# AGENDA
## 2:30 p.m. Thursday, December 20, 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 2012-13 academic year marks the 18th year of the representative Council.*

1. Adoption of the agenda

2. Opening remarks

3. Minutes of the meeting of November 15, 2012 – pp. 1-22

4. Business from the minutes

5. Report of the President – pp. 23-26

6. Report of the Provost – pp. 27-48

7. Student societies

   7.1 Report from the USSU (oral report)
   7.2 Report from the GSA (oral report)

8. Academic Programs Committee

   8.1 Request for Decision: College of Graduate Studies and Research admission qualifications – pp . 49-64

   *That the College of Graduate Studies and Research admission qualifications be revised to permit students to directly enter a Ph.D. program from a bachelor's degree.*

   8.2 Request for Decision: College of Dentistry admission qualifications – pp. 65-70

   *That the College of Dentistry admission qualifications be revised to delete the carving portion (manual dexterity) of the Dental School Admission (DAT) test as a requirement for application for admission to the dental program, effective the 2014/15 admissions cycle.*

   8.3 Item for Information:
   Academic Calendar for 2013/14; double-listing of DENT/MED courses. – pp. 71-84

9. Planning and Priorities Committee

   9.1 Request for Decision: Approval of C-EBLIP: Evidence-based Library and Information Practice as a Type A Centre – pp. 85-112

   *That Council approve the establishment of the Centre for Evidence Based Library and Information Practice (C-EBLIP) as a Type A Centre in the University Library, effective December 20, 2012.*

9.2 Request for Decision: Approval of SERI: Sustainability Education Research Institute as a Type A Centre – pp. 113-132

*That Council approve the establishment of the Sustainability Education Research Institute (SERI) as a Type A Centre in the College of Education, effective December 20, 2012.*

9.3 Request for Decision: Approval in Principle of the College of Medicine Vision document – pp. 133-162

*It is recommended that Council approve:*

*(i) in principle, the document entitled A New Vision for the College of Medicine*

*(ii) that commencing in April, 2013, the Provost and the Dean/Acting Dean of Medicine report regularly to University Council on progress made toward development of an implementation plan for the vision described in A New Vision for the College of Medicine, and on the accreditation status of the undergraduate medical education (M.D.) program in the College of Medicine; and*

*(iii) that an implementation plan for the vision document that addresses the criteria established by the Planning and Priorities Committee for assessment of any renewal plan, as reported to Council on November 15, 2012, be submitted to the Planning and Priorities Committee by August 15, 2013.*

10. Governance Committee

10.1 Notice of Motion: Proposed faculty council membership for the Johnson-Shoyama Graduate School of Public Policy – pp. 163-166

*That Council approve the proposed membership of the faculty council for the Johnson-Shoyama Graduate School of Public Policy.*

10.2 Item for Information: Guidelines for University Council Motions, Minutes, Committee Meetings and Minutes – pp. 167-176

11. Other business

12. Question period

13. Adjournment

Next meeting – 2:30 pm, January 24, 2013

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

UNIVERSITY OF SASKATCHEWAN

***Minutes of University Council***
***2:30 p.m., Thursday, November 15, 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. A memorial tribute to Dr. Louis Horlick, emeritus professor in the Department of Medicine, was delivered by Dr. Vern Hoeppner of the College of Medicine. Dr. Horlick joined the faculty of the University in 1954 and served as the head of the Department of Medicine from 1968 to 1975. He died on October 23, 2012. Following a moment of silence, the business of Council resumed.

1. Adoption of the agenda

PARKINSON/URQUHART: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and visitors to the November meeting of Council. Observing that the USSU elections that took place last month resulted in the election of several new student members, he took the opportunity to introduce all of the student members of the Council. Dr. Kalra then drew members' attention to the items before the Council at this meeting and invited Council to turn to the business on the agenda.

3. Minutes of the meeting of October 18, 2012

JAECK/ KULSHRESHTHA: That the Council minutes of October 18, 2012 be approved as circulated.

CARRIED

4. Business from the minutes

A member rose to comment on a statement in the minutes from the president's report that records her assertion that 'we know from the literature that research methods work well to encourage student learning.' He expressed his view that the literature is equivocal on this point and asked whether the president would provide some the literature to which she refers to the teaching and learning committee of Council for review. Dr. Busch-Vishniac agreed to do so.

