to make closing remarks. Media were reminded there would be an opportunity to ask questions following the disposition of the item. Finally, Dr. Rigby asked speakers to use the microphones provided and to indicate whether they will be speaking in opposition to the motion, in favour of it, or with a question.

Dr. Rigby then invited Dr. Bob Tyler to present the motion as chair of the Planning and Priorities Committee:

TYLER/ FAIRBAIRN : It is recommended that University Council approve a new academic governance model for the College of Medicine, along with consequential changes to Council's bylaws, which would see the establishment of three new divisions: the Division of Clinical Research, the Division of Medical Education, and the Division of Biomedical and Population Sciences, and the discontinuation of the existing models of clinical instruction and research, as outlined in the attached "Concept Paper," effective July 1, 2012.

It is further recommended that the Provost and the Dean of the College of Medicine report to University Council on progress made toward implementation of this new model at the September 2012 meeting of University Council and at regular intervals over the course of the 2012/13 academic year.

Dr. Tyler provided some background concerning the history of the Planning and Priorities Committee's consideration of this item, and also explained the reasons that the committee considers this to be a decision of some urgency. He then invited Provost Brett Fairbairn, who seconded the motion, to make additional comments.

Dr. Fairbairn characterized the matter before Council as both important and urgent. He referred members to the written material that was circulated to Council, and then told two stories that he characterized as illustrative of the urgency of the matter, citing in the first story complaints from students and the observations of the accrediting bodies with particular reference to the IS9 standard, and in the second story an account of two stellar researchers who declined to come to the University of Saskatchewan because of structural impediments that would have made it difficult for them to pursue their research interests and careers.

Dr. Fairbairn then explained the concept paper itself, and described each of the three divisions that are proposed and the rationale behind them. He characterized the decision before Council as the implementation of a new academic model, and asserted that only Council can make these changes—by passing this motion, Council will do its part, and it will then fall to the next dean and to the college to implement the decision that Council has made.

Dr. Fairbairn then anticipated a question about why these changes were not proposed earlier, with reference to the timing of warnings of probation and a subsequent request from the dean to enlist the assistance of the provost's office, as well as the emergence of new data about lack of progress in research. He also raised the need to respect the plural governance structures of the institution and the importance of addressing academic aspects in one setting and employment and resource aspects in another setting. These conversations, he assured Council, will be thorough and careful. Council's job is to address the academic responsibilities and to think ahead to three things that will happen: in 2013 the university will be implementing the new integrated plan and will need a faculty of medicine to be part of the mission; in the same year the accrediting bodies will return and the institution will need to show that progress has been made; and the search for a dean is continuing and active. For all these reasons, he argued, Council has to set the College of Medicine on a new path before the summer of 2012.

The provost then spent some time talking about what will happen next if Council approves this motion, describing the intent to create a broadly representative dean's committee on renewal to advise and guide the dean and provost. He also indicated that he would be moving an amendment to ask that the effective date of the motion be changed from July 1, 2012 to January 1, 2013, in order to facilitate the work of the new committee.

Dr. Fairbairn then invited the dean to present the context for the concept paper. The dean's presentation, which provided background on the history of the college of medicine, is included as an appendix to the minutes.

Dr. Albritton then invited Dr. Martin Phillipson, acting vice-provost for faculty relations, to speak further about the development of the concept paper. Dr. Phillipson described the input that has been received to date in the form of over 300 submissions

to the concept paper website, as well as submissions from individual academic departments, town halls, and meetings with clinical heads. He described the ways in which the concept paper has been revised in response to these submissions, including significant input from students, and the ways the proposed structure tries to meet the goals of a successful medical school in research, teaching and clinical service. He also commented on the importance of negotiating an Alternative Funding Plan with the province of Saskatchewan to support the new structure.

The provost then moved an amendment to the main motion:

FAIRBAIRN/KALRA: That the main motion be amended to change the effective date for approval of the “Concept Paper” from July 1, 2012 to January 1, 2013.

A member asked whether the change to the effective date would affect the second paragraph of the motion; the provost indicated that the committee would begin its work immediately, so the milestones in the second paragraph are still appropriate. A member asked whether, during those discussions, if the model gets changed, the model would come back to Council—the provost indicated the discussions would focus on implementation of the concept and structures within it, rather than the concept itself.

The amendment was voted on and CARRIED

The floor was opened to debate on the main motion.

Questions and comments from members of Council addressed the following matters:

- The desirability of waiting until a new dean is in place before carrying out changes to the college’s structure;
- How medical students would be affected by a delay in accreditation, and whether there are any guarantees that accreditation will be forthcoming if the concept plan is accepted;
- The extent to which the university as a whole is defined by having a college of medicine, and the importance to the reputation of the university of strengthening the research and governance of the college;
- the potential for turmoil, upheaval, animosity and resentment in the college, given the outcome of the vote in the college’s faculty council;
- The challenges that may be created in finding clinical teachers for the program given the additional students being accepted this August, and the additional pressures that the proposed changes will place on the new curriculum;
- Whether the fact that the college faculty council was not consulted was a violation of the spirit of the collegial decision-making process, which is usually a bottom-up process;
- Whether it will be possible to get buy-in from the ‘rank and file’ of the College of Medicine with a solution that has been imposed by Council;

- What incentive there is or will be for practitioners to give up time to teaching and research in the new model, and how the dean will work with the faculty and students to ensure a positive outcome under the new structure;
- The inherent professional obligation of medical practitioners to ‘train their own’;
- The expectation on the college, should the concept paper pass, to undertake the long work of implementation and to take the initiative to make it work;
- Concerns about the short time lines for development of the concept paper and for implementation, and a sense that the process has been rushed;
- The presence of a research imperative in the concept paper even though research was not cited as a factor in the accrediting bodies’ notations.

The acting chair recognized Dr. Tom Wilson, chair of the faculty council in the College of Medicine, who began his remarks by saying that much of what he intended to say had already been said. He characterized the issue as a simple one: whether Council should support a motion for a major restructuring change that was developed in secret by a small group of people and is being rushed through even though it is opposed by 87% of the students and faculty of the college and proposes a solution that has no obvious connection to the problem. He warned that of the potential for negative consequences if the concept paper is approved, including loss of faculty.

A number of visitors who are members of the College of Medicine, including the heads of several clinical departments, residents, and students, also spoke to the motion. Their comments were largely in opposition to the motion and included the following:

- There have been very high levels of anxiety in the college over the last several weeks, and a sense that the administration has ‘piggy-backed’ research onto accreditation issues;
- Students are well aware that the college needs to change and is in danger of losing its accreditation, but have a concern with the way the concept paper was brought about and the fact that it addresses issues that are beyond the urgency for accreditation;
- Post-graduate residents are concerned that the most recent iteration of the concept paper still does not address funding plans, research support, and the potential impact on residencies; they would like to see a needs survey be done before any further plans are developed, to ensure there is no adverse effect on RCPS accreditation and licensing standards and on job prospects.
- Clinical faculty in the college provide 24-hour service to medical students as JURSI and at any time there are 5 or 6 gynecologists on call dealing with patients and emergencies; there are over 260 university clinicians functioning within the college, and members are already stretched.
- Alternate funding plans will not solve the problem, and research will suffer because patient needs cannot be ignored. An emphasis on teaching and research will mean there is no-one available to look after patients.

The president was then invited to speak; he recounted one of the first meetings of his presidency, with the then minister of health, and the assurances he sought at that time from government that it was important to the province that there be a school of medicine in the province. He recalled that at that time faculty members were leaving the college in alarming numbers because medical science was not being done here, and he expressed his belief that a mistake was made in 1992 when the relationship between the university and the health region was not appropriately addressed in governance. He stressed that he has been deeply involved ever since then in matters relating to the College of Medicine, and not as a passive bystander, and that his meetings with accrediting bodies have left no doubt that action is needed to preserve the accreditation. He also stressed that what is before Council is not a blueprint or a detailed plan but a concept about which the provost, the dean and the vice-provost have had measured and balanced discussions. In the context of this framework, responsibility for implementation rests where it should, with the dean and faculty of the college. The president concluded by reminding Council that its decision will be noted by others including the major health regions, the government and the media, and asked Council to consider the implications if the motion were to fail. If the university and the college are seen to be unable to address the issues facing the college of medicine, then we may see outside intervention.

Additional comments were all from members of the College of Medicine and focused on

- A lack of reference so far in the discussion to the section of the motion that references the discontinuation of existing models of clinical instruction and research, and the implications for the college in terms of potential removal of large numbers of faculty members;
- The ‘academically strong and resource poor’ nature of the college and the impossibility of effecting change in a revenue-neutral way;
- The lack of a pathway called ‘clinical educator’ in the document and the difficulty of recruitment with the promise of a 5-year position;
- The loss of potential candidates for positions since the concept paper is introduced, because of a sense of loss of trust and betrayal;
- The need for a discussion about implementation before a concept paper is introduced, and a sense that the college would be willing to work on a plan but should not be constrained by this concept paper.

Noting that debate had continued for over 45 minutes, the acting chair then called for an informal indication the will of Council to close debate; about half were in favour of continuing. Dr. Rigby ruled that the discussion would continue.

Another member of the College of Medicine suggested there was significant naiveté in the document about what it means to practice medicine, and suggested that any change would need to be inclusive, gradual and from the bottom up. She indicated she would not be willing to have patients not cared for in order to pursue research.

DRAFT until approved at the next meeting

Another member of the College of Medicine, who spoke against the motion, asked whether this concept paper has been discussed in the Academic Programs Committee; the chair of the Planning and Priorities Committee indicated that it had not.

The acting chair then asked whether Council was prepared to close debate on the question and reminded Council that a motion to close debate could be moved only by a member who has not yet spoken.

BELAND/MONTGOMERY: To close debate.

CARRIED

HAMILTON/MacGREGOR: To conduct the vote on the motion by secret ballot.

CARRIED

The acting chair then invited the provost to make closing comments. A member raised a point of order asking why the provost would be allowed to make further comment when debate was closed. The chair reminded Council that under Council's procedural rules, the movers of a motion may make final comments before the vote is taken on the main motion.

The provost summed up by reminding Council of the importance of the decision, and that on the College of Medicine's concept paper web site there is (in counterpoint to the views expressed by many present today) support from members of the college who believe the concept is the right one and that there has not been a better alternative concept advanced. The provost acknowledged that the impact of the restructuring on employees is not predetermined, but that Council must be able to discuss matters on their academic merits. He stressed the importance of continuing to move forward, to set up conditions in which the next dean can successfully lead the college, and suggested that the best way to solve turmoil is to turn implementation over to the college. He spoke against the idea of developing all the details of the implementation plan before setting a goal; the goal must come first and it is a goal that envisions a combined mission of teaching, research and service for the college. It is properly within the sphere of Council to equip the college to make progress on these goals, especially when the college has had 10 years to produce results and has not done so.

A member rose on a point of personal privilege to protest the provost's statement that the college of medicine has had enough rope to fix this problem for 10 years, and to assert that the same rope has been available to the president and the current dean.

The main motion was then voted on as amended by secret ballot and following a count of ballots cast the secretary indicated that the motion was CARRIED.

In response to a question the acting chair confirmed that in order to carry, a simple majority of votes cast was required. Of 66 votes cast, there were 2 abstentions, 38 in favour and 26 opposed.

Dr. Kalra then resumed the chair and thanked Professor Rigby for his able chairing; Council members acknowledged the thanks with applause.

8.2 Request for decision: Establishment of the Confucius Institute as a Type B Centre

The chair invited Professor Bob Tyler to address this item as chair of the Planning and Priorities Committee.

There was a question about the funding of the institute in the context of the university's financial situation. Dr. Tyler indicated that there is a commitment from PCIP to fund this institute. In response to a follow-up question the president confirmed that the centre itself could be expected to secure funds from elsewhere, and that the university could seek funds from donors in support of the centre. The president spoke to the value of the partnership with the Beijing Institute of Technology that this institute represents. The Vice-dean of social sciences in the College of Arts and Sciences indicated that his College supports this institute and that it will provide exciting opportunities for language, culture, and business development training and expressed confidence that there would be opportunities as well for external partners. Dr. Tom Wishart, special advisor on international initiatives, indicated that he has already begun meetings with the development office, which has identified individuals who may be interested in providing financial support and assistance. He described this as 'an ideal kind of arrangement' for engaging alumni and various organizations in China.

A member asked a question about the termination period for the agreement; Dr. Tyler clarified that the agreement can be terminated at any time with 6 months' notice, or within 90 days before the end of the 5-year term. The same member asked about the overall university policy about relationships with a government that has a poor human rights record. The provost responded that the university does not have a policy on dealing with some governments and not others. Dr. Wishart indicated that influences to and from China are bidirectional; this is an opportunity for us to have influences on China and on our students and others; he suggested that if the university is in the business of trying to change practices, this is one way of doing it. The vice-dean of humanities and fine arts affirmed the importance of this issue and reminded Council that the partnership is with an institution where the university already has students. The Confucius Institute provides opportunities for cultural sharing between China and Canada. It also provides opportunities to work with other institutions in the city and province (e.g. school divisions and the Chinese Canadian community). If there are difficulties in the relationship, a university is the place to talk about them. Another member made a comparison with the supports given by university in the 1980's to Soviet universities. A member expressed concern about the possible consequences for Chinese students when they return to China, if dissent is encouraged or supported here. In

response to a further question about the lack of faculty in the centre's management, Professor Tyler confirmed that the director of the centre is a faculty member, and that the advisory body will include faculty.

TYLER/MEDA: That Council approve the establishment of the Confucius Institute as a Type B Centre at the University of Saskatchewan, effective May 17, 2012.

CARRIED

9. Academic Programs Committee

Dr. Jim Greer rose to present this report as committee vice-chair on behalf of the chair, Professor Len Proctor, who has declared a conflict of interest as this item concerns his own college. At this point in the meeting, quorum was lost. The chair commended members to the remaining items presented for information (item 9.2), and indicated that any decision items remaining on the agenda (items 9.1, 10.1, 10.2, 11.1, 11.2 and 12.1) would be brought forward to the next Council agenda through the respective committees.

Items 9.1-14 – deferred.

15. Adjournment and next meeting

The meeting adjourned at 5:37 p.m. Next meeting is at 2:30 p.m. on June 21, 2012.

PRESIDENT'S REPORT TO COUNCIL

JUNE 2012

SPRING CONVOCATION 2012

I attended my last seven U of S Convocation ceremonies, as President and Vice-Chancellor, on June 5-8 where over 3000 students received their degrees. Convocation is our most important event and being a part of it is a very proud experience.

I wish to express my sincere appreciation to all of those who work tirelessly to make this event so special for our students and their friends and families.

GRADUATION POWWOW

The U of S Graduation Powwow, honouring graduating Aboriginal students from the U of S and from high schools across the province was held in The Bowl on campus on Wednesday, May 30th. There were two grand entries—the first one in the morning honouring grade 12 graduates and the second in the evening honouring U of S graduates.

More than 500 dancers, drummers and singers of all ages from across the province took part in competitions at the powwow which celebrates the achievements of graduating Aboriginal students and the support provided by their families and communities.

LONG SERVICE AWARDS

On May 31st we celebrated all of those faculty and staff who have provided 25 years of service to the University of Saskatchewan.

GOVERNMENT RELATIONS

Federal

On May 15th and 16th several meetings with government officials took place in Ottawa. Some of the meetings were attended by Dr. Busch-Vishniac and myself – these included meetings with the Prime Minister's Office and with the Clerk of the Privy Council. Other meetings were attended by Drs. Busch-Vishniac, Chad, Schmeiser, and/or Hormes – these included meetings with the Saskatchewan Federal Conservative Caucus, Glenda Yeates (our Deputy Minister Champion in Ottawa), the Presidents of the Canada Foundation for Innovation and the Canadian Institutes for Health Research, and other granting council representatives.

The meetings provided an opportunity for us to introduce Dr. Busch-Vishniac to government officials and to provide updates on our initiatives related to the Canadian Light Source (CLS) and InterVac including operating funding, as well as the CERC program, our collaboration with the Canadian International Development Agency and our various

commitments with respect to Aboriginal students and learning. There were also opportunities to discuss our research initiatives with representatives of the granting agencies.

We were pleased that the Speaker of the House in collaboration with members of the Saskatchewan Federal Conservative Caucus hosted a reception to raise the profile of the Canadian Light Source as a national science resource for innovation, research and development with parliamentarians and other decision makers in support of the renewal of CLS operating funding. The reception on Parliament Hill was exceptionally well attended, including many Cabinet Ministers.

Provincial

On May 25th Premier Brad Wall announced a major restructuring of cabinet and government ministries. One important change affecting the University of Saskatchewan is that Don Morgan will become the Minister of Advanced Education as well as continuing as Minister of Labour Relations and Workplace Safety. In addition, Clare Isman has now been appointed Deputy Minister for Finance and Dr. Louise Greenberg (formerly of Saskatchewan Health) will now serve as the Deputy Minister for Advanced Education.

Other changes include the creation of a new Ministry of the Economy which brings together Enterprise Saskatchewan, Innovation Saskatchewan, Tourism Saskatchewan, Employment, Immigration, Trade, Energy and Resources. Bill Boyd becomes the new Minister of the Economy and Minister responsible for SaskPower. He also remains Minister responsible for the Global Transportation Hub.

Tim McMillan becomes Minister responsible for Energy and Resources, Tourism Saskatchewan and Trade within the Economy ministry. McMillan also becomes Minister responsible for SaskEnergy.

Don McMorris, former Minister of Health, becomes the new Minister of Highways and Infrastructure and Minister responsible for SaskTel, Saskatchewan Transportation Corporation, Saskatchewan Gaming Corporation and Information Services Corporation. He will also be the Minister responsible for SaskBuilds, a new government agency that will lead the planning, design, funding and implementation of significant infrastructure projects for the government and for government-funded third-party projects like schools and hospitals.

Two Ministers retain their current responsibilities—Ken Krawetz remains Deputy Premier and Finance Minister and June Draude remains Minister of Social Services and Minister responsible for the Status of Women.

Dustin Duncan will be the new Minister of Health and Randy Weekes, a first-time cabinet member, will be the new Minister responsible for Rural and Remote Health under the Health ministry.

There are three other MLAs entering cabinet for the first time. Gord Wyant becomes Minister of Justice and Attorney General (which now includes corrections and policing); Russ Marchuk becomes Minister of Education; and Kevin Doherty becomes Minister of Parks, Culture and Sport and Minister responsible for the Provincial Capital Commission.

Three former ministers remain members of cabinet. Lyle Stewart becomes Minister of Agriculture and Minister responsible for Saskatchewan Crop Insurance Corporation and Christine Tell becomes Minister responsible for Corrections and Policing under the Justice ministry; and Nancy Heppner becomes Minister of Central Services, which will become a new agency to manage government operations, replacing the Ministry of Government Services. Heppner will also be Minister responsible for the Public Service Commission, Minister responsible for Information Technology Office and Minister responsible for the Lean Initiative.

Other ministers that have been assigned new responsibilities include Ken Cheveldayoff as Minister of Environment and Minister responsible for SaskWater; Donna Harpauer becomes Minister of Crown Investments and Minister responsible for Saskatchewan Government Insurance and the Saskatchewan Liquor and Gaming Authority; and Jim Reiter becomes Minister of Government Relations and Minister responsible for First Nations, Metis and Northern Affairs.

Jeremy Harrison will continue to serve as Government House Leader outside of cabinet while Justice Minister Gord Wyant will continue to serve as Deputy House Leader.

Greg Ottenbreit becomes Government Whip while Gene Makowsky becomes Deputy Whip.

Wayne Elhard will continue to serve as Provincial Secretary and Rob Norris has been named Legislative Secretary to the Premier for First Nations Engagement.

Scott Moe becomes Deputy Chair of Public Accounts - the legislative committee that reviews all government spending and Corey Tochor becomes the Deputy Chair of Committees in the Legislative Assembly.

In addition to my sending correspondence to congratulate various key ministers on their appointments, planning is already underway to arrange for opportunities for our President Designate, Ilene Busch-Vishniac, to meet with senior government officials. During the coming weeks and summer months, we anticipate her meeting with the Premier and his Chief of Staff, as well as with the new Ministers of Advanced Education, the Economy, Agriculture, First Nations and Metis Relations, Energy and Resources, Justice, Environment, etc.

Municipal

I presented my last 'State of the University' address to the Saskatoon Chamber of Commerce on May 29th where I reflected on the past and spoke of the importance of the university and Innovation Place in the community.

INTERNATIONAL RELATIONS

Shastri Indo-Canadian Institute MOU

On April 13th the Honourable Rob Norris, Minister of Advanced Education, Employment and Immigration (AEEI), on behalf of the Government of Saskatchewan, signed a memorandum of understanding with Dr. Braj Sinha on behalf of the Shastri Indo-Canadian Institute designed to formalize an academic relationship between Saskatchewan and India.

The MOU supports a commitment made by Premier Wall in India in March 2011 to strengthen economic and academic relationships with India.

Norris noted that India has become an increasingly important partner for Saskatchewan and that Saskatchewan is India's largest trading partner in Canada. This MOU will broaden the scope of the relationship to include education and innovation.

AEEI will work with post-secondary partners in Saskatchewan to deliver on the objectives of the MOU that include:

- Promoting Saskatchewan-India education co-operation and collaboration

- Improving Saskatchewan's education profile in India

- Supporting academic exchange between post-secondary institutions in Canada and India

- Sharing best practices

- Developing public-private partnerships that support other areas of interest to the province including innovation, technology and agri-business.

As part of the Canadian Member Council of institutions, we have been privileged to receive and take part in numerous programs and activities delivered by Shastri Indo-Canadian Institute and we are honoured to be involved with an organization that promotes bilateral education linkages in Canada and India.

Saskatchewan is only the second province in Canada to formalize a relationship with the Shastri Institute. The Province of Quebec signed an MOU with the Shastri Institute in 2010.

CLIMATE CHANGE STATEMENT OF ACTION FOR CANADA

I signed the University and College Presidents' Climate Change Statement of Action for Canada (UCPCCS) on October 1, 2010, joining 27 other presidents of Canadian post-secondary schools in committing their institutions to showing leadership and taking action on climate change.

As a signatory, we are committed to a number of actions, including conducting an inventory of our greenhouse (GHG) emissions, setting a target for reducing them and developing and implementing a plan to meet that target. To date we have completed the inventory and set a target. Our emissions for the 2009/10 fiscal year were 165,300 metric tonnes of CO2 equivalent. Our emissions reduction target is to reduce our 2006/07 emissions by 20% by 2020, a target that aligns with that set by the provincial government.

A process to develop a Climate Action Plan is currently underway with a scheduled completion date of October 2012. More than 30 individuals representing stakeholder groups across the entire campus community are working together to make recommendations for initiatives to meet our emissions reduction target. Those initiatives will address the areas of energy, transportation, waste, purchasing, food, education, research and community engagement. Implementation of the plan will begin in 2012.

Progress and effectiveness of initiatives will be tracked and publicized.

More information on the Climate Action Plan project can be found at www.usask.ca/climateaction.

PROVINCIAL TOUR

I have now completed all of the provincial tours. On May 10th our delegation to Swift Current included Heather Magotiaux, Vice-President, University Advancement; Mary Buhr, Dean of Agriculture and Bioresources; David Hill, Dean of Pharmacy and Nutrition; Robert Buckingham, Executive Director, School of Public Health; Bob Cram, Executive Director of the Centre for Continuing and Distance Education and Melana Soroka, Director, Alumni Relations and myself.

Meetings involved the Great Plains College Interim CEO and executive team; Cypress Health Region representatives; a visit to the research station; the Regional Advisory Council; a tour of the centennial wind turbine and the Alumni and Friends reception.

On May 14th our contingent to Regina included Heather Magotiaux, Vice-President, University Advancement; Ernie Barber, Acting Dean, College of Engineering; Ivan Muzychka, Associate Vice-President Communications; Dan Seneker, Student and Enrolment Services Division; and Charlene Howard, Alumni Relations.

We met with Regina Guidance Counsellors, provided a presentation to approximately 700 high school students, the Regina Chamber of Commerce, met with the Regina Health District and concluded with an alumni and friends reception that was attended by approximately 170 guests.

I am very impressed with the success of the provincial tours. They have improved and developed over the years and I want to thank everyone who participated in them and who helped to organize and ensure their success.

PROVOST'S REPORT TO COUNCIL

June 2012

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

In May, PCIP continued to discuss the university's financial situation and the framework for adjusting the operating budget over the course of the third planning cycle and potentially beyond. PCIP deferred decisions on several proposals in light of the financial context.

PCIP considered and approved a number of items, including:

- the Annual Capital Plan;
- one-time funding for the request-for-proposal phase of the Online Administrative Research Management System – a potential university-wide system to support the full complement of research administration, management, reporting, and compliance for the University. This project was the University's Service and Process Enhancement Project (SPEP's) number one recommendation to improve service and the efficiency of administrative functions; and,
- an increase to five program-based excursion fees.

PCIP also received for information and discussion purposes a five-year plan of Parking and Transportation Services and Facilities Management Division's long term capital and reserve fund.

Update on the Second Integrated Plan

The final report on the *Second Integrated Plan* is available in print for council, senate and board members. An online version of this document has been posted to the office of Institutional Planning and Assessment (IPA) and provost's websites.

Update on the Third Integrated Plan

Promise and Potential: the Third Integrated Plan

Supported by the IPA, I have initiated the implementation process for *Promise and Potential*. For the third planning cycle, we will use a phased approach to implementation. The current emphasis is on what can be reasonably accomplished in the first year of the planning cycle given the attention that will be required within the university on budget constraints. At this time, we are in the midst of appointing commitment leaders and identifying resources and supports for those individuals. By August 15, 2012, commitment leaders will have been appointed and terms of reference for each commitment will have been approved. An announcement on the commitment leaders will be provided at a future date. The implementation plan will blend the best of the two previous experiences and creating two types of commitments:

- a. ***Process commitments*** are those which would most closely resemble the implementation strategy for the *Second Integrated Plan*, and would borrow heavily from the commitment leader model, to ensure that the broadly-based campus community is engaged in determining the appropriate direction or

outcome which is not known at the beginning of this planning cycle. Examples would include: distance or distributed learning and the next stages of Aboriginal education.

- b. ***Project commitments*** are those which have an agreed upon outcome and which can be more easily assigned to a person, office or group of persons/offices to complete within a specified timeframe. Examples would include: the development of an Aboriginal portal and the implementation of a mentorship program for faculty.

Draft planning parameters for each college, school and unit are under development and will be distributed, at least in draft form, by the end of June.

TRANSPARENT, ACTIVITY-BASED BUDGET SYSTEM (TABBS)

On June 14 there was an information session on TABBS open to anyone from campus. The audience was updated on the development of the TABBS model since the last open information session, held in September 2011. TABBS now moves into Phase 3 – model refinement and implementation.

RESTRUCTURING THE INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) PORTFOLIO

Acting Chief Information Officer Kevin Schneider has led a major restructuring of the Information and Communications (ICT) portfolio. The purpose of the changes has been to provide a more robust, innovative and supportive ICT environment on campus, focused on enhancing service delivery, strengthening client relationships and finding efficiencies. The new organizational structure is a response to a 2010 external review and is more in line with national comparator institutions, including other U15 research-intensive universities. The Information Technology Services Division (ITS) no longer exists.

In the new structure, six units now report to the Chief Information Officer and Associate Vice-President, Information and Communications Technology, each with its own director. The former director of ITS, Ed Pokraka, is now the director of ICT Planning and Governance and Associate CIO, and the former associate director of ITS, Glenn Hollinger, is director of ICT Client Services; Monisha Shukla is director of ICT Applications, Chad Collier is director of ICT Platform Services, Troy Harkot is director of Information Strategy and Analytics, and Lawrence Dobranski is director of ICT Security.

More detailed information on the new structure is available at <http://www.usask.ca/avp-ict/portfolio/>.

ASSESSMENT INITIATIVES

The university's *Framework for Assessment: Beyond Systematic Program Review*, which was approved by University Council and the Board of Governors in 2008, continues to guide

assessment activities. As a result, the provost and the IPA are responsible for a number of assessment functions, some of which are reported below.

Reports

The IPA conducted an accessibility and affordability study this year examining recent research on barriers to accessing post-secondary education, recent trends in the cost of higher education, student opinion and feedback, and public perceptions. This study informs decisions regarding accessibility and affordability policies and planning processes (e.g. tuition rates, financial aid, fees). The report was released in January and is available on the IPA website.

Surveys

The IPA conducted two major student surveys this term:

- The *Globe and Mail* Canadian University Report survey was conducted in January/February to a sample of undergraduate students. The results will be reported in the *Globe and Mail* Canadian University Report this fall with a summary of the University of Saskatchewan results to be posted on the IPA website.
- The Canadian University Survey Consortium (CUSC) survey, which the University of Saskatchewan has participated in since 2001, was conducted in March. The CUSC survey targets three groups of undergraduate students on a three-year cycle (first-year students, undergraduate students, and graduating students). This year, the survey was sent to a sample of graduating students in their final year of study. Results of this survey will be received at the end of June with summary reports to be posted on the IPA website in the fall. Each year, select results from the CUSC survey are published in *Maclean's* Student Issue (February), University Guide (March), and University Rankings (November). The results of the CUSC survey and other surveys conducted in previous years in the IPA are being used to help create profiles for various persona groups identified for the Strategic Enrolment Management (SEM) project.

The National Survey of Student Engagement (NSSE) survey was administered to first and final year students last year. Results were received at the end of August, and the IPA has taken a multi-year approach reporting the results from all 3 administrations of NSSE at the University of Saskatchewan (2006, 2008, and 2011). The results were further analyzed by college for the overall benchmark results and the individual questions making up the five benchmarks in NSSE for all three administrations. These reports are available on the IPA website.

The Saskatchewan Ministry of Advanced Education, Employment, and Immigration conducted the Saskatchewan Post-Secondary Follow-up Survey of 2009/2010 graduates last fall. This included individuals who completed a program through the University of Saskatchewan, University of Regina, Saskatchewan Institute of Applied Science and Technology, Saskatchewan Indian Institute of Technologies, the Saskatchewan Apprenticeship and Trade Certification Commission, or a private vocational school. The purpose of this survey was to determine graduate satisfaction with their post-secondary experiences and graduate employment outcomes approximately two years after graduation. The final report is expected to be released in June. A similar survey was conducted in 2007 looking at students who graduated in 2004 (the final report is available on the IPA website).

Rankings

The IPA began work on a major rankings project this year. Our Strategic Directions state that the University of Saskatchewan strives to be one of the most distinguished universities in Canada and in the world. The rankings project will be part of a concerted effort to achieve this goal with an objective of improving the placement of the University of Saskatchewan in major national and international ranking systems including:

- National Rankings: Globe and Mail Canadian University Report; Maclean's University Rankings; and RESEARCH Infosource Research Universities of the Year
- International Rankings: Academic Ranking of World Universities (ARWU) – Shanghai Ranking Consultancy; QS World University Rankings; and Times Higher Education World University Rankings (THE)

The first component of this project is research, beginning with our efforts in understanding the rankings and their methodologies along with monitoring of results. The second component is raising awareness, which will begin with our efforts to inform the campus community about rankings in general and specifically to address key rankings issues. The third component is the development and implementation of strategies to improve overall institutional performance on the various rankings instruments. This will be a focus of work over the planning cycle.

Student Evaluation of Educational Quality (SEEQ)

The IPA continues to provide administration for the SEEQ teaching and course evaluation process. Students access their evaluation surveys either online or in paper format, with online the most frequently used survey mode. In the fall 2011 and winter 2012 terms combined, a total of 28,015 online SEEQ evaluation surveys were completed by students in eight colleges and three schools. The interest and participation in the SEEQ instrument continues to grow within our colleges, schools and departments, but there is much room for a more wide-spread use of this teaching and course evaluation instrument. IPA is facilitating several enhancements to the online survey system to support this increased interest and utilization of SEEQ. One of these enhancements includes an expansion on our communication with departments by introducing a three issue per year newsletter to highlight current and important information pertaining to the administration of SEEQ.

Graduate Program Review

Graduate program review assesses the quality of graduate programs in the domains of teaching and learning, and of research and scholarly accomplishments. Graduate program review was launched in September of 2010 as a collaboration between the College of Graduate Studies and Research and the IPA. The inaugural review of graduate programs included five programs in the College of Agriculture and Bioresources, and the graduate program in Toxicology.

Nine graduate programs are currently concluding the 2011/12 review process under coordination and facilitation by IPA. This process includes all graduate degree programs in Education (four programs), in the Edwards School of Business (three programs), in Law, and in Interdisciplinary Studies. The program review outcomes will be summarized in a graduate program synthesis report to council in the fall of 2012.

Scheduled for review in 2012/13 are graduate programs in the College of Engineering and the science graduate programs in the College of Arts and Science.

More detailed information about graduate program review is available at www.usask.ca/gpr.

COLLEGE AND UNIT UPDATES

College of Arts & Science

- College faculty members were presented with awards at the Spring Convocation 2012: **John Tse** (Physics and Engineering Physics) was presented with an Earned Doctor of Science. **Keith Carlson** (Interdisciplinary Centre for Culture and Creativity) won the 2012 New Researcher Award. **Ryan Walker** (Geography and Planning) was presented with the 2012 Award for Distinction in Outreach and Engagement.
- **Geoff Cunfer** (History) has been awarded a Social Sciences and Humanities Research Council of Canada (SSHRC) – one of the largest ever SSHRC grant awarded to the U of S. Cunfer leads a six-year, \$3.3-million project exploring the transition from traditional to industrial farming over the past two centuries and what lessons it might hold for today's food producers. The project will create positions for eight Masters students, 15 PhD students, and five postdoctoral fellows.
- **Tony Kusalik** (Computer Science) and **Scott Napper** (Biochemistry) have created software is used to analyze kinases – a type of enzyme involved in virtually every cellular function, from energy use and reproduction to modifying gene expression.
- The College of Arts and Science has developed an Aboriginal Student Achievement Office that offers academic advising and holistic support to Aboriginal students. In addition, the college, in collaboration with the successful Learning Communities, has developed the **Aboriginal Student Achievement Program Learning Communities**. The Aboriginal students in this new program, which is intended to improve academic success and retention in first year, will take three courses together and also receive additional academic tutorials, study skills support, advising, mentoring, and financial bursaries. The ASAP Learning communities will begin in Fall 2012 with 90 incoming students.
- **Chad Jones** and **Eric Neufeld** (Computer Science) led the team of developers that created the iUSask app to enhance the student life experience and provide general university information. The project became the foundation of CollegeMobile (www.collegemobile.com), a company that creates both educational and business apps for smartphones and tablet computers
- College alumnus **Jared Brown** is the newly elected University of Saskatchewan Students' Union (USSU) president, and he is also the first Aboriginal student to step into that position.
- **Karen Wiebe** has been granted the Stuart and Mary Houston professorship in Ornithology in the Department of Biology. Besides the honour of being named to the Professorship, the holder will receive a research grant in the amount of \$22,000 annually, renewable for five years
- **Jim Miller** (History) was presented with the Queen's Diamond Jubilee Medal at the Canadian Historical Association meetings in Waterloo on May 29 by the Governor General, His Excellency, David Johnston

SEARCHES AND REVIEWS

Search, Dean, College of Engineering

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

Search, Dean, College of Medicine

An additional candidate was invited to the campus in early May.

Review, Dean, College of Graduate Studies and Research

The review committee for the Dean, College of Graduate Studies and Research has had its final meeting and has been working toward a recommendation.

Review, Dean, College of Dentistry

The review committee for the Dean, College of Dentistry has had its final meeting and a recommendation will be going to the board.



USSU Report to University Council

June 21, 2012

Greetings Members of Council,

We are happy to have completed our intensive, 2-week long orientation. We definitely learned a lot about governance, and are in the process of applying all the knowledge we've gained. We had the wonderful opportunity of meeting many members of the University Community, including the incoming President Ilene Busch-Vishniac.

Attending the Graduation Pow Wow was a great honor for all of us. We are excited for the opportunities our positions give us to recognize and honor our peer's achievements. We hope to visit as many UofS campuses as possible to extend this recognition.

We met with Saskatoon Transit to discuss the possibility of introducing a summer U-PASS service. Once the details are finalized, the USSU will be required to hold a Referendum to institute the fee associated with the service. During that meeting we also discussed the new GPS system that City Transit are currently working on. Once the system is established, we hope to have plasma screens in Place Riel tracking the buses.

Over the past month, we attended several conferences, where we have accomplished a fair amount of networking. The Canadian Alliance for Community Service-Learning conference was held here at the UofS, the Federation of Canadian Municipalities held at the Radisson Hotel, and the Student Care Conference that graced us with a week in Montreal.

In between attending meetings and taking the National Association of Parliamentarians course, most of our office hours have been spent planning next year's initiatives. VP Werenka has been brainstorming ideas for Green Yourself Week. Some ideas brought up were a campus cycling tour, presentations on ethical farming, and a bike sale. Furthermore, she has already begun setting aside dates for a debate and meet and greet leading up to the Municipal Elections. VP Kanyemba is working on an Academic Awareness Week, where she hopes to promote awareness of our Academic Policies. She is also working with the Bookstore Manager on the annual 'Be Book Smart' initiative to help students deal with the high cost of

Academic Materials. This may also be a good time to educate students on the new copyright law.

We would like to thank everyone that has taken the time to introduce themselves to us over the past month. We appreciate the free lunches and dinners and look forward to working with you!

Thank you!

UNIVERSITY COUNCIL
SCHOLARSHIPS AND AWARDS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Dr. Gordon DesBrisay
Chair, Scholarships and Awards Committee

DATE OF MEETING: June 21, 2012

SUBJECT: **Update of *Undergraduate Awards Policies***

DECISION REQUESTED:

It is recommended:

That Council approve the amended *Undergraduate Awards Policies* as presented

RATIONALE:

The Scholarships and Awards Committee presented the amended Undergraduate Awards Policies to University Council's April 2012 meeting for input. Having received only positive feedback on the document, the Committee brings it forward for approval.

COMMITTEE COMMENTS AND RECOMMENDATION:

In a typical year, the Scholarships and Awards Committee reviews undergraduate awards policies on a case-by-case basis as issues arise and circumstances change. In 2011-12 the committee chose to undertake a wholesale review of the policies, which numbered 45 and ran to 60 pages.

A subcommittee of Gordon DesBrisay, Patti McDougall, Norman Zlotkin and Wendy Klingenberg Roe was charged with clarifying, simplifying and, where necessary, revising the policies. The result is a set of policies of just 12 pages which is clearer, consistent and which addresses current realities. An abridged version of the revised policy document will ultimately be posted to the web for students and the full version for award administrators.

The Scholarships and Awards Committee has provided input on the process throughout and, following its regular March meeting, unanimously recommended the revision to Council.

ATTACHMENT:

Undergraduate Awards Policies, April 2012

Undergraduate Awards Policies

The University of Saskatchewan's undergraduate awards program is designed both to reward the academic achievement and mitigate the financial need of undergraduate students working toward completing University of Saskatchewan programs.

PREAMBLE

Authority

These policies govern all undergraduate scholarships, bursaries, awards and prizes (collectively referred to as "awards") regardless of the college, department or unit responsible for administration, with the exception of awards administered by Huskie Athletics, which are subject to Canadian Interuniversity Sport (CIS) regulations.

Rationale: To ensure consistent, transparent and accountable administration of undergraduate awards across the institution, and consistent with the authority of the Scholarships and Awards Committee and University Council. **Reference:** #41, Huskie Athletic awards – exclusion from Scholarship & Awards jurisdiction (2007-08).

Definitions for Awards Purposes

- a. A **first year** or **entering student** is one who either has not previously taken courses at the university level or has earned fewer than 18 credit units of university courses at or transferable to the University of Saskatchewan. *Students who are beginning study in non-direct-entry colleges are not entering students for awards purposes.*
- b. A **continuing student** is one who has earned 18 or more credit units at or transferable to the University of Saskatchewan in previous academic years, regardless of their year in program.
- c. A **transfer student** is one who has earned 18 or more credit units of university courses transferable to the University of Saskatchewan, *not one who has transferred from one U of S college or program to another.*
- d. An **Aboriginal student** is one who is [an Indian, Inuit or Métis person of Canada](#). Aboriginal students are encouraged to [identify themselves](#) to the university.
- e. An **international student** is one who is studying at the University of Saskatchewan on a visa or study permit.
- f. A **student with a disability** is one who is registered with the office of [Disability Services for Students](#).
- g. A **dual registered student** is a University of Saskatchewan student who is registered and taking courses at the University of Saskatchewan and is also completing credit units at another post-secondary institution(s) which are transferable to the University of Saskatchewan and are used towards completion of a University of Saskatchewan degree.
- h. For awards purposes, a **visiting student** is an outbound University of Saskatchewan student who has approval on a Letter of Permission from his or her college to take one or more courses at another accredited post-secondary institution and receive credit towards their U of S degree. *Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.*
- i. For awards purposes, an **exchange student** is an outbound University of Saskatchewan student who spends up to one year at a university in another country under an exchange agreement while obtaining



credit towards their U of S degree. Students approved to participate in an exchange program are considered U of S students during the period of exchange, are assessed standard full-time U of S tuition, and are responsible for their own travel and accommodation costs. *Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.*

- j. A **full-time** student for awards purposes is one who completes 18 credit units or more over the fall and winter terms (Regular Session).
- k. The **academic year** begins on May 1 and is defined as the spring, summer, fall and winter terms.
- l. The **regular session** is defined as the fall and winter terms. Courses taken in the fall and winter terms are used to calculate averages for awards purposes; *spring and summer terms are not included in average calculations for awards purposes.*
- m. **Scholarships** are awards granted fully or partially on the basis of academic merit.
- n. **Bursaries** are awards granted fully or partially on the basis of financial need.
- o. **Prizes** are awards granted in recognition of a specific accomplishment or project.
- p. **Entrance awards** are awards granted to students beginning their University studies in a direct-entry college. *Students who are beginning study in non-direct-entry colleges are not entering students for awards purposes.*
- q. **Continuing awards** or **awards for continuing students** are awards for students with 18 or more credit units at or transferred to the U of S, generally beyond their first year of program. *Continuing awards are not awards where payment continues from one academic year to another: such awards are known as renewable awards.*
- r. **Renewable awards** are those awards that a student may receive in one or more academic years subsequent to the original award, provided she or he meets renewal requirements, typically of an academic achievement nature.
- s. **Guaranteed awards** are granted to students on the basis of achievement and require no application and no competition. At this point guaranteed awards are limited to the Guaranteed Entrance Scholarships.
- t. **Competitive awards** are awards for which students apply and compete among their peers.
- u. **Centrally-administered awards**, also known as **awards administered by the Scholarships and Awards Committee**, are primarily those open to students of more than one college or program, or to students university-wide. Such awards are adjudicated by Awards and Financial Aid with oversight by Scholarships and Awards Committee of University Council. Awards and Financial Aid adjudicates some college awards on behalf of the designated award committees.
- v. **College-administered awards** are those open to students of a single college or program. Such awards are adjudicated by a committee of the college or program department as authorized by the Dean.

I. AWARD ELIGIBILITY

A. Entrance awards

1. In order to be eligible for entrance awards, either centrally- or college-administered, students must have a complete secondary level standing or equivalent, either Canadian or international, necessary to obtain admission to the University of Saskatchewan, unless otherwise specified by an award's terms of reference.

Rationale: It is a priority for the University of Saskatchewan to recruit out-of-province and

international and, increasingly, nontraditional students. Previous policy language limited eligibility to graduates of Canadian high schools, disadvantaging international students and homeschooled students, among others, and limiting recruitment efforts. Reference: #28, Attendance at any accredited high school (2008-09, 2007, 2004).

2. Students must have fewer than 18 credit units completed at or transferable to a U of S direct-entry program of study.

Rationale: *The intent of entrance awards is to support students in their first full year of post-secondary study. The University of Saskatchewan defines a full-time student as a student enrolled in a minimum of 18 credit units in the Regular Session; therefore, a student entering the U of S with fewer than 18 cu completed is considered to be in his or her first year. Under this definition students who are beginning study in non-direct entry colleges are not entering students for awards purposes. Reference: #29, Eligibility for University of Saskatchewan entrance awards – credit unit requirements (2004, 1998-99, 1997).*

- a. *Exceptions include:*
 - i. students competing for entrance awards with a performance component administered by the Department of Music for students in any B.Mus. program are eligible regardless of previous academic study.

Rationale: *In order to meet its recruitment needs, the Department of Music interprets an “entering” student to be one who is entering their first year of study in any B.Mus. program, regardless of the student’s previous academic study. The Department of Music therefore selects the most appropriate candidate regardless of the student’s post-secondary standing when distributing entrance awards with musical performance components. Reference: #30, Entering music students – exception to eligibility for entrance awards (2004-05).*

B. Credit unit requirements

1. All credit units used to meet requirements for undergraduate awards must be earned at the University of Saskatchewan.

- a. *Exceptions Include:*
 - i. students studying on an approved study abroad program, exchange or letter of permission. Credits earned under such a program will be used to meet credit unit minimums for awards purposes; marks may be used in calculating academic averages for awards, depending upon practices specific to the college.
 - ii. students transferring credits earned at other institutions to University of Saskatchewan programs may be eligible to receive the U of S Transfer Scholarship and must meet eligibility requirements set out in the terms of reference for the specific award.
 - iii. students of the Northern Teacher Education Program. Course registrations at both the University of Saskatchewan and the University of Regina will be used, unless otherwise specified by an award’s terms of reference.

Rationale: *Under the Northern Teacher Education Program (NORTEP), all students are considered University of Saskatchewan students regardless of whether they are enrolled in courses at the University of Saskatchewan or in courses at the University of Regina. These students are therefore eligible for all awards administered by the U of S. Reference: #38, Northern Teacher Education Program (NORTEP) – award eligibility and payment (2004-05).*

2. In order to be eligible for entrance and continuing awards, students must register for and complete at least 18 credit units over the fall and winter terms in the academic year in which the award is paid.

Rationale: Consistent with the university's definition of a full-time student, to minimize barriers to nontraditional students. Reference: #7, Credit units required for payment of awards (2008-09, 2006, 1994).

a. *Exceptions include:*

- i. students at regional colleges, who are not subject to a credit unit minimum.
Reference: #7, Credit units required for payment of awards, addendum 1 (2008-09).
- ii. graduating students who require fewer than 18 cu to complete their degree requirements are eligible for scholarships, subject to a minimum of 9 cu in either the fall or the winter term.

Rationale: Students who are near graduation may require fewer than 18 credit units in order to complete their degree, and consequently should not be penalized or excluded from scholarship competitions. This exemption does not apply to bursary funding, which is reserved for full-time students unless otherwise specified by an award's terms of reference. Reference: #8, Scholarships for graduating students – exception to credit units required for payment of awards (2004, 1996-97).

- iii. students receiving prizes/awards specific to particular courses or projects, who are not subject to a credit unit minimum.
Rationale: The intention of prizes is to reward students for a specific past performance, such as the highest mark in a class; therefore, students can receive prizes without subsequent enrolment. Reference: #11, Eligibility to receive prizes – exception to credit units required for payment of awards (2004-05).
- iv. students with disabilities approved to study on a reduced course load, who must register for and complete 12 credit units over the fall and winter terms in the academic year in which the award is paid.

Rationale: Many students with disabilities need to study at a reduced course load in order to be successful at university. Canada Student Loans Program regulations state that students with disabilities are considered full-time if they are registered in 40% of a full course load – 12 credit units per Regular Session. Because students on reduced course load are considered to be full-time students, it is logical to alter the credit unit regulations required for these students to receive payment of awards. Students can prove their eligibility to study at a reduced course load through medical documentation that is either attached to their awards application or on file at Disability Services for Students. Reference: #9, Students approved for a reduced course load – exception to credit units required for payment of awards (2004-05).

C. Continuing Awards

1. For all continuing awards, in order to compare student achievement at a common baseline, students must have completed 18 credit units over the previous fall and winter terms.

Rationale: The previous minimum requirement was 18 cu for bursaries and 24 cu for scholarships. The change to 18 cu for both takes into account several factors: (1) increasing numbers of students do not fit the "traditional full-load student" profile: students with families, part-time students, mature students, Aboriginal students, those with disabilities, (2) a growing number of students cannot take 100% of what the University defines as a full course load (30 credit units over the fall and winter terms) because of financial constraints, family obligations, or course availability. Reference: #1, Credit units required to be eligible for awards (2009, 1999, 1995-96, 1994).

a. *Exceptions include:*

- i. students approved for a reduced course load because of disability, who must have completed 12 cu over the previous fall and winter terms.

Rationale: See 1.B.2.a.iv. above. Reference: #2, Students approved for a reduced course load – exception to credit units required to be eligible for awards (2004-05).
- ii. students in professional internship and cooperative education programs, who are eligible for consideration for all central and college administered awards based upon completion of at least 18 academic (i.e., non-work experience) credit units. Academic terms appropriate for assessment are a maximum of one previous spring and summer session and two previous fall and winter terms. The combination of sessions that provides the minimum number of required credit units and applicable award averages will be assessed. Applicable academic sessions, up to and including the session the credit unit requirement is reached, will be included in the calculation of an award average.

Rationale: Professional internship and cooperative education programs are typically taken over a five-year period and consist of 8 academic and up to 4 work education terms. Whether their programs include internships or co-op work experience placements, students pursuing these university-designed and sanctioned programs would be excluded from award opportunities under the credit unit minimums for award eligibility. Extending the period for calculating previous registration recognizes that internships and work placements form part of recipients' formal program of study and that candidates remain full-time students responsible for tuition and student fees for the duration of their programs. Reference: #35, Computer Science Professional Internship Program – award eligibility and payment (2004-05); #36, Cooperative Education Program in Agriculture, Geography, Land Use and Environmental Studies and Rural and Urban Development – award eligibility and payment (1999-2000); #37, Engineering Professional Internship Program – award eligibility and payment (2004-05).

- iii. University of Saskatchewan students participating in formal exchange programs will be eligible during their absence and upon their return for all centrally-administered undergraduate awards including both scholarships and bursaries. In all cases, it is the student's responsibility to notify the appropriate awarding body of their wish to be considered for University of Saskatchewan awards.

Rationale: Participation in formal exchange programs is believed to be of benefit to the student and to their community upon their return. Given the current emphasis on student mobility, it is incumbent upon the university not to disadvantage students who choose to participate in exchange programs. Reference: #19, University awards for visiting & exchange students (2008-09, 2007).

2. Students entering their first year of study in a non-direct entry degree program and students transferring from another institution may be considered for department- and college-administered awards at the department or college's discretion, unless otherwise specified by an award's terms of reference.
3. College and department award committees may consider, on a case by case basis and at their discretion, a student's request to re-enter the award pool after an absence from the University of Saskatchewan of one or more years unless otherwise specified by an award's terms of reference. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college.

Rationale: Students occasionally interrupt their formal studies at the University of Saskatchewan to pursue formal or informal educational opportunities at other institutions, in other environments, and/or in other countries. Colleges are in the best position to judge how such an absence impacts on student performance and skills. Reference: #34, Student eligibility for college-

administered awards - deferrals and re-entry (1998-99).

D. Academic average requirements

1. For continuing awards, academic averages will be calculated based on all U of S courses attempted during the previous year's fall and winter terms, as defined in paragraph I.B.1. above.
Rationale: *To ensure a consistent method of calculation for all candidates for centrally-administered awards, and consistent with credit unit requirements for award eligibility and payment. The majority of students at the University of Saskatchewan enrol in the fall and winter terms (September to April) as opposed to spring and summer terms (May to August).*
Reference: #13, *Calculation of award averages for continuing students (2005-06).*
2. Eligibility for centrally-administered awards requires a minimum sessional average of 65%. Colleges may set academic achievement thresholds for awards granted at the college or department level.
Reference: #24, *Minimum average required to be eligible for centrally-administered bursaries 2004, 2001-02).*
3. For the purposes of determining whether a student has met renewal criteria for a centrally-administered award, the average will be rounded to the nearest whole number unless otherwise prohibited by an award's terms of reference.
Reference: #14, *Calculation of award averages – renewable awards (2007-08).*

II. BURSARIES

- A. Recipient selection for bursaries will be based on financial need alone, unless additional selection criteria are imposed in an award's terms of reference.
- B. Where terms of reference specify the use of both financial need and academic achievement as selection criteria for awards under the administration of the Scholarships and Awards Committee, the weighting of financial need and academic achievement will be 50/50.
Rationale: *Some donors wish to provide assistance to students with need who also demonstrate academic merit. Using a formula that places a 50/50 weighting on financial need and academic achievement ensures consistency across the institution for the administration of these awards and it ensures the donor's direction is followed. This weighting does not disadvantage students with high need who have good academic records and it allows for high academic achievers with moderate need to be considered. **Reference:** #21, *Administration of awards that have both financial need and academic achievement as selection criteria (2001-02).**
- C. All bursary candidates will be required to provide financial information in a standardized format to and as determined by Awards and Financial Aid, for determination of need.
Rationale: *Bursaries by their nature are intended to assist students with financial need, although additional selection criteria may be imposed in specific awards' terms of reference. Assessment of need for bursaries uses guidelines similar to those of the Canada Student Loans program; however, this policy allows Awards and Financial Aid to move to a more equitable method when one is identified by Canadian research. **Reference:** #22, *Financial need assessment for bursaries (2009-10, 2001-02, 1995).**
- D. A bursary may be awarded to a recipient even if the value of the bursary exceeds the actual value of the recipient's calculated financial need.
Rationale: *No method of calculating financial need is perfect, nor are the actual allowable living costs used excessive: a student may have actual financial need greater than the calculated need.*

As well, some donors stipulate the number and value of bursaries, and it would be unacceptable to act contrary to terms of reference to manipulate award value to match the calculated financial need of each student. Reference: #23, Application of financial need values in bursary distribution (2006-07).

- E. Students in the colleges of Medicine and Dentistry will be considered for centrally-administered bursaries based on living need (excluding tuition, fees, books, equipment), in order to eliminate the disadvantage to students of other, non-health sciences, programs and provide a more level playing field for bursary distribution.

Rationale: *Tuition, books and equipment costs are a major influence in determining need outcomes and including those costs in need calculations for students in Medicine and Dentistry results in a disproportionate number of these students receiving bursaries. Considering financial need independent of high tuition and equipment costs acknowledges the distorting effect of these costs, ensuring a more equitable distribution of bursary funds among colleges. Students who make the conscious decision to enrol in medical and dental programs have taken into consideration their financial situation prior to acceptance of an offer of admission. However, these students should be rewarded for strong academic performance and therefore are not excluded from consideration for centrally-administered scholarships. Reference: #40, Eligibility of students from the College of Dentistry for centrally-administered awards (1999-2000).*

III. AWARD ADJUDICATION

- A. The Scholarships and Awards Committee may establish adjudication committees for any awards under its administration¹ at its discretion. Each adjudication committee is comprised of at least three members as determined by the Chair or designate with the Chair being a voting member *ex officio* and a member of Awards and Financial Aid being a voting member, and is empowered to make award selection decisions and report these decisions back to the full Committee. The Chair may change or augment membership, or appoint members from beyond the Scholarships and Awards Committee.

Reference: #43, Establishment of Scholarships and Awards Committee Selection Subcommittees (1994-95).

IV. LIMITS ON RECEIVING AWARDS

Principle: Given the limited student award resources available, the Scholarships and Awards Committee has opted to place limits on award support to any one student, thereby broadening distribution and mitigating the distorting effect of high tuition and equipment costs in some colleges to ensure access to all programs.

- A. Entering students may receive one competitive entrance award.

Rationale: *By allowing students entering the University of Saskatchewan to receive one competitive award only during their first year of studies, the university ensures "that monies are spread to the greatest number of students possible" (Entrance Awards with Special Terms Selection Committee, April 12, 2004). Reference: #31, Entrance award limit – one per student (2008-09).*

1. *Exceptions include:*

¹ As of December 1, 2011 adjudication subcommittees are regularly convened to adjudicate awards with subjective terms on the advice of Awards and Financial Aid staff.

- a. Guaranteed Entrance Scholarships and any other automatic awards.
- b. awards with specialized criteria with a resulting small pool of eligible candidates may be awarded to students who have qualified for a competitive award.²

Rationale: Several competitive entrance awards have specialized criteria with resultingly small pools of eligible candidates. To exclude students with the highest levels of academic standing from the eligibility pools for these specialized awards because they have already earned a competitive award limits the eligibility pool for these specialized awards, thus hindering the University's ability to administer specialized awards to deserving students. *Reference:* #31, Entrance award limit – one per student (2008-09), replacing "Entrance Awards with Special Terms – Exception to Entrance Award Limit" (2007).

- B. Continuing students may receive one centrally-administered scholarship annually.

Rationale: See Principle, above. *Reference:* #15, Continuing student scholarship limit (2005-06).

1. Exceptions include:

- a. second and subsequent years of renewable awards.

Rationale: Recipients of renewable entering awards are among best and brightest students, and have been attracted to the University of Saskatchewan in part because of the possibility of renewable scholarships. The intent of the renewable scholarship was not to exclude the student from receiving other awards at the University of Saskatchewan. In addition, because entering awards are based on Grade 11 and 12 marks, students should not be penalized later on in their university careers for receiving these awards. As such, renewable scholarships will be considered an exception to the limit on continuing awards. *Reference:* #17, Renewable awards – exception to cumulative awards cap (1999-2000).