A second question arose from the discussion of the report on faculty and staff complements, and particularly the query about whether there is data to support the claim that it is the regulatory environment that has driven the increase in administrative staff. Vice-provost for Faculty Relations Jim Germida indicated he has asked members of the information and strategy analytics office (ISA) to provide further information in this regard, and committed to bringing this forward to the next meeting of Council.

5. Report of the President

President Busch-Vishniac referred members of Council to her written report, the first item of which contained comments on the College of Medicine restructuring. Describing this as the most significant issue facing the university and one that will define her presidency, she provided an update on the consultative process being undertaken in the College. She also commented on the anomaly of the university's having authority to hire clinicians but no statutory responsibility to provide clinical services, while the health region has the statutory responsibility for clinical service but not the authority to hire the clinicians. She emphasized the need to partner well with the health regions and the government for a successful outcome.

The president drew members' attention to the item in her written report concerning developments in the Gordon Oakes Red-Bear Centre project. The centre is intended to enhance visibility of First Nations and Métis students and culture on our campus and to provide a focal point for Aboriginal engagement.

Dr. Busch-Vishniac also commented on the campus-wide workforce assessment, relating this to the province's adoption of "Lean" initiatives and their encouragement of all publicly funded institutions including the universities to adopt initiatives to be more efficient and effective in use of resources. A number of senior administrators have undergone Lean training and the approach should be helpful to the institution as it undergoes budget reductions. In line with this focus, the President's Executive group is conducting a comprehensive workplace assessment with an emphasis on structure, division of skills and labour, and service levels in senior administrative offices.

The president closed by reporting on a number of meetings she has undertaken both internally and externally. She has now met with close to half of the colleges and schools; at each of these meetings she invites participants to feedback on what the university does well, where there are challenges and opportunities for improvement and the vision for the institution over the next 10 to 20 years. She invited Council members to reflect on these questions and to contact her with their thoughts.

The chair then opened the floor to questions and comments.

A member asked the president to clarify whether the College of Medicine renewal project would necessarily involve restructuring; the president pointed out that implicit in the accreditation standards, and particularly IS9, is a requirement that some localized authority be moved elsewhere; when power is transferred, that is by definition restructuring.

The same member then referenced the requirement of the collective agreement concerning the authority of department heads to assign duties; the president suggested that it would be premature to anticipate what the final structure would look like and assured him that collective agreement requirements will be addressed. The same member then also asked the president to indicate whether the statement in her report that the College was making "good progress" foreshadowed her approval of the plan; the president reminded the member that it is Council that must approve the plan and that her expression of satisfaction relates to the way the consultation process is unfolding rather than to any specific content of the plan as it develops.

6. Report of the Provost

Dr. Fairbairn commended members to his written report and spent some time expanding on the item concerning operating budget adjustments. He noted that the projected increase to the provincial grant of 2.0% in 2013-14 is a reasonable projection, but may be towards the high end of what we can expect, based on what we see across Canada. The university must, he said, be prepared for the possibility that increases in future will be less than 2%.

The provost also drew members' attention to the reference on p. 17 of his report to program priorization, and described what is meant by this term, particularly as it is used to describe a well-regarded methodology that was developed by Bob Dickeson, a former university president, and that take into account and priorizes all activities (including academic programs) that are supported by the operating budget. The method, which the provost characterized as flexible, comprehensive, participatory, open and transparent, and criteria-driven, has been demonstrated to produce results at other institutions across North America. A group of individuals from the U of S including Patti MacDougall, Roy Dobson, Stephen Urquhart, Bob Tyler, Pauline Melis and himself have been at workshops with Dr. Dickeson, and this group as well as members of the Operating Budget Steering Committee would welcome comments and suggestions about the process for program priorization and particularly the Dickeson model.

In addition to the matters in his report, the provost reported on another budget-related matter, the suspension of activities at the Emma Lake Kenderdine Campus for 3 years, while the university studies the options related to that facility. He acknowledged the campus as a historic site for the province and one with immense value to the approximately 200 students per year who visit the site in connection with their studies. The decision was made by the Provost's Committee on Integrated Planning entirely on financial grounds, because the university is not in a position to make the capital investment required to remedy serious structural defects in the main building that would be required to keep the site operational.

A member asked that the Dickeson principles be widely shared; the provost indicated that copies of the book are available for loan from his office, and that his office has prepared a summary of the main elements of the methodology.

Another member asked for an update on the Dean of Medicine search; the provost indicated that without commenting on the specifics of the matter, in general to attract the kind of candidate the university wants to attract will require success in the restructuring project for the college.

A member asked whether there were any plans to rent out the Kenderdine Campus during its period of closure; the provost referenced potential health, safety and liability issues and indicated that the university will be doing what is required to keep the property from deteriorating and safeguard against vandalism.

Another member took issue with the statement in the provost's report that all of the working groups for the restructuring process in the College of Medicine had now met; Vice-provost Phillipson responded that while the vast majority have been meeting, some have not yet been able to meet particularly because of scheduling issues.

A member asked for further information about the Bayview Alliance; the provost responded that the grant is intended to support the reinvigoration of institutional commitment to teaching and invited the director of the Teaching and Learning Centre to comment. Dr. Greer described the alliance as a

consortium of publicly funded research universities, noting that a press release would be going out today to announce the funding.

7. Student societies

7.1 Report from the USSU

USSU Vice-President, Academic Affairs, Ruvimbo Kanyemba conveyed regrets from President Jared Brown who she explained was preparing for their AGM. Ms. Kanyemba began by congratulating U of S Vice-President Finance and Resources Dr. Richard Florizone on behalf of the USSU, on his appointment as president of Dalhousie University. She then provided an update on the following:

- New tenants, including a dentist and hair salon, for lower Place Riel.
- Hiring for a new manager at Louis'
- A referendum currently in progress for a summer U-Pass
- The January expo of projects
- Teaching excellence awards, open for the first time to teaching assistants
- Funding for student groups
- Fair trade committee and the global village display
- Place Riel art project
- Project to allow students to take electives that would not count in their GPA

Vice-president Kanyemba commended members to the information sheet in their agenda materials that outlines the USSU's vision, mission, values and structures.

The Chair invited members of Council to join him in thanking Ms. Kanyemba for a very thorough report.

7.2 Report from the GSA

GSA President Ehimai Ohiozebau presented an oral report on the activities of the Graduate Students' Association. He introduced his colleague Maily Huynh, Vice-president Operations, who described her portfolio and the work the GSA is doing with over 80 course councillors to encourage involvement with the GSA and to do long-term strategic planning. She reported on increased usage of the Graduate Student Commons, and the need to balance usage between activities and study space; the GSA is attempting to standardize some procedures as well as to set up a policy manual for the use of future executives. She also described work that is being done to enhance the availability of graduate student bursaries, noting that there was $15K available for the fall term, and that many of the students who apply will receive assistance. She reported that with a surplus in the Health and Dental Plan, a committee of graduate students will be looking at what can be done to expand the program and negotiate more benefits.

Finally, Mr. Ohiozebau reported that he was recently in Ottawa for a conference and to join the Canadian Federation of Students (CFS) in lobbying for more funding for graduate students and was in Ottawa a second time for the Canadian Association of Graduate Studies (CAGS) conference.

The Chair invited members of Council to join him in thanking Mr. Ohiozebou and Ms. Huynh for their report.

8. Planning and Priorities Committee

8.1 Report for Information: Council Criteria for a College of Medicine Renewal Plan

The report was presented by Planning and Priorities Committee chair Dr. Bob Tyler, who prefaced his remarks by indicating there had been considerable conversation in the committee about renewal versus restructuring, plan versus concept, and said that the committee has tried to incorporate as much flexibility as possible in the criteria.

Professor Tyler noted one correction to the attachment: the statement in the first paragraph of the first page of the attachment to the information item should read that the operating budget for the college represents approximately 20% (rather than 15%) of the University's operating budget.