- b. awards with specialized criteria with a resulting small pool of eligible candidates may be awarded to students who have qualified for a centrally-administered bursary.³

Rationale: A number of University of Saskatchewan awards have specialized criteria, and as a result there are only small pools of eligible candidates for these awards. In the past students with the highest levels of academic standing were excluded from the eligibility pools for these specialized awards because they had already earned a centrally-administered scholarship. Thus, these specialized awards are exceptions to the scholarship limit since the limit would restrict the eligibility pool for these specialized awards, hindering the University's ability to administer specialized awards to deserving students. *Reference:* #15, Continuing student scholarship limit (2005-06).

- C. Continuing students may receive centrally-administered bursaries to a maximum of \$3,000 over the fall and winter terms (if receiving multiple bursaries) or a single bursary of a value greater than \$3,000.

Rationale: Given the limited resources available, a cap on bursary support allows the university to broaden distribution. The cap is not intended to restrict donors who wish to provide more direction for their donations; it is still entirely possible for donors to determine the value of any award they establish at the University of Saskatchewan. *Reference:* #25, Bursary cap for continuing students

² As of December 1, 2011, exempt competitive entrance awards include the Allen Memorial Scholarship Fund of the Turtleford School District, Allen Blakeney Entrance Scholarship, Canada-Wide Science Fair Scholarships, Clark Scholarship Awarded in Memory of Gertrude Evelyn Clark, English for Academic Purposes Scholarship, Douglas Christie Ferguson Fund, Sidney Green Entrance Scholarships, Harry Hunking Scholarship, India-Canada Cultural Association Bursary, Constable Brian King Memorial Bursary, Gertrude Lotz Memorial Scholarship, Reid-Steele Family Award, Saskatchewan Elocution and Debate Association (SEDA) Excellence Award, Clare and Margaret Sherrard Memorial Scholarships, Sikh Society of Saskatchewan Bursary, Toupin Family Memorial Bursary.

³ As of December 1, 2011, exempt continuing scholarships include the Marion Evans Younger Scholarship, Teck Cominco Limited Scholarship in Engineering and Geology, John Labatt Scholarship, Husky Oil Scholarship, Meloche Monnex Scholarship.

(2004, 2001-02).

- D. No undergraduate student may receive awards with a cumulative dollar value greater than the cost of tuition for the fall and winter terms plus the amount designated by Saskatchewan's Student Financial Assistance Branch as the allowable living costs of a 'single student living away from home' for student loans purposes. The differential fee for international students, sometimes referred to as "differential tuition," is not considered in this calculation. This policy does not prevent or limit the value of any single award.

Rationale: Balances the need to cap support with variances in tuition among colleges and the generally consistent living costs that the majority of students face. The university aims to distribute its awarding monies to as many students as possible, while still offering awards that are significant in value. If a student reaches the award cap and would have received other awards that s/he cannot accept because of the limit, the student is notified that they were in fact the top candidate for the award, but that the award cannot be paid out to them because of the award cap. That they were the top candidate will not be kept as part of the permanent University record, but they are free to include it on a resume if they so desire. Reference: #16, Cumulative awards cap for University of Saskatchewan awards (2011, 2007-08).

1. Exceptions include:
 - a. second and subsequent years of renewable awards.

Rationale: See IV.B.1.a. above.
 - b. travel awards.

V. DEFERRAL OF AWARDS

- A. Competitive entrance awards may not be deferred.

Rationale: The University has a limited number of entrance awards available to first year students and, consequently, is not able to offer awards to all worthy students. Deferring awards ties up limited funds for a year and thus accentuates the problem of limited funding. In addition, the University has no assurance that a student will attend the University after an absence of one or more years and may be reserving funds for a student who will not enrol at the University of Saskatchewan. Finally, students choosing not to attend the University in any given year are eligible to apply for entrance awards in subsequent years. If the student feels there are exceptional circumstances to their deferral request, they may submit an appeal to the Scholarship and Awards Committee of Council. Reference: #32, Deferral of entrance awards prohibited (1999-2000).

- B. To accommodate opportunities for learning experiences outside the academic setting, students pursuing non-academic opportunities may apply to Awards and Financial Aid to defer centrally-administered renewable scholarships and centrally-administered continuing scholarships for one year, provided they are not registered as regular students at another post-secondary institution for the duration of the deferral period.

Rationale: Often our best and brightest students wish to expand their educational experience to include learning experiences outside of the classroom walls. Renewable scholarships are generally not re-awarded to another student if a student fails to meet the renewal criteria or if the student ceases to attend the University of Saskatchewan. Reference: #18, Deferral of renewable and continuing scholarships allowed (2008-09).

- C. Centrally-administered bursaries (awards for which selection is made wholly or partially on the basis on financial need) may not be deferred.

Rationale: Bursaries are awarded to students in recognition of demonstrated financial need. Each

student's financial need is calculated based on his/her current economic situation and the costs the student can expect to incur during the upcoming academic year. As both the student's expected costs and economic situation will change during the year of absence from the University, deferral of awards wholly or partially awarded on the basis of financial need will not be granted.

Reference: #27, Deferral of bursaries prohibited (1998-99).

- D. College and department award committees may allow undergraduate students to defer college-administered awards unless otherwise specified by an award's terms of reference.

Rationale: *Students occasionally interrupt their formal studies at the University of Saskatchewan to pursue formal or informal educational opportunities at other institutions, in other environments, and/or in other countries. Colleges are in the best position to judge how such an absence impacts on student performance and skills. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college. Reference: #34, Student eligibility for college-administered awards - deferrals and re-entry (1998-99).*

VI. TRANSFERRING OF AWARDS

- A. Under exceptional circumstances on the recommendation of the appropriate academic units, students registered as visiting students at other universities may request permission to transfer University of Saskatchewan awards. The recommendations must be based on academic considerations and approved by the Dean's Office. The supporting documents must verify that the selected courses are required or recommended as an asset to the academic program. Students must be proceeding to the completion of a degree at the University of Saskatchewan. This regulation will be administered at the college level; however, colleges must inform Awards and Financial Aid of their decisions under this regulation.

Rationale: *For the most part, awards are to recognize achievement and encourage students studying U of S courses toward U of S degrees. Students studying elsewhere for academic reasons but working towards the completion of a degree at the University of Saskatchewan are justified in taking a University of Saskatchewan award with him/her only in exceptional circumstances.*

Reference: #19, University awards for visiting & exchange students (2008-09).

VII. TRAVEL AWARDS

- A. Travel award recipients must follow university policies around international travel risk management, administered by the International Student and Study Abroad Centre.⁴

Rationale: *In order to manage risk associated with travel outside Canada. Students must work with Study Abroad staff to comply with all university requirements around international travel and minimize travel risk. Reference: #20, Hannon Travel Scholarships – policy regarding risk assessment & management (2008-09)..*

VIII. PAYMENT OF AWARDS

- A. Payment of all undergraduate awards is authorized by Awards and Financial Aid upon confirmation that candidates have met all eligibility requirements. Award administrators will submit presumptive recipient and award information in a consistent format as determined from time to time by Awards and financial

⁴ As of December 1, 2011 the applicable policy is University Policy 7.01: International Travel Risk Management – Academic Mobility Programs.

Aid. In cases where presumptive recipients are found to be ineligible for an award, the award administrator is notified by Awards and Financial Aid and an alternate recipient is identified wherever possible.

Rationale: *Awards and Financial Aid is responsible for ensuring that all undergraduate awards are paid out in a manner consistent with the terms of reference of the award; as well, this unit is the sole voice authorizing Student Accounts and Treasury to pay out undergraduate awards, regardless of the college, department or unit that administers the awards. Therefore, in order to ensure that Awards and Financial Aid is able to carry out its compliance and fiduciary responsibilities, payment of all undergraduate awards must be vetted by this unit.*

- B. All undergraduate awards except book prizes are paid out through the student's U of S tuition account upon confirmation of compliance with all requirements (including credit unit requirements) by Awards and Financial Aid.
- C. Book prizes are authorized by Awards and Financial Aid and are paid out through the University of Saskatchewan Bookstore as vouchers or credits.

Rationale: *As with policy 8.a. above to ensure compliance with policies and specific award requirements and to allow the Bookstore to manage the actual awards.*
- D. Awards are generally paid out in a single instalment per academic year; however, some awards' terms of reference dictate otherwise, and in some cases Awards and Financial Aid will recommend payment in instalments by term.

Rationale: *Consistency with credit unit requirements for eligibility and payment.*
- E. Award payment will not be pro-rated.
- F. Notification of award recipients by the adjudicating college or department will include conditions for maintaining the award (minimum registration, achievement, etc.) and the consequences of not meeting those conditions (revoking of awards). Award administrators are strongly encouraged to counsel students of the consequences for dropping below the minimum registration.

IX. REVOKING AWARDS

- A. Students whose course loads fall below 18 credit units over the fall and winter terms will have their awards revoked, unless otherwise specified in an award's terms of reference.
- B. Students whose awards are revoked are notified in writing by Awards and Financial Aid.
- C. A revoked award appears on the student's tuition account as an amount owing to the university. Collection of the outstanding balance is subject to the policies of Student Accounts and Treasury.

Rationale: *Reflects conditions which students must meet to receive awards.*
- D. Students whose awards have been revoked may appeal the decision on the basis of compassionate or medical grounds. All appeals must be in writing and contain documentation (e.g., doctors' notes) supporting the student's case. Awards and Financial Aid adjudicates all appeals and reports decisions to the Scholarships and Awards Committee. Awards and Financial Aid consults with the Committee on appeals that in Awards and Financial Aid's judgment are of an equivocal or difficult nature. All adjudications, whether conducted by Awards and Financial Aid or the Committee, are considered final, with no further appeal option.

Rationale: *Occasionally students find themselves in circumstances beyond their control that necessitate their minimizing or temporarily suspending their university studies. In the case of students who have received U of S student awards, this means that the students often fall below the minimum registration required to maintain eligibility for awards, and any awards are revoked.*



This policy provides an opportunity for students to appeal the revocation of an award on medical or other grounds. On humanitarian grounds and in the interests of minimizing the obstacles such students often face to a return to university, the Committee has typically granted appeals that are based on clear medical grounds and supported by documentation from medical professionals, or that are based on compassionate grounds and supported by documentation. Authorizing Awards and Financial Aid to adjudicate appeals will reduce the time between appeal submission and decision, providing students who appeal with information about their status as quickly as possible. The Committee retains its authority to adjudicate appeals considered by Awards and Financial Aid to be equivocal. Reference: #45, Student appeals of revoked awards (2010-11).

X. NEW AWARDS TO MEET EDUCATION EQUITY GOALS

- A. The University of Saskatchewan shall ensure that fund raising activities related to the establishment of student awards address education equity goals through the creation of scholarships, bursaries and other awards for Aboriginal people, persons with disabilities, visible minorities, and women. Furthermore, all awards including terms that are affirmative with respect to an identifiable group under *The Saskatchewan Human Rights Code* must include a clause that directs how the award should be made when it is no longer necessary to be affirmative towards the group.

Rationale: *The University's Mission Statement contains as a goal the promotion of under-represented groups, specifically Aboriginal people, persons with disabilities, visible minorities, and women. This policy represents an effort to support education equity goals through the establishment of awards for the four groups identified in the Mission Statement. Reference: #42, New awards to meet education equity goals (1995).*

XI. PRIVACY AND PUBLIC RECOGNITION OF AWARD RECIPIENTS

- A. Any public recognition of award recipients will be made only with recipients' prior permission. The sole exception to this practice will be for those awards announced at Convocation.

Rationale: *Balances provision of recognition to award recipients and donors but also recognizes that individuals have the right to refuse the release of their name to the media. Awards and Financial Aid will forward to the University Advancement office only the names of award recipients who have given permission for the release of their names. Reference: #44, Public recognition of award recipients (2004, 1994).*

UNIVERSITY COUNCIL
SCHOLARSHIP AND AWARDS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Dr. Gordon DesBrisay
Chair, Scholarship and Awards Committee

DATE OF MEETING: June 21, 2012

SUBJECT: Annual Report to Council: Undergraduate and Graduate
Scholarships and Awards

COUNCIL ACTION: For information only

ORIGIN OF REQUEST AND ADVANCED CONSULTATION:

This report summarizes the activities of the Scholarship and Awards Committee for two overlapping time periods:

- 1) 2011-2012 Annual summary of centrally administered *and* college administered awards distributed to students
- 2) 2011 Calendar year description of Committee Activities

The Committee has four responsibilities and this report outlines the Committee's activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility. This annual report also includes information regarding the distribution of graduate awards for the 2011-2012 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.

DISCUSSION SUMMARY:

Part A - Undergraduate

Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.

This Committee last reported to University Council on June 16, 2011. Since that time, the Committee had eight regular meetings during the 2011 calendar year and various subcommittee meetings to select recipients for awards with subjective criteria. As well, a subcommittee was created to review undergraduate policies and met occasionally late in the year to recommend changes to the policies in the awards manual for undergraduate students.

In 2011 Council approved an amendment to Policy 16: Cumulative Awards Cap for University of Saskatchewan Awards. The amendment excluded Travel Awards, including Hannon Travel Scholarships, from the cumulative awards cap for undergraduate students.

Effective June 16, 2011 Council approved changes to membership of the Scholarships and Awards Committee to align membership with that of other council committees. The Committee has fifteen voting and six non-voting members. The voting membership is comprised of Council members, members of the General Academic Assembly, Student and Enrolment Services Division (ex officio), and Graduate Studies and Research (ex officio). The non-voting members are the University President (ex officio), University Council Chair (ex officio), the Vice-President University Advancement (ex officio), and representatives from Finance and Trusts, Graduate Awards and Scholarships, and Awards and Financial Aid.

Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.

Development officers within University Advancement and the colleges work with donors to establish new scholarships, bursaries and awards. During the 2011-2012 fiscal year, the University of Saskatchewan signed contracts to accept donations establishing 82 new awards for undergraduate students and 14 new awards for graduate students.

Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

Entrance Awards

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.¹ There are two components to the Entrance Awards cycle: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

In 2011-2012, Grade 12 graduates proceeding directly to the U of S after high school that applied for admission, paid the application fee and submitted their marks by February 15, 2011 were eligible for the “Best of Three” program. The “Best of Three” program allows a student to have three averages calculated: after Grade 11, after Semester One of Grade 12 and at the end of Grade 12. Students who applied for admission, paid the application fee and submitted their marks by May 1, 2011 were eligible to have two averages calculated: after Semester One of Grade 12 and at the end of Grade 12.

¹ 18 credit units or less of transferable credit if they have attended another post-secondary institution.

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships. The awards average was based on final Grade 12 marks.

Table 1 - Guaranteed Entrance Scholarship Distribution for 2011-2012

Award Tier	Number of Recipients Paid	Total Value
\$3,000 Guaranteed Entrance Scholarship (95% +)		
Agriculture and Bioresources	17	\$51,000
Arts and Science	216	\$648,000
Education	3	\$9,000
Engineering	60	\$180,000
Edwards School of Business	29	\$87,000
Kinesiology	18	\$54,000
Total \$3,000 Guaranteed Entrance Scholarships	343	\$1,029,000
\$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)		
Agriculture and Bioresources	19	\$38,000
Arts and Science	133	\$266,000
Education	2	\$4,000
Engineering	41	\$82,000
Edwards School of Business	24	\$48,000
Kinesiology	18	\$36,000
Total \$2,000 Guaranteed Entrance Scholarships	237	\$474,000
\$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)		
Agriculture and Bioresources	22	\$22,000
Arts and Science	217	\$217,000
Education	2	\$2,000
Engineering	65	\$65,000
Edwards School of Business	61	\$61,000
Kinesiology	32	\$32,000
Total \$1,000 Guaranteed Entrance Scholarships	399	\$399,000
\$500 Guaranteed Entrance Scholarships (85 – 89.9%)		
Agriculture and Bioresources	44	\$22,000
Arts and Science	386	\$193,000
Education	6	\$3,000
Engineering	88	\$44,000
Edwards School of Business	77	\$38,500
Kinesiology	25	\$12,500
Total \$500 Guaranteed Entrance Scholarships	626	\$313,000
Total Guaranteed Entrance Scholarships	1,605	\$2,215,000

The Competitive Entrance Awards program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. The highest valued renewable award that was offered in 2011-2012 was the International Student Renewable Entrance Scholarship valued at \$45,000 over four years. Other prestigious renewable entrance awards include the George and Marsha Ivany - President's First and Best Scholarships and the Edwards Undergraduate Scholarships, valued at \$24,000 (\$6,000 paid each year for up to four years).

Generally, each entering student is only eligible to receive one award, whether they are from the Guaranteed Entrance Scholarship or the Competitive Entrance Award pools. However, there are a few very specific awards which are listed as an exception in the "Entrance Award Limit – One Per Student" policy approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another entrance award. Also, college-specific awards may be received in addition to the Guaranteed Entrance Scholarship or Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2011-2012

	Number of Recipients	Total Value
University of Saskatchewan Funded Competitive Entrance Awards		
Agriculture and Bioresources	30	\$48,000
Arts and Science	36	\$152,100
Education	-	-
Engineering	5	\$21,700
Edwards School of Business	3	\$10,000
Kinesiology	-	-
Open Studies	1	\$1,500
Total University of Saskatchewan Funded	75	\$228,300
Donor Funded Competitive Entrance Awards		
Agriculture and Bioresources	28	\$49,300
Arts and Science	64	\$175,673
Education	4	\$17,500
Engineering	30	\$113,000
Edwards School of Business	33	\$100,480
Kinesiology	6	\$14,500
Total Donor Funded	165	\$470,453
Total Competitive Entrance Awards	240	\$698,753

Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 institutions targeted are offered Transfer Scholarships valued at \$2,500.

Table 3 - Transfer Scholarship Distribution for 2011-2012

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Spent
Incentive Institution	\$2,500	5	\$12,500
85% +	\$2,000	18	\$36,000
80-84.9%	\$1,500	28	\$42,000
78-79.9%	\$1,000	7	\$7,000
TOTAL	-	58	\$97,500

Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous Regular Session (September to April) as full-time students. Students who completed 24 credit units or more in 2010-2011 were eligible for the 2011-2012 continuing scholarships. Those students who completed at least 18 credit units in 2010-2011 were eligible for the 2011-2012 continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (less the Transfer Scholarships) distributed to continuing students in 2011-2012.

Table 4 – Centrally-Administered Continuing Awards Distribution for 2011-2012

	Number	Total Value
University of Saskatchewan Funded Continuing Awards		
Agriculture and Bioresources	32	\$69,000
Arts and Science	353	\$771,000
Dentistry	3	\$6,000
Education	73	\$123,500
Engineering	73	\$167,500
Edwards School of Business	72	\$157,000
Kinesiology	33	\$63,000
Law	24	\$40,500
Medicine	94	\$162,000
Nursing	67	\$91,500
Open Studies	1	\$1,500
Pharmacy and Nutrition	49	\$118,500
Veterinary Medicine	54	\$81,000
Total University of Saskatchewan Funded	928	\$1,852,000
Donor Funded Continuing Awards		
Agriculture and Bioresources	6	\$13,800
Arts and Science	50	\$109,250
Dentistry	17	\$21,000
Education	35	\$61,700
Engineering	32	\$83,784
Edwards School of Business	37	\$182,367
Kinesiology	6	\$25,000
Law	16	\$22,400
Medicine	105	\$182,750
Nursing	15	\$28,500
Pharmacy & Nutrition	31	\$45,400
Veterinary Medicine	10	\$10,000
Grad Studies & Research ²	2	\$5,100
Total Donor Funded	362	\$791,051
Total Continuing Awards	1,290	\$2,643,051

² There are a few select Continuing Awards administered by the Awards and Financial Aid Office that are open to both undergraduate and graduate students.

University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The \$250,000 is divided by the number of credit units eligible applicants have successfully completed. The total paid out for the credit units completed during the 2010-2011 academic year, was \$245,232. Eligible applicants received \$48 per credit unit they successfully completed.

Table 5 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2010-2011 Distribution³

Number of Recipients	
Undergraduate	168
Graduate	28
Total	196

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

In 2010-2011, there were 77 applications for the ASPA Tuition Reimbursement Fund. One applicant was ineligible for consideration. Eligible applicants received tuition reimbursement for the credit units completed during the academic year of May 1, 2010-April 30, 2011. There was \$178,011.59 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$90 per credit unit they successfully completed. The total payout for tuition reimbursements in 2010-2011 was \$166,671.

Table 6 – ASPA Tuition Reimbursement Fund 2010-2011 Distribution⁴

Number of Recipients	
Undergraduate	70
Graduate	6
TOTAL	76

³ The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2010-2011 academic year.

⁴ The funding source for the ASPA Tuition Reimbursement Fund is the unexpended Accountable Professional Development Account (APDA) balances of ASPA members who have left University employment and 50% of the unassigned APDA funds over the individual account maximum of \$6,000. The ASPA TRF is based on credit units completed in the 2010-2011 academic year.

Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.

Throughout the 2011 calendar year, there were eight student appeals submitted to the Scholarships and Awards Committee. All eight of the appeals were approved on medical or compassionate grounds.

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicated the student appeals of revoked awards. The Committee received regular reports on appeal activity.

Additional Section: 2011-2012 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not the purview of the Committee, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

*Table 7 – College-specific Awards at the University of Saskatchewan 2011-2012*⁵

College	Total Payouts	Total Value
Agriculture and Bioresources	124	\$ 193,365
Arts and Science	132	\$178,110
Dentistry ⁶	55	\$541,625
Education	57	\$48,400
Edwards School of Business	107	\$193,675
Engineering	173	\$321,550
Kinesiology	25	\$19,400
Law	141	\$256,700
Medicine	128	\$446,579
Nursing	37	\$64,650
Pharmacy & Nutrition	76	\$52,155
Veterinary Medicine	106	\$116,450
Huskie Athletics	476	\$680,865
TOTAL	1,637	\$3,113,524

⁵ Number and values reported as of April 18, 2012.

⁶ Numbers reported include University of Saskatchewan Dental Scholarships.

Part B – Graduate

The College of Graduate Studies and Research administers approximately \$7.44 million of centrally funded money for graduate student support. The majority of this funding is allocated between three major scholarship programs: Devolved, Non-Devolved and the Dean’s Scholarship programs.

Funding Programs

More than \$3.5 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined on the basis of the number of scholarship-eligible students to be funded.

Devolved Funding Program

“Devolved” refers to an arrangement whereby larger academic units receive an allocation from the College of Graduate Studies and Research to award to their graduate students at the academic unit level. To be eligible for this pool of funding, departments must have a minimum of twelve full-time graduate students in thesis-based programs on a three-year running average.

Allocations to ‘devolved’ departments are determined by a formula created in 1997 and based on the average number of scholarship-eligible graduate students in thesis-based programs during the previous three years in each program, as a proportion of the number of graduate students in all programs averaged over the same three years. Doctoral students beyond the fourth year and Master students beyond the third year of their programs are not counted in the determination. Doctoral students are valued at 1.5 times Master students. Each academic unit participating in the devolved funding program is thus allocated a percentage of the total funds available in the devolved pool.

Table 8 – Allocations for Devolved Graduate Programs for 2011-2012

Graduate Program	Allocation
Agricultural and Bioresource Engineering	\$64,646
Animal and Poultry Science	\$94,443
Anatomy and Cell Biology	\$44,720
Archaeology	\$41,534
Bioresource Policy, Business and Economics	\$75,821
Biomedical Engineering	\$47,096
Food and Bioproduct Sciences	\$71,696
Biochemistry	\$73,130
Biology	\$125,096
Chemical Engineering	\$68,486
Civil and Geological Engineering	\$97,948
Community Health and Epidemiology	\$74,633
Chemistry	\$140,562
Computer Science	\$150,075
Economics	\$55,981
Educational Foundations	\$31,340
Educational Psychology and Special Education	\$88,348
Educational Administration	\$87,841
Electrical and Computer Engineering	\$146,116
English	\$86,441
Geography	\$81,978
Geological Sciences	\$74,399
History	\$122,728
Interdisciplinary Studies	\$60,141
Kinesiology	\$74,365
Mathematics and Statistics	\$30,642
Mechanical Engineering	\$142,500
Microbiology	\$41,360
Nursing	\$52,470
Pharmacy and Nutrition	\$78,950
Pharmacology	\$30,119
Plant Sciences	\$100,254
Psychology	\$152,126
Physics and Engineering Physics	\$89,423
Political Studies	\$43,989
Sociology	\$84,879
Soil Science	\$87,373
Toxicology	\$66,993
Veterinary Biomedical Sciences	\$63,689
Veterinary Microbiology	\$56,112
TOTAL	\$3,200, 343

Non-Devolved Funding Program

Departments that do not qualify for the Devolved Funding Program may nominate students for consideration in the campus-wide Non-Devolved Scholarship Program.

The following awards were granted to students in 2011-2012, as part of the Non-Devolved Funding Program.

Table 9 – Number and Value of Non-Devolved Funding in 2011-2012

Dept	Number of Awards	Amount
Anthropology	1 Master's	\$15,000
Art and Art History	1 Master's	\$15,000
Curriculum Studies	1 Master's	\$15,000
Finance and Management Science	3 Master's	\$45,000
Health Sciences	2 Master's	\$30,000
Languages and Linguistics	2 Master's	\$30,000
Philosophy	1 Master's	\$15,000
Psychiatry	1 Master's	\$15,000
Physiology	1 Master's	\$15,000
Religion and Culture	1 Master's	\$15,000
School of Environment and Sustainability	5 PhD, 4 Master's	\$105,000
School of Public Policy	1 PhD	\$18,000
TOTAL		\$333,000

The funds unallocated in the two programs described above make possible additional awards to individual students through the Equity Scholarship Program (\$50,000), GTF Summer Supplements (348,000), and NSERC and SSHRC runner-up Doctoral Awards (\$36,000).

Teacher-Scholar Doctoral Fellowships

The Teacher-Scholar Doctoral Fellowships provide an annual stipend of \$18,000 and a mentored teaching experience which is made possible by partnerships with other colleges and the Gwenna Moss Centre for Teaching Effectiveness. Seventeen doctoral students across campus received this Fellowship in 2011-2012.

Graduate Teaching Fellowships Program

The College of Graduate Studies and Research allocates 47 Graduate Teaching Fellowships (GTF's) valued at approximately \$16,176 each for a total of \$760,272. The GTF's are allocated to the 12 colleges with graduate programs based on a formula which takes into account the number of undergraduate course credits, and the number of graduate students registered, in each college.

Graduate Research Fellowships

In 2011-2012, the College of Graduate Studies introduced the Graduate Research Fellowship program funded by the Provost's Committee on Integrated Planning. This is a shared-cost program that provides \$8,000 per year to graduate students who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts from external sources. Thirty of these shared Graduate Research Fellowships are allocated to Colleges/Schools on the basis of Tri-council research funding per faculty member over the past two years.

Dean's Scholarship Program

The Dean's Scholarship Program was created in early spring of 2005 and received an allocation of \$500,000 from the Academic Priorities Fund. This program received another \$500,000 of on-going budget in 2006 which brought the total allocation for this program to \$1,000,000 per year.

In 2011-2012, there was an additional commitment of \$500,000 per year targeted for international graduate students through the creation of the International Dean's Scholarship program. This new program is managed as part of the existing Dean's Scholarship program. The total allocation for Dean's International and Dean's scholarship is \$1,500,000 per year.

At the time of this report, 13 Master and 23 PhD students were awarded Dean's and International Dean's Scholarships in 2011-12. The PhD Dean's Scholarship is valued at \$20,000 per year for three years and the Dean's Master award is valued at \$18,000 per year for two years. This program requires one year of funding (either \$18,000 or \$20,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

Merit Funding

The College of Graduate Studies and Research was allocated \$370,000 of Centennial Merit funding in 2011-2012. This funding is being used to support excellence and innovation through a number of programs (CIHR RPP). The funding is being used to increase our competitive position in recruiting top-ranked Canadian graduate students by providing a \$3,000 tuition bursary to any student who secures a national scholarship from SSHRC, NSERC or CIHR and chooses the U of S as the site of tenure.

New Faculty Graduate Student Support Program

The College of Graduate Studies and Research created the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2011-2012, \$294,000 was allocated to nineteen new tenure-track faculty across campus.

Graduate Teaching Assistantships

The College of Graduate Studies and Research allocates \$280,932 to colleges with graduate programs across campus. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual Census data. This fund was established for the purpose of providing support to Colleges for teaching or duties specifically related to teaching (e.g. marking, lab demonstrations, and tutorials).

Graduate Service Fellowships

The College of Graduate Studies and Research created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2011-2012, \$120,000 was allocated for various projects across campus.

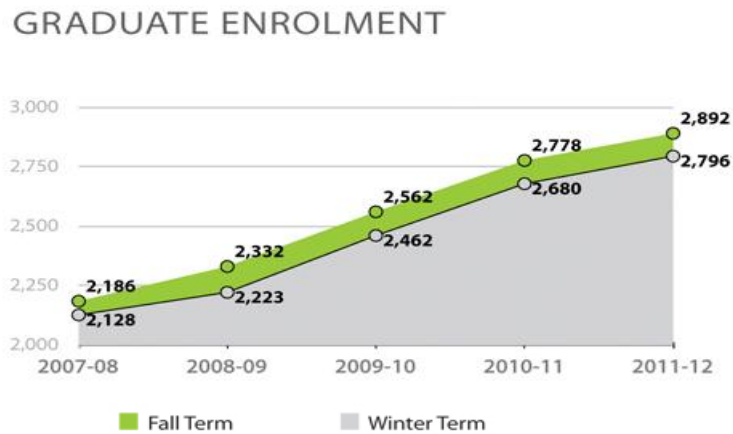
CSC China Agreement Tuition Scholarships

The China Scholarship Council (CSC) is a government agency in China which provides scholarships to Chinese citizens for doctoral and postdoctoral studies abroad. The requirement from the CSC for any student studying abroad is that the host institution must provide a tuition bursary or tuition waiver.

In 2010 CGSR developed two initiatives to access this pool of fully funded Chinese post-graduate students. We offer a top-up scholarship program of \$4,000 annually, for a maximum of four years to up to 20 students per year. There is strong competition among western universities for these students, and this helps the University of Saskatchewan attract top quality applicants. As well, we have partnership agreements with seven top ranked Chinese universities whereby they recruit and recommend CSC candidates for admission to CGSR. Since the establishment of this program we have 27 students receiving funding.

Graduate Enrolment

Graph 1 – Graduate Student Enrolment 2007-08 - 2011-12



By exceeding 2,500 students, the university has reached the previous enrolment target. Continued growth in this area is expected, with the new target of graduate students representing 20% of the total student population by 2015 and greater proportional growth in doctoral and aboriginal graduate students.

Appendix A – Breakdown of Centrally-Administered U of S Funded Awards and Donor Funded Awards used in Table 2

U of S Funded Entering Awards

Canada Wide Science Fair (2002) Scholarships
Chancellors' Scholarships
College of Agriculture and Bioresources Entrance Scholarships
College of Agriculture and Bioresources Renewable Entrance Scholarships
International Student Award (English Academic Proficiency)
International Student Renewable Entrance Scholarship
President's First and Best Scholarships
Saskatchewan Elocution and Debate Association (SEDA) Excellence Awards
University of Saskatchewan Bursaries
University of Saskatchewan Entrance Scholarships
University of Saskatchewan Scholarships

Donor Funded Entering Awards

Allan Blakeney Entrance Scholarship
Arnold & Emily Robinson Scholarships
Beatrice Murray Entrance Scholarship
Bernard Michel Scholarship Program
CAA Saskatchewan Scholarship
Cameco Corporation Scholarship in Geological Sciences
Canadian Wheat Board Scholarships for Diploma in Agriculture Students
Centennial Fund Awards
Chase Memorial Scholarship
Cherry Insurance Entrance Bursary
Clare & Margaret Sherrard Memorial Scholarship
Clark Scholarship in Memory of Gertrude Clark
Constable Brian King Memorial Bursary
Dallas and Sandra Howe Entrance Award
Douglas Christie Ferguson Fund Scholarship
Dr. and Mrs. Edmund H. Oliver Scholarship
Edwards Undergraduate Scholarship
Frances Elizabeth Murray Scholarship
Harry R. Hunking Scholarship
India-Canada Cultural Association Bursary
J.E. Geraldine (Gerry) Conger Bursary
Jim Anderson Scholarship in Agriculture
John A. Collier Memorial Scholarship
Joseph H. Thompson Scholarships
Kelly Start 'Kooz' Memorial Bursary
Lloyd Carr-Harris Foundation Scholarship
Louis Riel Scholarship
Margaret and Ted Newall Bursary
Marvin & Dagmar Romanow Scholarship
Nasser Scholarship
Nexen Aboriginal Student Award in the Edwards School of Business
Nicholas Corroll Entrance Scholarship
Norman MacLeod Reid Entrance Scholarship

Orvald A. Gratias Scholarship
Pearl Finley Scholarship
Reid-Steele Family Award
Rene Bouclin Memorial Scholarship
Rob Jaspar Aboriginal Bursary
Robert and Maude Hale Scholarship
Robert H. and Jean M. Taylor Family First Generation Award
SaskEnergy Award
SaskEnergy Award for Aboriginal Students
SaskExpo '86 Bursary
Selby Porter Aboriginal Award
Shurniak Memorial Scholarship
Sidney Green Entrance Scholarship
Tanya C. Bergen Memorial Scholarship
Toupin Family Memorial Bursary
U of S Alumni Association Entrance Scholarships
Van Blaricom Scholarship for Tisdale School Division No. 53
Wally and Mavis Pieczonka Bursary
Walter and Ruth (Mortenson) Leverton Award
William A. Willison Scholarship

Appendix B – Breakdown of Centrally-Administered U of S Funded Awards and Donor Funded Awards used in Table 4

U of S Funded Continuing Awards

Access Bursaries
Chancellors' Scholarships (Renewals)
International Student Entrance Scholarship (Renewals)
President's First and Best Scholarships (Renewals)
University of Saskatchewan Bursaries
University of Saskatchewan Entrance Scholarships (Renewals)
University of Saskatchewan Health Science Bursaries
University of Saskatchewan Scholarships
University of Saskatchewan Undergraduate Scholarships

Donor Funded Continuing Awards

3M Canada Company Bursary
Agnew Family Bursary
Anthony Lehrer Memorial Bursary in Kinesiology
Beatrice Z. Lick Scholarship
Bernard Michel Scholarship Program (Renewal)
Birks Family Foundation
Blaine and Pat Holmlund Scholarship for First Nations People
BMO Financial Group Scholarship (Renewal)
Bonnie and Art Dumont Scholarship (Renewals)
Burnell's Men's Wear Bursary
Cameco Corporation Scholarship in the Geological Sciences
Centennial Fund Awards
Chase Memorial Scholarship
Cordery Bursary
Cyril Tobias Memorial Aboriginal Awards
David Cameron Magill Bursary
Decksheimer-Exner Family Bursary
Diana Leis Bursary
Dr. Donald Halliday Bursary
Dr. Grace E. Maynard Bursary
Dr. Patricia Anne Witzel Memorial Award (One time award)
Dr. Robert D. Wright Bursary
Dr. Singaram Naidoo Bursary for International Students
Dr. Theodore R. Hartz Bursary
Dr. William and Diana Kindrachuk Bursaries in Health Sciences
Edward Wolstein Memorial Fund
Edwards Undergraduate Scholarships (Renewals)
Enbridge Bursaries
Eva Safian Memorial Scholarship
Evelyn Tyler Tysdal Award
Focus Bursary
Friends of 1973 Bursary
George L. McKeown Bursary
Hannon Scholarship
Hannon Travel Scholarships

Hatlelid Family Memorial Fund Scholarships
Henry David Elliot Bursaries
Husky Energy Scholarship
Industrial Alliance Pacific Life Insurance Company Scholarship
Innovation Place Scholarship for Aboriginal Students
Irene Kaupa (Lundie) and Louie Kaupa Bursary
Ivan and Margaret Toutloff Undergraduate Bursaries
James O. and Shirley Pitts Award
James P. Chrones Centennial Bursary
Joe Brain Foundation Inc. Bursary
John L. Stoik Bursaries
John Labatt Scholarships
John Spencer Middleton and Jack Spencer Gordon Middleton Undergraduate Scholarships
Lemieux-Welsh Bursary (Renewal)
Linda Fritz Scholarship for Library Assistants
Lions District 5CN Bursary
Lloyd Carr-Harris Scholarship
Loretta Roe Bursary
Loretto DuMont Bursary for Studies in Nutrition
M.J. Coldwell Prizes in Canadian Affairs
Margaret J. Winthrop Bursaries
Marian Evans Younger Scholarship
McConaghy Award
Merylyn K. Vann Bursary
Nasser Scholarship Fund
Norman M. and Helen H. McDuffie Scholarship
Pearl Finley Scholarship
Peter T. Millard Scholarship
Rene Bouclin Memorial Bursary
Richard Glenn Johnston Bursary
Robson Bursary
Saskatchewan Gaming Corporation Bursaries
Saskatoon Police Association Memorial Scholarship
SaskEnergy Awards
SaskEnergy Awards for Aboriginal Students
Schuman Bursaries
Shell Canada Scholarships
Shevkenek Scholarships
Sikh Society of Saskatchewan Bursary
Simon Chang and Phyllis Levine Scholarship
Tanya Maria Loewen Memorial Scholarship
TD Bank Financial Group Bursary in Science
TD Insurance Meloche Monnex Scholarship
Teck Scholarship
Tom and Jean Acton Bursary
University of Saskatchewan Alumni Association Scholarships and Bursaries
University of Saskatchewan Administrative & Supervisory Personnel Association (ASPA) Bursaries
and Scholarships
Victor and Letha Colleaux Bursaries
W. G. Kirk Bursary
Wally and Mavis Pieczonka Bursary (Renewals)
Walter and Ruth (Mortenson) Leverton Award

Wolfe Family General Achievement Entrance Scholarship (Renewals)

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Dwayne Brenna, Chair,
Nominations Committee of Council

DATE OF MEETING: June 21, 2012

SUBJECT: **Nominations to committees 2012-13**

DECISION REQUESTED:

That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2012-13, as described in the attached list.

ATTACHED:
List of committees and members



June, 2012

UNIVERSITY COUNCIL COMMITTEES 2012-13

Chair of Council:

Jay Kalra Medicine 2013

Vice-Chair of Council:

John Rigby ESB 2013 [reappointment]

ACADEMIC PROGRAMS COMMITTEE

Reviews and approves curriculum changes from all college; recommends major curriculum changes to Council; discusses policies relating to students and academic programs. Meets twice a month.

New members to serve to June 30, 2015

Council:

Kevin Flynn English
 Robert Johanson Electrical and Computer Engineering

GAA:

Sina Adl Soil Science
 Alec Aitken Geography and Planning
 Ian McQuillan Computer Science

Sessional member to serve to June 30, 2013: Catherine Neumann-Boxer, Education

Continuing members

Council Members

Jim Greer	University Learning Centre	2013
Ludmilla Voitkovska	English	2013
Yandou Wei	Biology	2014
Xiao Qiu	Food & Bioproduct Sciences	2012
Len Proctor (Chair)	Curriculum Studies	2012

General Academic Assembly Members

Michael Bradley	Physics & Engineering Physics	2014
Roy Dobson	Pharmacy & Nutrition	2014 [Chair]
Dean McNeill	Music	2014
George Tannous	Finance and Management Science	2012
Fang Xiang Wu	Mechanical Engineering	2012

TBA

Sessional Lecturer

Artin Lahiji	Education (ITEP)	2012
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Other members

Undergraduate Student member	Ruvimbo Kanyemba, VP Academic, USSU
Graduate Student member	Dylan Beach, VP Academic, GSA
[Provost designate]	Vice-Provost, Teaching & Learning
Russ Isinger	Registrar
Marion Van Impe	[VP Finance designate] Director, Student Accounts & Treasury
Peter Krebs	[Assistant Provost designate] Graduate Program Review Coordinator

Jacquie Thomarat [Budget Director designate] Financial Planning and Projects Officer
Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

ACADEMIC SUPPORT COMMITTEE

Reviews technology (software and hardware) issues for students, including capital plans, equipment upgrades, classroom upgrades and policy issues related to support for student academic activities. Meets once a month.

New members to serve to June 30, 2015

Council:

Deborah Lee Library
Dwight Makaroff Computer Science

GAA:

Sandra Bassendowski Nursing
Jian Yang Pharmacy and Nutrition

Continuing members

Council Members

Ralph Deters	Computer Science	2014 [Chair]
Masoud Ghezlbash	Physics & Engineering Physics	2013
Jaswant Singh	Veterinary Biomedical Sciences	2012
Yu Luo (Chair)	Biochemistry	2012

General Academic Assembly

David Logan	Biology	2013
Michael Macgregor	Psychology	2014
Jay Wilson	Curriculum Studies	2014
Li Zhang	Library	2013
Nazmi Sari	Economics	2012

Other members

Undergraduate Student member Ruvimbo Kanyemba, VP Academic, USSU
Graduate Student member Dylan Beach, VP Academic, GSA
Bryan Bilokreli [Provost's designate] Director, Integrated Facilities Planning
Rick Bunt Associate VP Information & Communications Technology
Elizabeth Lulchak Director, Media Access & Production
Ed Pokraka Director of Governance and Planning, Information Technology Services
Vicki Williamson Dean, University of Saskatchewan Library
Jamie McCrory [representing SESD] Student Information Systems
David Bocking [representing Computer Lab managers] Computer Science
Colleen MacDonald FMD representative
Amanda Boychuk VP Finance and Resources representative

By invitation:

Frank Bulk University Learning Centre
Jennifer Mainland Copyright compliance office
Kelly Bendig Audit Services

Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

GOVERNANCE COMMITTEE

Reviews Council bylaws including committee terms of reference; determines whether student academic appeals should proceed to hearing. Meets as required.

New members to serve to June 30, 2015

Roy Dobson Chair, Academic Programs Committee
Heather Heavin, Law [President’s designate]

Continuing members

Jay Kalra Chair, Council
Bob Tyler Chair, Planning & Priorities Committee
~~Beth Bilson [President’s designate]~~

Council Members

Louise Racine Nursing 2014
Carol Rodgers Kinesiology 2014
Gordon Zello (Chair) Pharmacy & Nutrition 2013 [reappointment]

Other member

University Secretary (Ex-Officio) Lea Pennock

INTERNATIONAL ACTIVITIES COMMITTEE

Develops and reviews the policy and implementation issues for international activities and programs. Meets once a month.

New members to serve to June 30, 2015

GAA:

Michael Cottrell Educational Administration
Angela Kalinowski History
Mabood Qureshi Pathology
Phil Thacker Plant Science

Continuing members

Council Members

Gap Soo Chang Physics & Engineering Physics 2014
Claire Card Large Animal Clinical Sciences 2014
Hans Michelmann (Chair) Political Studies 2013 [reappointment]
~~Lope Tabil Chemical & Biological Engineering 2012~~

General Academic Assembly Members

Nadeem Jamali Computer Science 2014
Sheila Spriet Languages & Linguistics 2014
~~Dev Mishra Finance & Management Science 2013~~
~~Julio Torres Languages & Linguistics 2012~~
~~J. Hugo Cota Sánchez Biology 2012~~

Other members

Undergraduate Student Member Alexandria Werenka, VP Student Affairs, USSU
Graduate Student Member Elizabeth O’Meara, VP External, GSA
[Provost designate]

Director, International Office

Alison Pickrell Director of Recruitment & Admissions
Karen Chad Vice-President Research
University Advancement Office representative
Secretary: International Office

NOMINATIONS COMMITTEE

New members to serve to June 30, 2015

To be nominated by Governance Committee

Continuing members

Angela Bowen	Nursing	2014
Bruce Coulman	Plant Sciences	2014
Jack Gray	Biology	2013
Ed Krol	Pharmacy & Nutrition	2013
Bev Pain	Curriculum Studies	2014
Terry Wotherspoon	Sociology	2013
Dwayne Brenna (Chair)	Drama	2013
Don Hamilton	Veterinary Biomedical Sciences	2012
Jim Kells	Civil and Geological Engineering	2012

Administrative Support

Cathie Fornssler Committee Coordinator, Office of the University Secretary

PLANNING & PRIORITIES COMMITTEE

Reviewing and advising Council and the university administration on planning, budgeting, and academic priorities. Meets every two weeks.

New members to serve to June 30, 2015

Council:

Peta Bonham-Smith	Biology
Ramji Khandelwal	Biochemistry
Fran Walley	Soil Science

Sessional member to serve to June 30, 2013: Martin Gaal, Political Studies

Continuing members

Council Members

Lois Jaeck	Languages & Linguistics	2013
Venkatesh Meda	Chemical & Biological Eng	2014
Chary Rangacharyulu	Physics & Engineering Physics	2013
Bob Tyler (Chair)	Food & Bioproduct Sciences	2013 [reappointment]
David Parkinson	English	2012
Alison Renny	Accounting	2012
Moira Day	Drama	2012

General Academic Assembly Members

Mobinul Huq	Economics	2013
David Janz	Vet Biomedical Sciences	2014
Lisa Kalynchuk	Psychology	2014
Jeremy Rayner	Public Policy	2014
<u>Dean</u> Lorna Butler, Dean of Nursing		2013

Sessional

Leslie Ehrlich	Sociology	2012
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Other members

Undergraduate Student member	Jared Brown, President, USSU
Graduate Student member	Ehimai Ohiozebau, President, GSA
Brett Fairbairn	Provost & Vice-President Academic
James Basinger	Associate Vice-President Research [VP Research representative]
Laura Kennedy	[VP Finance & Resources representative]
Heather Magotiaux	VP University Advancement

Continuing members

Council Members

Gordon DesBrisay (Chair) **Arts & Science** **2013 [reappointment]**

Don Drinkwater Kinesiology 2013

Mehdi Nemati Chemical & Biological Eng 2014

~~Ravi Chibbar Plant Science 2012~~

~~Patti McDougall St. Thomas More College 2012~~

General Academic Assembly Members

Lynn Lemisko Education 2013

Darrell Mousseau Graduate Studies 2013

Sonia Udod Nursing 2013

~~Norm Zlotkin Law 2012~~

Other members

Undergraduate Student member Ruvimbo Kanyemba, VP Academic, USSU

Graduate Student member Dylan Beach, VP Academic, GSA

Ex Officio (Voting)

Alison Pickrell [Representing SESD] Director, Recruitment and Admissions

Dave Hannah [Provost designate] Associate VP, Student and Enrolment Services

Resource Personnel

[Representing Research Trust and Advisory Services Office]

Heather Lukey [Representing Office of Graduate Studies & Research]

Secretary: Wendy Roe, Student Financial Assistance & Awards Office

TEACHING AND LEARNING COMMITTEE

Reviews and advises on pedagogical issues for faculty, teaching evaluation guidelines and implementation, and policy issues relating to instructional development for faculty Meets once or twice a month.

New members to serve to June 30, 2015

Council

Aaron Phoenix Chemical and Biological Engineering

GAA

Bev Brenna Curriculum Studies

Trisha Dowling Veterinary Biomedical Sciences

Sessional member to serve to June 30, 2013: Leslie Ehrlich, Sociology

Continuing members

Council Members

Paul Jones School of Environment & Sustainability 2014

Karen Semchuk Nursing 2014

~~Marcel D'Eon (Chair) Community Health & Epidemiology 2012~~

General Academic Assembly Members

Leslie Biggs History 2014

Tim Claypool Ed Psy & Special Education 2013

Hugo Cota-Sánchez Biology 2014

John Kleefeld **Law** **2013 [Chair]**

~~Allan Dolovich Mechanical Engineering 2012~~

~~Scott Napper Biochemistry 2012~~

Sessional Lecturer

~~Nancy Poon Sociology 2012~~

Other members

Undergraduate Student member Ruvimbo Kanyemba, VP Academic, USSU

Graduate Student member Maily Huynh, VP Operations & Admin, GSA
 Vice-Provost, Teaching and Learning
 Marcel D'Eon Director, Centre for Discovery in Learning
 Rachel Sarjeant-Jenkins Assistant Dean, Client Services [Dean of Libraries designate]
 Peter Cornish [Associate Vice-President designate] Director, Student Retention
 Elizabeth Lulchak [EMAP designate] Director, eMAP
 Bob Cram Executive Director, Centre for Continuing and Distance Education
 Jim Greer Director, University Learning Centre and Gwenna Moss Centre for Teaching Effectiveness

By invitation:

Keith Jeffrey Manager, Educational and Research Technology Services
 Brad Wuetherick GMCTE
 Frank Bulk ULC
 Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

COLLECTIVE AGREEMENT COMMITTEES 2012-13

UNIVERSITY REVIEW COMMITTEE

Reviews College recommendations for awards of tenure, renewals of probation, and promotions to Professor. Its recommendations are made to the Board of Governors.

This committee is mandated by the **Collective Agreement (15.9.4)**:

The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

New members to serve to June 30, 2015

Barry Ziola Pathology
 Rob Pywell Physics and Engineering Physics
 Phil Chilibeck Kinesiology

Continuing members

Chair: Jim Germida, Vice-Provost, Faculty Relations
 Chris Adams Library 2013
 Jim Merriam Geological Sciences 2013
 Gillian Muir Veterinary Biomedical Sciences 2013
 Eric Neufeld Computer Science 2013
 Dwight Newman Law 2014
 Linda Wason-Ellam Curriculum Studies 2013
~~Jim Handy History 2012~~
~~Alex Moewes Physics & Engineering Physics 2012~~
~~Nazeem Muhajarine Community Health & Epidemiology 2012~~

Secretary: Anna Okapiec, Assistant to the Vice-Provost, Faculty Relations

RENEWALS AND TENURE APPEAL PANEL

From this roster, the members are chosen for committees on Sabbatical Appeal, Promotion Appeal, and Tenure Appeal Committees, and for the President's Review Committee.

This panel is mandated by Collective Agreement (15.9.5.2):

An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of membership. Additional members may be chosen, if necessary, to staff appeal committees. Membership shall be restricted to tenured faculty with past experience on tenure committees, who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years. The following criteria shall govern the selection of the Panel:

- a) The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;
- b) The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

New members to serve to June 30, 2015

Sabina Banniza	Plant Sciences
James Brooke	Mathematics and Statistics
Fionna Buchanan	Animal and Poultry Science [reappointment]
Phil Chilibeck	Kinesiology
Gary Entwistle	Accounting
Rob Flanagan	Law
Lou Hammond Ketilson	Management and Marketing
Ramji Khandelwal	Biochemistry
Karen Lawson	Psychology
Brian Pratt	Geological Sciences
Donna Rennie	Nursing
Bill Roesler	Biochemistry [reappointment]
Bing Si	Soil Science [reappointment]
Jaswant Singh	Veterinary Biomedical Sciences [reappointment]
Lisa Vargo	English
Fran Walley	Soil Science
Gordon Zello	Pharmacy and Nutrition [reappointment]

New member to serve to June 30, 2013

Rajini Sankaran	Physical Medicine
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Continuing members

to June 30, 2014

Andy Allen	Veterinary Pathology
Daniel Beland	Public Policy
Hilary Clark	English
Glenn Donnelly	Nursing
Vicki Duncan	Library
Donna Goodridge	Nursing
Xulin Guo	Geography and Planning
Pam Haig Bartley	Drama
Judith Henderson	English
Mehran Hojati	Edwards School of Business
Lisa Kalynichuk	Psychology
Suren Kulshreshtha	Bioresource Policy, Business & Economics
Yen-Han Lin	Chemical and Biological Engineering

Karen Semchuk	Nursing
Ray Stephanson	English
Susan Whiting	Pharmacy & Nutrition

to June 30, 2013

Al Barth	Large Animal Clinical Sciences
Dean Chapman	Anatomy & Cell Biology
John Campbell	Large Animal Clinical Sciences
Ralph Deters	Computer Science
Sherif Faried	Electrical & Computer Engineering
Don Gilchrist	Economics
Glen Gillis	Music
Deborah Haines	Veterinary Microbiology
Jill Hobbs	Bioresource Policy, Business & Economics
Peter Howard	Microbiology & Immunology
George Khachatourians	Food & Bioproduct Sciences
Hans Michelmann	Political Studies
Lyall Petrie	Large Animal Clinical Sciences
Roger Pierson	Obstetrics, Gynecology & Reproductive Sciences
Klaas Post	Small Animal Clinical Sciences
Rob Pywell	Physics & Engineering Physics
Chary Rangacharyulu	Physics & Engineering Physics
Walerian Szyszkowski	Mechanical Engineering

to June 30, 2012

Fionna Buchanan	Animal and Poultry Science
Moira Day	Drama
Susan Fowler Kerry	Nursing
Pat Krone	Anatomy & Cell Biology
Gillian Muir	Veterinary Biomedical Sciences
Malcolm Reeves	Civil Engineering
Bill Roesler	Biochemistry
Gordon Sarty	Psychology
Bing Si	Soil Science
Carey Simonson	Mechanical Engineering
Jaswant Singh	Veterinary Biomedical Sciences
Julio Torres	Languages & Linguistics
John Tse	Physics & Engineering Physics
Gordon Zello	Pharmacy & Nutrition

OTHER COMMITTEES 2012-13

DISTINGUISHED CHAIRS ADVISORY COMMITTEE

As the General Academic Assembly member on this committee which is advisory to the Provost, regarding appointment of University of Saskatchewan Distinguished Chairs

Term indefinite

Appointed Dec. 17, 2009 Valerie Korinek, History

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Brings the approving bodies of Council and the Board of Governors to a joint table to ensure the academic and financial concerns regarding Chairs and Professorships can be addressed simultaneously.

New Council member to serve to June 30, 2015: Ravi Chibbar, Plant Sciences

Complete Membership of Committee:

Jim Basinger	VP Research designate
Sandra Calver	University Secretary designate
Jim Germida	Vice-Provost (Chair)
Laura Kennedy	Associate Vice-President, Financial Services
	Jim Traves, Alternate designate
Healthier Magotiaux	Vice-President, University Advancement
	Doug Clark, Alternate designate
Grit McCreath	Board of Governor's representative
Jaswant Singh	Council representative 2012
Amit Shukla	Research Services (resource person)

Secretary: Administrative Assistant to the Vice-Provost, Faculty Relations

POLICY OVERSIGHT COMMITTEE

Chary Rangacharyulu	Physics & Engineering Physics	2014
John Rigby	Vice-Chair of Council	2013

RECREATION AND ATHLETICS ADVISORY COUNCIL

Recommends on the recreation and athletic fees charged to students and reviews reports on expenditures. Committee includes three faculty members (at least two of whom are not members of the College of Kinesiology) Members may serve a maximum of two consecutive terms.

New member to serve to June 30, 2015

Jim Merriam Geological Sciences

Continuing members

Doug Degenstein	Physics & Engineering Physics	First term	2014
Nancy Gyuresik	Kinesiology	First term	2013
Jane Aleorn	Pharmacy & Nutrition	Second term	2012

SENATE ROUND TABLE ON OUTREACH & ENGAGEMENT

This is an initiative of the Foundational Document on Outreach & Engagement. It includes four faculty representatives:

New member to serve to June 30, 2015

Grant Wood Plant Sciences

Continuing members:

Vicki Duncan	Library	2014
Glenn Hussey	Physics & Engineering Physics	2013
Kathleen James-Cavan	English	2013
Glen Luther	Law	2012

STUDENT ACADEMIC HEARING AND APPEALS PANEL

From this roster, the faculty representatives for student disciplinary and appeal committees are selected. This panel is mandated by Council policies on Student Appeals in Academic Matters and Student Academic Misconduct, and by Senate Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals. Only members of Council are eligible for membership on this panel.

New members to serve to June 30, 2015

Angela Bowen	Nursing	2015
Ravi Chibbar	Plant Sciences	2015
Liz Harrison	Physical Therapy [reappointment]	2015
Ramji Khandelwal	Biochemistry	2015
Ed Krol	Biology	2015
Dwight Makaroff	Computer Science	2015
Regina Taylor Gjevre	Rheumatology	2015
Fran Walley	Soil Science	2015
Terry Wotherspoon	Sociology	2015

Continuing members

Joel Bruneau	Economics	2014
Bruce Coulman	Plant Sciences	2013
Signa Daum Shanks	Law	2013
Don Drinkwater	Kinesiology	2014
Lois Marie Jaeck	Languages & Linguistics	2013
Nic Ovsenek	Medicine	2014
Bev Pain	Education	2014
Louise Racine	Nursing	2014
Richard Schwier	Curriculum Studies	2013
Ed Tymchatyn	Mathematics & Statistics	2013
Yandou Wei	Biology	2013
Gordon Zello	Pharmacy & Nutrition	2013
Donna Goodridge	Nursing	2012
Don Hamilton	Veterinary Biomedical Sciences	2012
Liz Harrison	Physical Therapy	2012
Jim Kells	Civil and Geological Engineering	2012
Patti MacDougall	Psychology STM	2012
Dirk Morrison	Curriculum Studies	2014
Rob Pywell	Physics & Engineering Physics	2012

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: June 21, 2012. This report was brought forward from the May 2012 meeting

SUBJECT: **College of Graduate Studies and Research: Educational Technology and Design field of study in Master of Education program**

DECISION REQUESTED:
It is recommended:
That Council approve the proposal from the College of Graduate Studies and Research that Educational Technology and Design be a field of study in the Master of Education program.

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

SUMMARY:
Educational Technology and Design is an academic field of study and practice concerned with the social, professional and pedagogical influence of technology in learning. It is multidisciplinary in nature, drawing theoretical perspectives and principles from psychology, communications theory, systems theory, learning science, computer and information technology, and informatics.

The study of educational technology has existed as an area of focus within the Curriculum Studies program but is now being regularized as a field of study in the M.Ed. degree. For program delivery, the M.Ed. program in Educational Technology and Design employs a unique combination of options for students. Students can complete all of their M.Ed. courses online, or they can choose to attend regular campus sessions that are blended with online offerings. They are also able to complete their programs as part-time or full-time students. This flexibility has encouraged a great deal of innovation by faculty, including the development of multi-modal online strategies and authentic learning approaches.

Three options are available to students:

Course Based	Project Based	Thesis Based
21 c.u. core courses + Portfolio + 6 c.u. restricted electives	21 c.u. core courses + Project + 3 c.u. restricted electives	21 c.u. core courses + Thesis

New courses
ETAD 991.3 Scholarship in Teaching
ETAD 994 Master's Thesis in Educational Technology and Design

REVIEW:
At its April 25, 2012 meeting, the Academic Programs Committee discussed this proposal with Trevor Crowe and Jay Wilson. The Committee agreed that this was an innovative program with significant student enrolment, and was pleased to recommend approval of this proposal to Council.

ATTACHMENTS:
Proposal documentation

Proposal for Curriculum Change University of Saskatchewan

Proposal Identification

Title of proposal: Regularization of the Graduate Program in *Educational Technology and Design*

Degree(s): M.Ed.

Field(s) of Study: Educational Technology and Design

Levels of Concentration: NA

Options: course,project,thesis

Degree College: Graduate Studies and Research

Department: Curriculum Studies

Home College: Education

Contact person(s):

Dr. Richard Schwier
966-7641
richard.schwier@usask.ca

Dr. Jay Wilson
966-7617
jay.wilson@usask.ca

Dr. Dirk Morrison
966-6483
dirk.morrison@usask.ca

Dr. L.F. (Len) Proctor
966-7638
len.proctor@usask.ca

Date: November 24, 2011

Approved by the degree college and/or home college: January 14, 2011

Proposed date of implementation: Immediately

Type of Change

Regularization of the Graduate Program in *Educational Technology and Design* (ETAD)

A focus in *Educational Technology and Design* has been offered in the College of Education for more than 30 years. It has been located in the departments of *Educational Communications, Communications, Continuing and Vocational Education*, and, *Curriculum Studies* respectively. During the Spring of 2010, while in the process of implementing a necessary and formal name change we discovered that the original documentation of our area of focus was no longer available to support its regularization as a program. We were, therefore, required to submit complete documentation to support program regularization, treating it as a new program, but recognizing that it has a long and distinguished history at the University of Saskatchewan. It should be noted that ETAD is a vigorous and growing graduate area, currently with 50 graduate students enrolled and a waiting list of applicants for admission in 2012; over the last 10 years we have graduated 101 students. So, with this proposal we are in the unusual position of asking for the regularization of a current area of focus that has operated continuously and successfully for more than three decades.

Proposal for the Regularization of the Graduate Program in Educational Technology and Design

Program Objectives

The purpose of the proposed program is to provide advanced academic and professional opportunities for educators in the areas of educational technology and instructional design (ETAD). Commensurate with that intention, faculty in educational technology and design will pursue research, development and public service initiatives, and contribute to academic discourse and professional practice in this field of study.

Rationale

Educational Technology and Design is an academic field of study and practice concerned with the social, professional and pedagogical influence of technology in learning. It is multidisciplinary in nature, drawing theoretical perspectives and principles from psychology, communications theory, systems theory, learning science, computer and information technology, and informatics.

At the undergraduate level, we are concerned with the integration of technology in education, the critical analysis of learning technologies, media literacy, and the selection, design and evaluation of media for classroom use. We offer courses that allow teacher candidates and practicing educators to engage important ethical and pedagogical issues about technology and society.

In the graduate program, we attract students who are interested in careers as instructional designers, technology integration facilitators, and information technology administrators. Graduates of our program occupy leadership positions in schools, school divisions, community colleges and technical institutes, universities, corporations and government agencies. The demand for a graduate program in Educational Technology and Design at the U of S is strong and continues to grow. We are in high demand as a specialization, but we have been careful to manage our enrolments to make sure that we can provide a high level of care and attention to our students—a particular challenge when students take significant parts of the program from a distance. We recently increased our complement from 32 to 50 active graduate students, responding to the strategic initiative of the University of Saskatchewan to increase the number of graduate students on campus.

We currently have four faculty members in ETAD: Drs. Dirk Morrison, Len Proctor, Richard Schwier, and Jay Wilson. Our focus area has enjoyed the respect and support of our colleagues in the College of Education and across campus for more than thirty years, and in that time we suggest that our program has made substantial contributions to education locally, nationally and internationally. The Educational Technology and Design focus area has developed a strong reputation nationally, conservatively among the top three programs in the country. Since 2000, we have had 101 students complete graduate degrees in our focus area, and our alumni have distinguished themselves in positions in k-12 education, higher education, government, corporations, and in private enterprise (see Appendix A). We enjoy a significant reputation internationally, and we are in a position to continue to expand the focus area significantly during the next decade.

Educational Technology and Design is one of the growth areas in education. Learning institutions and private enterprise have adopted technology at an unprecedented pace, and schools expect our teacher candidates to be conversant with a wide variety of technology-based strategies and systems. The graduate focus area prepares educators to take leadership positions in schools, divisions, Saskatchewan Learning, the post-secondary sector and business and industry. The faculty from Educational Technology and Design are in constant demand as consultants and advisors to school systems, post-secondary education and the business community on topics ranging from flexible learning to instructional design. In short, it is a time of exciting opportunities for change and innovation, as supported by the following observations, to name but a few:

- The province has invested in information technology and technology-based curriculum development through online learning and other technology enhanced learning initiatives.
- Every part of the educational community, from elementary education to post-secondary institutions, is implementing communication and information technology at an accelerating pace. There is a concomitant need to prepare media and instructional design professionals to support such developments in education.
- School communities need to prepare students to become more media and information literate—to become intelligent consumers and producers of an ever-expanding variety of media, and to respond to the social challenges presented by ubiquitous communications media and information technology.
- The design of flexible learning environments and methods (e.g., e-learning, blended learning, etc.) is an area of rapid growth in several sectors, including education, training, government and tertiary service. We provide research-based leadership to these groups.
- The education and training communities require a centre of research, development and teaching for policy development and the study and evaluation of educational technology initiatives. Demand for strategic planning initiatives from school divisions is brisk.
- After years of reduced commitment by school divisions and the province, teacher-librarians and technology personnel are re-assuming central positions in the administration and delivery of educational programs.
- Society is becoming more technologically dependent. Educational technology programs are needed to prepare professionals to address technological issues, problems and opportunities.
- Educational technology is opening opportunities to work in a global context, beyond traditional boundaries, and extending into developing/emerging nations.

Scholarship and Service

The Educational Technology and Design focus area has made numerous contributions to scholarship and service. A few highlights include:

- Developed a strong international reputation in the burgeoning areas of instructional design and e-learning.
- Provided leadership in the development of distance learning at the University of Saskatchewan, Canada and internationally through research and professional development.
- Provided leadership in K-12 provincial e-learning initiatives, including major evaluations and reviews of school divisions through the Saskatchewan Educational Leadership Unit.
- Designed and developed 30 credit units of flexible learning courses, and the delivery of a completely blended or online M.Ed. through Curriculum Studies, the first of its kind in the College of Education.
- Designed and produced video-based, in-service training programs which reached every school in the province and achieved international publication and commercial distribution.
- Awarded more than \$500,000 in SSHRC, provincial research and TEL development grants.
- Edited the premier refereed journal in the field of educational technology in Canada, and have occupied Editorial Board positions and reviewed for several academic journals, including Educational Technology Research and Development, Review of Educational Research, the International Review of Research in Open and Distance Learning, the Canadian Journal of Learning and Technology, Contemporary Educational Technology, Asia Pacific Collaborative Education Journal, Educational Technology and Society, and Tech Trends.
- Published numerous books, chapters in books, refereed articles, refereed conference papers and technical reports in the areas of instructional design and e-learning.
- Hosted national conferences for professional associations.
- Held various positions of leadership in professional bodies, including three presidencies of our principal learned society (AMTEC).
- Received several awards for research, teaching and instructional design at national and international levels.
- Consulted widely with educational technology programs in Australia, India, New Zealand, Malaysia, and the United States.

Fidelity with the 2008 U of S Integrated Plan and Strategic Initiatives

This program proposal responds to intentions stated in the U of S Integrated Plan concerning *Innovation* and linking local and international issues, and it presumes that preparing leaders in educational technology and design, and promoting research into technology and society will contribute to the realization of those intentions. If this presumption is correct, there is close fidelity between the Integrated Plan and this program proposal.

The Integrated Plan states:

In addition to the planning context, the Second Integrated Plan should be interpreted in the context

of three institutional imperatives that are of specific importance to the University of Saskatchewan and its success:

- The University must embrace the fundamental importance of its relationships with First Nations, Métis, Inuit and Indigenous peoples;
- The University must tackle critical issues that face society by finding imaginative ways to link local issues to global ones; and
- Innovation is called for in much that we do.

The first priority area of the Second Integrated Plan is:

Improve the undergraduate and graduate student experience, both inside and outside the classroom.

This priority area addresses the University's academic mission, which includes equipping students for success, in part by increasing access to research and scholarship and linking learning with discovery. In the next four years, the University will:

- improve the in-classroom experience for teachers and learners;
- be known for innovative, quality programs that connect learning and discovery in distinctive ways;
- diversify its student body while maintaining the existing undergraduate population and growing the graduate population;
- optimize the potential for success for every student;
- progress from accessibility programs for First Nations and Métis students toward graduate programs and enhancing community-based research; and
- improve the academic and non-academic services for students as well as the infrastructure that supports the student experience.

The proposed program is innovative in content and delivery, and has demonstrably connected learning and discovery in imaginative ways. Through its concentration on combining campus-based and online learning in unique ways, it responds to the Second Integrated Plan's call for innovation and for attracting a diverse student body.

Description of Program Characteristics

The defining feature of our proposed program is its emphasis on instructional and learning design. Educational technology is a broad area of study and specialization is diverse, with a number of programs that focus on distance education, social networking and online learning, technology integration and management in k-12 systems, and multimedia production. We have deliberately positioned our program to emphasize instructional design, and this focus has allowed us to recruit successfully and also to focus our curriculum on learning *design*, rather than *media production*.

For program delivery, the M.Ed. program in Educational Technology and Design employs a unique combination of options for students. Students can complete all of their M.Ed. courses online, or they can choose to attend regular campus sessions that are blended with online offerings. They are also able to complete their programs as part-time or full-time students. This flexibility has encouraged a great deal of innovation by our faculty, including the development of multi-modal online strategies and authentic learning approaches to meet the diverse needs of our students.

Graduate Program and Course Offerings

Currently, we offer the following courses:

ETAD 802.6: Historical and Theoretical Foundations of Educational Technology - Examines the historical, philosophical and theoretical foundations of the field of educational technology. Focuses on the maturation of theory and research in this area of study, and the impact of educational technology on educational institutions and practice.

ETAD 803.3: Multimedia Design for Learning Presents procedures and principles for planning, producing and evaluating computer-based instruction, and how to develop the necessary print-based support materials required for its implementation.

ETAD 804.3: Designing for Distance Education The historical and theoretical foundations of distance education from a provincial, national and international perspective. Surveys the development, organization, and practice of distance education for various educational endeavours. Focuses specifically on distance education in Saskatchewan and compares the Saskatchewan situation with similar systems across Canada.

ECUR 805.3: Trends and Issues in Curriculum Research and Development - Examines contemporary curriculum issues in the context of catalysts of change and strategies of change. Students will have the opportunity to focus on their particular area of curriculum interests.

ECUR 809.3: Models and Methods for Evaluation of Educational Programs
Examines current models for the evaluation of educational programs. The emphasis is on exploring the range of options which is available to the program evaluator and on developing an awareness of the strengths and limitations of the models. Problems in carrying out educational evaluations are also studied: examples of such problems are the utilization of evaluation results and the ethics of evaluation.

ECUR 810.3 Design and Practice of Evaluation of Educational Programs
Takes the methods of evaluating educational programs and applies them to practical situations in classrooms, schools and school units. Particular attention will be paid to developing an awareness of the breadth of available techniques and to understanding the practical problems which arise in the conduct of evaluations.

ETAD 873.3: Instructional Design An applied course in which principles of instructional design are used to produce self-instructional materials. Students do a major project in which they plan and implement a self-instructional module in a medium of their choice.

ETAD 874.3: Advanced Instructional Design Students will learn and apply advanced concepts and approaches in instructional design including project management, client processes, and usability procedures. Students will complete an entire development process, from meeting clients and creating a design plan through product testing.

ETAD 877.3: Video Design for Learning Designed to allow students to continue video production experiences encountered during ECMM 476. The student will have the opportunity to script, direct, produce, and edit an individual medium length video production. The highly individualized course gives the student wide latitude and flexibility in content, technique and production time.

ETAD 879.6: Advanced Video Design for Learning Investigates development of open and closed circuit television in educational institutions and integration of television into formal and informal learning situations. Development of knowledge and skills in television production,

direction and script writing will be stressed in practical laboratory situation. Students will undertake major projects simulating those now utilized in educational TV.

ETAD 898.3: Special Topics A study in areas of a student's interest calling for intensive reading under the guidance of a faculty member. A proposal, representing a contract for the extent and nature of the work to be done, must be approved by CGSR. The final product is a paper or media production which is graded by the faculty member and kept on file in the Department.

ETAD 899.6: Special Topics A study in areas of a student's interest calling for intensive reading under the guidance of a faculty member. A proposal, representing a contract for the extent and nature of the work to be done, must be approved by CGSR. The final product is a paper or media production which is graded by the faculty member and kept on file in the Department.

ETAD 992: Project - The research or developmental project, required on the project option for the M.Ed., where the nature of the research or developmental project is inter-disciplinary or multi-departmental. The project must be accepted by a committee consisting of members from the sponsoring and co-operating departments and evaluated by this committee plus an external member.

ERES 800.3: Research Methods Introductory - Introduction to research methods, with special reference to research in Education. The basic principles of research, both quantitative and qualitative, are discussed. Skills necessary for the production of research proposals are developed, e.g. techniques for surveying the research literature, and the collection and analysis of data.

ECUR 990: Seminar in Curriculum Research - A required seminar for Master's and Ph.D. graduate students in Curriculum Studies, taken by all full-time students throughout the academic year. Ongoing research and development projects of faculty and students form the focus of first term seminars, while readings and student-identified issues form the basis for second term seminars. This seminar also provides students with information and guidance to help them profit from their program of studies, and to utilize computer technology effectively. Separate seminars are arranged for Master's and Ph.D. students. Registration in ECUR 990 seminar is required for one year only.

GSR 960: Introduction to Ethics and Integrity

Is a required course for all first year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

Changes to the Existing Area of Focus

All faculty teaching in graduate studies in Educational Technology and Design have undertaken a thorough review of current course offerings and propose the new structure outlined below for completion of an M.Ed. in Educational Technology and Design.

As part of this revision, we call attention to the following changes to the current focus area:

A significant change in our program is to identify a larger core set of courses for students. This serves our intention to focus our identity on instructional design more clearly, and it also provides more control over class enrollments and offerings over the long term. The College of Education is introducing a new undergraduate program, and has suffered deep and sustained budget cuts that forced the College to look for new efficiencies. One response was to target the elimination of all sessional lecturer positions. If ETAD faculty want to have educational technology as part of the

undergraduate curriculum—and it is absurd to think of teacher candidates being certified without any exposure to media and technological literacy—we must carve out some space in faculty workloads. One way to support this is to offer prescribed graduate courses with predictable enrollments on a regular basis, and identify graduate course electives that can be offered less frequently. A second change will include the introduction of a course-based stream of the program. It would include a new portfolio class as a capstone experience for the students, allowing them to synthesize their learning experiences in the program. The Department of Curriculum Studies introduced a portfolio course (ETAD 991.3) as part of a course-based option three years ago, and it has proven to be an attractive choice for students. We plan to offer a section of ETAD 991.3 for students in the ETAD program.

New ETAD courses:

ETAD 991.3 Scholarship in Teaching

Prerequisite: 27 credit units of course work toward the M.Ed. degree

Students will demonstrate their scholarship in teaching and learning through developing a comprehensive, detailed, and coherent collection of academic and professional work. This work will be represented by an electronic portfolio providing documented evidence and showcasing learners' achievements and understandings in relation to particular work or learning goals.

Proposed instructor: Dr. Dirk Morrison

ETAD 994 Master's Thesis in Educational Technology and Design

Prerequisite: ERES 800.3

Students complete an individual research project under the guidance of a supervisor and research committee.

Proposed instructors: Len Proctor, Jay Wilson , Dirk Morrison, Richard Schwier

University Catalogue Entry

Master of Education (M.Ed.) in Educational Technology and Design

Educational Technology and Design, housed in the Department of Curriculum Studies, is an academic field of study and practice concerned with the social, professional and pedagogical influence of technology in learning. It is multidisciplinary in nature, drawing theoretical perspectives and principles from psychology, communications theory, systems theory, learning science, computer and information technology, and informatics.

Admission Requirements

- Bachelor of Education (B.Ed.) or equivalent degree
- minimum average of 70%
- three letters of recommendation
- English Language Proficiency if required

Degree Requirements

Thesis-based 21 c.u.:

[GSR 960.0](#)

[GSR 961.0](#) if research involves human subjects

[GSR 962.0](#) if research involves animal subjects

ETAD 802.6

ETAD 803.3

ETAD 804.3

ETAD 873.3

ECUR 809.3

ERES 800.3

ECUR 990

ETAD 994 (must maintain continuous registration)

Project-based 24 c.u.:

[GSR 960.0](#)

[GSR 961.0](#) if research involves human subjects

[GSR 962.0](#) if research involves animal subjects

ETAD 802.6

ETAD 803.3

ETAD 804.3

ETAD 873.3

ECUR 809.3

ERES 800.3

ECUR 990

ETAD 992 (must maintain continuous registration)

A minimum of 3 c.u. as approved by the department from: ETAD 874.3, ECUR 810.3, ECUR 805.3, ETAD 877.3, ETAD 879.6, ETAD 898.3, ECUR 899.6

Course-based 30 c.u.:

[GSR 960.0](#)

[GSR 961.0](#) if research involves human subjects

[GSR 962.0](#) if research involves animal subjects

ETAD 802.6

ETAD 803.3

ETAD 804.3

ETAD 873.3

ECUR 809.3

ERES 800.3

ECUR 990

ETAD 991.3 (Portfolio)

A minimum of 6 c.u. as approved by the department from: ETAD 874.3, ECUR 810.3, ECUR 805.3, ETAD 877.3, ETAD 879.6, ETAD 898.3, ECUR 899.6

Minimum requirements for the three degree options:

	Thesis-based (Requires at least 21 c.u. plus thesis)	Project-based (Requires at least 24 c.u. plus project)	Course-Based (Requires at least 30 c.u.)
Required Courses	<ul style="list-style-type: none"> • ETAD 802.6: Historical and Theoretical Foundations of Educational Technology • ETAD 803.3: Multimedia Design for Learning • ETAD 804.3: Designing for Distance Learning • ETAD 873.3: Instructional Design • ECUR 809.3: Models and Methods for Evaluation of Educational Programs • ERES 800.3: Research Methods Introductory • GSR 960: Introduction to Ethics and Integrity • ECUR 990: Seminar in Curriculum Research • ETAD 994: (Thesis) 	<ul style="list-style-type: none"> • ETAD 802.6: Historical and Theoretical Foundations of Educational Technology • ETAD 803.3: Multimedia Design for Learning • ETAD 804.3: Designing for Distance Learning • ETAD 873.3: Instructional Design • ECUR 809.3: Models and Methods for Evaluation of Educational Programs • ERES 800.3: Research Methods Introductory • GSR 960: Introduction to Ethics and Integrity • ECUR 990: Seminar in Curriculum Research • ETAD 992: (Project) 	<ul style="list-style-type: none"> • ETAD 802.6: Historical and Theoretical Foundations of Educational Technology • ETAD 803.3: Multimedia Design for Learning • ETAD 804.3: Designing for Distance Learning • ETAD 873.3: Instructional Design • ECUR 809.3: Models and Methods for Evaluation of Educational Programs • ERES 800.3: Research Methods Introductory • GSR 960: Introduction to Ethics and Integrity • ECUR 990: Seminar in Curriculum Research • ETAD 991.3 (Portfolio)
Electives	0 electives required	Minimum of 3 c.u. electives required, chosen from the following: <ul style="list-style-type: none"> • ETAD 874.3: Advanced Instructional Design • ECUR 810.3: Design and Practice of Evaluation of Educational Programs • ECUR 805.3: Trends and Issues in Curriculum Research and Development • ETAD 877.3: Video Design for Learning • ETAD 879.6: Advanced Video Design for Learning • ETAD 898.3 Special Topics or ECMM 899.6: Special Topics 	Minimum of 6 c.u. electives required, chosen from the following: <ul style="list-style-type: none"> • ETAD 874.3: Advanced Instructional Design • ECUR 810.3: Design and Practice of Evaluation of Educational Programs • ECUR 805.3: Trends and Issues in Curriculum Research and Development • ETAD 877.3: Video Design for Learning • ETAD 879.6: Advanced Video Design for Learning • ETAD 898.3 Special Topics or ECMM 899.6: Special Topics

Resources

Given that this program has existed for more than 30 years and is flourishing under the current structure, we anticipate that its continuation will have no net effect on resources. We anticipate measured growth in the future, depending on our ability to respond to growing demand for the distance learning options in the program, and, as these options expand, increasing interest from international applicants. Currently we accept approximately half of the applicants to our program, and maintain a waiting list from year-to-year for qualified applicants when the program is filled.

Faculty Resources

We currently have four tenure-track and tenured faculty members in Educational Technology and Design.

Dr. Dirk Morrison, Associate Professor

3119 Education

306-966-6483

dirk.morrison@usask.ca

Before joining the faculty in Educational Technology and Design in 2005, Dr. Morrison received a B.A. (Psychology) and an M.Sc. (Rural Extension Studies) from the University of Guelph. He received his doctorate in Education from the University of Toronto (OISE), with a focus on the use of learning technologies in higher education. Dirk's research interests include instructional design practice applied to distance and e-learning; educational technology in higher education, non-formal and informal online learning environments; effects of ICT on culture and society.

Dr. L.F. Proctor, Professor and Head (Dept. of Curriculum Studies)

3118 Education

306-966-7638

len.proctor@usask.ca

Len Proctor's educational background includes a B.A., B.Ed. and a M.Ed. (Adult Education) from the University of Saskatchewan and a M.L.S. (Library Science) and a Ph.D. (Instructional Systems Technology) from Indiana University. He has taught at the University of Saskatchewan since 1976. Len's research interests centre on the integration of media, resources and new technologies in the classroom, and he is Head of the Department of Curriculum Studies.

Dr. Richard A. Schwier, Professor

3117 Education

306-966-7641

richard.schwier@usask.ca

Richard's educational background includes a B.S. (English, Education), M.S. (Instructional Systems Technology) and Ed.D. (Instructional Systems Technology, Telecommunications, Business), all from Indiana University. He has taught at the University of Saskatchewan since 1978. Rick's research interests include change agency, instructional design and virtual learning communities. He is the principal investigator in the Virtual Learning Communities Research Laboratory, a SSHRC-funded research program.

Dr. Jay Wilson, Assistant Professor

3118 Education

306-966-7617

jay.wilson@usask.ca

Jay's educational background includes a B.A. (History), B.Ed. (Elementary Education) and a M.Ed. (Educational Communications and Technology) from the University of Saskatchewan. He also has a Diploma in Broadcast Communications from Mount Royal College in Calgary, Alberta. Jay's doctorate is from the University of Southern Queensland in Australia. His research interests centre on technology skill development in educators, developing authentic e-learning experiences and studying the social impacts of technology.

Professor Emeritus (All involvement in the proposed program will be voluntary)

Dr. F. B. Brown, Professor Emeritus

3023 Education
306-966-7550
barry.brown@usask.ca

Barry's educational background includes a B.A. (Physics), B.Ed. (English) and M.Ed. (Administration) from the University of Saskatchewan and an Ed.D. (Instructional Systems Technology) from Indiana University. He has taught at the University of Saskatchewan since 1964. Barry's research interests are in telecommunications and distance learning both locally and globally.

Research Laboratory and Teaching Resources

The faculty of this program draw on the physical and human resources available in the College of Education. We have access to two teaching laboratories that are equipped with networked computers and a suite of multimedia production software. The College also maintains a distance learning room that we book for videoconferencing events and classes. We also employ a learning commons room as a research laboratory for team meetings and data analysis for the *Virtual Learning Communities Research Laboratory*. The ETAD unit also draws on the Instructional Support Services staff in the College of Education regularly. These include one computer systems coordinator, an assistant coordinator, and one instructional services coordinator. In all, despite considerable financial challenges faced by the College of Education, we have adequate physical resources to carry out our teaching and research missions.

Relationships and Impact of Implementation

Again, given that this is a well-established area of focus, the principal impact of its regularization will be the continuation of relationships and influence in this important field, both professionally and academically. More importantly, if there were a decision to *not* support this program of study, the University of Saskatchewan would stand to lose approximately 15 to 20 new graduate students per year, as the students in our program would largely be compelled to look elsewhere for a similar, flexible graduate program.

There are no duplications of this program on campus or elsewhere in the province. The University of Regina has introduced five graduate courses in Information Communications and Technology, but they have only one tenured faculty member in this area, so all but one of the courses are offered on a rotating basis. These courses support the M.Ed. Program in the Faculty of Education. We consult regularly with the faculty member at the University of Regina, and our students regularly enroll in each other's classes. We are in discussions with the U of R about developing and introducing a shared professional certificate in Educational Technology and Design.

We also share research interests with faculty in the *Department of Computer Science* here at the U of S about the relationship between technology and learning, and we have collaborated on projects, and shared supervision of graduate theses. Two ETAD faculty members are Associate Members in the Department of Computer Science. There is no overlap in our program offerings, but there is considerable opportunity for collaboration and integration.

Proposal sent for comment to:

Associate Dean, Research, College of Education: Diane Hallman

Department Heads: Dave Mykota, Pat Renihan, Bob Regnier, Len Proctor

Centre for Continuing and Distance Education: Bob Cram

Saskatchewan Educational Leadership Unit: Norm Dray

Budget

There will be no new budgetary allocations within the Department of Curriculum Studies or the College of Education required. With growth, budget allocations and faculty complements will need to be reviewed, but this will be within a model of growth management where tuition revenues will be weighed against our ability to continue to provide a high-quality program and learning environment for our graduate students.

College Statement

Please see attached documents

Consultation Forms

Please see attached documents

Appendix A: Enrolment in ETAD* graduate courses, 2001 – 2011

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ETAD 802.6	12	12	10	12	8	15	13	11		17
ETAD 803.3		12	4	8		11				
ETAD 804.3	4		17	9	8	7	8	8	9	13
ETAD 873.3	7	13	9	8	7	14	9	10	11	21
ETAD 874.3	8		6		5	5	5	5	5	
ETAD 876.3	1	8	8	3						
ETAD 877.3								7		
ETAD 879.6	3		7			7		10		11
ECUR (ETAD) 992.6							7(7)	1(13)	16(12)	9(8)
ECUR 809.3									16	23
ECUR 810.3									5	11
ERES 800.3									19	20
Gray background = courses taught as overload without compensation										

Prior to 2010, ETAD courses carried ECMM as the course prefix

Appendix B: ETAD Students Receiving Graduate Degrees, 2000-2011 (M.Ed.)

2000 - 14

2001 - 10

2002 - 11

2003 - 13

2004 - 5

2005 - 4

2006 - 6

2007 - 7

2008 - 11

2009 - 15

2010 - 5

2011 - 13

MEMORANDUM

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

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

Copies: S. Murphy, J. Wilson, L. McIntyre, P. Skilnik

Date: April 16, 2012

Re: Proposal for a M.Ed. in Educational Technology and Design

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 Educational Technology and Design field of specialization for the Master of Education in the Department of Curriculum Studies.

This report includes four appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), the CGSR approved version of the proposal, and New Graduate Course Proposals. The formal review started with the Graduate Programs Committee on March 1, 2011 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on March 15, 2012.

The College of Graduate Studies and Research supports the proposal for an Educational Technology and Design field of specialization for the Master of Education degree. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



[NOTE: Appendices available from the Office of the University Secretary]

Graduate Programs and Graduate Executive Committees Discussion and Approvals

Graduate Programs Committee

The proposal for an Educational Technology and Design field of specialization to the M.Ed. in Curriculum Studies was reviewed by the Graduate Programs Committee on March 1, 2011, November 1, 2011, and December 6, 2011. A motion to recommend to Graduate Executive was made on December 6, 2011.

MOTION: “that the proposal, with minor revisions (to be submitted to and approved by CGSR), for an Educational Technology and Design field of specialization in Curriculum Studies be recommended to Graduate Executive committee for review.” P. Farnese/G. Putz. All in favour. Carried.

Graduate Executive Committee

The proposal was reviewed, as submitted to APC, by Graduate Executive on March 15, 2012. A motion to recommend to APC for review was made on March 15, 2012.

4.1 M.Ed. in TECHNOLOGY and DESIGN

The Master of Education degree in Technology and Design has been offered as a stream within the Master of Education in Curriculum Studies for many years. It has been very popular and there is generally a wait list of applicants. The unit recently learned that this stream was never officially approved and there were some clarifications required regarding the requirement to submit a formal proposal. Once this matter was resolved, the proposal proceeded through the approval process by the CGSR Programs Committee without issue.

There are three options for this program – course based, project based and thesis based and Executive Committee members had an extended discussion on the number of credit units assigned for each component within the three options. Trever Crowe explained that the total number of credit units for a masters required by the Province is 30. Although there are no specific credit units assigned to the project and the thesis, it is implicit that they garner six credit units and nine credit units respectively.

Course Based	Project Based	Thesis Based
21 c.u. core courses + 3 c.u. Portfolio	21 c.u. core courses + 0 c.u. Project <i>[implicitly assigned 6 c.u.]</i>	21 c.u. core courses + 0 c.u. Thesis <i>[implicitly assigned 9 c.u.]</i>
6 c.u. restricted electives	3 c.u. restricted elective course	
30c.u. total	30 c.u. total	30 c.u. total

MOTION: “*That the new MASTER of EDUCATION degree in EDUCATION TECHNOLOGY and DESIGN be recommended to APC for approval.*”

McIntyre / Crowe – (5/2/2) CARRIED

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: June 21, 2012.

SUBJECT: **College of Graduate Studies and Research: Post Graduate Degree Specialization Certificate in Corrections**

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Graduate Studies and Research for a Post-Graduate Degree Specialization Certificate in Corrections.

PURPOSE:

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

SUMMARY:

The Post-Graduate-Degree Specialization Certificate in Corrections (PGDSC) is joint offering of the Department of Psychology and the Centre for Forensic Behavioural Sciences and Justice Studies. It will offer specialized two-year full time post-graduate training program for senior corrections managers which will support the application of evidence-based corrections programming and practices, and leadership in corrections research and evaluation within the agencies and jurisdictions these managers represent.

The program will admit three or more students annually who already possess a graduate degree. The program consists of a combination of formal course work, and practical or applied learning opportunities.

Admission criteria for the PGDSC are:

- Completion of a Master's degree from a recognized university in one of Psychology, Sociology, Criminology, Social Work, or another relevant graduate degree in the human services area with a 70% average for coursework completed within that degree;
- Current employment with and written letter of nomination from the sponsoring corrections agency (employer) confirming commitment to participate;

New courses

CORR 810.3 Evidence-Based Best Practice in Corrections

CORR 820.3 Law and Policy in Corrections

CORR 830.4 Essential Elements of Forensic and Correctional Assessment

CORR 840.3 Incorporating Effective Correctional Principles and Practices into Case Management

CORR 850.7 Evidence-Based Intervention with Criminal Offenders
CORR 860.3 Research and Evaluation of Effective Correctional Treatment Principles,
Practices and Interventions
CORR 870.3 Achieving Program Integrity, Quality Assurance, and Outcomes Through
Clinical Supervision

Instruction for these courses will be provided by Senior Clinical Directors from the Saskatchewan Ministry of Corrections, Public Safety & Policing (CPSP) who hold a Professional Affiliate designation with the University of Saskatchewan.

REVIEW:

At its April 25, 2012 meeting, the Academic Programs Committee discussed this proposal with CGSR Associate Dean Trever Crowe and with Steve Wormith, Director and Rhonda Appell, Coordinator of the Centre for Forensic Behavioural Sciences and Justice Studies. Following additional clarification regarding the Memorandum of Understanding with the Saskatchewan Ministry of Corrections, Public Safety and Policing, the committee agreed at its May 9 meeting that this will be a high quality program of significant benefit to the province, and its approval should be recommended to Council.

ATTACHMENTS:

Proposal documentation



PROPOSAL FOR A POST-GRADUATE-DEGREE
SPECIALIZATION CERTIFICATE
IN CORRECTIONS

November 2011

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): **Post-Graduate-Degree Specialization Certificate**

Field(s) of Specialization: **Evidence-Based Practice in Corrections**

Level(s) of Concentration: **n/a** Option(s):

Degree College: Arts and Science

Department: **Department of Psychology and Centre for Forensic Behavioural Sciences
and Justice Studies**

Home College: Arts and Science

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

J. Stephen Wormith, Director, Centre for Forensic Behavioural Sciences and Justice Studies

Tel: 966-6818

Fax: 966-6007

Email: s.wormith@usask.ca

Ronda Appell, Coordinator, Centre for Forensic Behavioural Sciences and Justice Studies

Tel: 966-2687

Fax: 966-6007

Email: ronda.appell@usask.ca

Date:

Approved by the degree college and/or home college:

Proposed date of implementation: **September 2012**

2. Type of change

Requiring approval by Council

- A new Degree-Level program or template for program.
- A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program

- Conversion of an existing program from regular to special tuition program.
- A change in the requirements for admission to a program
- A change in quota for a college
- Program revisions that will use new resources
- A replacement program, including program deletion
- A program deletion (consult Program Termination Procedures, approved by Council in May 2001)
- Other: new post-graduate specialization certificate

Requiring approval by Academic Programs Committee

- Addition of a higher Level of Concentration to an existing Field of Specialization.
- Addition of a new Field of Specialization at the Minor Level of Concentration.
- A change in program options
- A change in the name of a Degree-level Program or Field of Specialization.
- A change in the total number of credit units required for an approved degree program.

3. RATIONALE

The proposed Post-Graduate-Degree Specialization Certificate in Corrections is an entirely new and unique program designed for senior corrections managers responsible for the development, monitoring and evaluation of offender programs. Its underlying goal is to enhance correctional effectiveness and community safety by equipping candidates with the advanced knowledge and skills (e.g. laws and regulations governing corrections practice, principles of general and risk assessment, case management and treatment of offenders, and research and evaluation methods in corrections) required to support the consistent and effective application of evidence-based corrections programming and practices and active leadership in ongoing corrections research, evaluation and knowledge translation. This has been identified as a need by the Saskatchewan Ministry of Corrections, Public Safety and Policing (CPSP), as evidenced by its signing of a Memorandum of Understanding with the University of Saskatchewan in October, 2010 which includes an annual allocation of resources to support a number of modes of intended collaboration, one of which is the joint development and offering of the proposed program for senior corrections practitioners.

The joint development with CPSP of a unique teaching initiative is an example of engagement linked to the University's academic mission, as described in the University's foundational document on Outreach and Engagement (University of Saskatchewan, 2006). Such active collaboration with CPSP provides an opportunity for the University to make a positive contribution to addressing practical issues related to corrections and public safety that are of provincial, national and international importance. Moreover, the development of such a program is in keeping with "innovation in academic programs and services" described in the areas of focus for the Third Integrated Plan and the need to provide "compelling, engaging, challenging academic programs which are creatively designed....utilize new methodologies and approaches, provide future-oriented professional education and address areas of societal need." (University of Saskatchewan, 2011). In these ways, the proposed program is in keeping with the University's strategic priorities to both improve the student experience and to enhance its profile in research and scholarly activity, and in particular the University's commitments to provide innovative, quality programs and to engage with external partners to support mutually beneficial goals and priorities (University of Saskatchewan, 2008a).

The program has the potential to attract students from government corrections departments and agencies, both within and outside Canada as no similar program is known to exist within North America. However, initial capacity of the program is set at 3 students per year. Thus, beginning in year two after the program is first introduced, an ongoing cohort of at least 6 students (3 in year one, 3 in year two) is anticipated. Further expansion of the program beyond 6 seats will be dependent on observed demand and program capacity. Importantly, the MOU between the U of S and CPSP confers upon the province 3 seats in the program on an annual basis. CPSP may opt to fill all 3 seats, but if not filled by CPSP these seats may be offered to eligible applicants from other jurisdictions for a set tuition. Due to a significant practical component to the program, candidates will be required to apply with full commitment from a sponsoring organization (employer) that will ensure appropriate access to community and facility corrections staff, programs and case files for the dual purpose of candidates' fulfilling ongoing job roles and responsibilities while at the same time satisfying program requirements. The requirement for agency commitment will ensure that candidates have the needed support to participate in the program, but may also limit the number and range of potential applicants so as to ensure program delivery is manageable. Initially, jurisdictions from which the program can accept applicants will be limited to Saskatchewan and North Dakota due to limited capacity and jurisdictional expertise required to deliver the kind of one-on-one training and mentorship that is the delivery model of the program.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

The proposed Post-Graduate-Degree Specialization Certificate in Corrections (PGDSC) is a specialized post-graduate training program, targeted to practitioners in the field of corrections. This largely applied training program designed for senior corrections managers, has as its underlying goal to enhance correctional effectiveness and community safety by ensuring participants are equipped with the advanced knowledge and skills that will support the consistent and effective application of evidence-based corrections programming and practices and active leadership in corrections research and evaluation within the agencies and jurisdictions they represent.

The proposed program, representing a new joint offering of the Department of Psychology and the Centre for Forensic Behavioural Sciences and Justice Studies, is similar to the Post-Graduate-Degree Specialization Certificate: Nurse Practitioner in the College of Nursing in that it will be offered to students already possessing a graduate degree and will involve a combination of formal course work, and practical or applied learning opportunities. However, in this program, formal instruction and knowledge application will be fully integrated, taking place over a two year period as part of the fulfillment of the student's ongoing employment responsibilities. Ongoing instruction and one-on-one mentoring throughout this period will be provided by an assigned Senior Clinical Director employed by Saskatchewan Corrections, Public Safety and Policing.

Admission criteria for the PGDSC will be:

- Completion of a Masters degree from a recognized University in one of Psychology, Sociology, Criminology, Social Work, or another relevant graduate degree in the Human Services area with a 70% average for coursework completed within that degree;
- Current employment with and written letter of nomination from the sponsoring corrections agency (employer) confirming commitment to participate;

The program will consist of the following courses, totaling 26 credit units, to be completed during full-time enrollment over a two year period:

Year 1 courses:

- CORR 810. Evidence-Based Best Practice in Corrections (3 credit units)
- CORR 820. Law and Policy in Corrections (3 credit units)
- CORR 830. Essential Elements of Forensic and Correctional Assessment (4 credit units)

Year 2 courses:

- CORR 840. Incorporating Effective Correctional Principles and Practices into Case Management (3 credit units)
- CORR 850. Evidence-Based Intervention with Criminal Offenders (7 credit units)
- CORR 860. Research and Evaluation of Effective Correctional Treatment Principles, Practices and Interventions (3 credit units)

Continuous enrollment over program duration:

- CORR 870. Achieving Program Integrity, Quality Assurance, and Outcomes Through Clinical Supervision (3 credit units)

There is no separate 'practicum' component to the program. Rather, all applied aspects of this course-based program are fully imbedded within the context of the above-listed courses.

The above courses are not part of an existing University of Saskatchewan graduate program but rather represent new offerings specific to the proposed program. No program or course deletions are anticipated as a result of this proposal.

The proposed effective date of the new program is September, 2012.

5. RESOURCES

Resource requirements for the program will be limited due the relatively small enrollment. The MOU with CPSP provides an allocation of resources to offset the resources required to develop and launch the program, as well as a contribution to administrative/management support related to ongoing program coordination.

Resources for instruction and field supervision will include Senior Clinical Directors employed by CPSP who hold a Professional Affiliate designation with the Department of Psychology. Affiliates will not receive remuneration from the University for the instruction and mentoring provided to program participants but rather will perform these functions as part of their assigned duties within CPSP.

Information technology support for program delivery - use of Blackboard Learn for all courses, and video-conferencing software and/or facilities for one course - will be required. Remote access to University library resources for enrolled students and participating instructors will also be required.

Due to the large practical component of the program, minimal classroom space will be required. The use of centrally available, rather than dedicated facilities for video-conferencing or other distributive learning is anticipated to maximize efficiency.

No student funding will be provided; rather students will be fully funded by their employer.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The program represents a new joint offering of the Department of Psychology and the Centre for Forensic Behavioural Sciences and Justice Studies. Academic oversight of the program will rest with the Department of Psychology, and as such Psychology will be the academic home of students enrolled in the program. However, program coordination, administrative and management support will be provided by the Centre for Forensic Behavioural Sciences and Justice Studies. Program instruction for six of the seven courses will be provided collectively by Senior Clinical Directors employed by Saskatchewan Corrections, Public Safety and Policing who must hold a Professional Affiliate designation with the Department of Psychology.

Teaching of one of the seven courses identified within the proposed program will involve two faculty members from the Department of Psychology. The additional teaching workload for this course is estimated at 4 credit units (cu) which will be accommodated through a redistribution of assigned teaching duties for these faculty and use of sessional lecturers where possible/appropriate for courses affected by the distribution. Dr. J. Stephen Wormith, Professor, Department of Psychology and Director, Centre for Forensic Behavioural Sciences and Justice Studies will be the faculty contact and coordinator for the program.

There is no anticipated impact on courses or programs outside the Department of Psychology. Required consultations have been undertaken with the University Library, Registrar, Information Technology Services and Facilities Management.

7. BUDGET STATEMENT

The proposed Post-Graduate-Degree Specialization Certificate represents a new joint offering of the Department of Psychology and Centre for Forensic Behavioural Sciences and Justice Studies. Costs for program administration and delivery will be borne by the Centre and by the Saskatchewan Ministry of Corrections, Public Safety and Policing - the former through a combination of anticipated tuition revenue and funds available through an MOU with CPSP and the latter by way of in-kind provision of program instructors/mentors. The Department of Psychology will receive an agreed upon allocation of funds annually from the Centre for 6 cu of sessional instruction (approximately \$13,000) in exchange for Department faculty time devoted to the program (2 faculty members affected), and for anticipated administrative workload (approximately \$4,000).

Overall, annual costs for program delivery (excluding in-kind instructional resources provided by CPSP) are estimated at approximately \$26,000. This includes the distribution of funds to the Department of Psychology, described above, as well as the following additional expenses:

- \$5,000 for program administration/management support provided by the Centre for Forensic Behavioural Sciences and Justice Studies
- \$2,500 for video-conferencing
- \$1,500 for miscellaneous operating expenses

The MOU with CPSP provides approximately \$10,000 on an annual basis to offset the total program costs. Thus, approximately \$16,000 in annual tuition revenue is required in order for the program to be self-sufficient. Moreover, overall sustainability of the program is dependent on receipt of annual tuition revenue equivalent to 1-2 students per year, as well as continued support from CPSP by way of in-kind instructional resources and MOU funds. A letter of support from CPSP regarding its commitment to long-term partnership with the University of Saskatchewan in delivering this program is provided in Appendix IV.

Program tuition has been set at \$15,000 per student per year or \$30,000 per student for the two-year program. Tuition will be paid via contract with the sponsoring correctional agency, with CPSP students (max 3 per year) being covered by the existing MOU. Separate contractual agreements will be established with other correctional agencies/jurisdictions who wish to sponsor one or more students in the program.

REFERENCES

University of Saskatchewan (2011, January). Third Integrated Plan: Areas of Focus. Retrieved from http://www.usask.ca/ip/docs/protected/AreasofFocus_FINALJan2011.pdf?ticket=ST-729601-l2shpbmWFVrEroaJiS4Q-%24HOST

University of Saskatchewan (2008a). *The Second Integrated Plan: Toward an Engaged University, 2008-09 to 2011-12*. Retrieved from http://www.usask.ca/ip/inst_planning/docs/UofS_Report_Booklet_final_LR.pdf

University of Saskatchewan (2006, January). *The Foundational Document on Outreach and Engagement: Linking with Communities for Discovery and Learning*. Retrieved from http://www.usask.ca/ip/inst_planning/docs/OEFD_FINALAPPROVED.pdf

Summary of new courses:

CORR 810.3 Evidence-Based Best Practice in Corrections

This course explores the theoretical and empirical basis of criminal behaviour. This knowledge will then be considered with respect to prediction of criminal behaviour, classification of offenders for purposes of treatment and interventions and finally effective interventions with offender populations.

Rationale for introducing this course:

This course provides foundational knowledge required for senior correctional practitioners to implement evidence based practice in their organization. The uniqueness of this course is the focus on operationalization and application of evidence based correctional principles in the participant's home jurisdiction.

CORR 820.3 Law and Policy in Corrections

This course aims to expose the participants to statutes, acts and legislations that govern corrections, including those governing information sharing and services. Next, policies governing management of correctional clientele, including roles and responsibilities, are reviewed. Legal and policy aspects are each considered from an effective correctional intervention perspective.

Rationale for introducing this course:

Application of effective correctional practices within a jurisdiction requires knowledge of specific legislative regulations, and policies governing that jurisdiction. This course is unique in the review of law and policy application as it pertains to the participant's home jurisdiction. Existing policies will be reviewed for understanding, confirmation of legislative authorities and inclusion of principles related with effective correctional interventions e.g., resource allocation, practice standards.

CORR 830.4 Essential Elements of Forensic and Correctional Assessment

This course provides content teaming and supervised field experience in general psychological and specific forensic assessment as they are applied to offender populations. Risk and criminogenic needs assessment pertaining to risk for general and specific criminal recidivism will be examined, as will the delineation of offender-specific treatment targets for intervention.

Rationale for introducing this course:

Content area knowledge and applied skills at the graduate level in aspects of psychological and forensic assessment, are germane to competent analysis and consultation regarding correctional case management. This particular course differs from other graduate-level psychological assessment courses in that it is focused specifically on knowledge and experience within this domain which is essential to practice with correctional clientele.

Instructor: This course will be taught by members of the Psychology department (Wormith and Olver)

CORR 840.3 Incorporating Effective Correctional Principles and Practices into Case Management

Prerequisite: CORR 810, CORR 830

This course will examine the development case management of offenders from social service

models of the late 1960's to the present day practice of incorporating the Risk, Need, Responsively principles and linking assessment with case management. Important concepts of assessment, risk management and rehabilitation will be explored.

Rationale for introducing this course:

There is a large body of research that identifies effective correctional treatment practices. This course specifically teaches how this information needs to be operationalized and integrated into a case management structure and how to implement such a structure within the candidate's jurisdictional area.

CORR 850.7 Evidence-Based Intervention with Criminal Offenders

Prerequisite: CORR 810, CORR 830

This course will cover topics related to effective correctional intervention with institutional and community-based correctional clients, including aspects of offender screening and classification, a review of general evidence-based treatment approaches with emphasis on cognitive behavioural modalities, and an examination of their application to specific offender criminogenic needs.

Rationale for introducing this course:

This course specifically is geared towards the application of evidence-based forensic psychological knowledge to the selection, application and evaluation of treatment interventions for correctional clientele. A unique element of this course is in its approach to developing key correctional interaction skills and intervention practices for front-line correctional staff working with offenders in both the community and within institutions.

CORR 860.3 Research and Evaluation of Effective Correctional Treatment Principles, Practices and Interventions

Prerequisite: CORR 810, CORR 830

This course explores the evaluation literature on correctional treatment and the research design and methodologies that are used to undertake these evaluation in large organizational structures. A primary objective will be to examine the research and development of the Correctional Programs Assessment Inventory (CPAI) and its use to evaluate correctional programs.

Rationale for introducing this course:

Program integrity and accountability are important principles of effective correctional interventions and are reflected in demonstrating how applied practices and interventions reduce re-offending. This course provides methodological approaches for the student to be able to evaluate program integrity and demonstrate this accountability requirement.

CORR 870.3 Achieving Program Integrity, Quality Assurance, and Outcomes Through Clinical Supervision

This course will examine the role of clinical supervision for assessment and case management in the development of effective correctional treatment service delivery systems. This will include the importance of professional and ethical standards for practice and how this is achieved through policy and developing formal mechanisms to evaluate performance.

Rationale for introducing this course:

Professional candidates in the program review offender cases and provide direction to other professionals. This course provides direct supervision to train the candidate in those important dimensions of clinical supervision that comprise clinical case reviews and reporting.

Instruction for all courses except CORR 830.4: Instruction for these courses will be provided by Senior Clinical Directors from the Saskatchewan Ministry of Corrections, Public Safety & Policing (CPSP) who hold a Professional Affiliate designation with the University of Saskatchewan, so teaching workload of U of S faculty will not be affected. Administrative workload will be assumed by the Centre for Forensic Behavioural Sciences and Justice Studies which receives an annual contribution of funds from CPSP for this purpose.

Instructors will be Professional Affiliates employed by the Saskatchewan Ministry of Corrections, Public Safety & Policing; specific instructor(s) to be determined annually based on the needs of program participants and their respective jurisdictional and geographical areas. Within these parameters, course instruction will be provided by one or more of the following individuals: Dean Carey, M.S.W., Delphine Gassner, M.Ed. Psyc., Janelle Jakiw, M.Ed. Psyc., Ross Keele, M.Ed. Psyc., Doris Schnell, M.A. Psyc., Chris Turner, M.Sc. Clin. Psyc.

October 20, 2011

To Whom It May Concern:

RE: College of Arts and Science Statement in support of the proposal for a Post-Graduate-Degree Specialization Certificate in Evidence-Based Correctional Practice

The Division of Social Sciences and the College of Arts and Science support the introduction of a new Post-Graduate-Degree Specialization Certificate in Evidence-Based Correctional Practice.

Discussions regarding the proposed Certificate have been taking place among the key proponents, including the Division of Social Sciences, the Centre for Forensic Behavioural Sciences and Justice Studies (formerly the Forensic Behavioural Sciences and Justice Studies Initiative), and the Saskatchewan Ministry of Corrections, Public Safety & Policing since 2009. The Dean and Associate Dean of the College of Graduate Studies and Research have also been involved in a number of these discussions.

The proposed credential, a Post-Graduate-Degree Specialization Certificate in Evidence-Based Correctional Practice, was determined based on consultation with the College of Graduate Studies and Research, and the noted similarities between the proposed program and the existing Post-Graduate-Degree Specialization Certificate: Nurse Practitioner, in terms of entry requirement of a graduate degree and emphasis on applied learning in a specialized area of professional practice.

More recently within the College, a proposal to structure the program as a joint offering of the Centre for Forensic Behavioural Sciences and Justice Studies (Centre) and the Department of Psychology, the latter serving as academic authority, was put forward. This proposed arrangement was discussed at two separate Department meetings and approved by Department faculty members on October 13, 2011.

Key issues for discussion with the Department of Psychology included:

- 1) Impact on Department of Psychology resources, in particular two faculty members who are implicated to teach one course in the proposed program, and additional administrative workload. To address this issue, annual funding for two 3cu sessional lecturers and 0.1 FTE clerical support for the Department of Psychology have been included in the program budget. In addition, it is agreed that the Centre will assume the majority of program administration and coordination activities.
- 2) Related to the preceding point, the loss of proficiency and knowledge when replacing seasoned faculty with sessional lecturers in existing Department of Psychology programs.

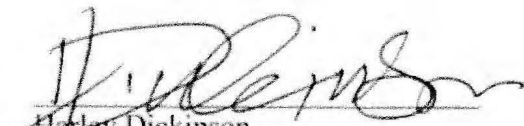
This concern is acknowledged but at the same time it is suggested that providing opportunity to experienced graduate students to teach a sessional course in their area of developing expertise would also be of potential benefit to them. Moreover, loss of content knowledge and expertise would be minimized by ensuring senior faculty mentorship of those students filling such a sessional placement.

- 3) Potential for conflict of interest in the situation where an assigned course instructor who is a Professional Affiliate employed by Corrections, Public Safety & Policing, is also the employment supervisor of a student in the program. It is noted that this potential conflict will be mitigated by the fact that different Professional Affiliates will instruct different courses. Thus, it should not be the case that a single Professional Affiliate will evaluate the same student in all courses. In addition, a joint Committee, consisting of the Centre Director and CPSP Director of Program Development and Therapeutic Services, will have oversight over final decisions regarding student pass/fail evaluation in order to ensure that measurable competency standards have been met and applied consistently for all.

The program itself, developed in full partnership with the Saskatchewan Ministry of Corrections, Public Safety and Policing (CPSP) responds to an identified void in the post-secondary environment for specialized programming which seeks to build capacity and competency in the development and implementation of evidence-based correctional programming and practices. Such evidence-based practice in corrections has been identified by CPSP as an important means of enhancing correctional effectiveness and moreover achieving the broader societal goals of crime reduction and community safety. Thus, through active engagement with CPSP in the development and delivery of the program, the University of Saskatchewan has an opportunity to work alongside senior practitioners, facilitate the transfer of knowledge into practice and to act as a catalyst for evidence-based policy and program/service provision as it pertains to the care of offenders in Saskatchewan, Canada and beyond. It is for these reasons that the development of this program is featured among the new programming initiatives described within the Division of Social Sciences Plan for the Third Planning Cycle, 2012-2016.

In summary, the College is confident in the quality of the proposed program and in the ability of the Centre for Forensic Behavioural Sciences and Justice Studies, together with the Department of Psychology as academic authority, to succeed in implementing and delivering this highly innovative and timely post-graduate offering.

Sincerely,


Hayley Dickinson
Vice-Dean, Division of Social Sciences

**APPENDIX II: EXCERPT FROM DIVISION OF SOCIAL SCIENCE PLAN FOR
THIRD PLANNING CYCLE, 2012-2016**

B. Areas of Focus

Innovation in Academic Programs and Service

"6. Post Graduate-Degree Specialization Program in Corrections: Developed by the Department of Psychology and the Centre for Forensic Behavioural Sciences & Justice Studies in conjunction with the Saskatchewan Ministry of Corrections, Public Safety and Policing (CPSP), this program will attract students from government corrections departments and agencies, both within and outside Canada. No similar program is known to exist within North America. This applied training program designed for senior corrections professionals has the goal of enhancing correctional effectiveness and community safety by ensuring participants are equipped with the advanced knowledge and skills that will support the consistent and effective application of evidence-based corrections programming and practices and active leadership in ongoing corrections research, knowledge translation, application, and evaluation."

MEMORANDUM

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

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

Copies: S. Wormith, R. Appell, L. McIntyre, P. Skilnik

Date: April 18, 2012

Re: Proposal for a Post-Graduate-Degree Specialization Certificate in Corrections

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 Post-Graduate-Degree Specialization Certificate in Corrections in the Department of Psychology.

This report includes four appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), the CGSR approved version of the proposal, and New Graduate Course Proposals. 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 March 15, 2012.

The College of Graduate Studies and Research supports the proposal for a Post-Degree Specialization Certificate in Corrections. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



TC/lb

Graduate Programs and Graduate Executive Committees Discussion and Approvals

Graduate Programs Committee

The proposal for a Post-Graduate-Degree Specialization Certificate in Corrections was reviewed by the Graduate Programs Committee on November 1, 2011, December 6, 2011, and February 1, 2012. A motion to recommend to Graduate Executive was made on February 1, 2012.

MOTION: “that the proposal, with response to minor items (to be submitted and approved by CGSR), for a Post-Graduate Degree Specialization Certificate in Corrections be recommended to Graduate Executive Committee for review.” D. Goodridge/B. Nelson. All in favour. Carried.

Graduate Executive Committee

The proposal was reviewed, as submitted to APC, by Graduate Executive on March 15, 2012. A motion to recommend to APC for review was made on March 15, 2012.

4.2 SPECIALIZATION CERTIFICATE in CORRECTIONS

The Provincial Ministry of Corrections made a large contribution to the College of Arts and Science for the establishment of the Centre for Forensic Behavioural Sciences and Justice Studies. The Centre, which supports graduate students and faculty through scholarships and research funding, submitted a proposal for a two year, 26 credit unit post-graduate-degree specialization certificate in corrections. The certificate program is designed to provide professional upgrading for employed corrections workers from across the province, and the Ministry has committed funding to support the tuition for three students per year in the program.

There was extensive discussion by Executive Committee members regarding the nature of this program and the admission criteria for students. Admission will be restricted to students who are employed by the Ministry of Education working in corrections service in some capacity. Many members expressed the opinion that admission criteria should be knowledge and credential based and not employment based. Proponents for the program noted that students will still meet the institutional admission requirements, and, that this is a certificate program for students who already have a master’s degree. Regardless, several members concluded that this is not a graduate program, rather it is highly specified employment upgrading, and very employer specific.

MOTION: “*That the proposal for a new POST-GRADUATE-DEGREE SPECIALIZATION CERTIFICATE in CORRECTIONS be recommended to APC for approval.*”

Crowe / McIntyre – (5/2/2)
CARRIED

Trever Crowe reminded members that the College has a commitment to APC to include any concerns or comments that arise from discussion at the College level. The minority voice expressed today will be shared with APC when the proposal goes forward and the dialogue will continue at that committee level.



UNIVERSITY OF
SASKATCHEWAN

College of Graduate Studies and Research

MEMORANDUM

TO: Penny Skilnik, Coordinator, Graduate Executive Committee

FROM: Dr. Laureen McIntyre, Chair
Graduate Programs Committee, College of Graduate Studies and Research

DATE: March 12, 2012

RE: Recommendation for review of the proposal for a Post-Graduate Degree
Specialization Certificate in Corrections

At its November 1, 2011, December 6, 2011, and February 1, 2012 meetings the Graduate Programs Committee of the College of Graduate Studies and Research considered the new program proposal for a Post-Graduate Degree Specialization Certificate in Corrections. At its February 1, 2012 meeting the committee passed the following motion:

“that the proposal, with response to minor items (to be submitted to and approved by CGSR), for a Post-Graduate Degree Specialization Certificate in Corrections be recommended to Graduate Executive committee for review.” D. Goodridge/B. Nelson. All in favour. Carried.

Please find attached correspondence associated with the review process (Pages 2-15) and the final version of the proposal (Pages 16-21).

Sincerely,

Laureen McIntyre, Ph.D.
Chair, Graduate Programs Committee, College of Graduate Studies and Research

LS for LM

MEMORANDUM

TO: Dr. Stephen Wormith, Director, Centre for Forensic Behavioural Sciences and Justice Studies

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

DATE: October 27, 2011

RE: **Notice of Intent for a Post-Graduate Degree Specialization Certificate in Corrections**

Thank you once again for attending the meeting of the Planning and Priorities Committee on October 19th to outline the intent for the Post-Graduate Degree Specialization Certificate in Corrections. You are to be commended for taking the initiative to develop this innovative program, with the potential to enhance the training and education of professionals within the provincial justice system and practitioners within our corrections system.

The following recommendations are made for your consideration as the program proposal is developed:

- that additional discussion take place with the College of Graduate Studies and Research regarding the potential to initially offer the certificate program as a special-case program, given the low enrolment envisioned;
- that the proposal include a comment on the sustainability of the program, again associated with the low program enrolment;
- that given the relevance of the program and foreseen program demand, that expansion of the program nationally and internationally be considered, potentially calling upon adjunct faculty and professionals from other agencies and institutions to provide the necessary supervision of students;
- that consideration be given to admitting a cohort of Aboriginal students, who could then provide each other with cultural support throughout the program delivery;
- that the proposal fully elaborate upon the resources required and strategies to ensure these are available beyond the initial ten years of funding identified, and that this include reference to ongoing support for professional affiliates and adjunct faculty members involved in program delivery;

Please let me know if you have any questions regarding any of the above points. It was a pleasure to meet you and Ms. Appell once again, and to review this novel program. I wish you success as you move the proposal through the approval process.

With kind regards,



- c Brett Fairbairn, Provost and Vice-President Academic
- Len Proctor, Chair, Academic Programs Committee
- Trever Crowe, Associate Dean, College of Graduate Studies and Research
- Ronda Appell, Coordinator, Centre for Forensic Behavioural Sciences and Justice Studies
- Russell Isinger, Registrar

September 30, 2011

Dr. Bob Tyler
Chair, Planning & Priorities Committee of Council
c/o Office of the University Secretary
College Building
University of Saskatchewan

Dear Dr. Tyler,

This letter is to notify the Planning & Priorities Committee of University Council that the Centre for Forensic Behavioural Sciences and Justice Studies, in collaboration with the Saskatchewan Ministry of Corrections, Public Safety and Policing, wishes to bring forward to the Academic Programs Committee, a proposal for a specialized post-graduate training program targeted to professionals in the field of corrections. This largely applied training program, designed for senior corrections professionals has as its underlying goal to enhance correctional effectiveness and community safety by ensuring participants are equipped with the advanced knowledge and skills that will support the consistent and effective application of evidence-based corrections programming and practices and active leadership in ongoing corrections research and evaluation. The two-year program, with heavy emphasis on the practical aspects and real-time application of knowledge in correctional settings, would lead to a post-graduate-degree specialization certificate in evidence-based correctional practice.

What is the motivation for proposing the program at this time? What elements of the university and/or society support and/or require this program? The Saskatchewan Ministry of Corrections, Public Safety and Policing (CPSP), approached the Division of Social Sciences, College of Arts and Science about the joint development of the program in the context of the Division's intent to lead the establishment of the interdisciplinary Centre for Forensic Behavioural Sciences and Justice Studies (Centre), the latter which was approved by University Council on May 19, 2011. Discussions between CPSP and the Division of Social Sciences led to the signing of a Memorandum of Understanding between CPSP and the University of Saskatchewan (U of S) on October 29, 2010, which outlines an annual financial contribution from CPSP to the Centre valued at \$150,000 per year for ten years, and the commitment of the parties to collaborate on the development of the proposed post-graduate training program.

What is the anticipated student demand for this program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed? In light of a growing body of literature related to effective correctional practices, and the need to build capacity for its application in the Saskatchewan context, CPSP has identified the need for such an advanced training program, both for its own senior practitioners as well as, given the absence of any other such program in North America, a potentially significant market among professionals from other criminal justice agencies both in Canada and internationally. By playing a leadership role in the development of this unique program offering, there is a window of opportunity for the U of S and CPSP to establish and to be

recognized for setting a new standard of academic excellence and professional achievement for senior practitioners in this area.

As a specialty program for senior practitioners who already possess graduate degrees, demand for and admission to the program will be limited. Further, given the highly applied nature of the program, candidates must apply to the program with evidence of full commitment from a sponsoring organization (employer) that it will support and provide the necessary resources to enable the candidate to satisfy program requirements in the context of fulfilling ongoing job responsibilities. The requirement for agency commitment may further limit the number and range of potential applicants. The MOU with CPSP confers upon the province three seats in the program on an annual basis. Thus, beginning in year two after the program is first introduced, an ongoing cohort of at least six students (three in year one, three in year two) is anticipated. Further expansion of the program beyond six seats will be dependent on observed demand and program capacity. For any students outside CPSP (or within CPSP but in excess of the three reserved seats) an appropriate tuition, to be established in keeping with the University's approved tuition strategy, will apply.

How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer this program at this time? The Centre for Forensic Behavioural Sciences and Justice Studies, envisioned in the second integrated plan of the Division of Social Sciences, College of Arts and Science, has as its vision to "become an international leader in promoting research and education within the domains of forensic behavioural sciences and justice...", and its mission "to build capacity in the creation and use of new knowledge...and act as a catalyst for evidence-based policy change and program/service provision as it pertains to crime, justice, and corrections." (Wormith, 2011) Thus, the development of an advanced program for corrections professionals that is unique in the North American post-secondary environment, is in keeping, both with the Centre's goal to establish itself as an international leader, and its desire to make a meaningful contribution to building capacity and influencing effective policy development and service provision as it pertains to the care and supervision of offenders in Saskatchewan, Canada, and beyond. In addition, the development of such a program is in keeping with "innovation in academic programs and services" described in the areas of focus for the Third Integrated Plan and the need to provide "compelling, engaging, challenging academic programs which are creatively designed....utilize new methodologies and approaches, provide future-oriented professional education and address areas of societal need." (University of Saskatchewan, 2011).

What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program? Relationship between the proposed program and existing programs, such as the Clinical and Applied Social Psychology programs, will be primarily in terms of some shared faculty. There may also be some overlap in content with these programs, and perhaps with criminology courses offered by the Department of Sociology, College of Arts and Science and the Law and Psychiatry course offered jointly by the Colleges of Law and Medicine. However, all of these programs/course offerings are geared toward future, rather than current professionals in the field thus making the focus inherently different. No program deletions are proposed as a result of this initiative. Rather it is anticipated that the program will result in an entirely unique and innovative offering on the North American post-secondary landscape.

Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning been involved in any discussion related to resources? Resource requirements for the program will be limited due to the relatively small enrolment. The MOU with CPSP provides an infusion of resources to offset the cost of program development and well as a contribution to ongoing administrative support. Resources for instruction and field supervision/mentorship will include seven CPSP senior Clinical Directors for whom Professional Affiliate status with the College of Graduate Studies and Research will be sought. Minimal information technology support for program development and delivery is anticipated, that being primarily related to use of video-conferencing for seminar participation in one course. The use of centrally available, rather than dedicated facilities will be utilized to maximize efficiency. In addition, remote access to University library resources for enrolled students and participating instructors will be required in accordance with standard University practice. Due to the large practical (field-based) nature of the program, very minimal if any use of classroom space is anticipated. Finally, no student funding will be provided; rather students will be fully funded by their employer.

In summary, the proposed post-graduate training program for corrections professionals will both address and identified need for advanced instruction and mentoring in this professional group, one that is unmet by any programming in the national, and indeed North American post-secondary environment. At the same time, the program will further the goal of enhancing the University's profile through innovative programming and collaboration with external partners to address advanced education and identified professional development needs. At this time, support from the Planning & Priorities Committee of Council is sought to proceed with formal review of the program proposal by the College of Graduate Studies and Research and subsequently the Academic Programs Committee of Council.

Thank you for your consideration,



J. Stephen Wormith, Ph.D.
Director, Centre for Forensic Behavioural Sciences and Justice Studies
Professor, Department of Psychology

Cc: T. Crowe, College of Graduate Studies and Research
H. Dickinson, Division of Social Sciences, College of Arts and Science
B. Rector, Saskatchewan Corrections, Public Safety & Policing

References:

http://www.usask.ca/ip/inst_planning/docs/UofS_Report_Booklet_final_LR.pdf
University of Saskatchewan (2011, January). Third Integrated Plan: Areas of Focus. Retrieved from
http://www.usask.ca/ip/docs/protected/AreasofFocus_FINALJan2011.pdf?ticket=ST-729601-12shpbmWFVrEroaJIS4Q-%24HOST

Womith et al. (2011, May). Proposal to Establish a Centre for Forensic Behavioural Sciences and Justice Studies. As approved by University Council, May 19, 2011.

From: Crowe, Trever
Sent: Thursday, April 26, 2012 4:42 PM
To: Fornssler, Cathie; steve wormith; Appell, Ronda
Cc: Proctor, Len; Sorowski, Lorrie
Subject: RE: Corrections certificate

Hi, Cathie

Thanks for this update. I'll let Steve and Ronda respond to your questions about the MOU and letter of support. I thought it might also be helpful to provide some additional information about Professional Affiliates. Professional Affiliates are important appointment types for people in CGSR. Professional Affiliates are managed much like adjunct faculty, where they have opportunities to teach graduate courses, mentor graduate students and participate on graduate student committees, and their membership in the College of Graduate Studies is renewable on regular intervals. While it is true that professional affiliates will be involved in course delivery in this program, that is not unique or a break from tradition or allowed policy. There will also be adjunct faculty and tenure-track faculty who will be actively involved in delivery of the program.

I can be available May 09. Please confirm when you know if/when we would be invited to attend.

Regards
Trever

From: stephen wormith <s.wormith@usask.ca>
Sent: Thursday, April 26, 2012 6:12 PM
To: Crowe, Trevor
Cc: Fornssler, Cathie; Appell, Ronda; Proctor, Len; Sorowski, Lorrie
Subject: Re: Corrections certificate

thanks Trevor for your for your points of clarification about professional affiliates. Also I ma point out that the potential academic home of the program, the Psychology Department, has a long history of working with numerous professional affiliates, who are absolutely necessary to sustain our graduate program in clinical psychology. Therefore, I am taking the liberty of suggesting that the department is quite comfortable with our relying on professional affiliates to sustain the lion's share of this program.

Ronda will get copies of the MOU and support letter to you, pronto, and point you towards the relevant clauses.

thanks
sw

From: Appell, Ronda
Sent: Thursday, April 26, 2012 9:30 PM
To: Fornssler, Cathie
Cc: s.wormith@usask.ca; Crowe, Trever; Proctor, Len; Sorowski, Lorrie
Subject: RE: Corrections certificate
Attachments: C2496_Wormith.pdf; DM Hilton letter to UofS.pdf

Hi Cathie - as requested, attached are the MOU and letter of support from CPSP.
Reference to the post-graduate degree specialization program can be found on pp. 12-13 of the MOU.
Please let me know if you require anything further.

Sincerely,
Ronda

Ronda Appell

Coordinator, Centre for Forensic Behavioural Science & Justice Studies
University of Saskatchewan
Tel: 306-966-2687
Fax: 306-966-6007



October 31, 2011

Centre for Forensic Behavioural Sciences and Justice Studies
University of Saskatchewan
9 Campus Drive, Room 110B Arts
SASKATOON SK S7N 5A5

To Whom it May Concern:

I am providing this letter to support the creation of a post-graduate degree specialization program in corrections within the University of Saskatchewan. The Ministry of Corrections, Public Safety and Policing (CPSP) is committed to high-quality research and clinical training in the field of corrections. Our commitment to these outcomes is reflected in the partnership we have developed with the University of Saskatchewan. This partnership, articulated in a joint Memorandum of Understanding, provides long-term funding for research, and our commitment to participate with the University in the design and delivery of a post-graduate degree specialization program.

Years of work by clinical staff, real-world clinical application, and refinement have gone into the proposal you have in front of you today. What is truly exciting is the partnering of expertise and experience between the University and CPSP resulting in an exceptional program I believe has no equal. The program will be of significant interest to correction agencies throughout North America. CPSP is committed to a long-term partnership with the University in delivering this program should it be approved by the University.

Sincerely,

Al Hilton
Deputy Minister

cc: Dr. Brian Rector, Director of Program Development and Therapeutic Services



Saskatchewan
Ministry of
Corrections, Public
Safety and Policing



UNIVERSITY OF
SASKATCHEWAN

MEMORANDUM OF UNDERSTANDING

BETWEEN

UNIVERSITY OF SASKATCHEWAN, a body corporate continued under *The University of Saskatchewan Act, 1995*, S.S. 1995, c. U-6.1
(the "University")

AND

**HER MAJESTY THE QUEEN IN THE RIGHT OF THE PROVINCE OF
SASKATCHEWAN,**

as represented by the Minister of Corrections, Public Safety and Policing
(hereinafter called "CPSP")

The University and CPSP may be collectively referred to hereinafter as the "Parties" or individually as a "Party".

WHEREAS, the University intends to create a centre of excellence for forensic behavioural science and justice studies at the University of Saskatchewan for the purposes of providing training and research;

WHEREAS, the University and CPSP intend to initiate and to promote joint research, development, and training activities in accordance with the Letter of Intent (LOI) signed October 22, 2009 (Appendix A), and shall, by agreement, determine the specific areas and subjects of such cooperation;

WHEREAS, members of the University community including but not limited to the Colleges of Arts & Science, Medicine, Nursing, Law and Commerce have extensive experience in conducting research and development in the Areas of Cooperation (Section 1.1), and are recognized internationally as experts in their fields, and possess the expertise to provide training and mentorship to workers in the field of corrections;

AND WHEREAS, the purposes of this Memorandum of Understanding (the "MOU") are to set out the understanding of the Parties respecting their proposed collaboration and to provide a framework to enable and encourage both Parties to continue and further strengthen their collaboration.

NOW THEREFORE in consideration of the premises and the mutual covenants contained herein, the Parties agree as follows:

1: AREAS OF COOPERATION

- 1.1 The Parties agree to collaborate in joint activities relating to research, training and professional development in the areas of Justice and Forensic Psychology that advances and promotes community safety as more particularly set out in section 2.1.
- 1.2 In order to facilitate the administration and operation of this MOU, there shall be a Committee consisting of one representative from the University and one from CPSP. The Committee shall meet from time to time and in such a manner as it determines for the purpose of granting approvals, monitoring progress, exchanging information, resolving issues and discussing any matter or issue that arises out of this MOU.
- 1.3 Until further notice, the representatives on the Committee are:

Corrections, Public Safety and Policing

Dr. Brian Rector
Director, Program Development and Therapeutic Services
Young offender Programs and Adult Corrections
Ministry of Corrections, Public Safety and Policing
710-1874 Scarth Street, Regina, Saskatchewan, S4P 4B3

University:

Dr. Steve Wormith, Professor,
Department of Psychology, College of Arts & Science
University of Saskatchewan
Room 180, Arts Building
9 Campus Drive, Saskatoon, Saskatchewan, S7N 5A5

2: MODES OF COLLABORATION

- 2.1 The above collaboration will be undertaken by the following modes:
 - (a) an interdisciplinary research and graduate training centre that includes in its mandate aspects of justice and forensic psychology that advances and promotes community safety;
 - (b) a joint applied training program for senior clinicians in the field of corrections as described in Appendix B;
 - (c) a research and evaluation agenda that advances community safety;

- (d) research, practicum, and supervised internship opportunities.
- 2.2 Both Parties agree to fulfill the obligations of the collaboration as described in Appendix "B" providing the necessary funding, personnel, facilities, services, equipment, and supplies. The funding commitment by CPSP is limited to the annual contribution to be provided by it pursuant to section 3.2.
- 2.3 The execution of any specific joint project approved by the Committee and decided upon by the Parties shall be undertaken through a separate written agreement between the University and CPSP.
- 2.4 The Parties agree that each joint project agreement shall be bound by all terms and conditions of this MOU.
- 2.5 The agreement for each such joint project will, without limitation, shall address all significant issues relevant to the execution of the project concerned, shall include a work plan, schedule of performance outcomes, and shall be signed by authorized representatives of each Party and approved by the lead project investigators.
- 2.6 The work plans shall include:
- a brief background of the project, its origin, and its objectives;
 - a description of the technical contents of the project;
 - identified advantages of using the collaborative model to achieve the research objectives (including a schedule of performance outcomes);
 - a timeline of the project; and
 - provisions regarding the division of labour and budgetary allocations.
- 2.7 In addition, each joint project agreement shall be separately negotiated and address, as may be applicable, issues relating to warranty and liability, ownership and licensing of intellectual property, confidentiality, publication rights/academic freedom, and such other matters as may be identified by the Parties.
- 2.8 Parties will assign a "lead project investigator" for each aforementioned project. This individual or these individuals will be responsible for working within the assigned parameters and meeting the project goals.
- 2.9 CPSP is hereby permitted by the University to enroll up to 3 CPSP personnel per academic calendar year for the duration of this MOU in the training program described in section 2.1 (b) above at no additional cost to CPSP; however, enrollment of such personnel will be in accordance with and subject to such requirements of the University as would apply to any other person enrolled in the said training program.

3: ARRANGEMENTS AND FUNDING

- 3.1 In implementing the envisaged collaborative projects, the Parties shall seek financial support through their respective, or shared, sources of funding. Representatives of the

- 3.6 Any financial arrangement resulting from, or related to, individual projects will be articulated clearly in the aforementioned project agreements. The Parties agree that in the absence of any specific agreement to the contrary, all expenses, including but not limited to, salary, travel, living and ancillary costs relating to each specific project, shall be borne by the Party incurring such expenses.
- 3.7 The Parties acknowledge that they anticipate that Project performance will occur through use of premises, facilities, and services contributed by the Parties, provided that if any such contributions are to be made by CPSP for a project they shall be specifically provided for in the project agreement. The Parties shall define in the specific project-related agreements the reasonable access rights and access costs to its facilities and infrastructure in a manner consistent with its existing policies and guidelines.
- 3.8 Payment by CPSP under or pursuant to this Agreement is subject to an appropriation to which the payment can be charged being made available by the Legislature of the Province of Saskatchewan in the fiscal year of CPSP in which a payment provided under this Agreement becomes due, as required under section 33(2) of *The Financial Administration Act, 1993* of the Province of Saskatchewan.

4: RELATIONSHIP OF THE PARTIES

- 4.1 Nothing in this MOU shall be construed as establishing an agency, partnership, joint venture, or employment relationship between the Parties and this MOU will not bind a Party to any contract, arrangement, undertaking, or understanding except as specifically stated herein or within joint project agreements. No Party shall have any authority to act for or to assume any obligations or responsibility on behalf of the other Party.

5: TERM OF THIS MOU

- 5.1 Subject to section 5.2, this MOU shall commence from the date this Agreement is executed by both parties and shall remain in force until March 31, 2020. This MOU may be amended or extended by mutual agreement in writing by the Parties.
- 5.2 Either Party may terminate this MOU effective March 31 of any year by providing at least Twelve (12) months written notice of termination to the other Party.
- 5.3 The termination of the MOU shall not affect the completion of the specific projects, activities and/or agreements approved and entered into under it prior to such termination.

6: CONFIDENTIALITY

- 6.1 For the purposes of this MOU “**Confidential Information**” means information whether in electronic, written, graphic or other tangible form and any such oral information disclosed by a Party (the “**Discloser**”) to the other Party (the “**Recipient**”) that is directly or indirectly connected to an object or purpose of this MOU.

- 6.2 Confidential Information shall not include:
- (a) information which is or becomes publicly known through no fault of the Recipient;
 - (b) information learned by the Recipient from a third party entitled to disclose it;
 - (c) information that can be proven through documentary evidence to have been independently developed by the Recipient without reference to or use of information disclosed by the Discloser hereunder;
 - (d) information disclosed by the Recipient after its receipt of the Discloser's written consent to such disclosure; or
 - (e) information that is required to be disclosed pursuant to a governmental, administrative or judicial process provided that, if disclosure is so required, the Recipient shall notify the Discloser and provide the Discloser assistance with any reasonable effort to obtain confidential treatment for such disclosure.
- 6.3 Each Party acknowledges and agrees that:
- (a) it shall not use any Confidential Information of the other party for any purpose other than furthering the objectives of this MOU;
 - (b) it shall take all reasonable precautions against unauthorized disclosure or misuse of the other party's Confidential Information and at least the same or similar precautions as it would take to preserve the confidentiality of its own confidential information of a similar nature.
- 6.4 Neither Party shall originate any publicity, news release, public statement or public announcement, whether written or oral, relating to this MOU or its activities pursuant to this MOU without the prior consent of the other Party, which consent will not be unreasonably withheld or delayed.
- 6.5 The Parties agree that personal information, as defined in *The Local Authority Freedom of Information and Protection of Privacy Act*, *The Freedom of Information and Protection of Privacy Act* (Saskatchewan) or any similar applicable provincial or federal legislation then in force, that is collected or provided to the other Party shall be used or disclosed only for the purposes for which it was collected or for use consistent with that purpose, except with the consent of the individual from whom the personal information is collected or as specifically authorized or required by law.
- 6.6 The provisions of this Article 6 shall not prevent either party from disclosing any Confidential Information as necessary to comply with any applicable statute or other law requiring such disclosure, or as required for the provision of legal services.
- 6.7 The provisions of this Article 6 shall survive the expiration or termination of this MOU.

7: PUBLICATION

7.1 CPSP acknowledges that a primary function of the University is to add to the general knowledge of society and increase its use for scholarship. The Parties agree that any specific project agreements developed pursuant to Section 2.3 will provide for the rights of University employees and students to publish the results of research performed under such project agreements, but consistent with the confidentiality provisions of Article 6. The author will retain copyright in such publications and specifically any graduate student will hold copyright in a thesis resulting from such research.

8: INDEMNIFICATION

8.1 Each Party (the "Indemnitor") shall indemnify, defend and hold harmless the other Party and its directors, officers, employees, agents and other representatives from and against any and all suits, actions, legal or administrative proceedings, claims, demands, damages, liabilities, interest, legal fees, costs and expenses of whatsoever kind or nature and in any manner directly or indirectly caused, occasioned or contributed to in whole or in part by the Indemnitor or anyone acting under the Indemnitor's direction or control or on the Indemnitor's behalf resulting from their (i) improper use or disclosure of Confidential Information, (ii) violation of any law during the performance of this MOU, (iii) material breach of this MOU, or (iv) negligence or willful misconduct. Notwithstanding the foregoing, in no event shall either party to this MOU bear liability to the other party for punitive damages, lost profits or other indirect or consequential damages. This section shall survive the expiration or termination of this MOU.

9: GENERAL

- 9.1 No amendment to any of the terms or conditions of this MOU shall be deemed valid unless by written instrument signed by both Parties.
- 9.2 Neither Party shall assign or transfer in any manner its interest in any part of this MOU without obtaining prior written approval of the other Party.
- 9.3 This MOU shall be governed by, construed and interpreted in accordance with the laws of the Province of Saskatchewan and the laws of Canada applicable therein and the Parties shall attorn to the exclusive jurisdiction of the courts of the Province of Saskatchewan and all courts competent to hear appeals there from. This section shall survive the expiration or termination of this MOU.
- 9.4 In the event that any provision of this MOU, as amended from time to time, is deemed invalid, void or unenforceable, in whole or in part, by any court of competent jurisdiction, the remaining terms and provisions of this MOU remain in full force and effect.
- 9.5 This MOU and all schedules hereto, and any subsequent joint project agreements, constitute the entire agreement between the Parties with respect to the subject matter of

this MOU and supersede all previous negotiations, communications, and other agreements, whether written or verbal, between the Parties.

There are no warranties, representations or conditions between the Parties except as specially set forth in this MOU. The singular shall include the plural and vice versa, and words importing gender shall include all genders.


- 9.6 This MOU may be executed in counterparts and may be signed and delivered by facsimile or other means of electronic communication producing a printed copy, each of which so signed and delivered shall be deemed to be an original and such counterparts together shall constitute one and the same instrument and, notwithstanding the date of execution, shall be deemed to bear the date first written above.


[Signature Page Follows]

IN WITNESS WHEREOF the Parties hereto have caused this MOU to be duly executed on the day and year first written above.

UNIVERSITY OF SASKATCHEWAN

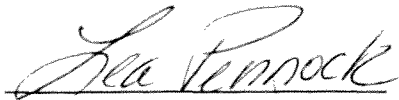
CORRECTIONS, PUBLIC SAFETY AND POLICING


For Chair, Board of Governors


Minister, Corrections, Public Safety and Policing


Date: Oct. 29, 2010


Date: 29 OCT 2010


For Secretary, Board of Governors

Date: Oct 29, 2010

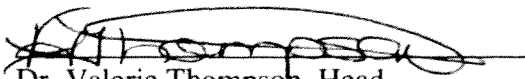
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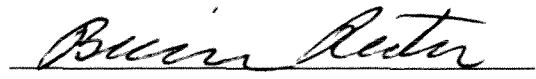

Dr. Joanne Dillon, Dean
College of Arts and Sciences


Mr. Al Hilton, Deputy Minister
Corrections, Public Safety and Policing

Date: 29/10/10

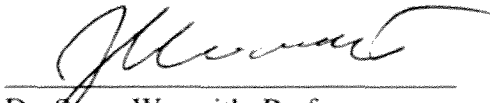
Date: 29/10/10


Dr. Valerie Thompson, Head
Department of Psychology
College of Arts and Science


Dr. Brian Rector, Director
Program Development and Therapeutic Services
Corrections, Public Safety and Policing

Date: 29/10/10

Date: 29/10/10


Dr. Steve Wormith, Professor
Department of Psychology
College of Arts & Science

Date: 29/10/10

APPENDIX "A"

Promoting Community Safety Letter Of Intent

Partnership

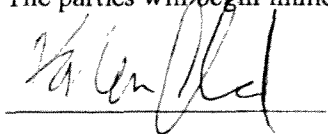
The University of Saskatchewan and the Ministry of Corrections, Public Safety and Policing, have signed this Letter of Intent to confirm their interest in negotiating, within 12 months after the date of this Letter, a Memorandum of Understanding for the purpose of establishing the following outcomes:

Outcomes

- (a) an interdisciplinary research and graduate training centre pertaining to aspects of justice and Forensic Psychology that advances and promotes community safety;
- (b) a joint applied training program for senior clinicians in the field of Corrections,
- (c) a research and evaluation agenda that advances community safety,
- (d) research, practicum, and supervised internship opportunities.

Implementation

The parties will begin immediately to develop the Memorandum of Understanding.



Vice-President of Research
University of Saskatchewan

Date



Deputy Minister
Corrections, Public Safety and Policing

OCT 22 2009

Date



APPENDIX “B”

Part 1. Budget allocation and expenditures

This MOU provides the University with \$150,000 per fiscal year commencing from the date this Agreement is executed by both parties until March 31, 2020 for the purposes of the MOU. As per Section 3.2, this amount shall be inclusive of 15% University overhead. The remaining \$130,436 will fund those activities of collaboration identified in Section 2.1.

As outlined in the MOU the Committee shall have approval in allocating funds between specific initiatives undertaken under Section 2.1. Throughout the duration of the MOU, the Committee have the discretion both to reallocate portions of the budget to address changing circumstances or demands (e.g. computer or software upgrades, new software, hiring of a research assistant for project tasks), and to identify new initiatives. New initiatives will be directly aligned with the initiatives outlined in Section 2.1. Notwithstanding Section 3.3, at no time may the Committee approve expenditures in excess of the allocated budget.

Table 1.0, Budget Allocation, outlines proposed expenditures for the first five years of the MOU. The Expenditure Categories are explained below:

- **Office set-up and furnishing** – in 2010-2011 - \$30,000 will be allocated to furnish the *Centre for Forensic Behavioural Sciences and Justice Studies*. The College has allocated centrally located space – room 110B Arts – for the initiative and has purchased necessary computer, phone and copying equipment. Funds from CPSP may be used for the purchase of furniture (desk, tables, work place dividers, storage, etc), office supplies (whiteboard, writing materials, etc) and to complete minor renovations (window covering, paint).
- **Program Development Costs** – The primary activity in year one of the agreement will be development of a post-graduate program for justice professionals. \$8,000 will be allocated in 2010-2011 to provide teaching release for a member of faculty and to cover incidental costs associated with program development. This faculty member will work with CPSP representatives to develop the proposed program.
- **Research personnel** – Funds will be allocated annually to support research personnel. Such personnel may include postdoctoral fellows, doctoral students and/or research assistants. Decisions on the number and type of personnel will be made by the Committee and will consider the need to provide enhanced training and research capacity within the Centre. The escalating expenditures in this category reflect a modest cost of living increase (3%) and earned salary increments (estimated at 3%).
- **Research/Administrative Assistant** – funds will be allocated annually to cover a portion of the salary costs for an administrative assistant. These funds cover administrative responsibilities related to managing the proposed post-graduate program (admissions, scheduling, advertising, etc) and management of the research accounts and activities related to the MOU.
- **Student / Faculty Research Support** – In each year funds will be used to support research activities associated with the MOU. Activities supported may include seed funding programs, student scholarships, professional ‘sabbaticals’ into the university,

visiting lecturers, etc. The Committee will determine the programs to be funded in any given year.

- **Overhead** – As per the University’s policy, 15% overhead will be assessed on funds provided by CPSP. These funds will be allocated as follows:
 - 50% of the overhead (or \$9,782 per year) will be retained by the University’s central administrative offices. These funds will be used to compensate the University for the general costs associated with research activities such as: the provision of space and its maintenance and servicing (utilities), a proportionate share of other costs such as insurance and legal services, and services provided by the University’s support staff, (e.g., Research Services, Financial Services Division, Human Resources Division, Purchasing Services, Facilities Management Division, Auxiliary Services, Office of the Registrar, Library.)
 - 25% of the overhead (or \$4891 per year) will be retained by the College of Arts & Science to compensate the College for services provided to the Centre such as IT support and set up, financial assistance and research facilitation.
 - 25% of the overhead (or \$4891 per year) will be directed to the Centre and will be used to cover incidental costs associated with its operations including but not limited to supplies, phone lines and long distance, computer replacement, etc.

Part 2. Applied Fellowship Program

Overview & objectives:

The Ministry of Corrections, Public Safety and Policing, Government of Saskatchewan, is mandated to promote safe communities by delivering a broad array of programs- many of which pertain to adults and youth involved in the corrections system. In meeting this mandate, the Ministry employs over 2,000 staff throughout the province. Clinical Directors, or related program personnel, represent an important contribution within this staffing complement in that they provide expert direction in clinical matters pertaining to effective correctional practices. Clinical Directors require a unique combination of graduate education and specialized professional training in the design, implementation, and evaluation of effective correctional programs and services. These professionals are drawn from a range of appropriate academic backgrounds. Currently, however, there is no nationally recognized or widely available graduate program that mentors professionals in the application of effective correctional practices. Jurisdictions individually address this deficit through in-house or informal training programs.

The University of Saskatchewan and the Ministry of Corrections, Public Safety and Policing are collaborating to develop and offer an Applied Fellowship Program that addresses this current gap.

Initiative details:

The Applied Fellowship Program will involve a two-year program that provides candidates with courses, professional mentoring, and work-site assistance in the application of effective correctional practices. Work-site environments may include custody facilities or community-based probation offices. The number of fellowship seats is limited and priority will be given to

candidates of the Ministry. One fellowship seat may be provided at no charge to U.S. Federal Probation and Pretrial Services. Fellowship seats not used by the Ministry may be awarded to candidates external to the Ministry.

Upon successful completion of this two-year program the University of Saskatchewan will award the candidate with a graduate level recognition to be determined.

Benefits of collaborative approach:

The proposal builds on the expertise of both parties to create a unique, highly relevant, high quality, application-focused program for professionals seeking to apply effective correctional practices in the Saskatchewan, Canadian and possibly international arena. Specifically:

The University of Saskatchewan will provide:

- a mechanism for marketing and managing the program
- faculty and other professional staff in the design and delivery
- ongoing review and revision of the program based on cutting edge research
- candidates with courses, including alternative delivery courses, relevant to the program e.g. forensic assessment
- university affiliate recognition for members of the Ministry's Program Development and Therapeutic Services Unit, in compliance with University policy
- office support, administration, and space as appropriate

The Ministry of Corrections will

- Provide a structured mentoring and evaluation process of fellowship candidates.
- Assist candidates in on-site application of effective correctional practices.

Project timelines:

The Applied Fellowship Program will be jointly developed and delivered by the University of Saskatchewan and Corrections, Public Safety and Policing. The following timeline is proposed:

Development Phase- – April 2010 to April 2011

April to December 2010 – joint development of the curriculum

Submission for approval of the program by the requisite University bodies- January 2011.

Approval of the program by the University bodies- by April 2011.

Recruitment Phase- January to September 2011

January to September 2011– advertising and publication of program, specific date contingent upon University approval of the program.

September 2011 – intake of first cohort

TABLE 1

Budget Allocation, Prairie Centre of Excellence for Forensic Behavioral Science and Justice

	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Project Expenditures</u>					
Office - Set-up and Furnishing	30,000				
Research Personnel	71,250	97,850	100,786	103,809	106,923
Program Development Costs	8,000				
Research/Administrative Assistant	10,000	10,000	10,000	10,000	10,000
Student/Faculty Research Support	11,186	22,586	19,650	16,627	13,513
Total Project Expenditures	130,436	130,436	130,436	130,436	130,436
<u>Overhead Costs</u>					
Central Overhead	9,782	9,782	9,782	9,782	9,782
Forensic Centre Overhead	9,782	9,782	9,782	9,782	9,782
Total Contribution	150,000	150,000	150,000	150,000	150,000

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: June 21, 2012.

SUBJECT: **College of Medicine: Change in admission qualifications for out-of-province residents.**

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Medicine to change the admission qualifications for out-of-province residents, effective for 2013 admissions.

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 Fall, 2012 meeting of University Senate for confirmation.

SUMMARY:

This proposal will rationalize the qualifications and numbers of out-of-province applicants so that the college admissions process can deal more effectively with qualified applicants. The proposal requires the admission qualification of a four-year undergraduate degree. The selection criteria applied by the college to qualified applicants will rank them for interviews based on the Medical College Admissions Test scores rather than their GPA so that a broader range of applicants can be considered for interviews. Admission decisions will continue to be based on the interview results.

REVIEW:

At its May 23, 2012 meeting, the Academic Programs Committee discussed this proposal with College of Medicine Director of Admissions Barry Ziola and agreed to recommend approval of this change to admission qualifications.

ATTACHMENTS:

Proposal documentation

At its meeting on May 30, 2012, the College of Medicine approved the following change in admission qualifications for out-of-province applicants:

**REPORT FOR DECISION AT FACULTY COUNCIL
May 30, 2012**

That the following framework be implemented for how out-of-province (OP) residents are allowed to apply to and are selected for study at the University of Saskatchewan (UofS) College of Medicine (CofM):

- (i) application can be made only **during or after the final year of a four-year degree**,
- (ii) if a four year degree is completed prior to application, course-work for the degree must have been started within the 48 months prior to the end of August immediately before application,
- (iii) if in the final year of a four year degree, a minimum of 90 credit units must have been completed in the 36 months prior to the end of August immediately before application,
- (iv) all courses completed towards the four year degree at the date of application will be used for calculation of grade-point-average (GPA),
- (v) the minimum GPA required for application will be 83.0%,
- (vi) the four year degree must be completed by the time study of medicine starts,
- (vii) remaining courses completed for the degree after the date of application must minimally average 83.0%,
- (viii) the Medical College Admission Test (MCAT) must be completed prior to application with the scores on verbal reasoning (VR), physical sciences (PSc) and biological sciences (BSc), totaling a minimum of 30 (no score less than 8), with a writing score minimum of N,
- (ix) selection of applicants invited to interview will be based on the MCAT VR+PSc+BSc total score (MCAT Sum), with the VR score being used to break ties, and
- (x) offer of a seat in medicine out of the ten-seat quota for OP residents will continue to be based 100% on the applicant's performance in the CofM multiple mini interview (MMI).

On behalf of the Admissions Committee,



Dr. Barry Ziola
Director of Admissions

Current process for application by and assessment of OP residents

OP residents currently can apply to the CofM as early as in the third year of study towards a four year degree. For such applicants, their GPA from their first two full years of study (i.e., 60 credit units; CU) is used. For applicants with more than two years of study completed, the GPA for their best two full years is used. The minimum best two-year GPA required for application presently is 80.0%. OP applicants also must have completed the MCAT with a MCAT Sum of at least 26 (no score single score less than 8) and N or better in the writing sample. OP applicants meeting these requirements are then simply ranked by best 2-year GPA and the top 50-60 are invited to attend the CofM MMI in March. Final ranking of OP applicants for offers of admission then is based 100% on their results in the MMI. Any coursework completed after application and prior to start of medical school must show consistency in outcome with prior academic performance or an applicant can be withdrawn from consideration.

Proposed process for application by and assessment of OP residents

The intent of the motion is to require accepted OP applicants to minimally have completed a four-year degree by time they start the study of medicine in our College. All coursework completed (minimum 90 credit units) as of the date of application will be used for calculation of an applicant's GPA and the minimum GPA needed for an application to be acceptable will move from 80% to 83%. All OP applicants will continue to complete the MCAT prior to application, but now a minimum MCAT Sum of 30 (minimum of 8 in each section) and N in the writing sample will be required for an application to stand. Provided these requirements are met, the MCAT Sum then will be used to select the 50-60 OP applicants invited to our MMI each year. In the event of applicants having the same MCAT sum, the VR score will secondarily be used for selection. OP applicants will be offered seats based 100% on their MMI performance (as is now the case). OP applicants offered a seat who have not yet completed their four year degree must maintain an 83% average in the courses used to complete the degree after the date of application.

Background and Rationale

Over the current and the past five admissions cycles, and excluding OP Self-declared Aboriginal applicants, the C of M has received an approximate average of 450 applications from OP residents per year (e.g., 458 in 2010-2011; 443 in 2011-2012; 480 in the current cycle). In selecting the 50 or so OP applicants to invite to our MMI, the best two-year GPA cut-off involved has been well above 90% for the past six cycles (e.g., 92.3% for 2010-2011, 92.5% for 2011-2012, and 93.0% for the current cycle). These absurdly high GPA cut-offs for an interview offer firstly mean we receive many declines (in many instances right before the interview weekend). It secondly means that those applicants that do interview are highly competitive and, as they generally apply to several schools, result in our not filling our OP reserved seats in most years, despite making sequential offers to the 30 or more applicants who score in the top 60% of MMI performances each year.

The current proposal aims to have better academically prepared OP applicants (must be at least in the final year of a four year degree), with those chosen to interview selected not on two-year GPA, but on MCAT Sum. The comparisons of MCAT Sum to two-year GPA for the two most recent application cycles (2010-2011 and 2011-2012) are found on appended pages **A** and **B**. The arrows on the two graphs indicate the GPA cut-off that was used for invitation to interview (92.3% giving 55 applicants and 92.5% giving 52 applicants), the MCAT Sum minimum which would have given approximately the same number of applicants to interview (36 giving 51 applicants and 35 giving 57 applicants), and the proposed minimum GPA of 83% needed to apply. The solid vertical line on each graph shows the impact of moving the MCAT Sum requirement from 26 to 30.

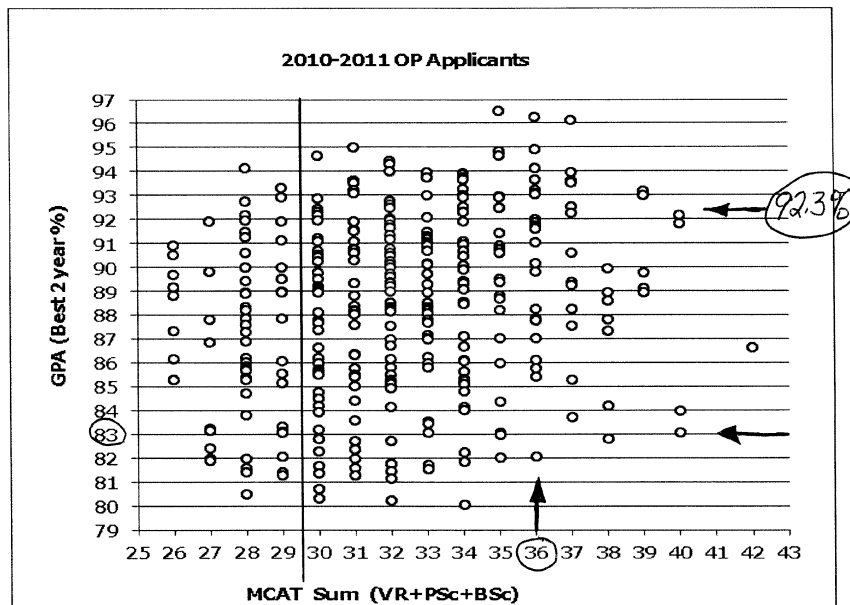
Appended page **C** summarizes the two GPA/MCAT Sum data sets graphed on pages **A** and **B**. It should be noted that moving to MCAT Sum to select OP applicants to interview does not displace all applicants who would have been invited based on the GPA cut. Approximately 30-35% of applicants are found in both the high GPA and the high MCAT Sum groups; hence, they would have been invited to interview using either selection process. The analyses of the past two years of data show that using the high MCAT Sum process to select OP applicants to interview would result in a cohort with a 2-3% drop in median GPA, but with a corresponding increase of essentially 3 in the median MCAT Sum. Using the MCAT Sum section process would select applicants with a widened GPA range, with conversely a narrowing of the MCAT Sum range.

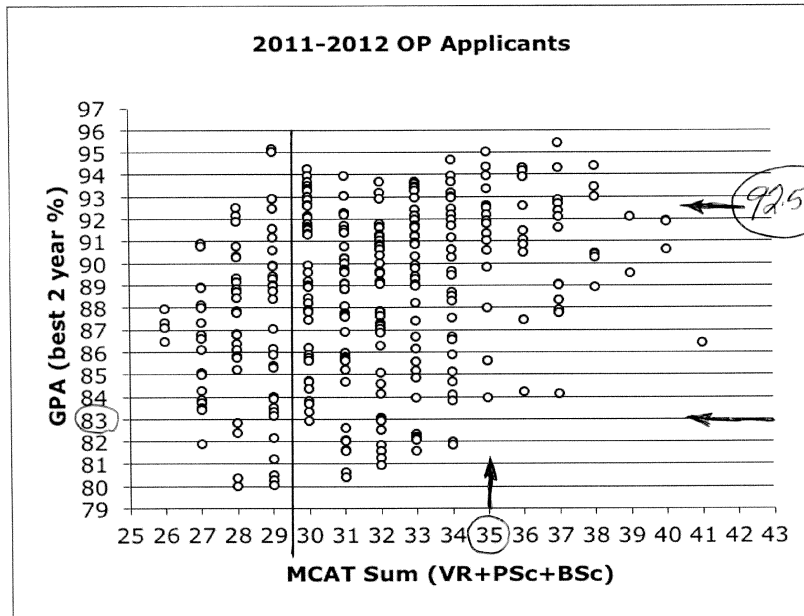
Appended page **D** is a graph showing the MCAT Sum results for the years 2008-2010 (236,806 tests completed). The lines drawn show the current MCAT Sum requirement of 26, the proposed MCAT Sum requirement of 30, and the MCAT Sum of 35 and 36 which would have given a MMI OP applicant invite list of approximately 50 each of these past two years. Assuming a MCAT Sum of 33 or higher will be needed for an invite to interview, OP applicants ultimately offered a seat on our College would be found well within the **top 10%** of individuals writing the MCAT. Selecting based on MCAT Sum, like selecting on GPA, thus **assures selection of applicants with excellent cognitive abilities**. However, with the GPA range involved now being 83% to approximately 96%, rather than 93% to approximately 96%, the probability should be higher of both having fewer MMI invite declines and, ultimately, more seat acceptances.

Appended page E contains some additional analyses done on the previous two years of OP applicants. As it turns out, most applicants were in their fourth year of study or beyond. As such, requiring a “4 year degree” at entrance on its own would remove only 10-15% of the currently qualified OP applicants each year. Changing the minimum GPA required from 80% to 83% likely will remove approximately another 10% (see pages A and B), and changing the MCAT Sum requirement from 26 to 30 will remove approximately another 25% (again, see pages A and B). All told, the proposed changes are expected to still result in approximately 50% of our recent qualified OP applicant numbers. Starting at approximately 450+ OP applicants and immediately discounting the 100 or so applicants who can not “read” and therefore apply without meeting our qualifications, we will still have an estimated minimum of 170+ qualified OP applicants from which to invite approximately 50 to interview for the ten available seats. This applicant to seat ratio of 17+ is still much higher than the comparable ratio for Saskatchewan residents who apply to study medicine at the UofS (i.e., the ratio is 5.3 for the current year).

Given that approximately 85% of recent OP applicants are already applying in their fourth year of study or beyond, changing our MMI invite from a high GPA to a MCAT Sum selection process should not significantly change the age of OP residents studying medicine at the UofS.

Finally, the proposal includes using the MCAT VR score to break MCAT Sum ties when selecting OP applicants to interview. This is based on the finding that VR scores are significantly higher for applicants who had a high MCAT Sum, but a GPA below the GPA interview cut score as compared to applicants with a high MCAT Sum and a GPA high enough to get an MMI invite the past two years.





APPENDED PAGE B

APPENDED PAGE C

Out-of-Province Applicants

Group (N)	GPA (%) Median	GPA (%) Range	MCAT* Median	MCAT Range (maximum MCAT sum is 45)
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2010-2011 (total 458, but only 347 had GPA \geq 80% & MCAT SUM of at least 26+N)

GPA \geq 92.3% (55 invited to interview)	93.22	92.30 - 96.50	34	28-39
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GPA \geq 83% MCAT \geq 36** (51)	89.95	83.05 - 96.25	37	36-42
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Overlap: 14 applicants are found in both groups.

2011-2012 (total 443, but only 322 had GPA \geq 80% & MCAT Sum of at least 26+N)

GPA \geq 92.5% (52 invited to interview)	93.38	92.50 - 95.40	33/34	29-38
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GPA \geq 83% MCAT \geq 35** (57)	91.61	83.93 - 95.4	36	35-41
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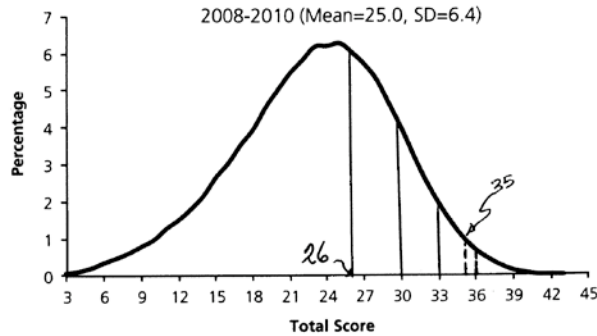
Overlap: 20 applicants are found in both groups.

*Verbal reasoning (VR), physical sciences (PSc) and biological sciences (BSc) are scored on an integral scale, each with a maximum of 15. When the MCAT is used for applying to the UofS CoM, scores in these three sections must total \geq 26 with no score below 8 (the writing sample must have a score of N or better on a scale that has a maximum of T - writing sample scores are not included in these analyses).

**Along with the 83% GPA requirement, the MCAT cut-off value shown gives close to the same number of applicants that were actually invited to interview in each year, allowing direct comparison of the two groups each year or with combined data over the two years.

REFER TO THE TWO GRAPHS ON THE PREVIOUS TWO PAGES FOR THE FULL DATA SET FOR EACH YEAR.

Figure 1. Distribution of MCAT total Scores for 2008-2010 Examinees (N=236,806)



Score Summary for 2008-2010 Examinees

	2008-2010 (N=236,806) Mean (SD)
Physical Sciences	8.3 (2.5)
Verbal Reasoning	8.0 (2.5)
Writing Sample	0
Biological Sciences	8.8 (2.5)

OTHER ANALYSES:

[1] For the two combined years, 12 (11.2%) of the 107 “high GPA” and 14 (13.0%) of the 108 “high MCAT” applicants applied during year three of undergraduate study. With a requirement to apply at the earliest during year four of undergraduate study (i.e., minimally a four year undergraduate degree must be completed by start of medical school as proposed in the motion), these applicants would have been ineligible to apply. Consequently, the vast majority OP applicants already have a four year degree completed upon starting medical school.

[2] The combined 108 “high MCAT” applicants had slightly more years of university study completed compared to the combined 107 “high GPA” applicants; however, this was not significant ($p = 0.199$, independent samples Mann-Whitney U test). All told, approximately 85% of OP applicants would have had a four-year degree completed at the point of entering medical school.

[3] There is no statistical difference ($p = 0.95$, independent samples t -test) between the ages of the 107 (55+52) applicants with a “high GPA” and the 108 (51+57) applicants with a “high MCAT”.

[4] When the combined 108 “high MCAT” applicants were separated into those with high GPA (i.e., the 34 “overlap” applicants) and those with GPAs below 92.3% for 2010-2011 and below 92.5% for 2011-2012 (i.e., a total of 74 applicants), the latter group had a significantly higher score on the VR component of the MCAT ($p = 0.012$, independent samples Mann-Whitney U test). No difference was found in PSc and BSc scores.

[5] No obvious difference was found in the program of study for the “high GPA” and “high MCAT” applicants. The vast majority (>95%) of applicants in both groups were in science-oriented degree programs, with multidisciplinary science programs most popular in both cases (approximately 30% of all applicants). The remaining applicants in both groups were distributed over the same range of single subject disciplines. Neither group contains applicants in a program of study unique to that group.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE

FOR INFORMATION ONLY

- PRESENTED BY:** Len Proctor, Chair, Academic Programs Committee of Council
- DATE OF MEETING:** June 21, 2012. Some of the items in this report have been brought forward from the May, 2012 meeting
- SUBJECT:** **Items for Information:**
- Pharmacy and Nutrition: Change to Academic Calendar for fourth-year students**
 - CGSR: Increase in Physical Therapy program credit units**
 - CGSR: Change of program name to Biological Engineering**
 - Education: Change of name for Vocational Education Certificate**
 - Veterinary Medicine: Increase in Veterinary Medicine Year Four program**
 - Nomenclature Report: Addition of mobility terminology**
 - Annual Report of the committee for 2011-12**
- COUNCIL ACTION:** For information only

SUMMARY:

The following items were approved by the Academic Programs Committee at its meeting of April 25, 2012 and are reported to Council for information:

1. Pharmacy and Nutrition: The Academic Calendar for fourth-year pharmacy students has been changed to accommodate clinical program requirements
2. CGSR Physical Therapy program: The number of credit units required for the Master of Physical Therapy program has been increased by 1 credit unit due to an additional credit for PTH 818 Functional Neuroanatomy
3. CGSR Agricultural and Bioresource Engineering program name change: The name for these graduate programs has been changed to “Biological Engineering” to more closely reflect the name of the department.

The following items were approved by the Academic Programs Committee at its meetings of May 9 and May 23, 2012 and are reported to Council for information:

4. Education: Change of name for Vocational Education Certificate. The name of this certificate of proficiency was changed to “Certificate in Secondary Technical Vocational Education” as an editorial revision to the Calendar in 2007 but it was determined this year that

the name change had not been approved by Council. The Academic Programs Committee agreed to authorize this name change retroactively by committee motion.

5. Veterinary Medicine: Increase in Veterinary Medicine Year elective requirements. The increase of between 2 to 4 credit units in required electives was approved for students beginning in 2013, with existing students also eligible to take an increased number of electives.

6. Nomenclature Report: Addition of mobility terminology.

7. Annual Report of the Academic Programs Committee for 2011-12

ATTACHMENTS:

Email from Pharmacy and Nutrition

CGSR Physical Therapy program change summary

CGSR Name Change form

Memo from Education

VCVM memo

Mobility terminology list from SESD

Annual report

Change to Academic Calendar regarding Pharmacy fourth year schedule

Email regarding change of term end date for fourth-year Pharmacy, to May 3, 2013

The second term of 4th year for pharmacy students is all experiential . It is three 5 week placements with a week in between each because students sometimes have to move to a different city or different part of the province or sometimes even out of province. We normally try to start around January 3 or 4th. Starting on the 4th in 2013 does not make sense- it is a Friday and not good for health regions. The health regions (where more than 1/3 of our students will be starting) are really opposed to starting on January 3rd because they are not up to full staffing and hospital patient capacity is also not up after the Christmas break. This year looking at the schedule, we decided to try to accommodate them and start the following week.

Our schedule will now look like this:

Block 1 Jan 7 – Feb 8, 2013

Break Feb 11 – Feb 15

Block 2 Feb 18 – Mar 22

Break Mar 25 – 29th

Block 3 – Apr 1 – May 3

Yvonne Shevchuk
College of Pharmacy and Nutrition

Change to total number of credit units in Physical Therapy program:

School of Physical Therapy

From: PTH 818.2 – Functional Neuroanatomy

To: PTH 820.3 – Same title

Rationale: The School of Physical Therapy's (SPT) Executive Curriculum Committee (ECC) received feedback from student course evaluations and through student representation on the committee, questioning the rationale for PTH 818 Functional Neuroanatomy to be only two credit units. It was felt that the workload of this class was not adequately represented by the credit units. This initiated a review by the ECC beginning in January 2010 which included consultation with the Biomedical Sub-committee of ECC and the PTH. 818 instructor, Thomas Langer (minutes supported). On review of the original Graduate Course Proposal Form, it notes the total course hours from lectures to be 24 and the labs 24. Student feedback noted that there were considerably less hours of lab time. In discussion with the instructor, a lab defined in neuroanatomy is related to clinical cases. The number of hours in PTH. 818 in the 2011-12 academic year devoted to actual time spent in the anatomy lab is 6 hours (occasionally eight depending on statutory holiday). The rest of the time spent in the course is within the classroom in lecture or working through clinical cases, which is another teaching method used in this course. The SPT understands that lab hours are weighted less when calculating the credit units. It is recommended that the credit units of this course be recalculated based on 6 hours of actual lab time and 42 hours of lecture. It is felt that 3 cu will more appropriately represent the workload of this course and be consistent with the approach used in other PTH courses with respect to lab and lecture hours.

Master of Physical Therapy - Required Credit Units Increase

With approval of PTH 820.3 the total required credit units for the Master of Physical Therapy would increase from 137 to 138.

Contact Person: cathy.arnold@usask.ca

Approval: Graduate Programs Committee, March 21, 2012



MEMORANDUM

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

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

Copies: O. Baik, L. McIntyre, P. Skilnik

Date: April 19, 2012

Re: Recommendation for APC review of the proposal for Program, Degree, Field of Specialization, and Course Label changes to the PGD, M.Eng., M.Sc., and Ph.D. in Agricultural and Bioresource Engineering

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 name changes in Agricultural and Bioresource Engineering.

This report includes three appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), and the CGSR approved version of the proposal. The formal review started with the Graduate Programs Committee on December 6, 2011 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on April 19, 2012.

The College of Graduate Studies and Research supports the proposal for Program, Degree, Field of Specialization, and Course Label changes to the PGD, M.Eng., M.Sc., and Ph.D. in Agricultural and Bioresource Engineering . If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.

TC/ls

Graduate Programs and Graduate Executive Committees Discussion and Approvals

Graduate Programs Committee

The proposal for Program, Degree, Field of Specialization, and Course Label changes to the PGD, M.Eng., M.Sc., and Ph.D. in Agricultural and Bioresource Engineering was reviewed by Graduate Programs Committee on December 6, 2011 and on March 21, 2012. A motion to recommend the proposal for Graduate Executive review was made on March 21, 2012.

MOTION: “that the *Request for Change of Name* proposal for the Program, Degree, Field of Specialization, and Course Label names for the PGD, M.Eng. M.Sc. and Ph.D. in Agricultural and Bioresource Engineering be recommended to Graduate Executive committee for review.” G. Putz/B. Nelson. All in favour. Carried.

Graduate Executive Committee

The proposal was reviewed, as submitted to APC, by Graduate Executive on April 19, 2012. A motion to recommend to APC for review was made on April 19, 2012.

AGRICULTURAL AND BIORESOURCE ENGINEERING - Proposed Name Change

MOTION: “*To approve the proposed program and degree name change from Agricultural and Bioresource Engineering to Biological Engineering.*” McIntyre/Zellar CARRIED 1 abstention

Crowe summarized that previously the department and College of Engineering had changed its undergraduate program name but had not changed the graduate program name. To be consistent with the undergraduate programs and in line with other naming standards across North America, the department recommends the graduate program and degree name be changed to ‘Biological Engineering’.



Office of the University Secretary

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Oon-Doo Baik, Graduate Chair of ABE program Date: March 6, 2012 (revised version) and, Nov. 2011 (first submission)_____

College: _College of Graduate Studies and Research_____

College approval date:_____

Proposed effective date of the change: _May. _2013 or earlier if possible_____

1. Proposed change of name

	From:	To:
College		
Department		
Program name	Agricultural and Bioresource Engineering	Biological Engineering
Degree name	PGD, M.Eng., M.Sc. and Ph.D. in Agricultural and Bioresource Engineering	PGD, M.Eng., M.Sc. and Ph.D. in Biological Engineering
Name of Field of Specialization (major, minor, concentration, etc)	Agricultural and Bioresource Engineering	Biological Engineering
Course label (alphabetic)	ABE	BLE
Building		
Street		
Other		

2. Documentation

Rationale

- Since July 1, 2010 our Department name has been changed to “Chemical and Biological Engineering (CBE)”. Thereafter, one of our undergraduate program names was changed from “Agricultural and Bioresource Engineering (ABE)” to “Biological Engineering (BLE)”. After significant consideration, we found our graduate program “Agricultural and Bioresource Engineering’ should also be named as “Biological Engineering” to move forward and to be consistent with our current undergraduate program name and further department identity. This would also bring the name of the program in line with other programs of similar origin and current content across North America conforming to the wishes of the ED-210 committee vote (July 2005) to have all programs associated with American Society of Agricultural and Biological Engineers (ASABE) and CSBE (Canadian Society of Bioengineering) to be named *Biological Engineering*.
- Graduate students strongly support the name change although a few students expressed concerns about the weak identity and popularity of the new program name. These days, majority of our potential applicants search and contact their potential supervisors from web sources, often googling with key words related to their fields of interest, for example “food and bioprocess engineering”, thus the concerns might be resolved by enhancing our website contents on program descriptions, courses and fields of research, and job opportunities. Many applicants outside the North America are now getting familiar with the name change trend in North America through ASABE or Institute of Biological Engineering (IBE) and other related academic journals (Journal of Biological Engineering, Biosystems Engineering, Trans of ASABE, etc.)
- The name opens opportunities to enhance synergies with the Chemical Engineering program.
- This name change was approved during the CBE Department meeting on Nov. 15, 2011.
- This is not a change in the content of the program content but only a name change.

Background

- In North America, Biological Engineering has covered Agricultural Engineering plus more according to the definition by IBE: “Biological engineering is the biology-based engineering discipline that integrates life sciences with engineering in the advancement and application of fundamental concepts of biological systems from molecular to ecosystem levels.” (IBE, 2011). Currently, our graduate program covers bioenergy production systems, machine design for food production, food processing and system design, nutraceutical isolation and purification, pharmaceutical manufacturing, bio-composite material utilization, animal and plant environmental design, soil and water utilization for food production, and biomass collection and densification, and has been expanding to human and animal health as well.
- In 1966 North Carolina State University changed its curriculum and department names from Agricultural Engineering to *Biological and Agricultural Engineering*. Shortly thereafter Mississippi State University in 1968 created the first *Biological Engineering* curriculum to add to its Agricultural Engineering curriculum. Names of programs still remained predominantly Agricultural Engineering through the 1970s and 1980s. As can be seen in Figure 1, academic programs of traditional agricultural origin started evolving substantially toward ‘bio’-type names in the mid-1980s. In 1997, the number of ‘bio’-type curricula exceeded the number of agricultural engineering curricula for the first time (26 versus 22). Five years later in 2002, 85% of the curricula of agricultural origin had converted to ‘bio’-type names (Young, 2006).

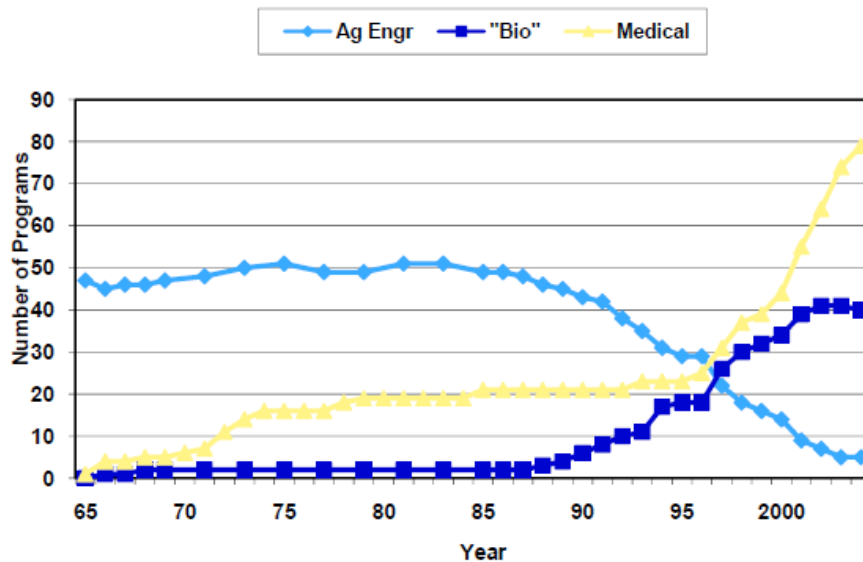


Figure 1: Chronological numbers of undergraduate programs with 'bio'-type engineering names (Young, 2006). Data derived from ASABE and the Whitaker Foundation.

Impact of the change

- **Impact on students:** Graduate students will graduate with a discipline name which better reflect their field of specialization. The name of "Agricultural and Bioresource Engineering" has been perceived to be limited to only agricultural sector which has prevented them to market themselves outside of agricultural sector.
- **Impact on faculty:** None.
- **Impact on staff:** None.
- **Affect on other programs, departments, colleges, centres:** It will not have an impact on other programs, departments, colleges, centres. Renaming the program to Biological Engineering better aligns the program name with its new department, the Department of Chemical and Biological Engineering.
- **Impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.):** All the program indication should be changed from "Agricultural and Bioresource Engineering" or "ABE" to "Biological Engineering" or "BLE" in the course calendars, admission, program management, and course websites.
- **Resource areas such as library resources, physical facilities, and information technology:** It will not have any impact on library resources as the scope of the graduate work remains mainly the same. Although the research scope in the program has been recently broadened to biomedical and biochemical engineering, library resources (i.e. journals, data bases, books, etc.) for these fields are already existing and adequate in terms of quality and quantity.
- **External impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies):** Compared to "Agricultural and Bioresource Engineering", "Biological Engineering" reflects broader areas of research which can attract top students from different fields including Medicine, Engineering, Biotechnology to pursue their graduate studies in the program. As the number of

quality graduate students in Biological Engineering increases, the reputation of the program will be enhanced.

References:

IIBE. (2011). Home. Retrieved November 1, 2011, from Institute of Biological Engineering:
<http://www.ibe.org/engineering-for-life.html>

Young, R. E. 2006. Comparison of 'Bio'-Type Engineering Undergraduate Curricula from Agricultural, Medical, and Chemical Origins. *Int. J. Engng. Ed.* 22(1):14-22.

MEMORANDUM

To: Cathie Fornssler, Committee Coordinator Academic Programs Committee

From: Lynn Lemisko, Assistant Dean, College of Education
Sherry Pederson, Programs Director, College of Education

Date: May 11, 2012

Re: Name Change – Secondary Technical Vocational Education Certificate

I am writing to confirm that the certificate of proficiency that was once titled “Vocational Teaching Certificate” was renamed “Certificate in Secondary Technical Vocational Education”.

The College of Education feels it more appropriate to refer to “vocational education” rather than “vocational teaching” because the “education” terminology is broader and more accurate. The term “teaching certificate” is a provincially-used accreditation terminology and therefore using it on a university credential could potentially be confusing. At present the name of this certificate is indicated in the course catalogue as “Certificate in Secondary Technical Vocational Education”. This name more accurately reflects the idea that this is a certificate of proficiency rather than a post-degree certificate.

The renaming of this certificate does not appear to have been taken through any official College of Education approval process. Instead, it appears that the name change occurred during the yearly course catalogue/calendar update process (in 2004/2005) when a memo, written by Helen Aikenhead (most likely in consultation with the then-Assistant Dean Undergraduate Program & Research), indicated this as a calendar change.

We confirm that name change reflects the content of this certificate program and that, in our understanding, there has been no significant revision of content that would require approval. We request that the renaming of this certificate be approved by the Academic Programs Committee.

It should also be noted that another program, the certificate of successful completion titled “Post-Secondary Technical Vocational Education Certificate” has been discontinued since 2005/2006.

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Total number of credit units required for graduation.
Increase required elective credit units to 16

Degree(s): Doctor of Veterinary Medicine
 Field(s) of Specialization:
 Level(s) of Concentration: Option(s):
 Degree College: Western College of Veterinary Medicine
 Department: Dean's Office
 Home College: Western College of Veterinary Medicine
 Contact person(s) (name, telephone, fax, e-mail): Karen MacDonald, PH: 7326 FAX: 8747
 Date: May 2012
 Approved by the Degree College and/or home college: 3rd Year Teachers and Examiners
 Committee, Curriculum Committee, WCVM Faculty
 Proposed date of implementation: November 2012

2. Type of change

Requiring approval by Council

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

Requiring approval by Academic Programs Committee

- Addition of a higher Level of Concentration to an existing Field of Specialization.
 - Addition of a new Field of Specialization at the Minor Level of Concentration.
 - A change in program options
 - A change in the name of a Degree-level Program or Field of Specialization.
- X A change in the total number of credit units required for an approved degree program.**



May 22, 2012

Office of the University Secretary
Academic Programs Committee
College Building
107 Administration Place
University of Saskatchewan
Saskatoon SK S7N 5A2

Attention: Cathy Fornslar

Dear Cathy:

RE: Doctor of Veterinary Medicine degree program credit unit increase

Preamble: In 2006, the Western College of Veterinary introduced a new Doctor of Veterinary Medicine curriculum. The curriculum was introduced to Year 1 in 2007, Year 2 in 2008 and Year 3 in 2009. New to the DVM degree was the opportunity for students to select electives in Year 3. The elective credit unit requirement was a minimum of 14 credit units to a maximum of 16 credit units. Making the DVM graduation requirements:

Year 1 40 credit units

Year 2 44 credit units

Year 3 30 credit units of Core
14-16 credit units of Elective

Year 4 32 credit units

Total = 160 minimum required credit units for graduation

One of the mandates and suggestions of the Curriculum Revision Committee when the new curriculum was introduced was to continue to review process and adjust the curriculum as it rolled out.

Findings: By 2010 it was determined that most students in the 3rd Year of the program, were taking the maximum number of elective credits, 16, and those that had not enrolled in 16 indicated that the minimum was too low. The college employees Inshtrix to perform an exit survey with our graduating students and based on those findings and the college's observations, an increase to the minimum number of elective credits was put forward.

Objective: A proposal to increase the minimum / maximum elective credits to 16 – 20 has been approved by the WCVM 3rd Year Teachers and Examiners Committee, the WCVM Curriculum Committee and the WCVM Faculty.

Summary: Electives have become an intricate and necessary component of the Doctor of Veterinary Medicine degree. Students in North America graduate with the Doctor of Veterinary Medicine degree as a 'Generalist'. Elective courses provide a vehicle for specialization.

Proposed Credit Unit Requirements

Year 1 40 credits

Year 2 44 credits

Year 3 30 credit units of Core
16-20 credit units of Elective


Year 4 32 credit units

Total = 162 minimum required credit units for graduation

Students in the 3rd year of the DVM program are not allowed to register for elective courses until November. The Western College of Veterinary Medicine would like this requirement in place for November 2012.

If you have any questions or require additional information, please do not hesitate to contact our office.

With Regards,



Karen MacDonald,
Coordinator of Student Services

/enclosure

At its meeting of May 23, 2012, the Academic Programs Committee of Council agreed to add the following new and revised definitions for student mobility terminology to the [University Nomenclature Report 2011](#)

**University of Saskatchewan
Student Mobility Terminology**

A set of definitions has been established by the Canadian Information Centre for International Credentials (CICIC) to create a common language for discussion and activity related to student mobility. As a principle the U of S will align with this national guide (terminologies.cicic.ca/app/). Definitions for some of the key terms will be added to the University Nomenclature document to facilitate adaptation by the U of S community.

Transfer Credit Terminology

Credit Transfer (Transfer Credit)

Courses taken by a student at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution (the receiving institution). Transfer credit is sometimes also called advanced standing. The University of Saskatchewan accepts, for transfer of credit, courses from accredited institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work which has been undertaken at another institution, and to reduce the likelihood of a student repeating academic work for which he or she has already demonstrated competence.

Block Transfer

The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessments. An example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution.

Course-by-Course Transfer

The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit can be awarded for a specific U of S course (or courses) or non-specific credit for a subject area or an elective at the junior-level, senior-level, or unspecified-level.

Program Terminology

Joint Degree Program*

A student pursues a degree at both the University of Saskatchewan and another post-secondary institution, with the student receiving only one degree at the end of the program either from the University of Saskatchewan or from the partner institution. The University of Saskatchewan parchment, if awarded, and transcript reflect the joint nature of the program. The degree can be at the undergraduate or graduate level.

* Already in University Nomenclature document

Joint Student Program

A student pursues a graduate degree from another university, with a portion of their research and/or course work being completed at the U of S. The student receives only one degree and it is from the partner university. This is also sometimes referred to as a Sandwich Program.

Dual Degree Program*

A student pursues a degree both at the University of Saskatchewan and another post-secondary institution, with the student receiving two degrees at the end of the program, one from the University of Saskatchewan and one from the partner institution. The University of Saskatchewan parchment and transcript reflect the dual nature of the program. The degree can be at the undergraduate or graduate level. The student must complete the degree requirements of both institutions.

Cotutelle Program

A French legal term for a PhD program offered jointly by two higher education institutions: one in France and one elsewhere. The degree is jointly awarded and recognized by both institutions. It can be for dual degree programs or joint degree programs. Students are jointly supervised by faculty at each institution and they attend the universities alternately.

Laddering*

Seamless movement of a student between certificate, diploma and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Agreement terminology

Articulation Agreement

An agreement between two institutions that authorizes studies undertaken at one institution to be credited toward studies undertaken at another institution. Articulation agreements can be bilateral (with each institution agreeing to recognize the other's courses) or one-way. Credit transfer can be established on a course-by-course or block transfer credit basis.

2+2, 1+3, or 3+1 Agreement

A type of articulation agreement between the U of S and another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at the U of S. This type of agreement goes beyond an articulation agreement because it specifies that the completion of specific courses or completion of a specific credential will fulfill the requirements of a particular program at the U of S. Students would receive their final credential from the U of S.

References

Canadian Information Centre for International Credentials (CICIC). English Terminology Guide for Academic Credential Assessment in Canada. <http://terminologies.cicic.ca/app/>

Council of Ministers of Education (CMEC) Working Group on Credit Transfer. In 2002, the CMEC Working Group on Credit Transfer was established to develop pan-Canadian strategies on credit transfer

* Already in University Nomenclature document

between colleges and universities among provinces and territories. Every year, each jurisdiction reports on progress in its credit transfer systems and articulation agreements within its post-secondary sectors. These reports are available on the CMEC website:

www.cmec.ca/163/Programs-and-Initiatives/Postsecondary-Education/Credit-Transfer

Joint and Double Degree Programs in the Global Context

<http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Degree-Survey-Report-2011>

Ministerial Statement on Credit Transfer in Canada. In 2002, the Council of Ministers of Education, Canada (CMEC) approved a strategy to improve credit transfer systems and promote mobility for students across Canada. As part of the strategy, CMEC endorsed and released a Ministerial Statement on Credit Transfer in Canada that sets out expectations for credit transfers to guide institutions, students, and governments.

Pan-Canadian Consortium on Admissions and Transfer (PCCAT). The Pan-Canadian Consortium on Admissions and Transfer (PCCAT) is a membership-based organization intended to bring together stakeholders from across Canada to collaborate on ways to increase transferability of credit between post-secondary institutions across Canada. PCCAT meets annually to bring together experts in the field of student mobility. Further information can be found on the PCCAT website:

<http://www.uwindsor.ca/pccat/>

Pan-Canadian Protocol on the Transferability of University Credits. At their meeting from August 30 to September 1, 1994, provincial premiers endorsed the CMEC proposal to work with partners on an action plan to increase accessibility, equity, and mobility for postsecondary students, and agreed that CMEC should consider the feasibility of setting a target date for the recognition of postsecondary credits across Canada. In July 2009, the statement was updated and approved by ministers of post-secondary education in each Canadian jurisdiction. The statement lists six principles recognizing that credit transfer can occur between different types of post-secondary institutions, and that there is variation in credit transfer agreements between provinces and territories. Each Canadian jurisdiction has made progress in its credit transfer system. Those with the most well-developed transfer systems are the British Columbia Council on Admissions and Transfer (BCCAT), and the Alberta Consortium on Admissions and Transfer (ACAT)

Saskatchewan Post-secondary Online Transfer Guide – Glossary of terms

<http://www.psotg.ca/>

Western Canadian Consortium on Admissions and Transfer (WestCAT). WestCAT is a voluntary consortium whose purpose is to encourage and facilitate inter-provincial access, mobility, and transfer of credits for students moving among British Columbia, Alberta, Saskatchewan, and Manitoba. Its work is guided by the principles stated in the Council of Ministers of Education (CMEC) (2009) *Ministerial Statement on Credit Transfer in Canada* and is compatible with the mandate and role of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). Membership includes government, council, and/or institutional representatives as determined by each province.

Australian Qualifications Framework - AQFC Project to develop a Common Terminology for Credit Transfer and Articulation

http://www.csu.edu.au/acad_sec/academicsenate/docs/CSU_Submission_to_MCEETYA_Project.pdf

ANNUAL REPORT OF THE ACADEMIC PROGRAMS COMMITTEE OF COUNCIL 2011-12

The terms of reference for the Academic Programs Committee are as follows:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the Planning and Priorities Committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.

The Academic Programs Committee of Council held 12 meetings this year (compared to 13 last year.) The Committee has dealt with 28 proposals for new programs, program revisions and policy revisions this year (compared to 26 last year.)

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even so much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes which may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This

allows the Academic Programs Committee to focus on the major curricular innovations and improvements which colleges propose. The Committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies and policy exemptions for the Student and Enrolment Services Division.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

November, 2011

Request for Decision:

Arts and Science: Termination of BA Three-year programs in Ukrainian

Items for Information:

Minor in Ukrainian Studies

Change to Moribund Course deadlines

December, 2011

Request for decision:

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

Item for information:

Termination of minor and recognition in Russian

January, 2012

Requests for decision:

Graduate Studies and Research: Revised admission qualifications for Master of Business Administration

Engineering: Revisions to Engineering programs in Electrical Engineering, Computer Engineering, and Engineering

Arts & Science: Increased language requirement for B.A. Humanities majors

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

University of Saskatchewan Admissions Policy

Revisions to Academic Calendar Procedures

Item for Information:

2012-13 Academic Calendar

March, 2012

Requests for Decision:

Edwards School of Business revision to admission requirements and related program changes for Aboriginal Business Administration Certificate
Academic Courses Policy late withdrawals from courses and Withdraw Fail grade comment

Items for Information:

Change of name of Minor to Minor in Agribusiness Entrepreneurship
Temporary change in Nutrition admission quota
Change in program credit units due to change in genetics course

April, 2012

Request for Decision:

Agriculture and Bioresources: B.Sc. in Animal Bioscience

June, 2012

Requests for Decision:

Graduate Studies and Research: Education Technology and Design as a field of study in the M.Ed. program
Graduate Studies and Research: Post-Graduate Degree Specialization Certificate in Corrections
Medicine: Change in admission qualifications for the College of Medicine for out-of-province residents

Items for Information:

Increase in Physical Therapy program by one credit unit
Change of Academic Schedule for Pharmacy fourth year
Change of name for graduate programs to Biological Engineering.
Change of name for Vocational Education Certificate
Increase in Veterinary Medicine Year Four program
Addition of mobility terminology to Nomenclature Report 2011

A workshop for departments and colleges was held in September with the Planning & Priorities Committee to describe the Program Approval process.

University Course Challenge. The University Course Challenge is a process mandated by University Council which allows for efficient but collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at www.usask.ca/university_secretary/council/committees/academic_programs/course_challenge.php

During the 2011-12 year, a total of 13 Course Challenge documents have been posted. These included new courses, prerequisite changes, course deletions and program revisions for programs in Agriculture & Bioresources, Arts & Science, Education, Edwards School of Business, Engineering, Dentistry, Graduate Studies & Research, Law, Medicine, Nursing and Veterinary Medicine.

The University Course Challenge is now posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month. No proposed curricular changes were challenged this year.

Other curricular changes, Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with SESD. Changes of this type which affect the Catalogue listings of other colleges can be posted for information in a course challenge posting.

Council has delegated the authority to approve changes to non-university-level programs, such as certificates of successful completion and certificates of attendance, to the appropriate Dean and/or the Provost. This year, there were no new certificates approved by the Provost or by deans.

Policies and Procedures

There are a number of areas of Council policy and procedures which are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

Student Enrolment and Services Division

The following policies were presented to Council for approval, as shown above:

- University Admissions Policy
- Revisions to Academic Calendar policies

The Admissions Policy was also approved by Senate at their spring meeting.

Academic calendar

The Committee reviewed and approved the 2012-13 Academic Calendar. This was reported to the January, 2012 meeting of Council.

This year, the committee also was asked to approve several late requests for revisions to the calendar after it was published. These changes were approved but in cases where the change resulted in an extension to the length of the program as described in the approved calendar, the committee asked colleges to make sure that students were supportive of the change, or that individual arrangements could be made for students who had already made plans based on the approved calendar.

Policy exemptions

In specific situations and based on academic rationale, the Academic Programs Committee can permit exemptions to policies. No exemptions were requested this year.

Streamlining procedures

An online management system to streamline the approval process for curricular changes is being developed, so that the process for submitting, approving and implementing changes will be more transparent. Discussions are also being held to determine whether the forms used for developing program proposals and for making program funding requests can be coordinated. The new courses form is also being revised to be used for proposal and implementation.

Proposal forms, examples, and other information about program approval procedures are available on the Committee's website at

www.usask.ca/university_secretary/council/committees/academic_programs/index.php

Updating is also underway for the Approval Authority chart

www.usask.ca/university_secretary/council/committees/academic_programs/report_files/changes_chart.php

Memberships

The Academic Programs Committee sends representatives to several other committees. This year. The Unit Plans Review Committee representatives were Len Proctor and Jim Greer, the Centres Subcommittee representative was Roy Dobson, and the Undergraduate Forum representative was Len Proctor.

Members of the Academic Programs Committee

Council Members

Len Proctor (Chair)	Curriculum Studies	2012
Roy Dobson	Pharmacy and Nutrition	2014
Jim Greer	University Learning Centre	2013
Xiao Qiu	Food and Bioproduct Sciences	2012
Ludmilla Voitkovska	English	2013
Yandou Wei	Biology	2014

General Academic Assembly Members

Michael Bradley	Physics and Engineering Physics	2014
Angela Kalinowski	History	2013
Dean McNeill	Music	2014
George Tannous	Finance and Management Science	2012
Fang Xiang Wu	Mechanical Engineering	2012

Sessional Lecturer

Artin Lahaji	Education (ITEP)	2012
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Other members

Undergraduate Student Member	Kelsey Topola / Ruvimbo Kanyemba	VP Academic
Graduate Student Member	Sunisha Neupan / Dylan Beach	VP Academic
Angela Ward / Dan Pennock	[Provost designate] Vice-Provost, Teaching & Learning	
Russ Isinger	Registrar	

Marion Van Impe	[VP Finance designate] Director, Student Accounts & Treasury
Peter Krebs	[Assistant Provost designate] Graduate Program Review Coordinator
Jacque Thomarar	[Budget Director designate] Financial Planning and Projects Officer

Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

By invitation: Jason Doell, Assistant Registrar; Alison Pickrell, Director of Enrolment

I wish to thank Committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I also wish to thank Jacque Thomarar, Peter Krebs, Marion Van Impe, Jason Doell and SESD staff, and the committee secretary Cathie Fornssler for the assistance and advice they have provided to the committee this year.

Respectfully submitted on behalf of the Committee,

Len Proctor, Chair

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Gordon Zello
Chair, Governance Committee

DATE OF MEETING: June 21, 2012
[brought forward from the May 2012 Council meeting]

SUBJECT: **Request for Decision: Revisions to Part Three of Council Bylaws and Regulations, Section VI-VIII**

DECISION REQUESTED: *It is recommended:*
That Council approve the revisions to Part Three of Council Bylaws and Regulations, Section VI-VII as outlined in the attachment

PURPOSE:

To bring Part Three of Council Bylaws and Regulations up to date with current language, policies, and authorities.

CONTEXT AND BACKGROUND:

The Governance Committee is undertaking a review of Council's Bylaws in order to bring them into line with existing policies and procedures and to ensure that they are up to date in their content and language.

CONSULTATION:

The changes to Part Three of Council Regulations were reviewed by the Academic Programs Committee of Council; consultation has also been undertaken as appropriate with the office of the Vice-provost Faculty Relations, the Registrar, the Admissions Office, and the College of Graduate Studies and Research. The changes were brought to the April meeting of Council as a Notice of Motion.

ATTACHMENTS:

1. Side by side version of the proposed changes including rationale for the changes.

Existing	Proposed	Rationale and Review
<p>Part Three Council Regulations</p>		
<p>INTRODUCTION</p> <p>Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under the University of Saskatchewan Act of 1995, the authority over these academic regulations was transferred to Council.</p> <p>Specific instances where procedures are mandated by the Act are identified.</p>	<p>Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under the <i>University of Saskatchewan Act, of 1995 (hereinafter referred to as "the Act")</i>, the authority over these academic regulations was transferred to Council.</p> <p>Specific instances where procedures are mandated by the Act are identified.</p>	<p>More accurately reflects the name of our founding statute and enables future references to be simply to "the Act".</p>
<p>I. DEGREES, DIPLOMAS AND CERTIFICATES</p>	<p>same</p>	
<p>II. CANCELLATION OF DEGREES</p> <p>The Council may revoke the Degree or Degrees, Diplomas, Certificates and Distinctions of the University and all privileges connected therewith of any holder of the same for cause or whose name shall have been removed for misconduct by a properly constituted legal authority from any official register of members of the profession to which he belongs or whose conduct, in the opinion of the Council, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. The Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by him without further examination.</p>	<p>II. CANCELLATION OF DEGREES</p> <p>The Council may revoke the Degree or Degrees, Diplomas, Certificates and Distinctions of the University and all privileges connected therewith of any holder of the same for cause or whose name shall have been removed for misconduct by a properly constituted legal authority from any official register of members of the profession to which he or she belongs or whose conduct where the conduct of the holder, in the opinion of the Council <u>and following due process under the Academic Misconduct regulations,</u> shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. The Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by him that person without further examination.</p>	<p>Incorporates changes for consistency and gender inclusiveness, and to indicate that due process is required in order to revoke a degree.</p>

<p>III. UNIVERSITY SCHOLARSHIPS</p> <p>Under section 61(1) (d) of the University Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.</p>	<p>III. UNIVERSITY SCHOLARSHIPS</p> <p>Under section 61(1) (d) of the University Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.</p>	
<p>IV. THE ESTABLISHMENT OF COLLEGES AND DIVISIONS</p>	<p>same</p>	
<p>V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS</p>	<p>same</p>	
<p>VI. PROGRAMS OF STUDY</p> <p>Each Faculty shall prepare its program or programs of study, including the curriculum for any degree of that Faculty, and shall submit them to the Council for approval. Upon the approval of the Council they may be published in the Calendar and go into effect.</p>	<p>VI. PROGRAMS OF STUDY</p> <p><u>Under section 61(1)(f) of the Act, Council is authorized to prescribe curricula, programs of instruction and courses of study in colleges, schools or departments.</u></p> <p>Each College or School Faculty Council shall prepare its program or programs of study, including the curriculum for any degree of that College or School Faculty, and shall submit them to the Council for approval <u>under regulations established for that purpose by Council.</u> Upon the approval of the Council they may be published in the Calendar and go into effect.</p>	<p>Reflects the designation of “faculty councils” rather than “faculties” approved in an earlier revision to the bylaws.</p> <p>Clarifies Council’s authority over programs and Council’s authority and intention to prescribe regulations under which the faculty councils may prepare curricula.</p> <p>Acknowledges that there are other vehicles (such as the web site) where curricula are published</p>

	<p>New section:</p> <p>VII ENROLMENT MANAGEMENT</p> <p><u>The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to Colleges, Schools and Departments, in consultation with the Registrar, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.</u></p> <p><u>Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to Colleges and Schools the management of enrolment in accordance with the approved plan.</u></p>	<p>Reflects the newly approved Admissions policy and incorporates language previously under the section on “admission and classification of students’ (now renamed “admission of students”)</p>
<p>VII. ADMISSION AND CLASSIFICATION OF STUDENTS</p> <p>1. The classes of the University shall be open to persons who are deemed qualified to take up the work of the classes which they propose to enter.</p> <p>2. A candidate for a degree is required to satisfy all the requirements for admission which may be prescribed by the Faculty concerned with the approval of the Council. Such requirements shall be published in the calendars.</p> <p>3. Every student will be required as a condition of admission to the University to register at the beginning of each year of the students attendance, to supply such information and to pay fees as may be required, and may be required by the Registrar, as a condition of such admission, to submit to the Registrar, not later than the published date prior to the beginning of each year, an</p>	<p>VIII. ADMISSION AND CLASSIFICATION OF STUDENTS</p> <p><u>Under section 61(1)(i) and (l) of the Act, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the Act, Council will approve admission qualifications for all programs. Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.</u></p> <p><u>1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.</u></p> <p><u>2. In accordance with these regulations, Council may delegate to Faculty Councils</u></p>	<p>Clarifies Council’s and Senate’s respective authority over admission.</p> <p>This section previously addressed a number of matters not related to admission; these have been moved to more appropriate sections of Part Three.</p> <p>This section provides context for Council’s delegation of authority and responsibility to faculty councils and others under the Admissions Policy. The nomenclature has been brought into line with the language of the Act and of the policy.</p>

<p>application in writing for admission and such information as may be required.</p> <p>4. The University reserves the right to restrict registration in any or all courses whenever in the opinion of the Council such restriction of registration is necessary or advisable.</p> <p>5. The University reserves the right, through Council, to require the withdrawal of any student at any time when</p> <p>(a) in the opinion of the faculty or the college it is manifest that the student is incompetent; or</p> <p>(b) pursuant to a hearing, held upon the recommendation of the faculty of the student's college, the panel established under Council discipline regulations is of the opinion that the student is for any reason unsuitable to continue the course or to graduate.</p> <p>6. Under section 62 (3) (a) and (b) of the University Act (1995), a decision of Council to change academic and other qualifications required for admission as a student, and a decision to change the number of students who may be admitted to a college or a program of study are to be reported to the Senate at its next meeting and are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.</p>	<p><u>and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.</u></p> <p>1.— The classes of the University shall be open to persons who are deemed qualified to take up the work of the classes which they propose to enter.</p> <p>2.— A candidate for a degree is required to satisfy all the requirements for admission which may be prescribed by the Faculty concerned with the approval of the Council. Such requirements shall be published in the calendars.</p> <p>3.— Every student will be required as a condition of admission to the University to register at the beginning of each year of the students attendance, to supply such information and to pay fees as may be required, and may be required by the Registrar, as a condition of such admission, to submit to the Registrar, not later than the published date prior to the beginning of each year, an application in writing for admission and such information as may be required.</p> <p>4.— The University reserves the right to restrict registration in any or all courses whenever in the opinion of the Council such restriction of registration is necessary or advisable.</p> <p>5.— The University reserves the right, through Council, to require the withdrawal of any student at any time</p>	
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	<p>when</p> <p>(a) in the opinion of the faculty or the college it is manifest that the student is incompetent; or</p> <p>(b) pursuant to a hearing, held upon the recommendation of the faculty of the student's college, the panel established under Council discipline regulations is of the opinion that the student is for any reason unsuitable to continue the course or to graduate.</p> <p>6. — Under section 62 (3) (a) and (b) of the University Act (1995), a decision of Council to change academic and other qualifications required for admission as a student, and a decision to change the number of students who may be admitted to a college or a program of study are to be reported to the Senate at its next meeting and are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.</p>	
<p>VIII. EXAMINATIONS FOR DEGREES</p> <p>1. The Examiners of the University shall be:</p> <p>(a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University.</p> <p>b) Such other Lecturers or teachers of the University as the Council may appoint.</p> <p>(c) Such external and independent examiners, not being Professors, Lecturers or teachers of the University, as the Board on</p>	<p><u>IX. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS FOR DEGREES</u></p> <p><u>Under section 61(1)(g) and (j) of the Act, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.</u></p> <p>1. —</p> <p>2.1. 1. The Examiners of the University shall be:</p> <p>(a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers,</p>	<p>Updates language.</p> <p>Clarifies Council's authority over grading and assessment of students.</p>

<p>the recommendation of the Council may appoint.</p> <p>2. All matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University shall be provided for by regulations which are prepared by the Council. Such regulations shall be published from time to time in the University Calendar.</p> <p>3. Section 23 (g) of the University Act (1995) authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the university or any of its agencies is required or authorized by any act to do so.</p>	<p>Sessional Lecturers and Instructors of the University.</p> <p>(b) Such other Lecturers or teachers of the University as the Council may appoint.</p> <p>(c) <u>By delegation from Council, sSuch adjunct faculty, professional affiliates, professors emeriti and external and independent examiners, not being Professors, Lecturers or teachers of the University included in (a) or (b), as the Board College of Graduate Studies and Research may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduate-level degrees and diplomas. on the recommendation of the Council may appoint.</u></p> <p>2. <u>Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning All matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University, as well as policies, regulations and procedures governing student appeals in academic matters. shall be provided for by regulations which are prepared by the Council. Such policies, regulations and procedures may include delegation of authority by Council and shall be published from time to time in the University Calendar and made available to students</u></p> <p>3. Section 23 (g) of the University Act (1995) authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for</p>	<p>Formalizes Council's longstanding delegation of authority to the College of Graduate Studies and Research to appoint examiners for graduate studies, and removes a reference (which was not supported by the Act or by practice) to the board's appointing external examiners.</p> <p>Sets out a more policy-based approach for the oversight of grading and assessment, including provision for Council to delegate authority through policy, for example to Faculty Councils, Colleges and Schools, instructors, department heads, or the registrar.</p>
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	professional societies or other bodies if the university or any of its agencies is required or authorized by any act to do so.	
IX. AFFILIATION AND FEDERATION	X. AFFILIATION AND FEDERATION [under review]	

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Gordon Zello
Chair, Governance Committee

DATE OF MEETING: June 21, 2012
[brought forward from the May 2012 Council meeting]

SUBJECT: **Request for Decision: Change to Council Bylaws
re Membership of the Open Studies Faculty Council**

DECISION REQUESTED: *It is recommended:*
That Council approve the changes to the membership of
the Open Studies Faculty Council outlined in the
attachment.

PURPOSE:

To revise the bylaws of the Open Studies Faculty Council to better reflect their current environment.

CONTEXT AND BACKGROUND:

The changes indicated have been proposed by the Open Studies Faculty Council and are sought in order to recognize the importance of admission and enrolment issues in the college and to reflect the fact that Nursing is no longer a direct-entry program and therefore not a stakeholder college in Open Studies.

CONSULTATION:

These changes were discussed by the Open Studies Faculty Council and the College of Nursing with historical perspectives provided by Bob Cram. Open Studies Faculty Council has approved these changes, which were brought to the April meeting of Council as a Notice of Motion.

ATTACHMENTS:

1. Open Studies Faculty Council membership list (current and former) with rationale for the proposed changes.

Proposed changes to the Open Studies Faculty Council (Council Bylaws Part Three)

A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members):

- (a) The President of the University*
- (b) The Provost and Vice-president Academic*
- (c) Vice-president Research*
- (d) The Vice-president Finance and Resources*
- (e) The Vice-president University Advancement*
- (f) The Vice-provost Teaching and Learning*
- (g) The Associate Vice-president Student and Enrolment Services*
- (h) The Associate Vice-president Information and Communications Technology*
- (i) The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school
- (j) The Dean of Graduate Studies and Research
- (k) The Dean, University Library or designate*
- (l) The University Secretary *
- (m) The Registrar*
- (n) Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

Open Studies Faculty Council

See 1.A., sections (a) to (o)

A dean or associate or assistant dean of a direct entry undergraduate college will be appointed by the provost to act as Designated Dean of Open Studies for a two-year term. Membership in the Open Studies Faculty Council is as follows (*denotes non-voting member):

- (p) The Designated Dean ~~as chair~~;
- (q) Two faculty members from Arts and Science;
- (r) One faculty member from each of the other colleges with a direct-entry program;
- ~~(s) One faculty member from Nursing;¹~~
- (t) Two students;
- (u) One sessional lecturer;
- ~~(v) The Director of Support Services, the Director of the University Learning Centre; the Director of Off-Campus & Certificate Programs, Centre for Continuing & Distance Education; and the Manager of Open Studies Advising.²~~
- (v) The Registrar and Director of Academic Services³
- (w) The Director of Enrolment Services⁴
- (x) The Director of the University Learning Centre
- (y) The Director of Off-campus and Certificate Programs, Centre for Continuing and Distance Education
- (z) The Manager and Assistant Registrar (Student Central)⁵

¹ College of Nursing no longer wishes to be represented as they now have no direct entry program.

² These 4 positions are now listed separately and a fifth position has been added; some titles have changed as indicated.

³ Listed in section A as a non-voting member of all faculty councils; will be a voting member in Open Studies by virtue of this position assuming oversight of the Open Studies Unit (formerly a responsibility of the Director of Support Services).

⁴ New position on the faculty council, because of the significant interaction between this position and the Open Studies Unit.

⁵ Formerly called the Manager of Open Studies Advising; non-voting position.

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Gordon Zello, Chair
Governance Committee

DATE OF MEETING: June 21, 2012

SUBJECT: **Request for Decision: Appointments to the Nominations Committee for 2012/13**

DECISIONS REQUESTED:

That council approve the following appointments to the Nominations Committee effective July 1, 2012:

- **Venkatesh Meda**, Chemical & Biological Engineering, three-year term expiring June 30, 2015, replacing Jim Kells, Civil & Geological Engineering.
- **Claire Card**, Large Animal Clinical Science, three-year term expiring June 30, 2015, replacing Don Hamilton, Veterinary Biomedical Sciences.

That council approve the appointment of Beverly Pain, Curriculum Studies, as chair of the Nominations Committee of council for 2012/13, effective July 1, 2012 for a one-year term expiring June 30, 2013.

PROPOSED MEMBERSHIP OF THE NOMINATIONS COMMITTEE FOR 2012/13

<u>Name</u>	<u>College/Department</u>	<u>Term Expiring</u>
Angela Bowen	Nursing	2014
Dwayne Brenna	Drama	2013
Bruce Coulman	Plant Science	2014
Ed Krol	Pharmacy & Nutrition	2013
Jack Gray	Biology	2013
Claire Card	Large Animal Clinical Sciences	2015
Venkatesh Meda	Chemical & Biological Engineering	2015
Bev Pain, Chair	Curriculum Studies	2014
Terry Wotherspoon	Sociology	2013

Ex Officio (non-voting)

Ilene Busch-Vishniac	President
Jay Kalra	Chair, Council

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Gordon Zello
Chair, Governance Committee

DATE OF MEETING: June 21, 2012

SUBJECT: **College of Medicine Faculty Council delegation to its Undergraduate Education Committee**

DECISION REQUESTED:

That Council approve delegation by the College of Medicine Faculty Council of undergraduate student promotion decisions, graduation decisions, and appeals of promotion decisions, to its Undergraduate Education Committee.

PURPOSE:

To ensure that the College of Medicine is acting in accordance with the “Roles and Responsibilities of Faculty Councils” as set out in Part Three, Section 2. A.(f) of Council Bylaws and Regulations.

CONTEXT AND BACKGROUND:

The Executive of the College of Medicine has proposed this delegation to the Undergraduate Education Committee to deal with student matters that require attention within that period of time that the College of Medicine Faculty Council does not meet, ensuring that decisions relating to promotion, can be dealt with in a more timely matter. The College has clarified that the delegation of promotion decisions is intended to encompass decisions regarding promotion, graduation, and appeals of promotion decisions.

CONSULTATION:

The Executive of the College of Medicine has approved the proposed changes, and has sent them for review to the Governance Committee. The Governance Committee has approved this proposal and has forwarded this request to University Council for approval.

ATTACHMENTS:

1. Letter from T.W. Wilson, Chair, Faculty Council, College of Medicine, May 31
2. Excerpt- Part Three, Section 2. A.-C. of Council Bylaws and Regulations

May 31, 2012

Dr. Jay Kalra
Chair, University Council
Department of Pathology and Laboratory Medicine

Dear Dr. Kalra,

Re: Delegation of undergraduate student promotion decisions to College of Medicine Undergraduate Education Committee

On behalf of the Executive of the College of Medicine Faculty Council, I ask you to take this motion to University Council at your earliest convenience:

“University Council accepts the request of the College of Medicine Faculty Council to delegate undergraduate student promotion decisions to its Undergraduate Education Committee, effective immediately”

The rationale is as follows. Our undergraduate students do not complete their academic year until late May. The UEC needs time to obtain and review assessments of each student and to prepare a report for Faculty Council. The last regularly scheduled meeting of Faculty Council occurs the last Wednesday in May. The UEC has representatives of students, faculty and College administration and can make impartial decisions on promotion in a timely manner.

Council would expect a report from UEC at each September meeting. If I can provide further information, please contact me.

Sincerely,



T.W. Wilson, MD, FRCPC, FACP
Chair, Faculty Council

Cc: Faculty Council Executive
Ms. Leslie Bousquet

EXCERPT FROM PART THREE OF COUNCIL BYLAWS:

2. Roles and Responsibilities of the Faculty Councils

- A. The Faculty Council of each college or school, subject to the provisions of the University Act, the Bylaws of the university Council and the general control of the university Council, shall have charge of matters of scholarship and discipline.

Among the duties delegated by the university Council to the faculty councils are the following:

- (a) To make recommendations to the university Council concerning the requirements for admission to programs offered by the college or school;
 - (b) To establish and report to the university Council on the number of students who may be admitted to a college or program of study and to report to the university Council on the number of students admitted each year;
 - (c) To make recommendations to the university Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
 - (d) To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
 - (e) Subject to the university Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school;
 - (f) To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the faculty council, and to hear appeals of such decisions;
 - (g) To approve candidates for degrees, diplomas and certificates;
 - (h) To approve candidates for scholarships, prizes, and other awards and honours;
 - (i) To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under the university Council's regulations governing academic misconduct;
 - (j) To consider appeals from students in accordance with the university Council's regulations governing student appeals in academic matters.
- B. The chair or the secretary of the Faculty Council of any college or school shall transmit to the university Council for consideration and review all matters which belong to the care of the university Council or which from their nature concern more than one college or school.
- C. Each Faculty Council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by university Council to the Faculty Councils, either in accordance with these bylaws or through policies approved by University Council, may not be further delegated without the permission of the university Council.

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Gordon Zello
Chair, Governance Committee

DATE OF MEETING: June 21, 2012

SUBJECT: **Notice of Motion: Change to Council Bylaws re:
Faculty Council Bylaws, Membership of the College
of Pharmacy and Nutrition**

DECISION REQUESTED: *It is recommended:*
That Council approve the changes to the membership of
the College of Pharmacy and Nutrition Faculty Council
as outlined in the attachment.

PURPOSE:

To revise the Faculty Council Bylaws of the College of Pharmacy and Nutrition to reflect changes approved by the College's Governance Working Group.

CONTEXT AND BACKGROUND:

The changes indicated in the attachment have been approved by the College of Pharmacy and Nutrition Faculty Council to update language and specify more clearly the membership of their Faculty Council.

CONSULTATION:

Revisions to the Faculty Council membership were revised by the Governance Working Group in December, 2011, were approved by the College of Pharmacy and Nutrition Faculty Council on May 15, 2012, and were sent to Council for review by the Governance Committee at its meeting of May 31, 2012.

ATTACHMENTS:

1. College of Pharmacy and Nutrition Faculty Council side-by-side membership list (current and proposed)

Briefing Note
College of Pharmacy and Nutrition
Faculty Council Membership

Action:

For University Council to consider and approve changes to the College of Pharmacy and Nutrition’s Faculty Council membership.

Background:

University Council bylaws provide that each Faculty Council shall establish bylaws for the purpose of regulating the conduct of its meeting and proceedings. In December 2011, a College Governance Working Group Committee was appointed to develop these bylaws. One component of the bylaws is the membership of the College’s Faculty Council. In accordance with a duly approved motion of the Faculty Council, Faculty Council may recommend changes to its membership to the University Council.

After discussion by the Working Group, the Faculty Council membership was revised as indicated in the table below. The current Faculty Council approved the changes to its membership on May 15, 2012.

Current and Proposed Membership:

The differences are highlighted in yellow.

Current Membership of the College’s Faculty Council		Proposed Membership Approved by the College’s Faculty Council on May 15, 2012	
* denotes non-voting members (a-o as per University Council Bylaws)		* denotes non-voting members (a-o as per University Council Bylaws)	
a)	President of the University*	a)	President of the University*
b)	Provost and Vice-President Academic*	b)	Provost and Vice-President Academic*
c)	Vice-President Research*	c)	Vice-President Research*
d)	Vice-President Finance and Resources*	d)	Vice-President Finance and Resources*
e)	Vice-President University Advancement*	e)	Vice-President University Advancement*
f)	Vice-President Teaching and Learning *	f)	Vice-President Teaching and Learning *
g)	Associate Vice-President Student and Enrolment Services*	g)	Associate Vice-President Student and Enrolment Services*
h)	Associate Vice-President Information and Communications Technology*	h)	Associate Vice-President Information and Communications Technology*
i)	Dean of the College of Pharmacy and Nutrition	i)	Dean of the College of Pharmacy and Nutrition

<p>j) Dean of Graduate Studies and Research</p> <p>k) Dean, University Library or Designate*</p> <p>l) University Secretary*</p> <p>m) Registrar*</p> <p>n) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity</p> <p>o) Such other persons as the Faculty Council may, from time to time, appoint in a non-voting capacity*</p> <p>p) Associate Dean (Research and Graduate Affairs) of the College</p> <p>q) Associate Dean (Academic) of the College</p> <p>r) those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition</p> <p>s) Representatives from the following Colleges and Departments:</p> <ul style="list-style-type: none"> • College of Arts and Science: Chemistry (1); Mathematics and Statistics (1) • College of Medicine: Dean or Designate (1); Anatomy and Cell Biology (1); Biochemistry (1); Community Health and Epidemiology (1); Microbiology and Immunology (1); Pathology and Laboratory Medicine (1); Pharmacology (1); Physiology (1) • College of Agriculture and BioResources: Animal and Poultry Science (1); Food and Bioproduct Sciences (1) • College of Kinesiology: Dean or Designate (1) • College of Nursing: Dean or Designate (1) • College of Dentistry: Dean or Designate (1) 	<p>j) Dean of Graduate Studies and Research</p> <p>k) Dean, University Library or Designate*</p> <p>l) University Secretary*</p> <p>m) Registrar*</p> <p>n) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity</p> <p>o) Such other persons as the Faculty Council may, from time to time, appoint in a non-voting capacity*</p> <p>p) Associate Dean (Research and Graduate Affairs) of the College</p> <p>q) Associate Dean (Academic) of the College</p> <p>r) those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition</p> <p>s) Representatives from the following Colleges and Departments:</p> <ul style="list-style-type: none"> • College of Arts and Science: Dept Head or Designate of: Chemistry (1); Mathematics and Statistics (1) • College of Medicine: Dean or Designate (1); Dept Head or Designate of: Anatomy and Cell Biology (1); Biochemistry (1); Community Health and Epidemiology (1); Microbiology and Immunology (1); Pathology and Laboratory Medicine (1); Pharmacology (1); Physiology (1) • College of Agriculture and BioResources: Dept Head or Designate of: Animal and Poultry Science (1); Food and Bioproduct Sciences (1) • College of Kinesiology: Dean or Designate (1) • College of Nursing: Dean or
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<ul style="list-style-type: none"> • School of Public Health: Executive Director or Designate (1) • Business (1) • Toxicology: Director or Designate (1) • Western College of Veterinary Medicine: Dean or Designate (1) <p>Student Representatives:</p> <ul style="list-style-type: none"> • One student for every 100 students in the Pharmacy Undergraduate Program • One student for every 100 students in the Nutrition Undergraduate program • One graduate student from either the Pharmacy or Nutrition graduate program 	t)	<ul style="list-style-type: none"> • Designate (1) • College of Dentistry: Dean or Designate (1) • School of Public Health: Executive Director or Designate (1) • Edwards School of Business: Dept Head or Designate of: Management and Marketing (1) • Toxicology: Director or Designate (1) • Western College of Veterinary Medicine: Dean or Designate (1) <p>Student Representatives:</p> <ul style="list-style-type: none"> • One student for every 100 students in the Pharmacy Undergraduate Program • One student for every 100 students in the Nutrition Undergraduate program • One graduate student from either the Pharmacy or Nutrition graduate program
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Submitted by:

Shawna Berenbaum, Chair, Governance Working Group, College of Pharmacy and Nutrition

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: June 21, 2012

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

DECISION REQUESTED:

It is recommended:

That Council approve the establishment of the Global Food Security Institute as a Type B Centre at the University of Saskatchewan, effective June 21, 2012.

PURPOSE:

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

CONTEXT AND BACKGROUND:

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

IMPLICATIONS:

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

CONSULTATION:

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

SUMMARY:

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

ATTACHMENTS:

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

The Centres Policy and Guidelines may be found at:

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



**UNIVERSITY OF
SASKATCHEWAN**

Global Food Security Institute

March 2012

Presented by Karen Chad, Vice-President Research



Executive Summary

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

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

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

Vision

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

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

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

The Social Imperative

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

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

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

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

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

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

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

The GFSI will build on:

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

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

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

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

Global Food Security Institute

Proposal for the Establishment of a Type B Centre

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

2. **Type of Centre:**

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

3. **Academic Plan**

i. Goals and Objectives

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

Mission

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

Specifically, the Institute will:

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

Principles and Scope

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

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

Impact Areas

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

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

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

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

a. Understanding Natural Resource Development for Sustainable Food Production:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Core Activities

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

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

ii. Impact and Relationships

The Need for World-Class Leadership

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

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

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

The Value Add—Transformative Research

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

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

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

Relationship to College and University Objectives and Goals

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

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

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

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

External Partnerships and Impact

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

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



iii. Scholarly Work: U of S

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

4. Proponents and Consultations

i. Proponents

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

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

ii. Consultation

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

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

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

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

5. Centre Management/Governance

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

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

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

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

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

i. Board of Directors

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

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

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

ii. International Science Advisory Panel

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

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

iii. Guiding Executive Group

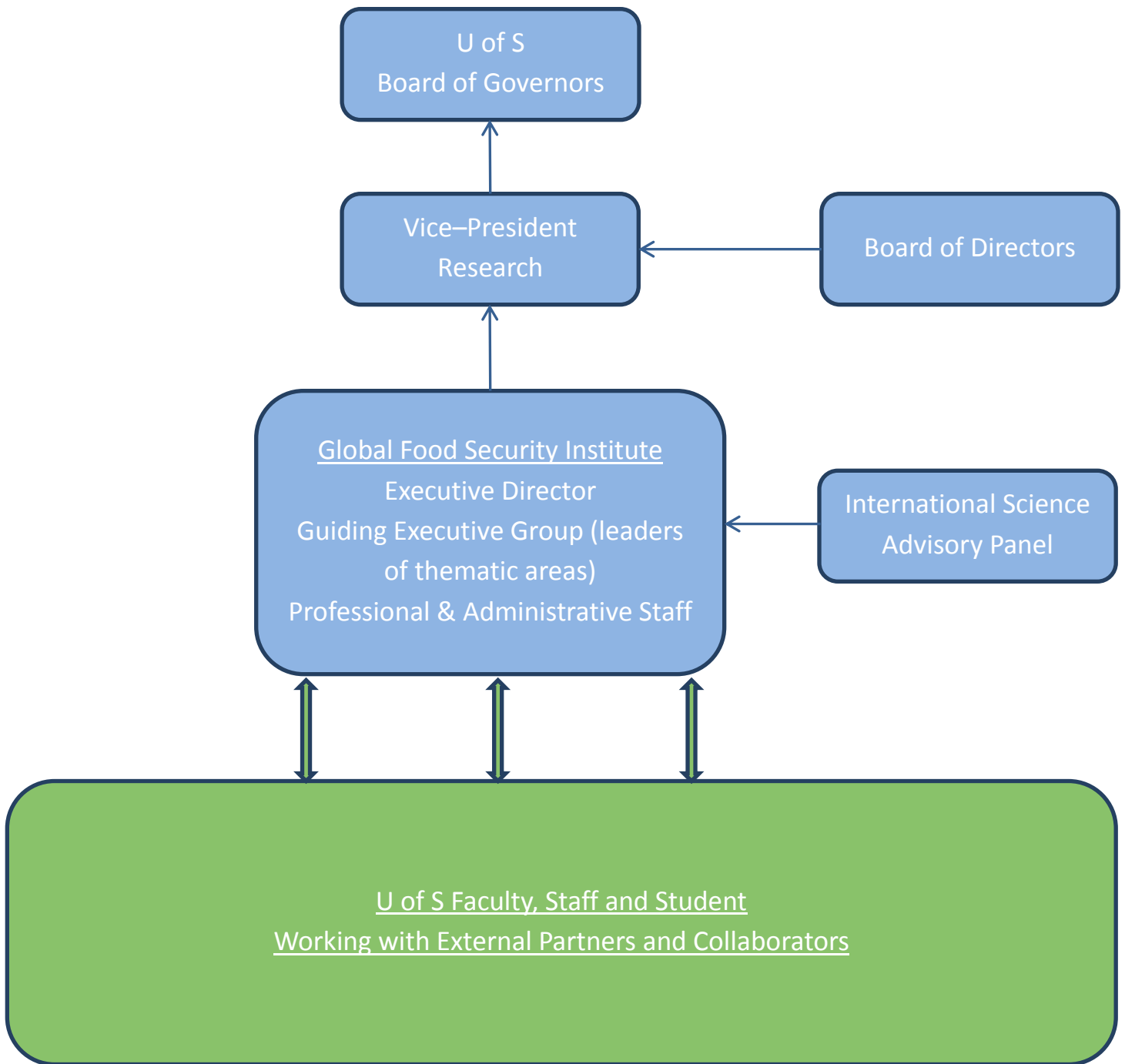
A Guiding Executive Group, chaired by the Executive Director, will represent a core group of senior researchers with expertise relevant to each of the Institute's thematic foci. This group will be fundamental in developing research clusters, advancing innovative approaches, and fostering inter-sectorial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

iv. Leadership, Membership and Staffing

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

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

Global Food Security Institute: Governance and Engagement Framework



5. Resources and Budget

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Support

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

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

7. Systematic Assessment

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

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

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

8. List of Appendices

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

Appendix B: Global Food Security Institute Steering Committee

Appendix C: Consultation forms

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

Appendix D: Letters of Support

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

Appendix E: Specific Objectives of Environmental Scan

Appendix A – Global Food Security Institute Workshops

Global Food Security Institute Workshop Attendees

1. April 5, 2011

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

2. June 20, 2011

Internal Attendees

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

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

Mark Wickstrom
Murray Fulton

External Attendees

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

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

Appendix B - Global Food Security Institute Steering Committee

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

Appendix C: Consultation Forms

Information Technology Requirements for New Centres

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

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

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

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

2. Network Requirements

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

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

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

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

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

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

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

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

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

[No special requirements.](#)

3. Software Requirements

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

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

4. Data Requirements

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

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

5. Service Requirements

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

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

6. Hardware Requirements

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

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

7. Staff IT Support & Personnel

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

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

8. Impact on Institutional Systems

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

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

9. Modifications

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

10. Comments

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

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

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

Centre Representative

I.T.S. Representative

Date

February 7, 2012

Name

Keith Jeffrey

Signature

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

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

1. Introduction

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

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

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

2. Collections

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

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

2.1. Reference Tools:

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

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

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

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

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

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

BIOSIS Citation Index

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

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

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

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

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

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

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

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

2.2. Books

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

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

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

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

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

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

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

2.3 Periodicals

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

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

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

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

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

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

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

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

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

2.4 Theses and Dissertations

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

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

2.5 Government Information, Data and GIS

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

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

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

3. Services

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

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

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

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

Report written by:

Yelena Pancheshnikov, Ph.D

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

Frank Winter

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

Date:

University Library, Dean's Signature:



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

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

Name of centre: Global Food Security Institute

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

1. SPACE/RENOVATIONS

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

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

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

- 1.2 Is the college/department aware of space outside of its resources which could accommodate these needs?

No Yes: Describe:

- 1.3 Does the new/revised program require renovations to the college/department's current space?

No (skip to section 2) Yes (describe below)

General description of renovations

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

- 1.4 Has a Project Request form been submitted to Facilities Management for any of the above additions or renovations?

No Yes: Please attach a copy of the form.

- 1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?

No Yes: Provide timeframe and costs for each stage:

2. EQUIPMENT

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

Equipment required (including special requirements*)

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

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

3. FUNDING

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

Initial costs: No Yes

Ongoing operating/maintenance costs: No Yes

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

Initial costs: No Yes

Ongoing operating/maintenance costs: No Yes

If yes, provide details, including any special conditions:

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

No Yes

4. ADDITIONAL COMMENTS

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

Please see enclosed

Date: MARCH 19, 2012

A.W. Wall
Facilities Management

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

[Signature]
INSTITUTIONAL PLANNING
AND ASSESSMENT

Preliminary Space Assessment

A. Core Office Needs

1. Needs

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

2. Interim Accommodation

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

Innovation Place

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

3. Future Allocation

Natural Resources Complex

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

B. Faculty/Research Space

1. Needs

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

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

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

Total **446.97 net assignable square metres**

2. Space Allocation

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

Appendix D: Letters of Support



UNIVERSITY OF
SASKATCHEWAN

College of Agriculture
and Bioresources

❖ Office of the Dean

51 Campus Drive Saskatoon SK S7N 5A8 Canada

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

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

April 2, 2012

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

Re: Global Food Security Institute:

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

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

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

Sincerely,

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

Mary M Buhr, PhD
Dean and Professor

MMB/

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

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

April 2, 2012

Dear Dr. Chad,

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

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

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

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

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

Yours sincerely,



Peter Stoicheff
Professor and Dean
PS/awd



EDWARDS
SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

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

March 19, 2012

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

Dear Dr. Chad:

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

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

Yours very truly,

Daphne Taras, PhD
Dean and Professor
Edwards School of Business



UNIVERSITY OF
SASKATCHEWAN

College of
Pharmacy and Nutrition

Dr. David S. Hill, Dean

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

12 March 2012

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

Dear Dr. Chad:

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

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

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

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

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

Yours sincerely

A handwritten signature in black ink that reads "David S. Hill".

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

April 2, 2012

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

Dear Karen:

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

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

Sincerely,



Douglas A. Freeman DVM, PhD
Dean



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

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

February 24, 2012

Dear Karen:

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

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

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

Sincerely,

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

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

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

February 28, 2012

Dr. Karen Chad
Vice-President Research
University of Saskatchewan

Dear Karen:

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

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

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

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

Yours truly,



Michael Atkinson
Executive Director

MMA/alm

27 February 2012

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

Dear Dr. Chad:

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

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

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

Sincerely,



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

March 16, 2012

Bob Tyler, Chair
Planning and Priorities Committee, University Council

Dear: Dr. Tyler

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

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

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

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

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

Sincerely,



Karen Chad
Vice-President Research

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

MEMO

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

FROM: Brett Fairbairn, Provost and Vice-President Academic

CC: Karen Chad, Vice-President Research

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

DATE: 15 March 2012

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

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

Sincerely,



Brett Fairbairn
Provost and Vice-President Academic

Appendix E: Specific Objectives of Environmental Scan

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

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

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

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

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Bob Tyler, Chair

DATE OF MEETING: June 21, 2012

SUBJECT: **Planning and Priorities Committee Year-End Report to Council**

COUNCIL ACTION: For information only

ATTACHMENTS: Planning and Priorities Committee Year-End Report for 2011-12

COMMITTEE MEMBERSHIP:

Bob Tyler, Chair
Lois Jaeck, Vice-Chair
Jim Basinger
Lorna Butler
Maira Day
Leslie Ehrlich
Brett Fairbairn
Scott Hitchings
Rob Hudson
Mobinul Huq
David Janz
Lisa Kalynchuk
Laura Kennedy
Venkatesh Meda
David Parkinson
Chary Rangacharyulu
Jeremy Rayner
Alison Renny
Jim Traves
Xue Yao/Ehimai Ohiozebau

Resource Personnel
Ginger Appel
Bryan Bilokreli
Rick Bunt
Joan Greyeyes
Pauline Melis
Colin Tennent
Sandra Calver, Secretary

PLANNING AND PRIORITIES COMMITTEE

YEAR-END REPORT FOR 2011-12

The Planning and Priorities Committee (the Committee) met a total of 23 times in 2011-12. The chair and/or members of the Committee also served on subcommittees of the Planning and Priorities Committee (Finance Subcommittee, Capital Subcommittee, Centres Subcommittee) and on the Coordinating Committee, the Bylaws/Governance Committee, CABIS (Campus Advisory Board for Institutional Systems), the Model Development Oversight Team (MDOT) for TABBS, the Childcare Steering Committee, the Advisory Committee on CFI and the Advisory Committee on Indirect Costs of Research. The Unit Plans Review Committee (UPRC) comprised members of the Planning and Priorities Committee along with the chair and a member from each of the Academic Priorities Committee and the Research, Scholarly and Artistic Work Committee. UPRC reviewed unit plans (20 college/school plans and 16 administrative unit plans) and formulated its reports through a series of 21 meetings beginning in late October, 2011 and continuing through January, 2012.

In 2011/12, the Committee presented the following items to Council for its consideration: *Capital Planning and Update on Major Capital Projects* (for information), *College Quarter North-East Precinct* (for information), *Proposal to Establish the Canadian Centre for Nuclear Innovation* (for decision), *2012-13 Operations Forecast* (for information), *Unit Plans Review Committee (UPRC) Reports on the College, School and Administrative Unit Plans* (for decision), *Third Integrated Plan* (for decision), *Multi-Year Capital Plan* (for information), *Multi-Year Budget Framework* (for information), *Establishment of a school of professional development in the College of Engineering* (for decision), *Dissolution of the Department of Women's and Gender Studies* (for decision), *Reflections on the Integrated Planning Process* (for information), *College of Medicine Organizational Re-structuring* (for decision), *Establishment of the Confucius*

Institute (for decision), *Establishment of the Global Food Security Institute* (for decision), *Final Report on the Second Integrated Plan* (for information), and *Implementation of the Third Integrated Plan* (for information). The following is a brief summary of the Committee's activities over the year.

STRATEGIC AND INTEGRATED PLANNING

The Committee reviewed and provided its perspective on the following plans, reports and presentations:

- *College Quarter North East Precinct*
- *External Relations Commitment of the Second Integrated Plan*
- *Accessibility and Affordability of Higher Education*
- *Faculty Complement Foundational Document*
- *Strategic Enrolment Management*
- *Third Integrated Plan*
- *Unit Plans Review Committee Reports*
- *Final Report on the Second Integrated Plan*
- *Implementation of the Third Integrated Plan*

The Committee also met with the President to hear his reflections on the current environment for universities in Canada and elsewhere and implications for the University of Saskatchewan. At its last meeting of the year, the Committee will receive a report on the University's faculty and staff complements. The report and the Committee's response will be submitted to Council for information in September.

UNIVERSITY FINANCES

The Committee reviewed and provided its perspective on the following plans, reports and presentations. Each topic was also considered by the Capital Subcommittee or Finance Subcommittee, as appropriate.

- *Operations Forecast 2012-12 Update*
- *Provincial Budget 2012-13 Update*
- *Detailed Operating Budget 2012-13*
- *Multi-Year Budget Framework 2012-13 – 2015-16*
- *Multi-Year Capital Plan 2012/13 – 2015-16*
- *Annual Capital Plan 2012-13*
- *Provincial “White Paper” on Pensions: New Funding Regime for Public Sector Plans*
- *RenewUS Program – including Campus Core Revitalization*

In addition, the Capital Subcommittee met with the Provost’s Committee on Integrated Planning Advisory Committee (PCIP-AC) on two occasions to review the components of the *Annual Capital Plan* and *Multi-Year Capital Plan*, including the *Sustaining Capital Grant*.

The Capital Subcommittee also reviewed and commented on the following capital projects:

Major Project Requests

- *Architecture Program*
- *Replacement of T1 and T2 Transformers*
- *Sustainable Resources Complex*
- *College Quarter Greenway*
- *Stone Barn*

Planning Briefs

- *WCVM Veterinary Anatomy Lab Renewal*
- *Distributed Health Sciences – College of Nursing Regina Site*
- *Equipment Storage Quonset and Germplasm Storage*
- *Replacement of Burner in Boiler #6 Central Heating Plant*

Initial Review Stage

- *Facility for Applied Avian Research (FAAR)*
- *Student Employment Career Centre Renovations*

Throughout the year, the Committee debriefed at each stage of the development of the model for a new *Transparent, Activity-Based Budget System (TABBS)* and will report to Council on *TABBS* in September. The *Budget Measures Strategies and Communications Plan* will occupy the Committee significantly in the year ahead. The Committee will report to Council at regular intervals on operating budget adjustments.

ACADEMIC MATTERS

Notices of Intent

The Committee discussed and provided feedback on the following notices of intent.

- *New Degree Program in Applied Mathematics*
- *Bachelor of Science in Animal Bioscience*
- *Post Graduate Degree Specialization Certificate in Corrections*

Departments and Schools

The Committee presented the dissolution of the *Department of Women's and Gender Studies* and the establishment of a school of professional development in the College of Engineering (official name to be approved) to Council for approval. The Committee reviewed proposals to establish

new departments in the College of Medicine: *Academic Department of Emergency Medicine* and the *Department of Scholarship in Medical Education*, and anticipates submitting these to Council for consideration of approval in September. Recently, the Committee was updated on the initiative to establish a *School of Architecture*.

Centres

Proposals for three centres were presented to Council: the *Canadian Centre for Nuclear Innovation (CCNI)*, *Confucius Institute*, and the *Global Food Security Institute*.

The Centres Subcommittee met several times during the year to discuss notices of intent and proposals for new centres and to continue its work on developing a revised *Policy on Centres* and new *Guidelines on the Reporting and Review of Centres*. The revised policy and guidelines will be discussed by the Planning and Priorities Committee in September, and it is anticipated that the policy and guidelines will be presented to Council in the fall for input. The revisions address the reporting, review and dissolution of centres.

The Dean of Agriculture and Bioresources has agreed that the *CIBC Centre for Agricultural Entrepreneurship* and the *Saskatchewan Centre for Soil Research (SCSR)* should be removed from the University's list of Type A centres. Both centres were created prior to the existing *Policy on Centres* and will stay in existence, but outside of the formal structure and categorization of centres for which they were not intended. In addition, the following Type A centres were reported as moribund by the Deans of the respective colleges and have been removed from the University's list of centres:

College of Education:

- *Child and Youth Development Institute*

College of Medicine:

- *Neuropsychiatry Research Unit (NRU)*

- *Prairie Region Health Promotion Research Centre*
- *Saskatchewan Sociobehavioural Cancer Research Satellite Centre*
- *Saskatchewan Stroke Research Centre (SSRC)*

Furthermore, although the *Saskatchewan Neuroscience Network (SNN)* in the College of Medicine is active, it has been removed from the list of centres as it functions primarily as a network. The *Saskatchewan Cancer Control Research Program* should not have been listed as a centre and also has been removed from the list.

Responsibility for the following centres has been transferred from the College of Medicine to the Saskatoon Health Region, where these centres function as service units providing clinical services. Therefore these centres have also been removed from the list of centres:

- *Alvin Buckwold Child Development Program*
- *Geriatric Assessment Program*
- *Sleep Disorder Clinic*

Divisions

The Committee presented a new organizational structure for the College of Medicine to Council in May, which proposed the establishment of three new divisions in the College effective January 1, 2013: *the Division of Clinical Research*, *the Division of Medical Education* and *the Division of Biomedical and Population Sciences*. The Committee will report to Council in September and at regular intervals thereafter on the College and University's progress towards implementation of the new model for clinical instruction and research within the divisions.

ACKNOWLEDGEMENTS

In submitting this report, I wish to highlight the contributions of all members of the Committee over the past year, particularly during the intensive work of the Unit Plans Review Committee. I also wish to recognize all Committee members who took on extra duties as vice-chairs, as

members of subcommittees of the Committee, or as Committee representatives on other university committees.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Bob Tyler". The signature is fluid and cursive, with the first name "Bob" and last name "Tyler" clearly distinguishable.

Bob Tyler, Chair
June 21, 2012

**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Bob Tyler, Chair
DATE OF MEETING: June 21, 2012
SUBJECT: **Final Report on the *Second Integrated Plan***
COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

In 2008, the University of Saskatchewan's *Second Integrated Plan*, entitled *Toward an Engaged University*, committed the University to focus on three priority areas for the second planning cycle:

1. Improve the undergraduate and graduate student experience, both inside and outside the classroom,
2. Enhance the University's profile in research, scholarly and artistic work, and
3. Work together more effectively across unit and institutional boundaries.

The plan also focused attention on three institutional imperatives: Aboriginal, International and Innovation. Four supporting strategies supported the plan: People Resources, Financial Resources Infrastructure and Capital Resources, and Quality and Accountability.

DISCUSSION SUMMARY:

Throughout the planning cycle, the Committee has received progress reports on the commitments in the plan. The attached final report was received by the Planning and Priorities Committee at its meeting on May 11th. The report provides progress against each of the "by 2012" statements in the document, along with a summary of Academic Priorities Fund (APF) expenditures.

The report will have a limited print distribution. Rather, the Institutional Planning and Assessment website will feature progress reports on both the Second and Third Integrated Plans.

ATTACHMENTS:

Final Report on the *Second Integrated Plan*: Towards an Engaged University



Final Report on the Second Integrated Plan: Toward an Engaged University

Prepared by:

Office of Institutional Planning and Assessment

June 4, 2012



This report provides a high level overview of the progress against the “By 2012” statements in the Second Integrated Plan, the funding commitments from the Academic Priorities Fund (APF) and recognizes the individuals who served as executive sponsors, commitment leaders and working group members in the second planning cycle. For further information and updates on progress for *Promise and Potential*, the university’s Third Integrated Plan, please visit www.usask.ca/plan.

The Second Integrated Plan aimed to build on the accomplishments of the First Integrated Plan by pushing further toward becoming a fully engaged university: one that was distinguished by its integration of teaching and research, university and community, students and faculty and staff, in both focused and collaborative endeavours.

In the first planning cycle, the University of Saskatchewan made great strides with new structures, new programs, new services and new initiatives, even in circumstances of limited financial resources. University Council approved a document setting out the schools policy and the establishment of three interdisciplinary schools: Public Health, Public Policy and Environment and Sustainability. The university’s outreach and engagement commitments evolved with the creation of the Centre for Continuing and Distance Education and the Senate Round Table on Outreach and Engagement. New entrepreneurial programs were created in the Colleges of Engineering, Arts and Science, Agriculture and Bioresources and the Edwards School of Business. The Centennial Chairs program was launched. The University Learning Centre and the Gwenna Moss Centre for Teaching Excellence were founded to support learning and teaching across campus. The *Second Integrated Plan* built on all of those accomplishments (see key highlights overleaf).

The university’s outreach and engagement commitments evolved with the creation of the Centre for Continuing and Distance Education and the Senate Round Table on Outreach and Engagement. New entrepreneurial programs were created in the Colleges of Engineering, Arts and Science, Agriculture and Bioresources and the Edwards School of Business. The Centennial Chairs program was launched. The University Learning Centre and the Gwenna Moss Centre for Teaching Excellence were founded to support learning and teaching across campus. The *Second Integrated Plan* built on all of those accomplishments (see key highlights overleaf).

The Second Integrated Plan put metrics at the forefront by identifying “By 2012” statements for each priority area and by articulating Quality and Accountability as one of the 20 commitments. The institution reported progress against the “By 2012” statements annually and a final summary of progress made for each priority area is found in this report. The Quality and Accountability commitment identified key indicators for the institution that are simple, meaningful or important to the organization, and support multiple purposes. These indicators formed the University’s first Achievement Record and are, and will continue to be, updated and publicly reported on an annual basis.

There will be cultural change at the University of Saskatchewan in coming years. Our attitudes, behaviours, and perhaps even some structures will look different than they do now. They will be more collaborative, more open, more flexible, and more effective at producing inspiring and satisfying results. We cannot achieve the goals set in our plan any other way but collaboratively. It builds on the collaborative process used in creating the university’s plan. It encourages more interdisciplinarity and engagement in the workplace, which means a more connected University of Saskatchewan community. It distributes leadership throughout campus at all levels.

– Provost Fairbairn, 2008

The second planning cycle put more emphasis on plan execution through the development of a new implementation model of commitment leaders – facilitators, animators and individuals who inspire collaboration. Commitment leaders worked across silos, colleges, schools and administrative units to increase engagement and leverage expertise in the 20 commitments articulated in the Second Integrated Plan. They worked with working groups – grassroots faculty and staff and students.

The work of the commitments evolved in one of two ways: in concrete projects with tangible outcomes and in campus discussions of transformative strategies or pathways forward. The first resulted in the formation of learning communities, teaching

excellence awards, scholarships for undergraduate and graduate students, new programs and new research centres. The second laid the groundwork for action in the third planning cycle in areas such as supports and services for research success, Aboriginal and community engagement, increasing the visibility of Aboriginal culture on campus, sustainability and data-driven decision-making. The last has been the driver for the development of the Transparent, Activity-Based Budget System (TABBS) which will begin to be implemented in May 2012 as well as the strategic enrolment management (SEM) project currently underway.

Key Highlights of the Second Planning Cycle

- Increased funding for graduate student scholarships, assistantships and fellowships
- Funding for undergraduate student learning communities – a proven high-impact educational practice
 - Now available to students in Arts and Science, Agriculture and Bioresources, Kinesiology and Engineering
- Funding to support Centennial Chairs – one each in environment, public health and public policy to support the new interdisciplinary graduate schools
- Funding to support the Matching Research Grant Program which provides up to \$100,000 in graduate student support for large, collaborative grants which are of strategic significance to the University
- Funding to support Academic Innovation including:
 - Curricular innovation through increased institutional supports accessed by faculty, departments and colleges through the University Learning Centre and the Gwenna Moss Centre for Teaching Effectiveness
 - Undergraduate research (Office of the Vice-President, Research)
 - Community outreach and engagement (Vice-President Advancement)
 - Aboriginal student recruitment, support services, and student transition, mentorship, leadership and cultural programming (Student and Enrolment Services Division and the Aboriginal Students Centre)
 - Academic Advising (College of Arts and Science)
- Construction of new campus residences
- Release of a draft campus sustainability plan
- Development of a faculty mentorship program
- Support for experiential learning
 - Student Wellness Initiative Toward Community Health (SWITCH)
 - Community Legal Services for Saskatoon Inner City (CLASSIC)
- Development of a new budgeting system – the Transparent, Activity-Based Budget System (TABBS)
- Development and annual updates of the University’s Achievement Record



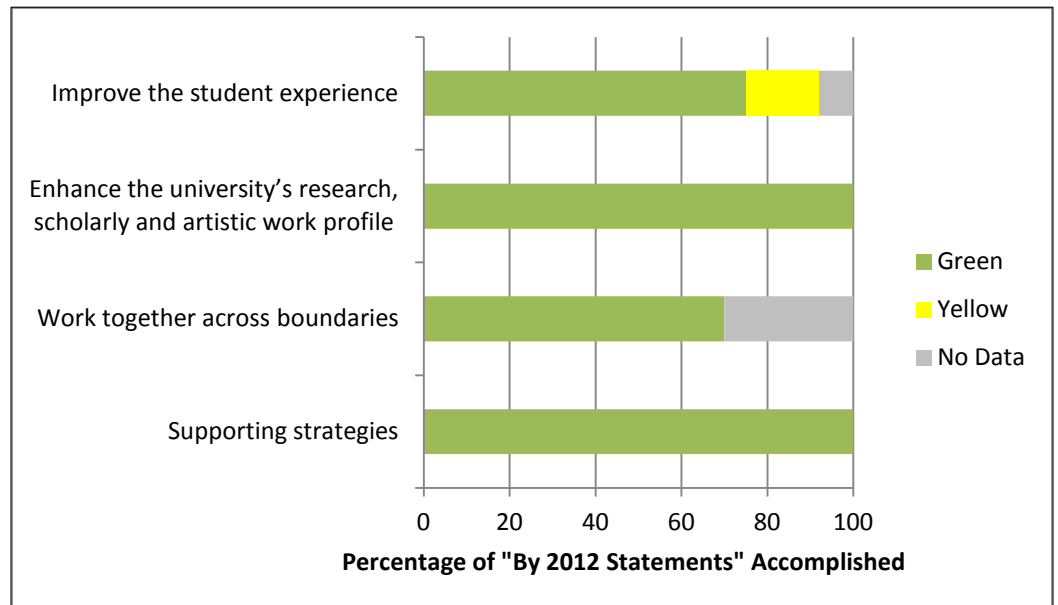
An evaluation of the commitment leader model in 2011 found that the individuals engaged, both as commitment leaders and working group members, enjoyed working with a diverse set of people outside of their regular unit and felt that the work was good professional and personal development. While the continual use of this model was widely endorsed, some felt their work may have been more productive if the objectives were clarified earlier in the process. Some members of campus leadership, which includes deans and associate vice-

presidents, would have liked to have been more closely connected to the work of the commitment leaders. This information has influenced the development of the implementation plan for *Promise and Potential*, the university's Third Integrated Plan.

“By 2012 Statements” Summary

The Second Integrated Plan identified a series of “By 2012 statements” - combination of key performance indicators and tasks that together would indicate substantial progress in any one area of the plan. In the

adjoining table, green indicates that the goal/task described was achieved; yellow indicates that progress towards the goal/task was made; and no data indicates that progress was unable to be measured at this time. A key outcome for the Third Integrated Plan was a stronger focus on ensuring that the “By 2016” statements can be measured.



More information on each “By 2012 Statement” can be found at www.usask.ca/plan.

Thank You to the Commitment Leaders, Executive Sponsors and Working Group Members!

The implementation of the Second Integrated Plan was a highly collaborative, engaged process which drew on over 160 individuals throughout the University.

*Commitment leaders and executive sponsors are bolded below.

Alec Aitken, Geography and Planning, Arts and Science

Louise Alexitch, Psychology, Arts and Science

Tom Allen, Bioresource Policy, Business and Economics, Agriculture and Bioresources

Dale Amerud, University Library

Ginger Appel, Institutional Planning and Assessment

Daphne Arnason, Former Senator

Valerie Arnault-Pelletier, Dean's Office, Medicine

Margret Asmuss, Facilities Management Division

Michael Atkinson, Johnson-Shoyama Graduate School of Public Policy

Ernie Barber, Engineering & Provost's Office

Sandra Baptiste, Financial Services Division

Jim Basinger, Office of the Vice-President, Research

Bob Bayles, Human Resources

Daniel Béland, Johnson-Shoyama Graduate School of Public Policy

Susan Bens, Student and Enrolment Services Division

Bryan Bilokreli, Institutional Planning and Assessment

Beth Bilson, Law

Brian Bjorndal, Facilities Management Division

Kate Blau, Financial Services Division

Susan Blum, Research Services

Isaac Bond, Student

Marie-Ann Bowden, Law

Mary Buhr, Dean's Office, Agriculture and Bioresources

Rick Bunt, Information and Communications Technology

Peter Butt, Family Medicine, Medicine

Keith Carlson, History, Arts and Science

Rea Carlson, Facilities Management Division

Karen Chad, Vice-President Research

Sylvia Cholodnuik, Consumer Services Division

Doug Clark, University Advancement

John Cornwell, Audit Services

Brent Cotter, Law

Trever Crowe, Chemical & Biological Engineering, Engineering & Graduate Studies and Research

Ron Cruikshank, Facilities Management Division

Lyn Currie, University Library

Barb Daigle, Human Resources

Sharla Daviduik, Environment and Sustainability

Gordon DesBrisay, History, Arts and Science

Shannon Dyck, Student

Brett Fairbairn, Provost and Vice-President Academic

Ben Fawcett, Student

Linda Ferguson, College of Nursing & Board of Governors

Alex Ferwerda, Student

Richard Florizone, Vice-President Finance and Resources

Greg Fowler, Consumer Services Division

Jennifer Freeman, Institutional Planning and Assessment

Collene Gerbrandt, Human Resources

Jim Germida, Office of the Provost and Vice-President, Academic

John Giesy, Toxicology Centre, Veterinary Biomedical Sciences

Barb Gillis, Finance and Administration, Arts and Science

Martin Gonzalez De Souza, Consumer Services Division

Jim Greer, University Learning Centre/Gwenna Moss Centre for Teaching Effectiveness

Joan Greyeyes, Special Advisor to the President, Aboriginal Initiatives

**Lou Hammond-Ketilson, Management and Marketing
Edwards School of Business & Centre for the Study of
Co-ops**

David Hannah, Student and Enrolment Services Division

Sheila Harding, Medical Education, Pathology, Medicine

Troy Harkot, Information Strategy and Analytics

David Harris, Research Services

Liz Harrison, School of Physical Therapy

Karen Hayward, Centre for Continuing and Distance
Education

Sakej Henderson, Native Law Centre

David Hill, Pharmacy and Nutrition

Phaedra Hitchings, University Learning Centre

Nancy Hopkins, Board of Governors

Beth Horsburgh, Office of the Vice-President, Research

Tracey Howell-Perret, Financial Services Division

Louise Humbert, College of Kinesiology

Rob Innes, Native Studies, Arts and Science

Grant Isaac, Edwards School of Business

Bonnie Jeffery, Saskatchewan Population Health and
Evaluation Research Unit

Julia Jones, Facilities Management Division

Jay Kalra, Pathology, Medicine

Rani Kanthan, Pathology, Medicine

Leigh-Ellen Keating, International Office

Laura Kennedy, Financial Services Division

Gina Koehn, University Learning Centre

Janusz Kozinski, Engineering

Tony Kusalik, Computer Science, Arts and Science

Claude Lang, Student and Enrolment Services Division

Rein Lepnum, Public Health

Brea Lowenberger, Student

Mark Lucas, Institutional Planning and Assessment

Peter MacKinnon, President

Heather Magotiaux, Vice-President Advancement

Kathleen Makela, Aboriginal Students' Centre

Jennifer Marshall, Financial Services Division/Institutional
Planning and Assessment

Lawrence Martz, Graduate Studies and Research

Charles Maulé, Chemical & Biological Engineering,
Engineering

Kelly McInnes, Human Resources

Linda McMullen, Psychology, Arts and Science

Dean McNeill, Music, Arts and Science

Janet McVittie, Curriculum Studies, Education

Kris McWillie, Financial Services Division

Pauline Melis, Institutional Planning and Assessment

Jennifer Millard, University Advancement

Jim Miller, History, Arts and Science

Michael Molaro, Facilities Management Division

Dirk Morrison, Curriculum Studies, Education

Nazeem Muhajarine, Community Health and
Epidemiology, Medicine

Stephanie Mulhall, Student and Enrolment Services
Division

Orest Murawsky, Indian Teacher Education Program,
Education

Al Novakowski, University Auditor

Dan Pennock, Soil Science, Agriculture and Bioresources

Lea Pennock, University Secretary

James Pepler, Student and Enrolment Services
Division/Office of the Vice-President, Finance and
Resources

Pat Perry, Office of the Vice-President, Research

Sherry Peters, Facilities Management Division

Barb Phillips, Management and Marketing, Edwards
School of Business

Martin Phillipson, Law & Provost's Office

Greg Poelzer, International Centre for Northern
Governance and Development

Kalyani Premkumar, Community Health and
Epidemiology, Medicine

Lou Qualtiere, Pathology, Medicine

Chary Rangachayulu, Physics and Engineering Physics,
Arts and Science

Alison Renny, Accounting, Edwards School of Business

Cecilia Reynolds, Education

Chuck Rhodes, Veterinary Medicine

John Rigby, Management and Marketing, Edwards School of Business

Carol Rodgers, Kinesiology

Colleen Romuld, Dean's Office, Agriculture and Bioresources

Charlotte Ross, Academic Programs for Aboriginal Students, Arts and Science

Andrea Sargent, University Advancement

Peggy Schmeiser, Government Relations

Kevin Schneider, Computer Science, Arts and Science

Jeff Schoneau, Soil Science, Agriculture and Bioresources

Glen Schuler, Industry Liaison Office, Office of the Vice-President Research

Ann Schultz, Dean's Office, College of Medicine

Rick Schwier, Curriculum Studies, Education

Sharon Scott, Human Resources

Nowell Seaman, Corporate Administration

Piya Sen, Financial Services Division

Gail Shivak, University Advancement

Monisha Shukla, Information Technology Services

Baljit Singh, Veterinary Biomedical Sciences, Veterinary Medicine

Sanj Singh, Edwards School of Business

Peggy Slater-Johnson, Facilities Management Division

Melana Soroka, University Advancement

Chris Soteros, Mathematics and Statistics, Arts and Science

Vicki Squires, Student and Enrolment Services Division

Tom Steele, Physics and Engineering Physics, Arts and Science

Peter Stoicheff, Arts and Science

Terry Summers, Financial Services Division

Colin Tennent, Facilities Management Division

Jacque Thamarat, Institutional Planning and Assessment & University Advancement

Bill Thomlinson, Office of the Vice-President Research

John Thompson, Sociology, College of Arts and Science

Leon Thompson, Student

Jim Thornhill, Office of the Vice-President Research & Medicine

Gwen Toole, Financial Services Division

Kelsey Topola, Student

Heather Trueman, Facilities Management Division

Bob Tyler, Food and Bioproduct Sciences, Agriculture and Bioresources

Andrew Van Kessel, Animal and Poultry Science, Agriculture and Bioresources

Carla Vipond, University Advancement

Bill Waiser, History, Arts and Science

Keith Walker, Educational Administration, Education

Andrew Wallace, Facilities Management Division

Fran Walley, Soil Science, Agriculture and Bioresources

Angela Ward, Education & Provost's Office

Kathryn Warden, Office of the Vice-President Research

Candace Wasacase-Lafferty, University Advancement

Karla Williamson, Educational Foundations, Education

Vicki Williamson, University Library

Tonya Wirchenko, Student and Enrolment Services Division

Nola Woods, University Advancement

Terry Wotherspoon, Sociology, Arts and Science

Brad Wuetherick, Gwenna Moss Centre for Teaching Effectiveness

Summary of Funding from the Academic Priorities Fund

Below is a summary of funds committed from the Academic Priorities Fund (APF) between May 1, 2008 and April 30, 2012. Additional information on each of these initiatives is available at www.usask.ca/jpa.

Permanent Commitments - \$ 4,833,495*

Interdisciplinary Graduate Schools	\$ 573,835	Enabling Innovation in Social Science	
College of Graduate Studies and Research	\$ 1,000,000	Research	\$ 219,571
Implementation of Assessment Function	\$ 300,000	Academic Innovations/Research	\$ 2,521,493
		Vice-Provost, Teaching and Learning	\$ 218,596

*includes funding transferred from the close of the priority determination initiatives over the planning cycle

One-Time Commitments - \$ 19,578,171

IP Commitments Fund \$ 1,193,000

Improve the Student Experience

Community Legal Services for Saskatoon	
Inner City (CLASSIC)	\$ 260,000
Biomedical Sciences	\$ 868,000
Interdisciplinary Centre for Culture and Creativity (ICCC)	\$ 666,000
College of Grad Studies and Research	\$ 780,000
Student Information Systems (SESD)	\$ 130,000
Huskie Athletics Marketing Director	\$ 200,000
Learning Communities Project	\$ 1,169,470
Graduate Student Assoc Commons	\$ 59,000
Student Wellness Initiative Toward Community Health (SWITCH)	\$ 90,000
Student Evaluation of Educational Quality	\$ 115,900
Recognizing and Rewarding Teaching	\$ 265,000
Undergrad Student Advising Review	\$ 100,000
Aboriginal Student Achievement	\$ 55,433
Guaranteed Scholarships	\$ 730,000
Edwards interest payments on internal loan	\$ 209,600
Grad Student Housing Design Phase	\$ 500,000
Clarion Project Design	\$ 105,761
College Quarter Amenities Building	\$ 129,500
College Quarter Construction Design	\$ 150,000
Museums and Galleries	\$ 28,506
Indian Teacher Education Program	\$ 25,000
Reform to Respect and Privilege	
Aboriginal Education	\$ 240,000
Televised Courses (CCDE)	\$ 205,000
Academic Innovation Initiatives	\$ 1,902,076
English for Academic Purposes	\$ 12,144
Vice-Provost, Teaching and Learning	\$ 20,000

Enhance Research, Scholarly and Artistic Profile

Indigenous Land Management Institute	\$ 560,000
Centennial Chairs	\$ 1,080,000
Centre for Study of Cooperatives	\$ 100,000
International Centre for Northern Governance and Development (ICNGD)	\$ 275,000
Matching Research Grant Program	\$ 1,120,000
Chair in Quality Improvement Science	\$ 350,000
Dairy Research Facility	\$ 150,000
Geographical Information Systems	\$ 330,000
Post-Graduate Diploma in Aboriginal Agriculture and Land Management (AALM)	\$ 388,530
School of Public Health Enrolment Growth	\$ 70,000
Johnson-Shoyama Graduate School of Public Policy Director	\$ 100,000
Enabling Innovation in Social Science Research	\$ 57,584
Undergrad Research (Academic Innovation)	\$ 285,000

Work Together Across Boundaries

Wanuskewin Agreement	\$ 120,000
Sustainability	\$ 315,000
Implementation of Globalism	\$ 875,000
Leadership Development	\$ 665,800
International Recruitment and Advising	\$ 809,377
EcoPass	\$ 19,550

Supporting Strategies

Financial Resources Commitment	\$ 147,500
Assessment Function Implementation	\$ 208,491
Information and Communications Technology	
Innovation Fund	\$ 300,000
Priority Determination Program Transition	
Costs	\$ 714,710
Graham Centre	\$ 327,239

**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Bob Tyler, Chair

DATE OF MEETING: June 21, 2012

SUBJECT: **Implementation Plan for the *Third Integrated Plan***

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The implementation for the *Third Integrated Plan* officially commenced on May 1, 2012, as the start of the 2012-13 fiscal year.

DISCUSSION SUMMARY:

The implementation plan supports a blended approach of process and project commitments, with commitment leaders to be identified by June 30th. Executive sponsors have been identified for each focal area. As outlined in the document, the implementation of the plan will be influenced by the present financial challenges facing the University and the arrival of the new President.

A new website will be launched to report out on plan implementation and initiatives at both the university and college/unit levels.

ATTACHMENTS:

Implementation Plan for the *Third Integrated Plan: Promise and Potential*

Implementation Plan for Promise and Potential (The Third Integrated Plan, IP3)

Prepared by Pauline Melis, Assistant Provost Institutional Planning and Assessment
As of April 20, 2012

Following unanimous approval by both University Council and the Board of Governors (March 1 and March 6, 2012 respectively), the implementation plan for *Promise and Potential*, the University's Third Integrated Plan, has been under active development. The implementation plan is informed by the following:

- 1) Experience with implementation of the two previous integrated plans which relied on different implementation strategies and on the results of a survey of participants involved in the implementation process for the Second Integrated Plan (completed by the office of Institutional Planning and Assessment, IPA, in Fall 2011). Current thinking is coalescing around a blended approach, using the best features of both previous implementation models, and the creation of process and project commitments.
 - a. **Process commitments** are those which would most closely resemble the implementation strategy for the Second Integrated Plan, and would borrow heavily from the commitment leader model, to ensure that the broadly-based campus community is engaged in determining the appropriate direction or outcome which is not known at the beginning of this planning cycle. Examples would include: distance or distributed learning and the next stages of Aboriginal education.
 - b. **Project commitments** are those which have an agreed upon outcome and which can be more easily assigned to a person, office or group of persons/offices to complete within a specified timeframe. Examples would include: the development of an Aboriginal portal and the implementation of a mentorship program for faculty.
- 2) The current financial challenges affecting the university and the necessity of ensuring that the integrity of the plan is maintained while significant focus and attention is placed on budgetary adjustments throughout the university. The emphasis is now on what can be reasonably accomplished in the first year of the planning cycle given the attention that will be required within the university on budgetary constraints.
- 3) The anticipated arrival of the new President, Dr. Ilene Busch-Vishniac, effective July 1, 2012, and the provision of opportunities for the new President to direct the focus of the plan's implementation in subsequent years of the planning cycle.

As with previous plans, the Provost is the Executive Sponsor for *Promise and Potential*, the third integrated plan. The Assistant Provost IPA will work as project leader for plan implementation and support the Provost in oversight of plan implementation. The IPA will work with the process and project commitment leaders to support their activities and, in selected areas identified by the Provost, will directly support process commitments.

Following from the practice initiated in the second integrated planning cycle, plan implementation will be based on a project management approach with reporting timeframes and oversight using the Executive Sponsor model. For this planning cycle, Executive Sponsors will normally be Vice-Presidents. Executive Sponsors will serve as commitment leaders only in rare circumstances. Commitment leaders

will be drawn from the campus community to champion a process commitment or to lead a project commitment.

Plan implementation will begin at the start of the fiscal year, 2012-13, i.e., on May 1, 2012. For the purposes of this paper, plan implementation consists of four elements:

- 1) The identification of the process and project commitments for year one of the planning cycle (2012-2013) and the kick-off event for plan implementation (currently scheduled June 12, 2012)
- 2) The launch of a new website to report out on plan implementation and initiatives at both the university and college/unit levels (anticipated early May 2012)
- 3) The completion and delivery of a set of planning parameters for colleges, schools and administrative units (anticipated by June 30, 2012)
- 4) The actions and initiatives undertaken at the college, school, administrative unit and other levels within the university which align with and support the key goals and priorities outlined in *Promise and Potential*.

Plan implementation will be supported by funding available in the Academic Priorities Fund (APF) as well as by the resources (human, financial, capital) resident in the colleges, schools and administrative units of the university.

The following is the critical path for the finalization and approval of the implementation plan:

By April 5, 2012

- Identification of the commitments and potential initiatives within IP3 and classification as a project/process (Pauline Melis/Kyla Shea).
- Distribution of timeline for implementation plan development to Deans' Council and Planning and Priorities Committee of Council and request for their consideration of involvement in plan implementation and key initiatives. A draft implementation plan will be circulated the week of April 9- 13 for discussion/reaction/input.
- Confirmation of outcomes expected and commitments with Provost Fairbairn and PCIP.

By April 30, 2012

- Agreement on responsibilities/commitment leaders (both process and project) completed
- Preparation of mandate letters/project charters completed
- Confirmation of resources and central/IPA support for project/process leaders
- PCIP sign off on plan implementation

By June 30, 2012

- Commitment leaders (for both project and process commitments) meeting held (tentative date June 12)
- Toolkits and resources made available

Related projects:

Final Report on the Second Integrated Plan (anticipated for May 2012 Board of Governors meeting)

Planning Parameters for Colleges, Schools, and Administrative Units

Finalization of TABBS for Board of Governors Information/Approval (June 2012)

Strategic Enrolment Management Project

Budget Adjustments

Our Strategy: Over this planning cycle, we will...

- Establish a pervasive culture of research and scholarship throughout the institution.
- Implement a comprehensive suite of research initiatives at the institutional and college levels encompassing the key functions of recruiting, supporting and networking existing and new researchers, and strengthening strategic focus.
- Round out research involvement throughout the institution and ramp up outcomes and impacts generally as well as within the six signature areas of research.

Metrics: We will know we are successful 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 research-appointed faculty holding Tri-Agency funding and/or supervising graduate students in all departments, colleges and schools.
- Increased the number, citations and impact of faculty publications tracking toward national and disciplinary comparators and improved placement for the university in major national and international rankings systems.
- Established new targeted institutes and hired the faculty and staff required to move them forward.
- Established a fully subscribed and effective mentorship program for new and early career faculty.
- Increased externally funded trusts to support a more comprehensive array of funding supports for graduate students approaching the national average at medical-doctoral peer universities, e.g., teaching assistantships.
- Increased internally funded graduate scholarships by a further \$1M and increased by 10% the number of Tri-Agency funded graduate and undergraduate students.
- Increased enrolments in PhD programs by 10% to support our more intensive research culture.
- Established a baseline and increased by 50% the number of undergraduate students participating in research.

Process Commitments:

- Recruit Outstanding Faculty
- Identification and Delivery of a Systematic Suite of Programs to Support Research Success
- Identification of College/School Areas of Focus and Creation of Unit-Level Plans for their development
- Increased Revenue to Support Graduate Students

Project Commitments:

- Establish packages and incentives to support research recruitment goals
- Research Mentorship Program for New Faculty*
- Undergraduate Research Initiative, Pilot Project
- College/School Research Metrics*
- Research Facilitation and Internal Review for Tri-Agency Grants*

*This area of focus will require immediate and sustained action, centrally and across the colleges/schools over the planning cycle and it will be a key focus for 2012/13. **The identification of priority commitments will be jointly shared between the Vice-President Research and the Provost and Vice-President Academic, the Deans, and the Executive Directors of the Schools.***

Area of Focus: *Aboriginal Engagement: Relationships, Scholarship, Programs*

Executive Sponsor: *Brett Fairbairn, Provost and Vice-President Academic*

Our Strategy: *Over this planning cycle, we will...*

- *Be characterized as a place with diversified approaches and flourishing initiatives in every college and school*
- *Focus on ensuring the recruitment and success of First Nations, Métis and other Aboriginal and Indigenous students across the full range and all levels of university*
- *Focus on coordinating efforts ...*
- *Build personal, professional and technological networks and partnerships to share information widely across the campus...*

Metrics: *We will know we are successful if, by 2016, we have:*

- *Increased the institutional first to second year direct-entry retention rate of Aboriginal students by 10%, on track to achieving the goal of Aboriginal enrolment at 15% of total enrolment by 2020.*
- *Increased the graduation rates of self-identified Aboriginal students in a wider array of programs.*
- *Implemented a registry and/or portal documenting Aboriginal initiatives, programs, services and partnerships.*
- *Increased the visibility of Aboriginal culture, language and symbols throughout the campus, beginning with the Gordon Oakes – Red Bear Student Centre and 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 initiatives and programs that encourage and enable faculty experts and Aboriginal students to engage with counterparts in other regions of the world.*
- *Established a baseline for courses providing undergraduate students with experiential learning through outreach and engagement involving Aboriginal communities or organizations.*
- *Established a baseline for research partnerships or projects happening in and with Aboriginal communities.*

Process Commitments:

- *Community-Based Research in First Nations and Métis Communities*
- *Engagement with the K-12 System**
- *The Way Forward – the next steps for the University in Aboriginal Engagement**

Project Commitments:

- *STEM education in the Northern Administrative District*
- *Aboriginal Educational Symposium**
- *Increase Visibility of Aboriginal Culture and Symbols On-Campus: Ceremonies and Events; Websites; Signage and Naming; Art Displays (etc)**
- *Establish awards to recognize scholarship, accomplishment, innovations, contributions*

This area of focus will require immediate and sustained action, centrally and across the colleges/schools over the planning cycle and selected central commitments (identified by an asterisk) will be the key focus for 2012/13. The President and Provost and Vice-President Academic will work with University Council, the Deans, the Executive Directors of the Schools, and the Special Advisor on Aboriginal Initiatives to move these high priority initiatives forward during the 2012/13 academic year.

Area of Focus: *Culture and Community: Our Global and Local Sense of Place*

Executive Sponsor: TBA

Our Strategy: *Over this planning cycle, we will*

- *Support our community to be greater than the sum of its parts*
- *Model innovation through creative responses to challenging environmental, social and economic problems*
- *Be more inter-culturally engaged, more knowledgeable about and affirming of other communities, peoples, customs and traditions, and more invested in the sense of place based at the University of Saskatchewan.*
- *Provide a safe and welcoming environment – in attitude, in support services and in infrastructure.*
- *Ensure that we fully embrace our intercultural environment and pursue international partnerships that reflect our priorities.*
- *Demonstrate sustainability and effective stewardship of institutional resources*

Metrics: *We will know we are successful if, by 2016, we have:*

- *Engaged a significant proportion of faculty, staff and students in activities designed to increase intercultural awareness and understanding and improve intercultural competencies.*
- *Increased the number of self-identified Aboriginal employees from the current 2.6 to 4%.*
- *Implemented a Campus Climate Survey to assess the level of ‘welcome’ our campus environment provides to its increasingly diverse population.*
- *Set 2020 targets for diversity among the student and employee populations.*
- *Set 2020 targets for retention and graduation rates for provincial, international and out of province undergraduate and graduate students.*
- *Demonstrably increased our sustainability activities, on target toward a Sustainability Tracking, Assessment and Rating System (STARS) rating of silver by 2020.*

Process Commitments:

- *Campus Culture*
- *Leadership for International Initiatives at the University of Saskatchewan*
- *Campus Sustainability Plan**

Project Commitments:

- *Campus Climate Survey**
- *Identification and Implementation of Pilot Sustainability Projects **
- *Aboriginal Self-Identification*
- *Employee Diversity Targets*

This area of focus will work on a significantly narrower band of activity than the concept described in the Area of Focus i.e. diversity, globalism and working together as a community on sustainability and stewardship projects. Emphasis will be placed on the discrete projects identified with an asterisk above.

Area of Focus: *Innovation in Academic Programs and Services*

Executive Sponsors: *Vice-Provost Teaching and Learning; Vice-President Finance and Resources; Associate Vice-President Student Affairs*

Our Strategy: *Over this planning cycle, we will...*

- *Implement a strategic approach to enrolment ...*
- *Work to provide increased opportunities for experiential learning for our students throughout their academic programs.*
- *Develop and implement assessment initiatives based on pre-defined learning outcomes which will serve as a basis for decision-making and for program and service development.*

- Streamline and simplify academic support processes and programs within and across colleges, schools and administrative units ...
- Work together collaboratively to deliver undergraduate and graduate degree programs renowned for quality, innovation and relevance and to maximize impact from institutional resources
- Utilize investments made in the University Learning Centre (ULC), the Gwenna Moss Centre for Teaching Effectiveness (GMCTE), the office of Institutional Planning and Assessment (IPA), in Student and Enrolment Services Division (SESD), and the Vice-Provost Teaching and Learning.

Metrics: We will know we are successful 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, undergraduate research, international student exchanges and co-op experiences within their academic programs.
- Achieved the goal of institutional graduate enrolment at 20% of total enrolment.
- Obtained improved student satisfaction ratings associated with student advising on national and international surveys.
- Increased the number of external transfer students by 10%.
- Established a baseline and increased, by 10%, the number of students and faculty engaged in international research and development work and in study-abroad programs.
- Benchmarked the administrative efficiency of administrative/academic support units against comparators.
- Obtained improved student ratings on their learning environment through improvements in NSSE scores.
- Implemented the recommendations of a joint Council-Provost Task Force on student financial aid.

Process Commitments:

- Strategic Enrolment Management*
- Distributed Learning
- Experiential Learning at the University of Saskatchewan
- Joint Task Force on Student Financial Aid*
- Learning Outcomes and University of Saskatchewan Qualities

Project Commitments:

- Student Advising – Implementation of Degree Works*
- Service and Process Enhancement Project*
- Establish a Red Tape Commission
- Benchmark Administrative Efficiency

This area of focus will require immediate and sustained action, centrally and across the colleges/schools over the planning cycle and selected commitments (identified by an asterisk) will be the key focus for 2012/13.

Resources to Support this Plan:

Executive Sponsors: Vice-Provost Faculty Relations and Associate Vice-President Human Resources; Provost and Vice-President Academic and Vice-President Finance and Resources; Vice President Finance and Resources

People: Process/Project: Develop and Implement a People Plan for the University of Saskatchewan; Benchmark Administrative Efficiency

Financial: Process/Project: Address the funding gap identified in the Multi-Year Operating Budget Framework; establish service level agreements and standards of service performance for administrative units; establish a leading practices internal control framework

Capital: Project: Implement Renew US

The resources section will require immediate and sustained action, centrally and across the colleges/schools over the planning cycle. The Financial resources will be the highest priority for 2012/13.

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY and ARTISTIC WORK COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Stephen Urquhart, Chair

DATE OF MEETING: June 21, 2012

SUBJECT: **Research, Scholarly and Artistic Work Committee
Annual Report to Council**

COUNCIL ACTION: For information only

ATTACHMENTS:

1. Research, Scholarly and Artistic Work Committee Annual Report for 2011-12
2. Annual Report of the Vice-President Research for 2011-12
3. Annual Report of the Dean of Graduate Studies and Research for 2011-12

COMMITTEE MEMBERSHIP:

Stephen Urquhart, Chair
Marie Battiste
Ranjan Datta/Dylan Beach
Daniel Beland
Lalita Bharadwaj
Karen Chad
Ray Stephanson
David Logan
Lawrence Martz
Carey Simonson
Carl Still
Kelsey Topola/Ruvimbo Kanyemba
Keith Willoughby
Resource Personnel
Susan Blum
Kathryn Warden
Laura Zink
Sandra Calver, Secretary

**ANNUAL REPORT TO COUNCIL
of the
RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE**

During 2011-12, the Research, Scholarly and Artistic Work Committee (RSAW) held 16 regular committee meetings. In addition, members served as committee representatives on 10 related joint and advisory committees.

Over the course of the year, the Committee clarified its governance role. The Committee is responsible to Council for the research dimensions of the academic agenda of the University. RSAW deferred on being a lead proponent in the development of operational strategies and plans for which Council approval was not sought. The Committee requested to be involved in a consultative manner in the development of these strategies and plans, rather than act as lead proponents. As part of determining role clarity, the Committee also undertook to review its involvement on the various advisory committees associated with the Office of the Vice-President Research to which members provide service. This review is ongoing as the role members play on these committees is re-evaluated, and alternative opportunities for ensuring valuable faculty participation on advisory and selection committees are explored.

As part of the development of the *Third Integrated Plan*, the Committee engaged in formative discussion of the strategic plans for the Office of the Vice-President Research and the College of Graduate Studies and Research. In addition, the Committee supported the work of the Unit Plans Review Committee for the third planning cycle through the contributions of its Chair and a designated member.

In November, the Committee reported to Council jointly with the International Activities Committee on a set of principles and strategies in support of internationalization. Further discussion of the metrics to assess and track the University's international engagement and accomplishments will occur in the coming year and will be reported to Council.

Significantly, throughout the year, the Committee engaged with the vision articulated in the renewal of the President's *Strategic Directions* that "*Tri-Council funding performance be above the national average for medical-doctoral universities in all competitions and in all academic units of the University?*" Members viewed this as a broad and compelling topic and a "*theme area*" for the committee discussions. Some comments are provided below, but the Committee proposes to submit a report to Council on 2012-13 on how the University could advance specific areas of focus and strategies relative to this institutional imperative.

As part of this review, the Committee discussed the implementation and evaluation of the shared research facilitation model, and the development of the research mentorship and the internal grant review processes. These programs have been developed in response to the goals set by the Vice-President Research for increasing national, regional and international partnerships and the participation rates and research intensity of faculty

members. Members also met with the university-designated spokespersons for the Tri-Council agencies and individual NSERC, CIHR, and SSHRC funded-researchers to hear first-hand their views on the challenges and barriers that exist relative to achieving the research goals articulated in the *Strategic Directions*.

The Committee provided feedback and commentary on a new faculty start-up model and support to the Vice-Provost Faculty Relations. The Committee articulated the principle that providing adequate start-up support is a shared responsibility, shared between the Administration and academic units. As a general principle, the Committee supports that the decision to allocate a salary line for a new faculty search be coupled at the outset with consideration of appropriate, discipline specific start-up funding for that position. In a time of fiscal restraint, a differentiated level of support for new faculty, based on need and competitive pressures, is needed. A “one size fits all” approach funding will mean that some faculty will have inadequate support and will therefore be hampered in establishing their research programs. Greater flexibility to allow new faculty to direct their start-up funding to the specific needs of their programs (operating versus capital, for example), is needed. It is essential that all levels and units within the University support the research success of new faculty.

At the same time, evolving pressures from Tri-agency programs must be tracked and guide our strategies. For example, there is tremendous opportunity for SSHRC researchers in the socio-health area to work with CIHR researchers on collaborative projects. Recent award decisions show that NSERC places great emphasis on faculty research productivity at the time of their first grant renewal. Research support, mentorship, and University structures must provide for a competitive research environment, including the efficient use of grant funds, for new and mature faculty. The standard for competitiveness is not an internal measure, but relative to the institutions with which we compete for grant funding from the Tri-councils. Institutional support for graduate students is a key part of this competitive environment.

As a result of these discussions, it is clear that differentiated strategies will be required to achieve improved research performance at the University. The strategies needed to achieve growth in a research active unit must be very different from those needed to activate research activity in a unit where a research culture is absent or weak. Strategies will vary between different the different Tri-councils; while all three funding agencies promote partnerships, there are significant differences between the funding agencies and there are disciplinary differences to consider.

Research growth will require sustained investments and will take time to realize. Some important factors arose repeatedly in Committee discussion with experts: we must hire the best; support them in environments that recognize, encourage and mentor research; provide access to infrastructure and support at a level competitive with the institutions with whom we compete for grant funding, and ensure that research time is respected by all levels of the University.

The Committee will return to the question of metrics for the evaluation of research in 2012-13, from the view of principles to define evaluation metrics as well as the information they provide on institutional standing, risks and opportunities.

The Committee considered the structural changes within the College of Medicine from the basis of the new clinical research model. Further discussion is planned in the coming year as the model is implemented.

Graduate program review and assessment was considered by the Committee relative to common issues and “*lessons learned*” as reported by the Dean of Graduate Studies and Research at the conclusion of the implementation of the first year of cyclical graduate program review. The Committee also reviewed the report and response to the NSERC/SSHRC Monitoring Visit on the University’s administration of grant and award funds and reviewed the Canadian Council of Animal Care (CCAC) Assessment Recommendations.

The Committee considered the review process for centres from the perspective of issues of reporting and review related to sustainability. The Committee will be further consulted in the fall regarding revisions to the Centres Policy and Guidelines as part of the consultation for the proposed policy revisions. The Centres Subcommittee has determined that proposals for new research centres would benefit from additional review. This year, the Committee was apprised of the development of the Canadian Centre for Nuclear Innovation (CCNI) and the Centres Subcommittee was augmented by an additional two members from the RSAW for its review of the Global Food Security Institute.

The importance of graduate student enrolment in relation to the research agenda and increasing research capacity was discussed. Additional consideration of the balance among graduate degree programs and differential growth targets is required to ensure that the University, as a medical doctoral research-intensive university, has an appropriate balance between thesis-based programs and course-based professional Masters programs. Ph.D. student enrolment is considered necessary for institutional research success and standing; however, most of the recent gains in graduate student enrolment have been on course-based Masters programs. The University has the capacity to increase its graduate student enrolment; those areas where growth is targeted require further consideration. The multi-year Strategic Enrolment Management (SEM) plan being developed will inform the University’s future enrolment strategies in this regard.

The Committee met with representatives from the Teaching and Learning Committee to consider the scholarship of teaching and learning. Scholarly inquiry on teaching and learning often occurs alongside disciplinary research. A greater understanding and acceptance of research in this area, its standards for intellectual rigor, and the development of consistent standards relative to the standards for review of salary, promotion and tenure is desired. This is an issue the Committee will return to upon completion of a related environmental scan initiated through the University Learning Centre.

In June, the Committee received the reports from the University's Behavioural, Biomedical and Animal Care Research Ethics Boards, as it its practice, due to the conflict of interest inherent in their submission directly to the Vice-President Research.

I am pleased to report on the work of the Research, Scholarly and Artistic Work Committee and extend my appreciation to all members for their contributions.

A handwritten signature in black ink, reading "Stephen Urquhart". The signature is written in a cursive style with a large initial 'S' and a long, sweeping tail.

Stephen Urquhart, Chair

Report of the Vice-President Research

To the Research, Scholarly and Artistic Work Committee of Council
For the period 1 May 2011 to 30 April 2012

It has been my pleasure over the last year to continue to work with colleagues, researchers and external partners in furthering the knowledge creation goals of the University of Saskatchewan. Together we have made significant process in articulating a strategic plan for U of S research as part of the integrating planning process, advancing a number of critical initiatives, and refining and improving services to support researchers in their discovery and creation efforts.

The Office of the Vice-President Research (OVPR) continues to play an active leadership, service and facilitative role in advancing U of S research. Our activities are grounded in a commitment to achieve the knowledge creation goals articulated by the collegium. Namely to:

- Establish the U of S as one of the top ten medical/doctoral universities in Canada, and one of a select few internationally in key areas; and
- Achieve Tri-Agency funding performance at or above the national average for medical-doctoral universities in all competitions and in all academic units of the university.

I am pleased to provide an overview of key accomplishments and activities of the Office of the Vice-President Research for the period 1 May 2011 to 30 April 2012.

STRATEGIC INITIATIVES AND PORTFOLIOS

Strategic Plan: Development and Implementation

- The OVPR Strategic Plan (October 2012) articulated five priority areas (*Signature Area Development, Recruiting and Supporting Talent, Student Engagement in Research; Core Business, and International Activities*) critical to advancing the U of S research goals.
- An *Environmental Scan of Best Practices of Top Research-Intensive Universities* was completed in February 2012. This study further explores best practices, programs and services common to highly successfully research institutions. Coupled with the OVPR strategic plan, it provides key information to inform our approach to enhancing U of S research activities.
- The Dean's Retreat on Research (February 2012) resulted in a *Research Intensification Strategy*. Endorsed by the Deans, this strategy provides details and timelines for developing and implementing initiatives and activities that the deans agreed were critical to achieve U of S knowledge creation goals.
- Ongoing commitment to sharing and exchanging ideas, strategies and opportunities.
 - The *Associate Deans Research Forum* and the *Centres' Forum* continue to provide opportunities to share information across unit boundaries and collaborate around new and existing initiatives, programs and services with the aim of ensuring a robust research environment.

- In 2012, the OVPR introduced two new initiatives to support communication and cross- and inter-unit collaboration.
 - (a) VPR College visits – beginning in spring 2012 and continuing to December 2012, the VPR is visiting all colleges to share, discuss and solicit new ideas to support researchers and to enhance research activities at the U of S. To date, the VPR has visited the Colleges of Kinesiology and Engineering.
 - (b) *Focus on Research* at Deans Council – a portion of each bi-weekly Deans’ Council has been set aside to focus on a priority articulated in the *Research Intensification Strategy*. Reserved time in this leadership forum provides ongoing momentum for the implementation process and allows deans to share concerns, successes and opportunities across units.

Signature Areas: Rapid development of the Natural Resources Cluster

- During the *Second Integrated Planning (IP2)* cycle, the U of S identified six distinctive research areas in which our research accomplishments distinguish the U of S from other universities in Canada and place us among the best in the world. (Details on the areas and the process through which they were identified are available at <http://www.usask.ca/vpresearch/workshop/areas.php>.)
- In 2011-12, OVPR efforts focused on developing the signature areas which together can be viewed as a *Natural Resources cluster*.¹ Highlights include:
 - (a) Water Security
 - Established March 2011, the Global Institute for Water Security led by the Canada Excellence Research Chair, Howard Wheeler, had a successful first year of operation. The Institute (<http://www.usask.ca/water/>) has made significant progress related to developing its thematic areas, recruiting six new faculty (5 faculty hired; 1 search process underway), and establishing a network of partners (academic, government and community) that extends from the local, to provincial, national and international arenas. In addition, the Institute added a fourth theme: *Water and Health*. (The other thematic foci are: *Climate change and water security: Land-water management and environmental change*; and *Sustainable development of natural resources*.)
 - (b) Energy & Mineral Resources
 - **Canadian Centre for Nuclear Innovation (CCNI)**
 - OVPR led the successful development of the CCNI. The centre was approved by University Council as a type C centre in September 2011 (<http://news.usask.ca/2011/10/18/council-approves-nuclear-innovation-centre/>) and was incorporated in December 2011 with the first meeting of the Board of Directors held in January 2012.

¹ Signature areas in the Natural Resources cluster are: *Agriculture Food and Bioproducts for a Sustainable Future*; *Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment*; *Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies*; and *Water Security: Stewardship of the World’s Freshwater Resources*

- The centre is primarily funded through a \$44 million in investments from the Saskatchewan government, Western Diversification and RUH Foundation, which includes funds for a cyclotron PET CT.
- The CCNI's mission is "to place Saskatchewan among global leaders in nuclear research, development and training through investment in partnerships with academia and industry, for maximum societal and economic benefit."
- The Institute has identified four thematic foci: Advancing nuclear medicine, instruments and methods; Advancing knowledge of materials through nuclear methods; Improving safety and engineering of nuclear energy systems, including small reactors; and Managing the risks and benefits of nuclear technology for society and our environment.
- Spring 2012, the OVPR launched discussions with Deans and Associate Deans Research to position the U of S to capitalize on opportunities available through the CCNI's call for proposals anticipated June 2012.
- **International Minerals Innovation Institute (IMII)**
 - The OVPR played a leadership role in the development of a not-for profit *International Minerals Innovation* Institute. The IMII was formally announced May 2102 and will be funded in its start-up phase with a \$500,000 investment for Innovation Saskatchewan (<http://www.usask.ca/research/news/read.php?id=1072>). The OVPR is a founding member of the International Minerals Innovation Institute.
 - The IMII is "a public-private-post secondary partnership and leader to inform, facilitate, coordinate and financially support industry-driven research and skill development that will enable the growth and global competitiveness of the Saskatchewan minerals industry."
 - The IMMI strategic areas of focus are: Mining Technology; Process Technology; Environmental and Safety Management & Technology; Exploration; Social License & Policy Research; and Business and Economics of Global Commodities.

(c) Agriculture: Food and Bio-products for a Sustainable Future

- In April 2011, the OVPR held a visioning workshop with U of S researchers and external partners around a new institute focused on food security. Over the next 12 months, a series of meetings and workshops resulted in a plan to establish a *Global Food Security Institute* at the U of S.
- The proposal to establish the Global Food Security Institute will be presented to Council June 2012 for approval.

Seizing opportunities to develop Signature Areas: Canada Excellence Research Chairs (CERC)

- In November 2011, a second round of CERC awards was announced; the U of S invited to submit 2 proposals. On 28 May 2012, two working groups of the OVPR submitted phase I CERC proposals related to the U of S *signature areas* of One Health and Agriculture: *Food Systems & Security*; and *Integrated Infectious Disease Mitigation*. Results for Phase I of the application process are anticipated October 2012.

Strategic Projects Team: New faces around campus

- Originally introduced during IP2, the Strategic Projects Team is a critical arm of the Office of the Vice-President Research. The Team consists of recognized experts from both the academic and external environment who are recruited for limited terms to address emergent and strategic opportunities related to institutional research goals. The Team allows the U of to respond nimbly to strategic opportunities. In 2011-12, new faces on SPT included:
 - Robert Lewis (past-Director of the Monash Centre for Synchrotron Science)– is providing strategic advice related to BMIT educational, training and research activities; supporting instrumentation development strategic to the BMIT beamline; and assisting a U of S working group in developing a concept paper regarding collaborative and interdisciplinary synchrotron science training.
 - John Valliant (Scientific Director and CEO, Centre for Probe Development and Commercialization) – is providing strategic counsel in the development of the Saskatchewan Centre for Innovations in Cyclotron Science (SCI-CS) including leadership, facility design, equipment procurement, project management, strategic planning for research, development and funding and for launching the program so that it is able to meet key research, training and health impact objectives.
 - Gordon McKay (Past CEO and President, Pharmalytics Ltd) – is taking the interim role of Science Director of the recently launched Saskatoon Centre for Patient Oriented Research, and is a key member of a working group exploring the current and future research of the mass spec facility
 - John Root (Director, NRC-Canadian Neutron Beam Centre) – has been instrumental in launching the Canadian Centre for Nuclear Innovation. Dr. Root will continue as Acting Director of CCNI during its initial year of operations.

Tri-Agency Strategy Implementation

In 2011-12, the Office of the Vice-President Research launched a multi-year, multi-faceted strategy to transform the University's engagement with Tri-Agency funding. The plan includes:

- Secondment of highly respected faculty leaders to develop and implement strategies and programs to support Tri-Agency research success. Leaders have now been identified for each Tri-Agency:
 - SSHRC: Linda McMullen, Department of Psychology
 - CIHR: Roger Pierson, Department of Obstetrics, Gynecology and Reproductive Sciences
 - NSERC: Tom Steele, Department of Physics and Engineering Physics
- PCIP approved funding for a three-year pilot to provide research facilitation to researchers across campus. This pilot establishes 7 co-funded (OVPR/College) research facilitators to aid researchers in 11 colleges developing Tri-Agency grants, facilitating research group development and collaborative grant applications, and identifying alternative (e.g. Non-Tri-Agency) funding opportunities.
- A new internal review process (approved by the Associate Deans Research) has been developed and is being implemented for fall 2012 Tri-Agency competitions. The process provides early and comprehensive, high quality feedback to researchers on their grant proposals.

CIHR Strategy for Patient-Oriented Research (SPOR) and SUPPORT Units

- Building upon the opportunities afforded by the recently established Saskatoon Centre for Patient-Oriented Research (please see *Research Infrastructure Developments*), the Office of the AVPR-H represented the UofS and SHR on a working group of provincial stakeholders to draft a proposal in anticipation of a Call for Letters of Intent from CIHR in summer 2012 that focuses on plans for what CIHR is calling a SUPPORT Unit (Support for People and Patient-Oriented Research and Trials). SUPPORT Units will receive up to \$5 million over 5 to 7 years (matching by the province required) and are to be designed self-sustaining. The long-term these Units aim to build infrastructure to support research that will improve patient care, health outcomes, and system efficiency.

Research Mentorship

In collaboration with the Office of the Vice-Provost, the OVPR under the leadership of Jim Thornhill (Special Assistant for Health Research) has developed a new research mentorship program. The program will be fully launched in July 2012 and includes:

- Research mentorship teams for each new faculty member. The teams will work with the new recruits for five years and will provide support and guidance on the development of their research programs.
- Semi-annual workshops for new faculty – in 2011-12, workshops focused on *Time Management* (November 2011) and *Best Practices: graduate supervision and mentoring* (April 2012).
- Workshops for mentors to explore best practices in research mentorship.

International Portfolio Advanced

Under the leadership of Tom Wishart, *Special Advisor International Initiatives*, efforts continued to explore appropriate models for providing comprehensive coordinated support for enhanced international activities.

- The office engaged the University community in developing strategic, geographic foci to maximize U of S activities by facilitating opportunities (where the institution has a critical mass) to develop deeper, integrative (research, learning, exchange) approaches. A consultative process – including an online faculty survey, analysis of current international partnerships, and workshops – identified four strategic areas: (1) China, (2) India, (3) United States and (4) other countries of (often emerging) strategic importance. Currently, over 50% of U of S partnership agreements are with Chinese or Indian institutions; development of robust country strategies for China and India were initiated in 2011-12.
- Development of country strategies for India and China
 - Dr. Li Zong and Dr. Jay Kalra have been appointed as country advisors for China and India respectively. These positions are developing and leading country-specific strategies to increase U of S international engagement around learning opportunities and research.
 - Collegial participation in developing country-strategies has been a priority. Focus group discussions with researchers were held October 2011 (India) and November 2011 (China). Participants were asked to identify: guiding principles for establishing/developing partnerships in China/India; barriers to engagement; and changes/programs/initiatives that would facilitate fuller engagement.

- Established the Confucius Institute (<http://announcements.usask.ca/news/archive/2011/09/>)
 - Approved (May 2012) as a type B centre, the Institute is a partnership with the Saskatoon Public School Division
 - Its mandate is to promote awareness of Chinese culture, language and history to the university community and city of Saskatoon.

The International Office hosted / organized 285 delegations in 2011. Of particular note, the Vice-President Research participated in:

- Quality Network for Universities 2011: *Global Collaboration and Partnerships as a Strategy for Fiscal and Institutional Sustainability*, Vice-President tour of Turkey. 1 – 7 May 2011
- Quality Network for Universities 2012: Vice-President Visit to Brazil, 28 January to 4 February 2012

Research Infrastructure Developments

Capital Projects

The Vice-President Research is the Executive Sponsor for a number of large-scale capital projects. The projects are at varying stages of development within the University's *Major Project Planning Process*:

- Beef Cattle Research and Teaching Unit – further development of this project is waiting completion of the province's beef and forage review. This report is anticipated September 2012.
- Rayner Dairy Research and Teaching Facility – construction in underway and is expected to be completed January 2013.
- Canadian Feed Research Centre – work is proceeding, completion anticipated December 2012.
- Agriculture Building Phytotron Infrastructure Renewal – this is a 3-phase project. Phase I (lighting replacement and retrofit) and Phase 2 (controller replacements) have been completed. Phase 3 (chiller replacement) has been tendered, awarded and construction is scheduled to begin in mid-June 2012 with completion anticipated by June 2013.
- Equipment Storage Quonset and Germplasm Storage Expansion – the RFP is currently being developed to tender this project.

In addition, to the above list, the following institutional major projects were advanced in 2011-12:

International Vaccine Centre (InterVac) / VIDO: grand opening

(<http://www.usask.ca/research/news/read.php?id=1017>)

- \$140-million facility is the largest facility of its kind in North America.
- A containment level 3 facility provides specially designed facilities for research into diseases and will enable larger-scale vaccine research and development than is currently possible in Canada.

Natural Resources Innovation Complex: planning launched

- Visioning and planning has been launched for this new major capital project.
- The proposed Natural Resources Innovation Complex project will create an exciting new interdisciplinary hub for researchers and students from a wide variety of engineering, science and policy areas to work side by side with industry and government partners to solve challenges in the natural resources sector. The project both a major new building and rejuvenation of existing facilities to meet the growing

space needs of the College of Engineering and to create a hub for an interdisciplinary approach to teaching, research and innovation in U of S signature areas related to natural resources.

Saskatoon Centre for Innovation in Cyclotron Science (SCI-CS)

Office of the Associate Vice-President Research – Health (U of S) / Vice-President Research & Innovation (Saskatoon Health Region) is spearheading development of the SCI-CS.

- Located in a renovated Animal Resources Centre (ARC) building on the U of S campus, the project involves the installation of a cyclotron and the development of associated space required for research work on isotopes produced using the cyclotron. Both are considered critical to the Province from the perspective of research and innovation, and for clinical service delivery
- SCI-CS will provide opportunities for broader research and training in the life sciences (human, animal and plant) as a result of the activities carried out in the adjacent radiochemistry / radiopharmacy.

Saskatoon Centre for Patient-Oriented Research (SCPOR)

- The Office of the Associate Vice-President Research – Health (U of S) / Vice-President Research & Innovation (Saskatoon Health Region) successfully led establishment of the Saskatoon Centre for Patient-Oriented Research. SCPOR was officially launched at Saskatoon City Hospital on May 20, 2011. (<http://www.usask.ca/research/news/read.php?id=1002>)
- An effective leadership and management team has been recruited for the facility: Mr. Scott Corley as the Administrative and Marketing Director (Interim), Dr. Tom Wilson as Medical Director, Dr. Gordon McKay as Scientific Advisor and Mr. Trevor Oleniuk as Contracts Specialist.
- SCPOR is in the process of defining its immediate and long-term infrastructure needs for research administration and clinical data management.
- A new Nursing Model is being developed that will provide a skilled, competent and robust nursing workforce to support clinical trials research.

Centres: Review and Establishment

The OVPR initiated a process to review all type B centres reporting to the Vice-President Research. This systematic review of centres was a key recommendation of Task Force on the Management of Centres. The OVPR plan will see review of approximately 20 type B centres over a 4 year period (2011-5). To date:

- One review has been completed (Saskatchewan Structural Sciences Centre) and two are in the final states (Centre for the Study of Cooperatives; Community – University Institute for Social Research)
- Five additional reviews have been initiated and are ongoing (Canadian Centre for Health & Safety in Agriculture, Biomedical Engineering, Prairie Swine Centre Inc, Toxicology Centre, and W. Brett Wilson Centre)

The Office of the Vice-President Research was the Executive sponsor for:

- Centre for Forensic Science and Criminal Justice (approved May 2011)
- Canadian Centre for Nuclear Innovation (approved September 2011). Please see *Signature Areas* for more details.
- Global Food Security Institute (approval pending)

On-line Research Administrative Management System: Planning Initiated

- A business case for a new University-Wide On-Line Research Administrative Management System (ORAMS) is being developed. This spring PCIP has approved the first phase of the project – \$50,000 in one-time funding was provided to identify the systems requirements and develop the RFP.
- A key priority of the OVPR Strategic Plan (IP3), ORAMS would replace the existing system and would provide the full complement of research administration, management, and reporting for the University. The system is essential to address external regulatory requirements, facilitate harmonization of ethics protocol approvals, and provide accurate data to address internal and external demands.

UNITS OF THE OFFICE OF THE VICE-PRESIDENT RESEARCH

Awards Facilitation

- 17 new nominations and 9 updates to previous nominations for local, national, and international awards were submitted in collaboration with the Awards Facilitator.
- Successful nominations have included:
 - Chemical Institute of Canada Fellowship Ajay Dalai, Chemical Engineering). The CIC is a national organization encompassing a number of chemistry societies. CIC Fellowships are awarded to members in recognition of outstanding contributions. Only three Fellows were named in 2012
 - Canadian Academy of Health Sciences Fellowships (Andrew Potter, VIDO). The CAHS is a national body of experts that provides assessment and advice on key issues relevant to the health of Canadians. The CAHS, along with the Canadian Academy of Engineering and the Royal Society of Canada, forms the Council of Canadian Academies. Fellowships elected to the CAHS are recognized by their peers nationally and internationally for their contributions to the promotion of health science. The CAHS elected 45 new Fellows in 2011.
- The Awards Facilitator continued the practice of meeting one-on-one with department heads, Associate Deans of Research, and individual faculty to build relationships, discuss award opportunities and potential candidates, and generally enhance the visibility of the Awards Facilitation Office on campus.
- A Faculty Recognition Advisory Committee chaired by the Vice-President Research on behalf of the President was formed and held its inaugural meeting in January 2012 to evaluate and select candidates for major national and international awards and to discuss strategies to improve the U of S awards profile and the culture of recognition on campus.
- Listserv announcements continue to be circulated through Research Services to highlight upcoming award opportunities.

Industry Liaison

The ILO continued implementing a more collaborative commercialization process with very positive results. In 2011-12, the Office:

- Exceeded target of growing active licenses by, at least, 20%/year.
 - Completed 9; Target 8;
 - 4 licenses in late stages of negotiation
 - 4 options to license
- Assisted in development of research projects
 - \$2.1 million committed (Mainly WEPA funding for Rentech)
 - Over \$23 million in process (Rentech, CFI, NSERC)
- Start-ups
 - Opportunities assessed 9
 - Initiated 3
 - In development 1

New measures of ILO impact were developed in 2010-11. Status on these indicators includes:

- Economic impact measure for the ILO - Over \$10 million.
- Jobs attributable to ILO assisted start-ups - 28.
- ILO managed license and royalty revenue - \$7.2 million (more than a 20-fold increase since 2004).

International Office

The Office provides service, leadership and university coordination to support U of S internationalization efforts. This includes:

- Support for visiting international delegations and development of *Memoranda of Understanding*. In 2012, the Office:
 - Organized / hosted 285 delegations.
 - Supported development of 42 MOUs (with 16 in progress).
- Developed funding proposals to support faculty and student study abroad opportunities and exploratory visits, including:
 - Ugandan interdisciplinary study abroad.
 - Tanzanian trip with Nelson Mandela African Institute of Science and Technology.
 - Science without Borders application.
- Administrative support and enhancement of international activities
 - Led the creation of the GIS Map demonstrating sites of U of S activities world-wide.
 - Teaming with SESD and CGSR, created a draft of common terminology and policies for dual and joint degrees.

Office of Associate Vice-President Research – Health, U of S / Vice-President Research & Innovation, Saskatoon Health Region (SHR)

This office's mission is to *catalyze health research and innovation opportunities* across the U of S and SHR and other partners. Office activities are focused in four areas:

- Identify, develop, and champion opportunities that take advantage of existing strengths and respond to priority needs (local, provincial, national, international)

- Cultivate supportive relationships and partnerships
- Facilitate and/or lead the development of effective policies, best practices and processes
- Identify systemic barriers and work effectively with others toward their resolution.

Many of the projects led or participated in by the Office take place within the service delivery arena and include:

- Assisting the Hospitalist Care Group Research Team in evaluating the Hospitalist Program on 5th Medicine at St. Paul’s Hospital by supporting aspects of its program evaluation (literature synthesis, data collection, and data analysis) and facilitating new linkages with the Edwards School of Business (ESB) at the University of Saskatchewan.
- Formalization of an SHR Research Policy and procedures as well as development of policies on Intellectual Property and Quality Improvement and Program Evaluation;
- Analysis of the SHR staff engagement survey;
- Evaluation of patient engagement and voice with the SHR client and family care specialist;
- Complex continuing care and home care redesign;
- Applied for and received a CIHR Meeting, Planning and Dissemination Grant and held a Café Scientifique called “Minding the Health Gap in Saskatoon, Saskatchewan” in March 2012;
- Oversight and management of the Saskatchewan-CIHR Internal Review process and Regional Partnership Program;
- Facilitation of an application for Canada Excellence Research Chairs (CERC) 2012 Competition on Integrated Infectious Disease Mitigation.

Research Communications

In 2011-12, Research Communication activities increasingly focused on “Discovery with Impact” – initiatives focused on research reputation-building and impacts/benefits of research, scholarly and artistic work, particularly in U of S signature areas. Research Communication Office highlights include:

- Co-led or led major institutional communications initiatives (media relations strategy for U of S “Truly Saskatchewan” campaign; marketing plan development for recruiting top researchers and students; media training sessions for faculty)
- Developed a new Research website to be launched Fall 2012
- Provided new support training and mentoring graduate students in research communications skills through lay summary writing workshops and through the Young Innovators series in the *StarPhoenix*.

Research Communications continued to offer a broad spectrum of support and service related to the promotion of U of S research:

- 37 major funding success announcement events and news releases (*May 1, 2011 to March 30, 2012*): Most releases resulted in at least one national media story and several elicited extensive national media coverage.
- Special initiatives to build profile in signature areas included:
 - VIDO-InterVac Grand Opening and Prime Minister Visit (September 2011)
 - “Cobalt 60 at 60” event and commemorative exhibit (December 2011)

- International publicity for proposed U of S Global Institute for Food Security-- two-page Op Ed and Ad in G20 Cannes publication
- Campaign to celebrate Lorne Babiuk's Gairdner Wightman Canada Award (March 2012):
- Advocacy for U of S research agenda through "op eds": Op-eds often picked up by other papers and by *Academica's* Top 10.
- Advertisements, brochures and editorial articles to celebrate research success:
- Special initiatives celebrating research success included:
 - KIP – WCVM diagnostics lab, steam tunnels, rooftops (Nov. 18)
 - SSHRC Gold Medal (Jim Miller) and Chad Gaffield lecture (Nov.1)
 - Celebrating innovation

Research Ethics

The Research Ethics Office (REO) continues to play a leadership role in ethics and academic integrity education

- The Research Ethics Office in partnership with the International Students Centre and the CGSR has initiated face to face academic integrity workshops for international students. Four workshops were offered this year with over 100 students attending. More sessions are planned for the upcoming academic year.
- The research ethics education program featuring drop in appointments in the USSU Boardroom and WCVM continued in 2011-12: the number of drop-in appointments increased over last year.
- The Research Ethics Office gave 33 presentations on research ethics and research integrity to over 1026 students, faculty and staff from August, 2011 to April, 2012. This is an increase of over 30% from last year.
- The Research Ethics Office through GSR 960, 961 and 962 provided research ethics and integrity training to 1,302 Graduate Students.
- GSR960 (Introduction to Ethics and Integrity) will continue to be revised to include new materials and improvements in course delivery. GSR961 is now associated with the new TCPS2 online education module.
- The REO, working with University Committee on Ethics in Human Research (UCEHR) completed the development of new Standard Operating Procedures compliant with the TCPS2, ICH-GCP and the US Legislation.
- Work continues to harmonization of research ethics review among Saskatchewan universities and health institutions and is beginning with institutions in Western Canada.
 - The REO anticipates that agreements will be signed in the next three months with the University of Regina and Regina Qu'Appelle Health Region to achieve partial reciprocity in ethics review in the province of Saskatchewan.
 - Similar agreements are close to being signed with the University of Alberta and UBC.
 - REO now has agreements with 3 Health Regions in the province to use the U of S REBs as their Boards of Ethics. In addition, the Allan Blair Cancer Centre has disbanded their REB, and is now using the U of S REBs.

- REB Chairs: renewal
 - February, 2012 Dr. Gordon McKay became co-Chair of the Biomedical REB along with Dr. Jim Blackburn. Dr. Blackburn will be stepping down by June 30 and Dr. Ildiko Badea will take the position of Vice Chair with the Biomedical REB.
 - Dr. John Rigby will be stepping down as Behavioral REB Chair and will be replaced by Dr. Beth Bilson on July 1, 2012

Research Services

Research Services' mandate includes responsibility for grant/contract management, institutional programs, and international research.

The unit has continued its efforts to provide excellent services to researchers on campus. Key initiatives of 2011-2 include:

- Improved processes for internal funding programs (President's SSHRC, President's NSERC, Visiting Lecture, Publications). Modifications have focused on facilitating participation of and feedback to researchers:
 - Consistent terms of reference and application process have implemented
 - Terms of reference for committee members developed
 - PDF form-fillable application developed and implemented
 - Review and feedback form developed and implemented for President's NSERC and President's SSHRC
- Increased collaboration with other units on campus, notably with Financial Reporting, Industry Liaison Office, Corporate Administration, Purchasing and Research Ethics to facilitate seamless delivery of services to researchers.
- Implementation of new monitoring and control activities to ensure U of S continues to meet external regulatory requirements. The new procedures and processes address recommendations from Provincial audit and the Tri-Agency review. Initiatives include:
 - New quarterly management monitoring process to ensure accuracy and integrity of data (related to ethics compliance, fund authorizations, fund numbers, and fund start and end dates)
 - Monthly monitoring process to ensure completeness to support revenue recognition requirements

Research data metrics and management

- Enhanced the quarterly reports to colleges/schools on research activity and expanded reporting capacity to address operating reporting requirements such as the provincial audit.
- Launched initiative to provide research activity data to units through user-friendly web portal.
- Supported development of TABBS and particularly the research module.

Grants and Contracts

- Funding applications/grants initiated from May to April: 2010/2011 (1650); 2011/12 (1435 – to date)
- Contracts initiated from May to April: 2010/11 (501); 2011/12 (463 – to date)

- Organized a series of workshops (10) to support researchers in developing Tri-Agency grants. The workshops ranged from grant-specific information sessions to grant writing workshops.

Institutional Programs

Canada Foundation for Innovation

- Funding awarded for 18 regular LOF projects (CFI \$1.861M; Total Project \$4.663M), and 6 LOF-CRC projects (CFI \$1.3M; Project Total \$3.3M)

Canada Research Chairs

- The U of S chair allocation is 36. Of these 29 chairs are currently filled including 6 new CRCs awarded in May 2011 (2) and October 2011 (4), and 2 Tier 1 renewals approved in October 2011.

RS-International Research

- Successfully supported 4 applications to IDRC, CIDA Canadian Internal Food Security Research Fund. (Total value: \$8.7 million; U of S value: \$3.4 million / with \$5.3 million to collaborating institutions).

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Dr. Stephen Urquhart, Chair
Research, Scholarly and Artistic Work Committee
University of Saskatchewan

Dear Dr. Urquhart and Committee Members,

Re: Annual Report of the College of Graduate Studies and Research – 2011/2012

During the 2011/2012 academic year the four standing committees of the College of Graduate Studies and Research (CGSR) met on a regular basis to monitor, direct and facilitate College business. Copies of their respective reports are attached. In addition to these, and on behalf of the CGSR Executive Committee, I would like to take this opportunity to provide additional information, most of which falls outside the purview of any one committee, on the activities of the College directly related to research and scholarly work.

The university continues to place a high priority on graduate studies throughout the second integrated planning cycle, and graduate student numbers have grown by 27% over the past four years. With a total of 3271 students in the last academic year, graduate students now comprise more than the target of 15% of the total student population. Understanding the importance of Ph.D. students to moving forward the institution's research agenda, the college has worked towards increasing the number of Ph.D. students on campus. Over the past four years, this has resulted in a 22% increase in Ph.D. students, however, with a 307% increase in course-based Master's students, the overall graduate student population continues to contain 25% Ph.D. students.

An institution's research agenda is largely driven by the work of its faculty and its graduate students. The College supports the research work of graduate students through a selection and nomination process for national tri-council competitive awards and the direct awarding of Dean's Scholarships. This past year, two nominees were awarded tri-council Vanier scholarships, one from NSERC and one from SSHRC. To date, only the NSERC graduate scholarship announcements have been released and 26 U of S students will receive awards from this round of competition. There were four rounds of Dean's Scholarship competitions this past year and offers have been made to 42 students in total (33 Ph.D. and 9 Master's students).

The College was also very active in several other areas that directly support the RSAW's mandate in the areas of research and scholarly work. One ongoing priority has been to identify opportunities and develop beneficial partnerships with foreign institutions and governments whereby the College, with a small investment in student supports, can attract funded graduate students to the U of S. This strategy has been operational in China and Vietnam and we are beginning to see significant results with offers of admission to 23 funded students, mostly at the doctoral level. Research into potential opportunities in Latin America currently underway has identified two other promising markets.

In an age where how universities do business, and positioning is becoming a crucial factor in determining an institutions ability to attract and retain both funding and top researchers, policy needs to be reviewed with an eye to improvements supportive of the academy's goals. To that end, the CGSR has facilitated two significant policy changes allowing for dual degrees and joint student programs. Both of these initiatives provide opportunities to attract top quality graduate students, to facilitate increased faculty to faculty collaborations between institutions and support the transnational exchange of research and scholarly work.

Building on these policies, we have two dual degree agreements in place, one in Sociology and one in Physics and Engineering Physics, as well as an Erasmus Mundus agreement with four other universities for a masters of environment and sustainability (MESPOM) program. There are a further three dual degree agreements under discussion.

It is only through collaborations with faculty that we can achieve our recruitment goals and to that end the Faculty Ambassador Program was developed and launched in January, 2012. Initial faculty participation has been modest, but continues to grow. More importantly, those initiatives where CGSR staff partner with faculty on recruitment activities have paid off three fold.

Collaborations with other units are equally crucial in the College's ability to maximize potential for student engagement in research and scholarly work. Last year saw the culmination of two years' work with the Language Training Center, faculty and the Office of Research Ethics to develop and deliver a specialized language and academic acculturation program for international students. This program is unique in that it incorporates both faculty and senior graduate students into the delivery, and, it provides for a guided instructional process for the GSR 960 Research Ethics online course. Both student and supervising faculty feedback was extremely positive and the course is being offered again in August, 2012 with minor modifications.

Our third integrated plan, submitted in October 2011, presented a number of new scholarship investments and recruitment strategies focused on attracting top calibre students through fund leveraging, targeted high profile scholarships and the strategic use of resources to fuel partnership development with selected institutions and foreign government agencies. We are looking forward to the upcoming year as we move forward to implement these within the context of our planning parameters.

Sincerely,

A handwritten signature in black ink, appearing to read "Lawrence Martz". The signature is written in a cursive, flowing style.

Lawrence Martz
Dean, College of Graduate Studies and Research

LM/pls

UNIVERSITY COUNCIL
INTERNATIONAL ACTIVITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Hans Michelmann, Chair

DATE OF MEETING: June 21, 2012

SUBJECT: **Annual Report to Council for 2011-2**

COUNCIL ACTION: For information only

ATTACHMENTS: Annual Report of the International Activities Committee of Council for 2011-12

COMMITTEE MEMBERSHIP:

Council Members

Gap Soo Chang Physics & Engineering Physics
Claire Card Large Animal Clinical Sciences
Hans Michelmann (Chair) Political Studies
Lope Tabil Chemical & Biological Engineering

General Academic Assembly Members

J. Hugo Cota-Sánchez Biology
Nadeem Jamali Computer Science
Dev Mishra (Vice-Chair) Finance & Management Science
Sheila Spriet Languages & Linguistics
Julio Torres Languages & Linguistics

Other members

Undergraduate Student Member Alex Ferwerda, VP Student Affairs, USSU
Graduate Student Member Sunisha Neupane, VP External, GSA
Tom Wishart [Provost designate] Special Advisor on International Initiatives
Leigh-Ellen Keating Director, International Office
Alison Pickrell Director of Recruitment & Admissions
Karen Chad Vice-President Research
TBA University Advancement Office representative
Secretary: Rita Lenter-Christa, International Office

ANNUAL REPORT of the INTERNATIONAL ACTIVITIES COMMITTEE OF COUNCIL

2011-2012

The International Activities Committee is responsible for:

1. Recommending to Council on issues relating to international activities at the University of Saskatchewan.
2. Encouraging the development of programs and curricula that provide an international perspective on campus.
3. Promoting and expanding scholarly exchange programs for faculty, students and staff.
4. Encouraging interactions with university and education/research institutions outside Canada, thereby fostering new opportunities for University of Saskatchewan stakeholders in international teaching, learning and research.
5. Receiving an annual report on matters relating to international student, faculty and alumni activities from the International Coordinating Committee.

The committee met on eight occasions in the 2011-2012 academic year. In line with its responsibilities it engaged in the following actions and deliberations:

-An assessment of the degree of progress made toward meeting the internationalization goals stated in such documents as the Final Report of the Task Force on International Research and Development.

-The GIS map project which identifies and locates UofS partners world-wide. The committee made a number of suggestions about the presentation of the information on this interactive map. This map is now available on the International Office website: http://www.usask.ca/international_office/

-The matter of international sabbaticals by UofS faculty and the opportunities as well as financial assistance available to those who engage in some teaching at a host institution. It discussed means of alerting faculty to these possibilities.

-The country strategies/country advisors program headed by Professors Li Zong (China) and Jay Kalra (India).

-The place of the UofS in the various international university ranking schemes. It notes with some concern the decline in standing of our institution and discussed with Pauline Melis, Assistant Provost, Institutional Planning and Assessment, a number of dimensions involved in these rankings. It received assurance that Ms. Melis' office is continuing to investigate this issue and working on means to most effectively represent the university in these measures of university performance.

-The draft plan submitted to the IP3 process by Tom Wishart, the Special Advisor on International Initiatives.

-The Global Studies Certificate, presently tentatively characterized as a certificate of proficiency, which is to be awarded to students completing a selection of courses related to the multiple globalization issues and processes. Though initiated in part by the IACC some two years ago, it has not been finally approved by the various university bodies which must approve its coming into effect.

-The University's relations with China as manifest in the establishment on campus of the Confucius Institute.

-The Country Strategy Report to Council developed by Tom Wishart, Special Advisor for International Initiatives and member of the IACC, as well as the reports on the outcome of two country strategy workshops held to make recommendations for the cooperation between the University and educational institutions in China and India.

-The establishment of metrics for assessing the University's progress on internationalization. This matter will be the first item of business for the committee in the coming academic year.

The committee established subcommittees to examine in detail all academic units' Third Integrated Plan documents for their internationalization content, which in the integrated plan were addressed under the "Culture and Community" rubric. Results of these analyses were discussed in detail. As part of this exercise, the committee met with Pauline Melis to discuss the content of the draft IP3 documents from the perspective of the committee's mandate, and received advice about committee input to the IP3 process. On the basis of the sub-committee reports and broader committee deliberations, a written submission was made to Ms. Melis' office, providing its views on the draft IP documents and recommending a number of specific items regarding internationalization to be considered for inclusion in the University's final IP3 document (see attached submission document).

The committee set aside two meetings to discuss internationalization with Dr. Karen Chad, Vice-President (Research), and Provost Brett Fairbairn, respectively. Each meeting involved a thorough discussion of internationalization at the University of Saskatchewan, including the assessment of the state of internationalization on campus by each visitor, and the plans of each of their offices for University internationalization in the Third Integrated Plan period, with special reference to the commitment of resources. Members of the committee based their questions in part on the recommendations for internationalization arising out of the Final Report of the Task Force on International Research and Development of July 30, 2009. They made strong representation of their view that internationalization be increasingly fostered by the University in future, given the ever increasing importance for the University, the Province of Saskatchewan and Canada of international economic, educational, political and cultural developments and the University's goals of attracting international students, developing study-abroad

opportunities for its students and developing research partnerships abroad. Both Drs. Chad and Fairbairn assured the committee that internationalization would remain a University priority.

In response to concerns raised by one of its members, the committee held a lengthy meeting (unofficial due to lack of quorum) with Dr. Lawrence Martz, Dean of the College of Graduate Studies and Research, to discuss international graduate student fees, the procedures for the awarding of certain graduate scholarships and financial assistance to international graduate students more generally, as well as the assessment of international student credentials. Dr. Martz responded to these questions and concerns by detailing the reasons for the international differential tuition fees and the use made of these fees; and describing the various procedures adopted in the decision making processes with respect to the award of scholarships and other forms of financial assistance. Dr. Martz discussed the procedures used in the assessment of international student credentials, reporting that there is ongoing evaluation of assessment procedures. He advised that concerns about individual cases could be taken up with the various parties at departmental or college levels involved in the assessment of student credentials, and ultimately his office should there be concerns about decisions made at previous stages of assessment.

The committee expressed its thanks for the work on the committee of Dr. Tom Wishart, whose term as Special Advisor on International Initiatives comes to an end on June 30. It recognized his outstanding dedication to internationalizing the campus and wished him well in his future endeavors.

Appendix: IACC Submission to the Third Integrated Plan:
Recommendations for the Third Integrated Plan
by the International Activities Committee of Council
February 16, 2012

Introductory Remarks

Members of the Committee were disappointed by the limited attention given to international themes and activities by many academic units. Nested primarily under the IP rubric of “Culture and Community”, international themes were in many IP documents overshadowed by other concerns, largely of a domestic nature, be they local, provincial or national. This may lead to the conclusion that some academic units view culture and community rather narrowly and in their thinking deemphasize the global context, a context that is of preeminent importance not only for enhancing the reputation of the University but also for the Province of Saskatchewan, dependent more than other provinces on international trade for its prosperity. The global context is also of premier importance, not only in terms of the varied provenance of much of its population (albeit more often than not some generations ago), but also for the future in a rapidly growing province with a marked shortage of skilled labor.

Equally or even more important for the University is that it is increasingly vital to forge academic ties with partners abroad to be and remain at the cutting edge of knowledge creation. This entails establishing strong ties with universities abroad whereby academics undertake research in cooperation with partners in these universities and other research intensive institutions, and whereby University of Saskatchewan faculty teach in foreign universities and faculty from abroad teach and participate in research on campus. In addition to teaching and research, faculty engaged in academic pursuits abroad can encourage undergraduate and graduate students encountered in these contexts to study at the University of Saskatchewan, thereby contributing to fulfilling one of the University’s central recruitment goals. Over and above such individual efforts, attracting international students must continue to be central to the overall U of S recruitment strategy not only at the undergraduate level to enhance financial resources and at the graduate level to strengthen the University’s research capacity, but for both categories of students to enrich the University’s academic/student environment and thus to contribute to the University’s goal of embracing diversity.

We must also improve our weak record in encouraging and supporting our students to participate in educational opportunities abroad which provide them with experience and skills that are essential for pursuing successful careers in an ever more globalizing work environment and to enrich their lives. This emphasis is in line with Recommendation 21 of the Implementation Plan for Globalism and the University of Saskatchewan, not yet acted upon: “Increase the budget of the Study Abroad Assistance Fund to a minimum of \$50,000 immediately, followed by increases of \$25,000 per year to reach a total of \$250,000.” An article about a meeting of

Canadian university presidents in the February 3, 2012 edition of the *Globe and Mail* under the title of “University leaders urge study abroad” reports that several presidents underlined the importance of international educational experiences by students and lamented the fact that Canadian students participate in international educational experiences at considerably lower rates than do their American, New Zealand and Australian counterparts. These rates, in turn, are significantly lower than participation by European students in international educational pursuits. Unfortunately, Saskatchewan students participate at a rate that is considerably lower than those at other leading Canadian universities.

Moreover, though it is no doubt efficient to focus internationalizing efforts on a limited number of countries, the thrust toward increased internationalization should continue to be supported and even increased when faculty members’ interests and ties direct them to other countries and regions of the world. It would be a shame to blunt the enthusiasm and commitment of members of the faculty that are essential for increasing internationalization on campus if they are not tangibly encouraged to pursue their international interests. And internationalization should not be seen as crowding out the main emphases of the third IP; indeed it complements them as demonstrated, for example, by the IP document of the College of Education, which promotes increasing contacts with Aboriginal scholars abroad and the study of Aboriginal peoples concerns worldwide.

Having said all this it would be misleading not to note that internationalization, though generally not as strongly emphasized as it should be across campus, is quite enthusiastically embraced by a number of academic units, and that there are common themes that appear in IP documents across campus. It is the view of the committee that these initiatives, embraced by more than half of the units, should be supported financially by the University. Indeed, we should *throughout* the university expand our conceptualization of community to encompass the world beyond Canada and North America and show our commitment to this ideal by dedicating resources to internationalization.

Concrete Proposals to Foster and Further Internationalization

That there be additional funding to support international graduate students: More than fifty percent of unit plans advocate such support. It is sometimes forgotten that graduate student awards have not increased in nominal terms since the early 2000s while the cost of living, especially in Saskatoon, has steadily risen. The increasing cost of living affects international graduate students disproportionately, particularly given the recent hike in their tuition.

Moreover, making graduate student funding more generous will increase our competitiveness in recruiting international graduate students and will thus contribute to one of the repeatedly stated goals of the College of Graduate Studies and Research, a goal that has been explicitly adopted by the University, i.e., to increase the number of graduate students as a percentage of

the total student population on campus and to attract highly qualified international students.

Students whose first language is not English often need additional support for the development of listening, reading and writing skills. They also need an appropriate introduction to the North American academic culture they encounter at the University of Saskatchewan and to adjust to life in Saskatoon.

The International Activities Committee of Council strongly supports the English for Academic Purposes Support and Program Innovation proposal that is being submitted to PCIP.

That there be increased support for participation in international student exchanges and study abroad programs, and for student participation in the international programs of civil society and international non-governmental organizations. At present there are funds available to assist only a very small number of students to participate in such activities. A substantial number of unit plans advocate their students engage in them. Supporting students financially in this regard does not need to entail funding of all or even a major portion of their expenses. University support would signal its seriousness in encouraging this important feature of internationalization and would provide leverage for application by students to programs that provide additional financial assistance.

That there be support for the establishment of agreements with institutions abroad and for faculty research and teaching exchanges. Experience has shown that these two activities are mutually reinforcing. They are advocated by more than half of unit plans. Agreements are most often engendered when University of Saskatchewan faculty members encounter faculty from universities abroad on a visit to their campus or encounter them at conference, editorial board meetings or in research groups, or when they have been invited to teach at a foreign university. Agreements with partner universities typically foster and institutionalize student and faculty exchanges and research cooperation. Initiating, maintaining and strengthening agreements that arise from such contacts involves visits abroad by faculty members which can be supported and encouraged by assistance in covering travel and accommodation costs. In a similar vein, a number of units advocate organizing workshops and conferences with international partners either in Saskatoon or abroad. The valuable exchange of ideas and the resulting publishable research can be promoted with relatively small sums to assist with travel and subsistence costs as well as costs for the provision of infrastructure to hold such events.

Our recommendation of support for these activities is a more modest version of a related recommendation of the Implementation Plan for Globalism and the University of Saskatchewan, that is, to: “Establish an International Research Partnership Fund to which Colleges and Schools may apply for support. Funding should be provided on a matching basis for up to five years (renewable) to international partnership plans that include: significant involvement of faculty, staff and students, significant

cross/interdisciplinarity, evidence of reciprocity between the UofS and partners; evidence of external support including, but not limited to, that provided by the partner; for development projects, a focus on underserved areas; (and) potential for growth and sustainability.”

Support for the latter proposal would clearly be desirable and we advocate such support. Our, more limited, proposal would be a step in the direction of its implementation.

Conclusion: It is the committee’s view that implementation of these proposals would, with modest expenditure, substantially assist internationalization at the University of Saskatchewan.

**UNIVERSITY COUNCIL
ACADEMIC SUPPORT COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Yu Luo, Chair
DATE OF MEETING: June 21, 2012
SUBJECT: **Annual Report to Council**
COUNCIL ACTION: For information only

**ANNUAL REPORT of the
ACADEMIC SUPPORT COMMITTEE OF COUNCIL
2011-12**

The Academic Support Committee is responsible for:

- 1) Recommending to Council policies and priorities relating to the Library, eMAP (Educational Media Access and Production), and ITS (Information Technology Services).
- 2) Advising the Directors of the Library, eMAP and ITS on allocation of resources.
- 3) Advising the Planning and Priorities Committee on budgetary matters concerning the Library, eMAP and ITS.

The Academic Support Committee responds to technology support issues that affect students and faculty, including capital plans, equipment upgrades, classroom upgrades and policy issues relating to support for academic activities. The Committee also makes recommendations about policy and priorities relating to academic support units. The Chair sits on the Coordinating Committee of Council and the committee has also named a representative to the wireless project steering committee.

The Academic Support Committee (ASC) met on nine occasions throughout the 2011-12 academic year, including a joint meeting with the Teaching & Learning Committee.

Meetings covered a variety of topics relating to educational technology and support:

- The committee heard updates from the Library, eMAP and ITS regarding their initiatives in support of educational and administrative activities.
- Regular information was received regarding university copyright issues and initiatives including the Access Copyright issue. The copyright coordinator now attends committee meetings in an ex-officio capacity.
- The committee has established a joint subcommittee with the Teaching and Learning Committee to consider a policy or guidelines regarding recordings and broadcast of lectures.
- A presentation was provided from the University Learning Centre regarding challenges of teaching over the Internet.

Regarding the Information Technology Services division and related areas, ITS has drafted a list of “core” services for the university community. This follows from the ITS External Review recommendations. The basis for determining what should be considered as a core IT service was discussed by the committee over several meetings. ITS also reported to the committee on its third integrated plan and on the reorganization of the Information and Communications Technology and the ITS division.

The University Library provided information to the committee about some new initiatives and programs undertaken in response to feedback received through its client survey (LibQUAL+), including the recently implemented Resource Discovery enhancements to the library catalogue. There was also discussion about the 2012-2013 Acquisition Budget allocation. Members of the committee also toured the new facilities of the Collaborative Learning Laboratory located at the Murray Library.

Educational Media Access and Production reported on several initiatives. The importance of improving and upgrading classroom technology was discussed with the Teaching & Learning Committee and also at several ASC meetings. eMAP is continuing its’ classroom capital plan to install classroom technology across campus, while also maintaining the cycle of equipment renewals in classrooms already equipped and upgrading selected classrooms to a higher equipment level so that technology can be used to support instruction including distance education. Following up on a committee suggestion, eMAP and ITS are intending to add laptop computers to the instructional equipment now installed in Level One equipped classrooms, so that faculty using these rooms have the option of bringing their presentation materials to class on a memory stick rather than having to connect their own laptops. eMAP also reported about its support for faculty for peer-reviewed visual web publications and learning objects, as well as its newest technology to support teaching & research “gigapixel panoramic photography”.

eMAP shared the Horizon Report, published annually by the New Media Consortium in January. The report provides information about future educational technologies which may have an impact on universities within the next five years.. The Executive Summary from the 2012 Horizon Report is attached.

ACADEMIC SUPPORT COMMITTEE

Council Members

Ralph Deters	Computer Science	2013
Masoud Ghezelbash	Physics & Engineering Physics	2013
Yu Luo (Chair)	Biochemistry	2012
Jaswant Singh	Veterinary Biomedical Sciences	2012

General Academic Assembly

Jay Wilson	Curriculum Studies	2014
David Logan	Biology	2013
Michael MacGregor	Psychology	2014
Nazmi Sari	Economics	2012

Li Zhang

Library

2013

Other members

Undergraduate Student Member Kelsey Topola / Ruvimbo Kanyemba VP Academic, USSU
Graduate Student Member Ranjan Data / Dylan Beach VP, GSA
Bryan Bilokreli [Provost's designate] Director, Integrated Facilities Planning/
Kevin Schneider Associate Vice-President Information & Communications
Technology
Elizabeth Lulchak Director, Educational Media Access & Production
Ed Pokraka Director, Information Technology Services
Vicki Williamson Dean, University Library
Jamie McCrory [representing SESD] Student Information Systems
David Bocking [representing Computer Lab managers] Computer Science
Colleen MacDonald FMD representative
Amanda Boychuk VP Finance and Resources representative

By invitation:

Frank Bulk Gwenna Moss Centre for Teaching Effectiveness
Jennifer Mainland / Amanda Storey Copyright Coordinator
Kelly Bendig Audit Services

Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

Submitted on behalf of the committee by

Yu Luo, Chair
Academic Support Committee

Attachments:

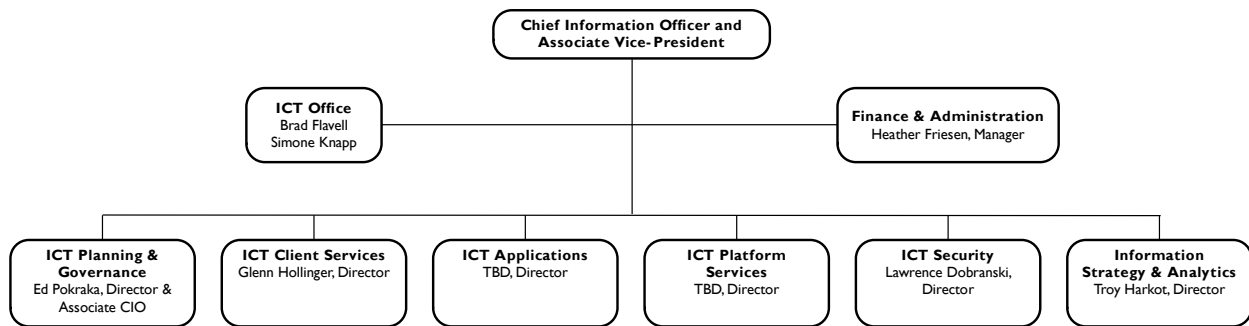
Memo on reorganization of Information and Communications Technology and the ITS
Division
Summary of teaching spaces and available instructional equipment June 2012
Horizon Report Executive Summary 2012

Subject: Reorganization of the Information and Communications Technology (ICT) portfolio and the Information Technology Services (ITS) division

April 30, 2012

Dear colleagues,

As you may be aware, a major restructuring of the Information and Communications (ICT) portfolio is underway. The purpose is to provide a more streamlined mode of delivery for central ICT services and a clearer picture of the roles and responsibilities of ICT leadership at the University. The new structure is designed to provide a robust, innovative and supportive ICT environment, focused on enhancing service delivery, client relationships and efficiencies within an organizational structure more in line with national comparator institutions, including other U15 research-intensive universities.



Information and Communications Technology (ICT) May 1, 2012

In this new structure, ITS has been replaced by four new units reporting to the Chief Information Officer and Associate Vice-President. The Director of ITS, Ed Pokraka, has become the Associate CIO and Director, ICT Planning and Governance, and the Associate Director of ITS, Glenn Hollinger, has taken on the role of Director, ICT Client Services. The positions of Director, ICT Applications, and Director, ICT Platform Services, will be filled in the weeks to come. Together with Troy Harkot, Director of Information Strategy and Analytics (ISA), and the June 1, 2012 appointment of newcomer Lawrence Dobranski to the position of Director, ICT Security, these Directors will form a key part of the University's ICT leadership team. We will strive to ensure that any disruption to campus services is minimal during the transition period.

Please join me in welcoming Lawrence to the University of Saskatchewan and in congratulating Ed and Glenn on their new roles in ICT. If anyone has any questions or comments on this process, please do not hesitate to contact me.

Regards,

Kevin Schneider

Acting Chief Information Officer and

Associate Vice-President, Information and Communications Technology

**Summary of teaching spaces
and available instructional equipment
June, 2012**



**Teaching Spaces Equipped with Dedicated Audio and/or Video/Data Presentation Lecture Capture Facilities as of
Apr-09-2012**

Building	Room	Seating #	Type of Lecture Capture	Capture Appliance
Arts	105	40	Audio Lecture Capture	
Arts	108	60	Audio Lecture Capture	
Arts	133	154	Audio Lecture Capture	
Arts	134	154	Audio-Video- Data Presentation Lecture Capture	Opencast
Arts	143	350	Audio-Video- Data Presentation Lecture Capture	Opencast
Arts	146	150	Audio-Video- Data Presentation Lecture Capture	Opencast
Arts	241	350	Audio Lecture Capture	
Arts	263	109	Audio-Video- Data Presentation Lecture Capture	Opencast
Commerce	18	170	Audio Lecture Capture	
Education	1003	260	Audio-Video- Data Presentation Lecture Capture	Echo 360
Education	1004	107	Audio Lecture Capture	
Education	38		Mobile cart for full presentation	Echo 360
Education	1022	70	Audio Lecture Capture	
Education	1024	60	Audio Lecture Capture	
Education	2005	40	Audio Lecture Capture	
Engin	1B71	150	Audio Lecture Capture	
Health Sc	B3	150	Audio Lecture Capture	
Health Sc	B6	108	Audio Lecture Capture	
Health Sc	B10	75	Audio Lecture Capture	
Health Sc	B450	150	Audio-Video- Data Presentation Lecture Capture	Echo 360
Health Sc	A226	90	Audio-Video- Data Presentation Lecture Capture	Echo 360
RUH			Anesthesiology Brd Rm	Echo 360
Law	150	125	Audio- Lecture Capture	
Murray	50.1	24	Audio-Video- Data Presentation Lecture Capture	Opencast
Murray	299	101	Audio-Video- Data Presentation Lecture Capture	Opencast
Ellis	464	125	Audio Lecture Capture	
Physics	103	149	Audio Lecture Capture	
Physics	107	235	Audio Lecture Capture	
Physics	165	160	Audio- Data Presentation Lecture Capture	Opencast
St, Andrews	329	40	Audio-Video-Presentation Lecture Capture	Echo 360
Thorv.	105	319	Audio-Video- Data Presentation Lecture Capture	Opencast
Thorv.	205A	60	Audio-Video- Data Presentation Lecture Capture	Opencast
Thorv.	271	274	Audio Lecture Capture	
WCVM	2104		Audio-Video- Data Presentation Lecture Capture	Echo 360
WCVM	2105	70	Audio Lecture Capture	
WCVM	2115	80	Audio Lecture Capture	
WCVM	2302	160	Audio Lecture Capture	
WCVM	2538	30	Audio-Video- Data Presentation Lecture Capture	Echo 360

Podcasting(Audio Lecture Capture)

Podcasting is an audio recording of a lecture using the microphone and specialized software install in the room. The recording will be saved under the NSID user logged on and can be managed through PAWS.

VIDEO CONFERENCING EQUIPMENT ON CAMPUS

BLDG	ROOM	SEATING	DEPT	CONTACT	PHONE NO.
Admin	E160	10	Grad Studies	Beatrice Reid	966-5759
Agric	3D34 2D71	8	Ag Economics West Grid	Lori Hagen	966-6512
Arts	277 140 286	portable	Arts & Science U.Teacher	Steve Macleod	966-5647
Education	8	10	Education	Graham Walker	966-7669
	12 31-41	8 portable	eMAP	Melissa Hildebrandt	966-8242
Ellis Hall	464	125	Nursing	Bruce Atamanenko	966-6257
HSC (Westwinds)	10 units A226 B450 111	portables 90 148	Medicine	Nate McKenzie	966-6152
Kirk Hall	227/229	12	University of the Arctic	Emmy Neuls	966-1605
Law	13 Lower Moot 250	94	Law	Pam Kinber Marian Goodman	966-5896 966-5873
Diefenbaker Ctr	Theatre	25	School of Public Policy	Amber McCuaig	966-1984
Physics	56	8	ITS	Bill Wallace	966-4821
RUH	Brd Rm	20	Medicine	Nate McKenzie	966-6152
WCVM	2538 1101.1	24 portables	WCVM	Kris Reid	966-2469
RJ Williams	225	35	CCDE	Christina Lambert	966-8071

Campus-wide Multimedia Equipment Capital Fund

Four standard configuration levels for permanent installation in teaching spaces:

Level One

- Data projector, computer interface & sound enforcement system.
- There are 70 level one spaces.

Level Two

- Data projector, instructor station with control/interface system, dedicated computer, interface for laptop, sound enforcement system with wireless microphone system, provisions for student response system.
- There are 89 level two spaces.

Level Three

- Data projector or integrated smart interactive palette/board, instructor console with control panel, computer, interface for laptop, sound enforcement system with wireless microphone system & provisions for video streaming/lecture capture (camera & audio system).
- There are 40 level three teaching spaces

Level Four

- Data projector, full console with smart palette, touch control system, computer, interface for laptop, sound enforcement system with wireless microphone system & lecture capture, assisted hearing transmitter, visualizer and additional dedicated source equipment (e.g. discipline specific).
- There are 21 level four spaces. AGRI 2E45 Classroom , ARTS 146 Theatre, BIOL 106 Theatre, COLL 238 Board Room, EDUC 2060 Classroom, ELLIS 464 Theatre, ENG 1B71 Theatre, ESB 18 Theatre, HLTH B3 Theatre, HLTH B505 Teaching Lab, HLTH B6 Classroom, LAW 13 Classroom, LAW 150 Theatre, PHYSIC 103 Theatre, PHYSIC 107 Theatre, PHYSIC 165 Theatre, THORV 105 Theatre, THORV 271 Theatre, WCVN 2104 Theatre, WCVN 2302 Theatre, WestWind 1001 Theatre

Special Application Configuration

- Data projector, full console with smart palette, touch control system, computer, interface for laptop, sound enforcement system with wireless microphone system & lecture capture, assisted hearing transmitter, visualizer, video conference/video streaming dual projection facilities and additional dedicated source equipment (e.g. discipline specific).
- There are 12 SAC spaces. AGRI 2D71 Westgrid, ARTS 143 Theatre, ARTS 168 Lab, ARTS 189 Lab, ARTS 190 Lab, ARTS 76 Lab, EDUC 48 Studio, HLTH A101 Seminar Room, HLTH A226 Theatre, HLTH B450 Classroom, MURRY 145 Collaborative Lab, WCVN 2538 Seminar Room

Mobile Multimedia Carts

College	Units
Arts/Law/Edwards	11
Agriculture	7
Anthropology	3
Biology	4
Education	6
Engineering	6
Health Science	11
Kinesiology	3
Physics	1
Thorvaldson	3
WCVN	2
Williams	1

Listing of Teaching Spaces at the University of Saskatchewan

Last Updated: April 10, 2012

Building	Room	Layout	Listed As	State	Level	Notes
Admin	C210	Boardroom	Evergreen	Installed	2	
Admin	E160	Seminar Room	Evergreen	Installed	3	
AGRI	1E79	Classroom	Evergreen	Installed	3	
AGRI	1E80	Meeting Room	Evergreen	Installed	1	
AGRI	1E85	Classroom	Evergreen	Installed	2	
AGRI	2C61	Classroom	College Controlled	Installed	1	
AGRI	2C71	Classroom	Evergreen	Installed	3	
AGRI	2D15	Lab		Installed	2	
AGRI	2D71	Conference Centre	College Controlled	Installed	SAC	
AGRI	2E17	Classroom	Evergreen	Installed	2	
AGRI	2E25	Classroom	Evergreen	Installed	2	
AGRI	2E45	Classroom	College Controlled	Installed	4	
AGRI	3D34	Meeting Room		Installed	1	
AGRI	3D67	Lab		Installed	1	
AGRI	3D85	Computer Lab	College Controlled	Installed	2	
AGRI	4C27	Meeting Room		Installed	1	
AGRI	5C61	Classroom	College Controlled	Installed	3	
AGRI	5D73	Lab		Installed	2	
ANSCI	103	Meeting Room		Installed	1	
ANSCI	129	Conference Room		Installed	1	
ARTS	1007	Seminar Room	College Controlled	Installed	3	
ARTS	1008	Seminar Room	College Controlled	Installed	3	
ARTS	105	Classroom	Evergreen	Installed	2	
ARTS	108	Classroom	Evergreen	Installed	2	
ARTS	133	Theatre	Evergreen	Installed	3	
ARTS	134	Theatre	Evergreen	Installed	3	
ARTS	143	Theatre	Evergreen	Installed	SAC	
ARTS	144	Lab	College Controlled	Installed	2	
ARTS	145	Meeting Room	College Controlled	Installed	1	
ARTS	146	Theatre	Evergreen	Installed	4	
ARTS	168	Lab		Installed	SAC	
ARTS	189	Lab		Installed	SAC	
ARTS	190	Lab		Installed	SAC	
ARTS	214	Classroom	Evergreen	Installed	2	
ARTS	217	Classroom	Evergreen	Installed	2	
ARTS	234	Seminar Room	Evergreen	Installed	1	
ARTS	241	Theatre	Evergreen	Installed	3	
ARTS	263	Classroom	Evergreen	Installed	2	
ARTS	265	Lab	College Controlled	Installed	2	
ARTS	272	Seminar Room	College Controlled	Installed	3	
ARTS	282	Instructional Lab	College Controlled	Installed	1	
ARTS	298	Board Room	College Controlled	Installed	1	
ARTS	41	Lab		Installed	2	
ARTS	42	Lab		Installed	1	
ARTS	710	Seminar Room	College Controlled	Installed	1	
ARTS	76	Lab		Installed	SAC	
BIOL	106	Theatre	Evergreen	Installed	4	
BIOL	202	Instructional Lab	College Controlled	Installed	2	
BIOL	204	Instructional Lab	College Controlled	Installed	2	
BIOL	212	Instructional Lab	College Controlled	Installed	3	
BIOL	213	Instructional Lab	College Controlled	Installed	3	
BIOL	309	Instructional Lab	College Controlled	Installed	2	
COLL	238	Board Room	Evergreen	Installed	4	
DENT	334	Classroom	College Controlled	Installed	1	
DENT	335	Classroom	College Controlled	Installed	1	
DIEF	129	Classroom		Installed	2	
DIEF	137	Classroom		Installed	2	
DSHE	132	Training Room		Installed	2	
EDUC	10	Classroom	Evergreen	Installed	3	
EDUC	1003	Theatre	Evergreen	Installed	3	
EDUC	1004	Classroom	Evergreen	Installed	2	
EDUC	1022		Evergreen	Installed	3	

EDUC	1024	Classroom	Evergreen	Installed	3
EDUC	1036	Music Room	College Controlled	Installed	1
EDUC	1037	Lab		Installed	2
EDUC	1039	Classroom	Evergreen	Installed	3
EDUC	13/15	Sewing Room	College Controlled	Installed	1
EDUC	2005	Classroom	Evergreen	Installed	3
EDUC	2014	Classroom	Evergreen	Installed	3
EDUC	2060	Classroom	College Controlled	Installed	4
EDUC	3126	Computer Lab	College Controlled	Installed	2
EDUC	48	Studio	Evergreen	Installed	SAC
ELLIS	464	Theatre	College Controlled	Installed	4
ENG	0D26	Lab	Evergreen	Installed	1
ENG	1B71	Theatre	Evergreen	Installed	4
ENG	1B79	Classroom	Evergreen	Installed	3
ENG	1C102	Board Room		Installed	1
ENG	2A23	Computer Lab	College Controlled	Installed	2
ENG	2B04	Computer Lab	Evergreen	Installed	2
ENG	2B08	Computer Lab	College Controlled	Installed	2
ENG	2B53	Classroom	Evergreen	Installed	1
ENG	2C01	Classroom	Evergreen	Installed	1
ENG	2C02	Lab	Evergreen	Installed	3
ENG	2C40	Classroom	Evergreen	Installed	1
ENG	2C44	Classroom	College Controlled	Installed	2
ENG	2C61	Classroom	College Controlled	Installed	1
ENG	3A32	Lab		Installed	2
ESB	103	Classroom	Evergreen	Installed	2
ESB	112	Classroom	Evergreen	Installed	2
ESB	116	Classroom	Evergreen	Installed	2
ESB	12	Classroom	Evergreen	Installed	2
ESB	144	Classroom	College Controlled	Installed	3
ESB	16	Classroom	Evergreen	Installed	2
ESB	18	Theatre	Evergreen	Installed	4
ESB	189	Meeting Room	College Controlled	Installed	2
ESB	243	Classroom	Evergreen	Installed	3
ESB	3	Classroom	Evergreen	Installed	2
ESB	42	Computer Lab	College Controlled	Installed	2
ESB	43	Computer Lab	College Controlled	Installed	2
ESB	45	Classroom	College Controlled	Installed	2
ESB	46	Classroom	Evergreen	Installed	2
ESB	DT	Board Room	College Controlled	Installed	2
ESB	DTA	Classroom	College Controlled	Installed	3
ESB	DTB	Classroom	College Controlled	Installed	3
GEOL	155	Classroom	Evergreen	Installed	2
GEOL	165	Teaching Lab	College Controlled	Installed	2
GEOL	265	Classroom	Evergreen	Installed	2
GRIF	Meet	Meeting Room		Installed	1
GRIF	Train	Training Room		Installed	1
HLTH	A101	Seminar Room	College Controlled	Installed	SAC
HLTH	A203	Lab		Installed	2
HLTH	A226	Theatre	Evergreen	Installed	SAC
HLTH	B10	Classroom	Evergreen	Installed	2
HLTH	B204	Lab	College Controlled	Installed	2
HLTH	B207	Lab	College Controlled	Installed	2
HLTH	B3	Theatre	Evergreen	Installed	4
HLTH	B305	Seminar Room	College controlled	Installed	1
HLTH	B406	Meeting Room	College Controlled	Installed	1
HLTH	B407	Meeting Room	College Controlled	Installed	1
HLTH	B408	Meeting Room	College Controlled	Installed	1
HLTH	B409	Meeting Room	College Controlled	Installed	1
HLTH	B442	Conference Room		Installed	1
HLTH	B450	Classroom	College Controlled	Installed	SAC
HLTH	B505	Teaching Lab	College Controlled	Installed	4
HLTH	B6	Classroom	Evergreen	Installed	4
INNO	1025	Seminar Room		Installed	3
INNO	536			Installed	1
INNO	538			Installed	1
JMITCH	272.1	Training Room		Installed	3

JMITCH	281	Lab		Installed	3
KIRK	144	Classroom	Evergreen	Installed	3
KIRK	145	Seminar Room		Installed	1
KIRK	227/229	Seminar Room	College Controlled	Installed	3
LAW	120	Courtroom	College Controlled	Installed	1
LAW	13	Classroom	College Controlled	Installed	4
LAW	130	Seminar Room	College Controlled	Installed	1
LAW	135	Courtroom	College Controlled	Installed	1
LAW	150	Theatre	College Controlled	Installed	4
LAW	254	Board Room	College Controlled	Installed	1
LAW	30	Moot Court	College Controlled	Installed	2
LAW	64	Classroom	College Controlled	Installed	2
LAW	74	Classroom	College Controlled	Installed	2
LAW	78	Seminar Room	College Controlled	Installed	1
MCLN	101	Classroom	College Controlled	Installed	3
MURRY	102	Training Room	College Controlled	Installed	1
MURRY	145	Lab		Installed	SAC
MURRY	161	Meeting Room	College Controlled	Installed	1
MURRY	191.1	Snelgrove Gallery	College controlled	Installed	2
MURRY	292.2	Classroom	College Controlled	Installed	1
MURRY	299	Both Classroom / Lab	Evergreen	Installed	3
MURRY	50.1.1	Seminar Room		Installed	3
MURRY	630	Seminar Room	College Controlled	Installed	1
MURRY	G10	Team Rooms	Evergreen	Installed	1
MURRY	G11	Team Rooms	Evergreen	Installed	1
MURRY	G12	Team Rooms	Evergreen	Installed	1
MURRY	G13	Team Rooms	Evergreen	Installed	1
MURRY	G14	Team Rooms	Evergreen	Installed	1
MURRY	G15	Team Rooms	Evergreen	Installed	1
MURRY	G16	Team Rooms	Evergreen	Installed	1
MURRY	G17	Team Rooms	Evergreen	Installed	1
MURRY	G3	Seminar Room	College Controlled	Installed	1
PAC	232	Classroom	Evergreen	Installed	3
PAC	246	Classroom	Evergreen	Installed	3
PAC	363	Meeting Room	College controlled	Installed	1
PAC	371	Lab		Installed	3
PHYSIC	103	Theatre	Evergreen	Installed	4
PHYSIC	107	Theatre	Evergreen	Installed	4
PHYSIC	126	Classroom	Evergreen	Installed	2
PHYSIC	127	Classroom	Evergreen	Installed	2
PHYSIC	130	Classroom	Evergreen	Installed	2
PHYSIC	165	Theatre	Evergreen	Installed	4
PHYSIC	6	Computer Lab	College Controlled	Installed	2
R.Rink	Train	Training Room		Installed	1
RANNEX	140	Seminar Room	College Controlled	Installed	2
RIEL	310.1	Conference Room		Installed	2
RIEL	310.14	Observation Room		Installed	3
RIEL	323	Conference Room		Installed	2
RIEL	70.4	Meeting Room	College Controlled	Installed	1
RoyalW	10	Classroom	College Controlled	Installed	1
RoyalW	9	Classroom	College Controlled	Installed	1
SPINKS	320	Lab	College controlled	Installed	1
SPINKS	371	Seminar Room	College controlled	Installed	1
SPINKS	372	Seminar Room	College controlled	Installed	1
SPINKS	386	Lab	College controlled	Installed	1
SPINKS	295	Seminar Room	College controlled	Installed	1
SPINKS	311	Lab	College controlled	Installed	1
STA	329	Classroom	College Controlled	Installed	2
STM	120	Classroom	College Controlled	Installed	3
STM	122	Classroom	College Controlled	Installed	2
STM	140	Theatre	College Controlled	Installed	2
STM	200	Classroom	College Controlled	Installed	2
STM	260	Classroom	College Controlled	Installed	2
STM	344B	Classroom	College Controlled	Installed	2
STM	450	Classroom	College Controlled	Installed	2
THORV	105	Theatre	Evergreen	Installed	4
THORV	110	Classroom	College Controlled	Installed	2

THORV	124	Classroom	Evergreen	Installed	2	
THORV	132	Computer Lab	College Controlled	Installed	1	
THORV	159	Classroom	Evergreen	Installed	2	
THORV	205A	Classroom	Evergreen	Installed	2	
THORV	271	Theatre	Evergreen	Installed	4	
THORV	274	Meeting Room	College Controlled	Installed	1	
THORV	G77	Lab	College Controlled	Installed	1	
TOX	140	Meeting Room		Installed	1	
VIDO	1061	Training Room		Installed	3	
VIDO	1200	Board Room		Installed	1	
VIDO	A21	Theatre	Evergreen	Installed	3	
WCVM	1574	Conference Room		Installed	1	
WCVM	1655	Classroom	College Controlled	Installed	2	
WCVM	2102	Classroom	College Controlled	Installed	2	
WCVM	2103	Classroom	College Controlled	Installed	2	
WCVM	2104	Lecture Theatre	Evergreen	Installed	4	
WCVM	2105	Lecture Theatre	Evergreen	Installed	3	
WCVM	2106	Classroom	College Controlled	Installed	2	
WCVM	2110	Seminar Room		Installed	1	
WCVM	2115	Lecture Theatre	Evergreen	Installed	3	
WCVM	2302	Lecture Theatre	Evergreen	Installed	4	
WCVM	2538	Seminar Room	College Controlled	Installed	SAC	
WCVM	2585	Meeting Room	College Controlled	Installed	1	
WCVM	2587	Meetinr Room	College Controlled	Installed	1	
WCVM	4103	Classroom	College Controlled	Installed	2	
WestW	1001	Theatre	College Controlled	Installed	4	
WILL	224/225	Classroom	College Controlled	Installed	2	
WILL	313	Classroom	College Controlled	Installed	2	
WILL	315	Classroom	College Controlled	Installed	2	
WILL	316	Classroom	College Controlled	Installed	2	
WILL	317	Classroom	College Controlled	Installed	2	
WILL	321	Classroom	College Controlled	Installed	2	
WILL	332	Classroom	College Controlled	Installed	2	
WILL	333	Classroom	College Controlled	Installed	2	
WILL	334	Classroom	College Controlled	Installed	2	
WILL	337	Classroom	College Controlled	Installed	2	
WILL	339	Library	College Controlled	Installed	1	
AGRI	1E69	Classroom	Evergreen	To be installed	0	Projected Level 2
AGRI	2D06		College Controlled	To be installed	0	Projected Level 1
AGRI	2D21		Evergreen	To be installed	0	Projected Level 1
AGRI	2D79	Lab	Evergreen	To be installed	0	Projected Level 2
AGRI	2E11	Classroom	Evergreen	To be installed	0	Projected Level 2
AGRI	2E19	Classroom	Evergreen	To be installed	0	Projected Level 2
AGRI	2E83	Classroom	Evergreen	To be installed	0	Projected Level 2
AGRI	4C77	Classroom	Evergreen	To be installed	0	Projected Level 1
AGRI	5D35		College Controlled	To be installed	0	Projected Level 1
AGRI	5D78		College Controlled	To be installed	0	Projected Level 1
AGRI	6D48	Meeting Room	College Controlled	To be installed	0	Projected Level 1
ARCH	112	Classroom	Evergreen	To be installed	0	Projected Level 1
ARCH	124	Classroom	Evergreen	To be installed	0	Projected Level 1
ARCH	132	Classroom	Evergreen	To be installed	0	Projected Level 1
ARTS	100	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	101	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	1011		College Controlled	To be installed	0	Projected Level 1
ARTS	1019		College Controlled	To be installed	0	Projected Level 1
ARTS	102	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	103	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	104	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	106	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	109	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	153	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	200	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	201		Evergreen	To be installed	0	Projected Level 2
ARTS	202	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	203	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	206	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	207	Classroom	Evergreen	To be installed	0	Projected Level 2

ARTS	208	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	210	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	211	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	212	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	213	Classroom	Evergreen	To be installed	0	Projected Level 2
ARTS	286		College Controlled	To be installed	0	Projected Level 1
ARTS	607		College Controlled	To be installed	0	Projected Level 1
BIOL	123	Classroom	Evergreen	To be installed	0	Projected Level 2
BIOL	124	Classroom	Evergreen	To be installed	0	Projected Level 2
BIOL	125	Classroom	Evergreen	To be installed	0	Projected Level 2
BIOL	218	Instructional Lab	College Controlled	To be installed	0	
COLL	CONVO	Hall		To be installed	0	
EDUC	1019	Instructional Lab	Evergreen	To be installed	0	Projected Level 2
EDUC	1020	Instructional Lab	Evergreen	To be installed	0	Projected Level 2
EDUC	1026	Instructional Lab	Evergreen	To be installed	0	Projected Level 2
EDUC	1032		Evergreen	To be installed	0	Projected Level 2
EDUC	1033	Music Room	Evergreen	To be installed	0	Projected Level 1
EDUC	1038	Music Room	Evergreen	To be installed	0	Projected Level 1
EDUC	1041		College Controlled	To be installed	0	Projected Level 2
EDUC	1045		College Controlled	To be installed	0	Projected Level 2
EDUC	1053		College Controlled	To be installed	0	Projected Level 2
EDUC	1105		College Controlled	To be installed	0	Projected Level 2
EDUC	1109	Classroom	Evergreen	To be installed	0	Projected Level 1
EDUC	1251	Classroom	Evergreen	To be installed	0	Projected Level 1
EDUC	2002	Classroom	Evergreen	To be installed	0	Projected Level 1
EDUC	2009	Classroom	Evergreen	To be installed	0	Projected Level 1
EDUC	2010	Classroom	Evergreen	To be installed	0	Projected Level 1
EDUC	2013		College Controlled	To be installed	0	Projected Level 2
EDUC	3021		College Controlled	To be installed	0	Projected Level 1
EDUC	3024		College Controlled	To be installed	0	Projected Level 1
EDUC	3025		College Controlled	To be installed	0	Projected Level 1
EDUC	3076		College Controlled	To be installed	0	Projected Level 1
EDUC	3093	Classroom	Evergreen	To be installed	0	Projected Level 1
EDUC	3101	Classroom	Evergreen	To be installed	0	Projected Level 1
EDUC	3104		College Controlled	To be installed	0	Projected Level 1
EDUC	3118		College Controlled	To be installed	0	Projected Level 1
EDUC	3130		College Controlled	To be installed	0	Projected Level 1
EDUC	3133	Classroom	Evergreen	To be installed	0	Projected Level 1
EDUC	3301	Classroom	Evergreen	To be installed	0	Projected Level 1
ELLIS	439	Classroom	Evergreen	To be installed	0	Projected Level 1
ELLIS	461	Classroom	Evergreen	To be installed	0	
ENG	1A56		College Controlled	To be installed	0	Projected Level 2
ENG	1A73		College controlled	To be installed	0	Projected Level 2
ENG	1A80		College controlled	To be installed	0	Projected Level 2
ENG	1A82		College controlled	To be installed	0	Projected Level 2
ENG	1B12	Classroom	Evergreen	To be installed	0	Projected Level 1
ENG	1B19		College Controlled	To be installed	0	Projected Level 2
ENG	1B77	Classroom	Evergreen	To be installed	0	Projected Level 1
ENG	1C14		College controlled	To be installed	0	Projected Level 2
ENG	1C36		College controlled	To be installed	0	Projected Level 2
ENG	1C70	Classroom	Evergreen	To be installed	0	
ENG	2B06	Computer Lab	College Controlled	To be installed	0	Projected Level 2
ENG	2B14		College Controlled	To be installed	0	Projected Level 1
ENG	2B34		College Controlled	To be installed	0	Projected Level 1
ENG	2B51		College Controlled	To be installed	0	Projected Level 1
ENG	2B52	Classroom	Evergreen	To be installed	0	
ENG	2C88	Classroom	Evergreen	To be installed	0	Projected Level 1
ENG	2C90	Classroom	Evergreen	To be installed	0	Projected Level 1
ENG	3B04		College Controlled	To be installed	0	Projected Level 2
ENG	3B50		College Controlled	To be installed	0	Projected Level 2
GEOL	161	Both Classroom / Lab	College Controlled	To be installed	0	Projected Level 2
GEOL	180		College Controlled	To be installed	0	Projected Level 2
GEOL	214		College Controlled	To be installed	0	Projected Level 2
GEOL	255	Both Classroom / Lab	Evergreen	To be installed	0	Projected Level 2
GEOL	261	Both Classroom / Lab	Evergreen	To be installed	0	Projected Level 2
GEOL	269	Both Classroom / Lab	Evergreen	To be installed	0	Projected Level 2
GEOL	37	Both Classroom / Lab	College Controlled	To be installed	0	Projected Level 2

HLTH	A305		College Controlled	To be installed	0	Projected Level 2
HLTH	A315.1	Classroom	College Controlled	To be installed	0	Projected Level 2
HLTH	A315.2	Classroom	College Controlled	To be installed	0	Projected Level 2
HLTH	A318		College Controlled	To be installed	0	Projected Level 2
HLTH	B103		College Controlled	To be installed	0	Projected Level 2
HLTH	B111	Classroom	College Controlled	To be installed	0	Projected Level 2
HLTH	B213	Classroom	College Controlled	To be installed	0	Projected Level 2
HLTH	B225		College Controlled	To be installed	0	Projected Level 2
KIRK	105		College Controlled	To be installed	0	Projected Level 2
KIRK	108		College Controlled	To be installed	0	Projected Level 2
KIRK	146	Classroom	Evergreen	To be installed	0	Projected Level 1
KIRK	202		College Controlled	To be installed	0	Projected Level 2
LAW	103	Classroom	College Controlled	To be installed	0	Projected Level 2
LAW	76	Meeting Room	College Controlled	To be installed	0	Projected Level 2
LAW	85	Classroom	College Controlled	To be installed	0	Projected Level 2
MCLN	242.1	Classroom	College Controlled	To be installed	0	Projected Level 1
MCLN	242.2	Classroom	College Controlled	To be installed	0	Projected Level 1
MURRY	184		College Controlled	To be installed	0	Projected Level 1
MURRY	271	Theatre	Evergreen	To be installed	0	Projected Level 1
MURRY	301	Classroom	Evergreen	To be installed	0	Projected Level 2
PAC	161	Both Classroom / Lab	Evergreen	To be installed	0	Projected Level 2
PAC	222		College Controlled	To be installed	0	Projected Level 3
PAC	231	Classroom	Evergreen	To be installed	0	Projected Level 2
PAC	234	Classroom	Evergreen	To be installed	0	Projected Level 2
PAC	295	Lab	Evergreen	To be installed	0	Projected Level 2
PAC	329		College Controlled	To be installed	0	Projected Level 3
PHYSIC	128	Classroom	Evergreen	To be installed	0	Projected Level 2
PHYSIC	129	Classroom	Evergreen	To be installed	0	Projected Level 2
RANNEX	135	Classroom	College Controlled	To be installed	0	Projected Level 1
THORV	112		College Controlled	To be installed	0	Projected Level 1
THORV	115		College Controlled	To be installed	0	Projected Level 1
THORV	118		College Controlled	To be installed	0	Projected Level 1
THORV	125	Classroom	Evergreen	To be installed	0	Projected Level 2
THORV	128	Classroom	Evergreen	To be installed	0	Projected Level 2
THORV	129	Classroom	Evergreen	To be installed	0	Projected Level 2
THORV	179		College Controlled	To be installed	0	Projected Level 1
THORV	258		College Controlled	To be installed	0	Projected Level 1
THORV	358		Evergreen	To be installed	0	Projected Level 2
WCVM	1105		Evergreen	To be installed	0	Projected Level 2
WCVM	1519		College Controlled	To be installed	0	Projected Level 2
WCVM	1634		College Controlled	To be installed	0	Projected Level 2
WCVM	2412	Classroom	College Controlled	To be installed	0	Projected Level 2
WCVM	2437	Classroom	College Controlled	To be installed	0	Projected Level 2
WCVM	2560		College Controlled	To be installed	0	Projected Level 2
WCVM	4109		College Controlled	To be installed	0	Projected Level 2
WILL	131	Studio	College controlled	To be installed	0	
WILL	322	Classroom	College Controlled	To be installed	0	Projected Level 2
WILL	323	Classroom	College Controlled	To be installed	0	Projected Level 2
WILL	331	Classroom	College Controlled	To be installed	0	Projected Level 2

Horizon Report Executive Summary 2012





Executive Summary

The internationally recognized *NMC Horizon Report* series and regional *NMC Technology Outlooks* are part of the NMC Horizon Project, a comprehensive research venture established in 2002 that identifies and describes emerging technologies likely to have a large impact over the coming five years in education around the globe. This volume, the *NMC Horizon Report: 2012 Higher Education Edition*, was again produced in a collaborative effort with the EDUCAUSE Learning Initiative, an EDUCAUSE Program, and examines emerging technologies for their potential impact on teaching, learning, and creative inquiry within the higher education environment.

To create the report, an international body of experts in education, technology, and other fields was convened as an advisory board. The group engaged in discussions around a set of research questions intended to surface significant trends and challenges and to identify a wide array of potential technologies for the report. This dialog was enriched by a wide range of resources, current research, and practice that drew on the expertise of both the NMC community and the communities of the members of the advisory board. These interactions among the advisory board are the focus of the *NMC Horizon Report* research, and this report details the areas in which these experts were in strong agreement.

Each of the three global editions of the *NMC Horizon Report* — higher education, primary and secondary education, and museum education — highlights six emerging technologies or practices that are likely to enter mainstream use with their focus sectors within three adoption horizons over the next five years. Key trends and challenges that will affect current practice over the same period frame these discussions. Over the course of just a few weeks in the late fall of 2011, the advisory board came to a consensus about the six

topics that appear here in the *NMC Horizon Report: 2012 Higher Education Edition*. The examples and readings under each topic area are meant to provide practical models as well as access to more detailed information. The precise research methodology employed is detailed in the closing section of this report.

The report's format is consistent from year to year and edition to edition, and opens with a discussion of the trends and challenges identified by the advisory board

The technologies featured in each edition of the *NMC Horizon Report* are embedded within a contemporary context that reflects the realities of the time, both in the sphere of higher education and in the world at large.

as most important for the next five years. The format of the main section of this edition closely reflects the focus of the NMC Horizon Project itself, centering on the applications of emerging technologies — in this case for higher education settings. Each section is introduced with an overview that describes what the topic is, followed by a discussion of the particular relevance of the topic to teaching, learning, and creative inquiry in higher education. Several concrete examples of how the technology is being used are given. Finally, each section closes with an annotated list of suggested readings and additional examples that expand on the discussion in the report. These resources, along with countless other helpful projects and readings, can all

be found in the project's open content database — the NMC Horizon Project Navigator (navigator.nmc.org) All the ephemera of the *NMC Horizon Report: 2012 Higher Education Edition*, including the research data, the interim results, the topic preview, and this publication, can be downloaded for free on iTunes U (go.nmc.org/itunes-u).

Key Trends

The technologies featured in each edition of the *NMC Horizon Report* are embedded within a contemporary context that reflects the realities of the time, both in the sphere of higher education and in the world at large. To ensure this context was well understood, the advisory board engaged in an extensive review of current articles, interviews, papers, and new research to identify and rank trends that are currently affecting teaching, learning, and creative inquiry in higher education. Once detailed, the list of trends was then ranked according to how significant each was likely to be for higher education in the next five years. The highest ranked of those trends had significant agreement among the advisory board members, who considered them to be key drivers of educational technology adoptions for the period 2012 through 2017. They are listed here in the order in which the advisory board ranked them.

1 People expect to be able to work, learn, and study whenever and wherever they want to. Life in an increasingly busy world where learners must balance demands from home, work, school, and family poses a host of logistical challenges with which today's ever more mobile students must cope. Work and learning are often two sides of the same coin, and people want easy and timely access not only to the information on the network, but also to tools, resources, and up-to-the-moment analysis and commentary. These needs, as well as the increasingly essential access to social media and networks, have risen to the level of expectations. The opportunities for informal learning in the modern world are abundant and diverse, and greatly expand on earlier notions like "just-in-time" or "found" learning.

2 The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized. The continuing acceptance and

adoption of cloud-based applications and services is changing not only the ways we configure and use software and file storage, but also how we conceptualize those functions. It does not matter where our work is stored; what matters is that our information is accessible no matter where we are or what device we choose to use. Globally, in huge numbers, we are growing accustomed to a model of browser-based software that is device independent. While some challenges still remain, specifically with notions of privacy and sovereignty, the promise of significant cost savings is an important driver in the search for solutions.

3 The world of work is increasingly collaborative, driving changes in the way student projects are structured. Because employers value collaboration as a critical skill, silos both in the workplace and at school are being abandoned in favor of collective intelligence. To facilitate more teamwork and group communication, projects rely on tools such as wikis, Google Docs, Skype, and easily shared file-storage sites including Dropbox. Students are increasingly evaluated not just on the overall outcome, but also on the success of the group dynamic. In many cases, the way an online collaboration tool is used is an equally important outcome. Like the wiki used to create this report, such sites preserve the process and the multiple perspectives that lead to the end results.

4 The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators. Institutions must consider the unique value that each adds to a world in which information is everywhere. In such a world, sense-making and the ability to assess the credibility of information are paramount. Mentoring and preparing students for the world in which they will live and work is again at the forefront. Universities have always been seen as the gold standard for educational credentialing, but emerging certification programs from other sources are eroding the value of that mission daily.

5 Education paradigms are shifting to include online learning, hybrid learning and collaborative models. Budget cuts have forced institutions to re-

evaluate their education strategies and find alternatives to the exclusive face-to-face learning models. Students already spend much of their free time on the Internet, learning and exchanging new information — often via their social networks. Institutions that embrace face-to-face/online hybrid learning models have the potential to leverage the online skills learners have already developed independent of academia. We are beginning to see developments in online learning that offer different affordances than physical campuses, including opportunities for increased collaboration while equipping students with stronger digital skills. Hybrid models, when designed and implemented successfully, enable students to travel to campus for some activities, while using the network for others, taking advantage of the best of both environments.

6 There is a new emphasis in the classroom on more challenge-based and active learning.

Challenge-based learning and similar methods foster more active learning experiences, both inside and outside the classroom. As technologies such as tablets and smartphones now have proven applications in higher education institutions, educators are leveraging these tools, which students already use, to connect the curriculum with real life issues. The active learning approaches are decidedly more student-centered, allowing them to take control of how they engage with a subject and to brainstorm and implement solutions to pressing local and global problems. The hope is that if learners can connect the course material with their own lives, their surrounding communities, and the world as a whole, then they will become more excited to learn and immerse themselves in the subject matter.

Significant Challenges

Any discussion of technology adoption must also consider important constraints and challenges, and the advisory board drew deeply from a careful analysis of current events, papers, articles, and similar sources, as well as from personal experience, in detailing a long list of challenges higher education institutions face in adopting any new technology. Several important challenges are detailed below, but it was clear that behind them all was a pervasive sense that individual organizational constraints are likely the most important

factors in any decision to adopt — or not to adopt — a given technology.

Even institutions that are eager to adopt new technologies may be critically constrained by the lack of necessary human resources and the financial wherewithal to realize their ideas. Still others are located within buildings that simply were not designed to provide the radio frequency transparency that wireless technologies require, and thus find themselves shut out of many potential technology options. While acknowledging that local barriers to technology adoptions are many and significant, the advisory board focused its discussions on challenges that are common to the higher education community as a whole. The highest ranked challenges they identified are listed here, in the order in which the advisory board ranked them.

1 Economic pressures and new models of education are bringing unprecedented competition to the traditional models of higher education.

Across the board, institutions are looking for ways to control costs while still providing a high quality of service. Institutions are challenged by the need to support a steady — or growing — number of students with fewer resources and staff than before. As a result, creative institutions are developing new models to serve students, such as streaming introductory courses over the network. As these pressures continue, other models may emerge that diverge from traditional ones. Simply capitalizing on new technology, however, is not enough; the new models must use these tools and services to engage students on a deeper level.

2 Appropriate metrics of evaluation lag the emergence of new scholarly forms of authoring, publishing, and researching.

Traditional approaches to scholarly evaluation, such as citation-based metrics, are often hard to apply to research that is disseminated or conducted via social media. New forms of peer review and approval, such as reader ratings, inclusion in and mention by influential blogs, tagging, incoming links, and re-tweeting, are arising from the natural actions of the global community of educators, with increasingly relevant and interesting results. These forms of scholarly

corroboration are not yet well understood by mainstream faculty and academic decision-makers, creating a gap between what is possible and what is acceptable.

3 Digital media literacy continues its rise in importance as a key skill in every discipline and profession. Despite the widespread agreement on the importance of digital media literacy, training in the supporting skills and techniques is rare in teacher education and non-existent in the preparation of most university faculty. As lecturers and professors begin to realize that they are limiting their students by not helping them to develop and use digital media literacy skills across the curriculum, the lack of formal training is being offset through professional development or informal learning, but we are far from seeing digital media literacy as an expected norm for academic professionals, nor as a key part of degree programs.

4 Institutional barriers present formidable challenges to moving forward in a constructive way with emerging technologies. Too often it is education's own processes and practices that limit broader uptake of new technologies. Much resistance to change is simply comfort with the status quo, but in other cases, such as in promotion and tenure reviews, experimentation with or adoptions of clearly innovative applications of technologies is often seen as outside the role of researcher or scientist.

5 New modes of scholarship are presenting significant challenges for libraries and university collections, how scholarship is documented, and the business models to support these activities. While the university library has traditionally housed collections of scholarly resources, social networks and new publishing paradigms, such as open content, are challenging the library's role as curator. Students and educators are increasingly able to access important, historic research in web browsers on devices of their choosing. As such, libraries are under tremendous pressure to evolve new ways of supporting and curating scholarship.

These trends and challenges are a reflection of the impact of technology that is occurring in almost every aspect of our lives. They are indicative of the changing

nature of the way we communicate, access information, connect with peers and colleagues, learn, and even socialize. Taken together, they provided the advisory board a frame through which to consider the potential impacts of nearly 50 emerging technologies and related practices that were analyzed and discussed for possible inclusion in this edition of the *NMC Horizon Report* series. Six of those were chosen through successive rounds of ranking; they are summarized below and detailed in the main body of the report.

Technologies to Watch

The six technologies featured in the *NMC Horizon Report: 2012 Higher Education Edition* are placed along three adoption horizons that indicate likely timeframes for their entrance into mainstream use for teaching, learning, and creative inquiry. The near-term horizon assumes the likelihood of entry into the mainstream for higher education institutions within the next twelve months; the mid-term horizon, within two to three years; and the far-term, within four to five years. It should be noted at the outset that the *NMC Horizon Report* is not a predictive tool. It is meant, rather, to highlight emerging technologies with considerable potential for our focus areas of education and interpretation. Each of the six is already the target of work at a number of innovative organizations around the world, and the projects we showcase here reveal the promise of a wider impact.

Near-term Horizon

On the near-term horizon — that is, within the next 12 months — are mobile apps and tablets. These two topics have become pervasive in everyday life, at least in the developed world, and students at universities and colleges have ever-increasing expectations of being able to learn on these devices whenever and wherever they may be. This year tablets have been separated from mobiles as a distinct category, preserving mobiles as a descriptor used for typical hand-held devices designed to make calls.

> **Mobile apps** are the fastest growing dimension of the mobile space in higher education right now, with impacts on virtually every aspect of informal life, and increasingly, every discipline in the university. Always-connected Internet devices using 3G

and similar cellular networks, imbedded sensors, cameras, and GPS have proved to be a feature set with hundreds of thousands of applications. Apps that take advantage of recent developments in these tools, along with advances in electronic publishing and the convergence of search technology and location awareness, made this category of software enormously interesting in a higher education context. Higher education institutions are now designing apps tailored to educational and research needs across the curriculum.

- > **Tablet computing** presents new opportunities to enhance learning experiences in ways simply not possible with other devices. High-resolution screens allow users of tablets, such as the iPad, to easily share content with each other and pore over images and videos on the screen. As people tend to use tablets to supplement and not replace smartphones, they are viewed as less disruptive tools (no phone ringing and no incoming text messages), which makes them ideal tools for learning opportunities. Because tablets are able to tap into all the advantages that mobile apps bring to smaller devices, but in a larger format, higher education institutions are seeing them not just as an affordable solution for one-to-one learning, but also as a feature-rich tool for field and lab work, often times replacing far more expensive and cumbersome devices and equipment.

Mid-term Horizon

The second adoption horizon, two to three years out, is where we will begin to see widespread adoptions of two technologies that are experiencing growing interest within higher education: game-based learning and learning analytics. Educational gaming brings an increasingly credible promise to make learning experiences more engaging for students, while at the same time improving important skills, such as collaboration, creativity, and critical thinking. Over the past year, learning analytics has garnered a lot of attention. The ability to synthesize data in real-time is exciting because it changes the structure of the learning dynamic — educators can use the data to make adjustments to their teaching style that better caters to student needs.

- > **Game-based learning** has grown in recent years as research continues to demonstrate its effectiveness for learning. Games for education span the range from single-player or small-group card and board games all the way to massively multiplayer online games and alternate reality games. Those at the

The NMC Horizon Report is not a predictive tool. It is meant, rather, to highlight emerging technologies with considerable potential for our focus areas of education and interpretation.

first end of the spectrum are easy to integrate into the curriculum, and have long been an option in many higher education institutions; but the greatest potential of games for learning lies in their ability to foster collaboration and engage students deeply in the process of learning. Once educational gaming providers can match the volume and quality of their consumer-driven counterparts, games will garner more attention.

- > **Learning analytics** loosely joins a variety of data-gathering tools and analytic techniques to study student engagement, performance, and progress in practice, with the goal of using what is learned to revise curricula, teaching, and assessment in real time. Building on the kinds of information generated by Google Analytics and other similar tools, learning analytics aims to mobilize the power of data-mining tools in the service of learning, and embrace the complexity, diversity, and abundance of information that dynamic learning environments can generate.

Far-term Horizon

On the far-term horizon, set at four to five years away from widespread adoption, are gesture-based computing and the Internet of Things. Gesture-based technology

has enabled students to learn by doing. Interfaces that react to touch, movement, voice, and facial expression allow more freedom in how we interact with our devices. The Internet of Things, a notion first outlined by Vint Cerf as one of the many reasons to move to IPv6 to expand the address space of the Internet, is converging with smart objects, and fueling considerable innovation in how these devices communicate with each other and with us. Smart objects are already well established in

Interfaces that react to touch, movement, voice, and facial expression allow more freedom in how we interact with our devices.

the commercial sector and range along a continuum from RFID sensors to near field communication (NFC). These technology topics do not yet have an abundance of well-documented project examples in higher education, but the high level of interest found in both areas indicates that they are worth following closely.

- > **Gesture-based computing** moves the control of computers from a mouse and keyboard to the motions of the body, facial expressions, and voice recognition via new input devices. It makes interactions with computational devices far more intuitive and embodied. From the touchscreens on smartphones to the gesture and voice interpretation of the latest gaming systems (Xbox Kinect and Nintendo Wii) and virtual assistants, gesture-based computing enables users to learn by doing and facilitates the convergence of a user's thoughts with their movements. Large multi-touch displays support collaborative work, allowing multiple users to interact with content simultaneously.
- > **The Internet of Things** is the latest turn in the evolution of smart objects — a category of small devices or methods that enable an object to be assigned a unique identifier; contain small bits of information, such as the object's age, shelf life, and

environmental data such as temperature or humidity (and much more) attached to it; and then communicate the status of that information on demand, whether optically or via electromagnetic frequencies. With the advent of the new internet Protocol, version six, those objects can now have an IP address, enabling their information store to be accessed in the same way a webcam might be, allowing real-time access to that information from anywhere. At the same time, new wireless communication strategies, such as near field communication, are making it easier for smart objects to connect to networks. The implications are not yet clear, but it is evident that hundreds of billions of devices — from delicate lab equipment to refrigerators to next-generation home security systems — will soon be designed to take advantage of such connections.

Each of these technologies is described in detail in the main body of the report, where a discussion of what the technology is and why it is relevant to teaching, learning, or creative inquiry may also be found. Given the practical focus of the report, a listing of examples of the technology in use, especially in higher education, is a key component of each of the six main topics. Our research indicates that all six of these technologies, taken together, will have a significant impact on learning-focused organizations within the next five years.

The NMC Horizon Project

This report is part of a longitudinal research study of emerging technologies that began in March 2002. Since that time, under the banner of the Horizon Project, the NMC and its research partners have held an ongoing series of conversations and dialogs with its advisory boards — now more than 450 technology professionals, campus technologists, faculty leaders from colleges and universities, museum professionals, teachers and other school professionals, and representatives of leading corporations from more than thirty countries. For more than a decade, these conversations have been mined to provide the insights on emerging technology that are published annually in the *NMC Horizon Report* series.

This report, the *NMC Horizon Report: 2012 Higher Education Edition*, kicks off the tenth year of the

series, which is dedicated to charting the landscape of emerging technologies for teaching, learning, and creative inquiry in higher education globally. In 2008, the NMC added to the three main *NMC Horizon Reports* a new series of regional and sector-based studies, called the *NMC Technology Outlooks*, with the dual goals of understanding how technology is being absorbed using a smaller lens, and also noting the contrasts between technology use in one area compared to another. To date, the NMC has conducted studies of technology uptake in Australia, New Zealand, the UK, and Iberoamerica, and has plans in place to expand that research to Central Europe, India, Singapore, and Africa. This report, the flagship publication of the NMC Horizon Project, is translated into multiple languages every year. Over all editions, the readership of the reports is estimated at more than one million worldwide, with readers in some 100 countries.

The 47 members of this year's advisory board were purposely chosen to represent a broad spectrum of the higher education sector; key writers, thinkers, technologists, and futurists from education, business, and industry rounded out the group. They engaged in a comprehensive review and analysis of research, articles, papers, blogs, and interviews; discussed existing applications, and brainstormed new ones; and ultimately ranked the items on the list of candidate technologies for their potential relevance to teaching, learning, or creative inquiry. This work took place entirely online and may be reviewed on the project wiki at horizon.wiki.nmc.org.

The effort to produce the *NMC Horizon Report: 2012 Higher Education Edition* began in November 2011, and concluded when the report was released in February 2012, a period of just over three months. The six technologies and applications that emerged at the top of the final rankings — two per adoption horizon — are detailed in the chapters that follow.

Each of those chapters includes detailed descriptions, links to active demonstration projects, and a wide array of additional resources related to the six profiled technologies. Those profiles are the heart of the *NMC Horizon Report: 2012 Higher Education Edition*, and will

fuel the work of the NMC Horizon Project throughout 2012. For those wanting to know more about the processes used to generate the *NMC Horizon Report* series, many of which are ongoing and extend the work in the reports, we refer you to the report's final section on the research methodology.

The 47 members of this year's advisory board were purposely chosen to represent a broad spectrum of the higher education sector; key writers, thinkers, technologists, and futurists from education, business, and industry rounded out the group.



The *NMC Horizon Report: 2012 Higher Education Edition* is a collaboration between the New Media Consortium and the EDUCAUSE Learning Initiative, an EDUCAUSE Program.

The research behind the *NMC Horizon Report: 2012 Higher Education Edition* is jointly conducted by the New Media Consortium (NMC) and the EDUCAUSE Learning Initiative (ELI), an EDUCAUSE Program. The ELI's critical participation in the production of this report and their strong support for the NMC Horizon Project is gratefully acknowledged. To learn more about ELI, visit www.educause.edu/eli; to learn more about the NMC, visit www.nmc.org.

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By Kate Morgan, Director of University Relations at Penn State Lehigh Valley. As part of the University's Mobile Media pilot, two honors biology students at Penn State Lehigh Valley document, edit, and upload lab procedures for Bio 110 students to reference, using only iPod Touch 4Gs. <http://mediacommons.psu.edu/mobilemedia>.

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UNIVERSITY COUNCIL
TEACHING AND LEARNING COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Marcel D'Eon, Chair, Teaching and Learning Committee of Council

DATE OF MEETING: June 21, 2012

SUBJECT: **Teaching and Learning Committee Annual Report**

COUNCIL ACTION: For Discussion Only

**Annual Report of the
Teaching and Learning Committee of Council
2011-2012**

The Teaching and Learning Committee met eight times over the past year, including a joint meeting with the Academic Support Committee.

Terms of Reference and Membership

- 1) Recommending to Council policies, programs and activities related to the enhancement, effectiveness and evaluation of teaching and learning at the University of Saskatchewan.
- 2) Encouraging the adoption of new learning modes, strategies and technologies.
- 3) Encouraging the development of community-based learning opportunities including service learning and work experience.
- 4) Promoting the scholarship of teaching and learning.
- 5) Receiving and reviewing reports on matters related to teaching and learning.

Council members

Marcel D'Eon (Chair)	Community Health & Epidemiology	2012
Paul Jones	SENS	2014
Karen Semchuk	Nursing	2014

General Academic Assembly Members

Leslie Biggs	History	2014
Tim Claypool	Ed Psy & Special Education	2013
Hugo Cota-Sánchez	Biology	2014
Allan Dolovich	Mechanical Engineering	2012

John Kleefeld	Law	2013
Scott Napper	Biochemistry / VIDO	2012

Sessional Lecturer

Nancy Poon	Sociology	2012
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Other members

Undergraduate Student Member	Kelsey Topola / Ruvimbo Kanyemba	VP Academic, USSU
Graduate Student Member	Ehimai Ohiozebau / Maily Huynh	VP, GSA
Rachel Sarjeant-Jenkins	[Dean of Libraries designate]	Assistant Dean, Client Services
Angela Ward / Dan Pennock	Vice-Provost, Teaching and Learning	
Peter Cornish	[Associate Vice-President designate]	Director of Support Services, SESD
Elizabeth Lulchak	Director, eMAP	
Bob Cram	Executive Director, Centre for Continuing and Distance Education	
Jim Greer	Director, University Learning Centre and Gwenna Moss Centre for Teaching Effectiveness	
Marcel D'Eon	Director of the Centre for Discovery in Learning	

The Committee also invites the following representatives to attend, to provide information and advice to the committee discussions:

Keith Jeffrey	Manager, Educational and Research Technology Services
Brad Wuetherick	Program Director, GMCTE

Issues and discussions

As the university works toward implementation of the University of Saskatchewan Learning Charter (see attached summary), there are a number of significant implications for improvement of teaching and student assessment.

the Teaching and Learning Committee has focused primarily on implementation of the instructor commitments in the Charter:

Exemplify Learning.

Embody learning behaviours expected of students.
Maintain an appropriate instructor-student relationship.

Teach Effectively.

Ensure content proficiency.
Ensure pedagogical effectiveness.

Assess Fairly.

Communicate and uphold clear academic expectations and standards.
Perform fair and relevant assessment of student learning.

Solicit Feedback.

Provide opportunities for student feedback.
Solicit other feedback on their teaching effectiveness.

Following from the retreat workshop held last May, the committee held several discussions this year about how university teaching could be improved. The committee considered an optional certificate program for university teaching, and a teaching skills development policy.

Several subcommittees were also established to discuss policy implications and directions for implementation of the Learning Charter and for improvement to student assessment, a complex area with a large number of considerations for the university.

To support implementation of the Learning Charter, the committee also sought the endorsement of the USSU and the GSA executives for the Charter. The letters received are attached.

Other activities

The Teaching and Learning Committee sponsored the revised policy on Academic Accommodation and Access for Students with Disabilities. The policy was presented to Council for approval at the October, 2011 meeting, and the Board of Governors approved the policy in December, 2011.

A joint meeting was held with the Academic Support Committee of Council to discuss areas of mutual interest including improvements to classrooms, the progress of e-learning, and policies around lecture recording. A joint subcommittee was established to consider a policy or guidelines around lecture recording.

The committee also received updates on activities of the University Learning Centre. Several committee members were involved in organizing and making presentations at the Society for Teaching and Learning in Higher Education (SHTLE) national conference which was held here last June, and at the one-day Scholarship of Teaching and Learning Symposium held here in April.

The committee heard an update on SEEQ (Student Evaluation of Educational Quality) course evaluation implementation from the Institutional Planning office. The Vice-Provost Teaching and Learning also reported on an initiative to make the online version of SEEQ operational for all university class offerings.

Council approved broadening the Terms of Reference for the committee so that it can deal with the scholarship of teaching and learning as well as their implementation and practice. The Executive Director of the Centre for Discovery in Learning has been added to the committee membership

Acknowledgements

On behalf of the Committee, I wish to thank Committee members who have completed terms on the committee this year: Alan Dolovich, Mechanical Engineering; Scott Napper, Biochemistry/VIDO; and Nancy Poon (Sessional), Sociology.

Respectfully submitted,

Marcel D'Eon, Chair, Teaching & Learning Committee of Council



The University of Saskatchewan Learning Charter defines aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution.

Our Learning Vision

Our vision sees the University of Saskatchewan as a unique community of learning and discovery, where people can embark on a process of development through which they grow, create, and learn, in a context characterized by *diversity*—in academic programs, in ways of knowing and learning, and among its members. This diversity provides opportunities for learners to achieve their unique learning goals in ways most relevant to them, in a setting in which learning is seen as a multi-faceted process through which people can learn experientially; independently; in laboratory or clinical settings; through collaboration and teams; through research and inquiry; through debate and engagement with instructors, mentors, and other learners; and through community service.

Among the learning outcomes we visualize are intellectual growth, clarified values, independence, social responsibility, and the recognition of diversity as an overarching concept that reflects a philosophy of equitable participation and an appreciation of the contributions of all people.

Core Learning Goals

The University of Saskatchewan offers a diversity of academic and professional programs that is matched by few other institutions of learning. Our students undertake programs of many different types and durations, and students in different programs will differ in the specific learning outcomes they achieve. However, while specific learning outcomes will vary, there is a set of core learning goals to which we aspire for all graduates, to the extent feasible and appropriate within each program of studies.

All graduates of the University of Saskatchewan will:

Discovery Goals

- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.
- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

Knowledge Goals

- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence.

Integrity Goals

- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

Skills Goals

- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
- Be technologically literate, and able to apply appropriate skills of research and inquiry.

Citizenship Goals

- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.



Commitments and Responsibilities



Achieving the learning vision and goals to which we aspire requires the active commitment of students, instructors, and the institution, and depends on each party fulfilling its role in the learning partnership embodied by the University of Saskatchewan.

Student Commitments

While all three roles are important, the role of the learner is most fundamental to the learning partnership. No learning can take place without active engagement by the learner in the learning process.

Learn Actively.

Actively engage in the learning process.

Think Broadly.

Thoughtfully consider, on the basis of evidence, a diversity of theories, ideas, beliefs, and approaches to problems and solutions.

Act Ethically.

Undertake all university work in accordance with principles of academic integrity.

Engage Respectfully.

Engage in a respectful way with members of the university community and its partners.

Instructor Commitments

While commitment by the learner is fundamental to the learning process, the active commitment of those members of the university community responsible for providing learning opportunities is crucial to optimizing the student learning experience.

Exemplify Learning.

Embody learning behaviours expected of students.

Maintain an appropriate instructor-student relationship.

Teach Effectively.

Ensure content proficiency.

Ensure pedagogical effectiveness.

Assess Fairly.

Communicate and uphold clear academic expectations and standards.

Perform fair and relevant assessment of student learning.

Solicit Feedback.

Provide opportunities for student feedback.

Solicit other feedback on their teaching effectiveness.

Institution Commitments

The University as an institution serves as a catalyst and context for learning and scholarship. It brings together learners and other members of the educational community in an environment conducive to learning and discovery.

Provide Opportunities.

Offer high quality programs for learning and discovery.

Foster learning partnerships.

Ensure Quality.

Ensure qualified instructors and effective instruction.

Promote research-enhanced learning.

Build Environment.

Provide a safe, secure, and inclusive environment.

Provide appropriate learning resources, facilities, and technology.

Support Learning.

Support students.

Support instructors.



University of Saskatchewan Students' Union

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To Whom It May Concern,

February 9, 2011

I have been asked in my position as the Vice-President of Academic Affairs for the University of Saskatchewan Students' Union (USSU), with the backing of the Academic Affairs Board, to write a letter in support of the University of Saskatchewan's Learning Charter. It is with pleasure that I do so today.

From the student perspective, the Learning Charter's objectives of outlining an overarching vision for learning at the university, setting out core learning goals and defining the roles to be played by faculty, students and the institution in achieving them is a necessary one to improve academic life at the University of Saskatchewan. By laying out such a framework, the Learning Charter is playing an integral role in creating and shaping future academic policies to guide discovery, research and learning by both students and faculty in our university community. With its stated objectives it is easy to see how such a document can and will enrich the experience of working on campus.

In conclusion the USSU, with the backing of its Academic Affairs Board, supports the University of Saskatchewan's Learning Charter as we see in its objectives the potential to greatly enhance the academic experience of students and faculty and to create a more vibrant intellectual community.

Sincerely,

Kelsey Topola
VP Academic Affairs

Graduate Students' Association



University of Saskatchewan Graduate Students' Association

Motion to endorse the Learning Charter for the University of Saskatchewan.

WHEREAS the learning charter is a directive on what the university defines to be the aspirations of the U of S as an institution and what are the learning experiences and the roles played by the students, instructors, and institutions in realizing these aspirations;

WHEREAS The endorsement will allow graduate students to read and understand the charter, correct its gaps and implement it in their learning experiences.

BE IT RESOLVED THAT GSA officially endorses the learning charter by providing a position statement on it that can be included in the formal GSA position statements document.

Motion moved by Jania Chilma and support by Shannon Dyke. Motion approved by the University of Saskatchewan Graduate Students' Course Council on Wednesday, January, 12 2011.

GSA Positional Statement on the Learning Charter

The University of Saskatchewan Graduate Student Association (GSA) endorses the Learning Charter because of the following:

1. It serves as a unifying document for the definition of learning aspirations across campus;
2. It outlines the expected roles, commitments and responsibilities of all stakeholders-students, instructors and the institutions;
3. The Learning Charter is a working document that has the potential of improving an excellent culture of learning across the university environment if followed by all stakeholders;
4. The vision and goals are outlined in clear terms and written unambiguously.

As a result of the foregoing, the GSA supports the Learning Charter and will use its media to promote the document and encourage University of Saskatchewan graduate students to familiarise themselves with the vision, goals and expectations of the document.

UNIVERSITY COUNCIL
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS
FOR INFORMATION ONLY

PRESENTED BY:

Martin Phillipson, Acting Vice-Provost Faculty Relations & Chair, JCCP

DATE OF MEETING: June 12, 2012

SUBJECT: JCCP 2011-12 Annual Report

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Joint/Board Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost & Vice-President Academic or designate with representation from University Council, Board of Governors, Research, Scholarly and Artistic Work Committee of Council, the Vice-President Research or designate, the Vice-President Advancement or designate and Associate Vice-President, Financial Services or designate and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

DISCUSSION SUMMARY:

Over the course of 2011/2012 JCCP met on four occasions and reviewed and approved five letters of intent: Murray Pyke Chair in Hard Rock Geology, Chair in Pesticide Toxicology and Human Health, LaBorde Chair, SaskPower Chair in Power System Engineering and CISCO Chair in Mining Technology. In addition the committee approved the revised terms of reference for the Bateman Chair in English identifying the source of the research stipend. The Committee also approved the revised guidelines for Dr. Louis Schulman Professorship to free up proceeds of the trust to fund research through the Dr. Louis Schulman Medical Research Award. At the last meeting the JCCP was introduced a proposal for a new model of

establishment of Endowed Chairs; the committee made the commitment to further look into this venture in upcoming 2012/2013 academic year.

Committee Membership:

Acting Vice-Provost, Faculty Relations & Chair
Board of Governors Representative
Research, Scholarly and Artistic Work Committee
Vice-President Research Designate
Member of Council Representative
University Secretary's Designate
AVP Financial Services

VP University Advancement

Martin Phillipson
Grit McCreath
Ray Stephanson
Jim Basinger
Jaswant Singh
Sandra Calver
Laura Kennedy
Jim Traves (alternate designate)
Heather Magotiaux
Doug Clark (alternate designate)

Committee Support:

Research Services Resource Person
Secretary

Amit Shukla
Andrea Storoschuk

ATTACHMENTS:

None