In terms of timing, Dr. Tyler indicated that the committee expects to see a plan come forward from the college in time for review on December 5; the plan and the recommendation of the committee will come to Council on December 20. The committee has spent last few weeks educating itself on the existing structure, issues, and challenges facing the college. To this end, it met with the associate deans, acting dean, and representatives of the governance and accreditation groups, and will meet next week with the Dean's Advisory Committee and has asked to meet with the college faculty council. He explained that the criteria are being reported for information so that Council understands the basis on which the committee will assess the plan, but stressed that Council members will make their own decision about the criteria by which the plan should be judged. The committee, he reported, discussed these criteria at length, and particularly whether these new criteria demand more than was required of the original concept paper. He reminded Council that the president's agreement with the college faculty council executive set forth some terms that need to be addressed, and also that there had been some unease expressed at Council last May concerning a lack of knowledge of the outcomes of the concept paper. The committee has tried to address these in the criteria it has brought forward. He explained that because the proposal will be coming forward from members of the College, it is expected that it will be more fully fleshed out than was the original concept plan. However, the committee is not looking for an implementation plan but something more detailed than the original concept plan. The committee has not yet determined whether it will be bringing forward a decision item or a notice of motion in December.

The Chair opened the floor to comments.

A member thanked the committee for using the word 'renewal' and suggested that the word 'restructuring' is unnecessarily constraining. He suggested that changes to structure should be considered as necessary and that other mechanisms besides restructuring might be appropriate.

Professor Tyler invited members of Council to submit further comments to the committee by email.

8.2 Report for Information: Transparent Activity-Based Budget System (TABBS)

Professor Tyler reminded Council that the TABBS initiative stems from a commitment in the second integrated plan, and that work on this project has been ongoing for several years. The first phase was behind the scenes; phase 2 was development of the model; the current, third phase is implementation and refinement, and the Planning and Priorities Committee felt this would be an appropriate time to report to Council on what TABBS is, how it works, and what it is intended to

achieve. Dr. Tyler then invited Ms. Ginger Appel, Director of Budget Strategy and Planning, to present this item. Ms. Appel's slides are attached to the minutes as *Appendix B.*

Questions related to the extent to which the TABBS model accounts for the different costs incurred in various colleges for training students; how the model works for graduate students in professional programs (such as the School of Physical Therapy or in the MBA program) who do not have thesis supervisors; and whether the TABBS committee should include representation from all support centres.

8.3 Report for Information: 2013-14 Operations Forecast

Dr. Tyler indicated that the full text of the Operations Forecast was not included in the package but a link has been provided. He described the way the document has changed from previous submissions and the effect of the expectation of a 2% budget increase on this document. The memo in the package is the one that the chair of the Planning and Priorities Committee writes to the president and provost to provide the perspective of the committee. He noted as highlights the emphasis on the social and economic returns the university provides for the province's investment, the university's adoption of 'Lean' initiatives to identify process enhancements and efficiencies; the profiling of capital priorities; the risks inherent in the assumption by the university of higher levels of capital debt; and the request for additional funding for graduate students.

A member of Council provided cautionary comments about moving tuition up to U15 levels, given that the university draws its undergraduate students primarily from the prairie provinces. With respect to the president's characterization of the College of Medicine Renewal as being a defining priority for her presidency, the member suggested that institutional debt levels should be the second defining issue of her presidency.

9. Academic Programs Committee

9.1 Request for Decision: Arts and Science: Template for Certificate of Proficiency

Roy Dobson, Chair of the Academic Programs Committee, presented this report to Council.

DOBSON/ZELLO: That Council approve the proposal from the College of Arts and Science to establish a template for Certificates of Proficiency, and delegate approval of such certificates to the Academic Programs Committee of Council.

CARRIED

10. Nominations Committee

This report was presented by Bev Pain, Chair of the Nominations Committee.
Following presentation of the motion, the chair called three times for additional nominations from the floor. There being no nominations from the floor, the motion was put to a vote.

PAIN/KROL: That Council approve the following nominations to fill vacancies on committees, for terms ending June 30, 2015:

*Teaching and Learning Committee:*
Kathleen James-Cavan, English
Lorraine Holtslander, Nursing

*Academic Support Committee:*
Allison Muri, English

*Student Academic Hearing and Appeals Panel:*
James Montgomery, Small Animal Clinical Science
William Albritton, Microbiology and Immunology
Susan Fowler-Kerry, Nursing
Mark Lees, Academic Family Medicine

*University Review Committee:*
Donna Goodridge, Nursing

*Renewals and Tenure Appeal Panel:*
Phil Chillibeck, Kinesiology
Ray Stephanson, English
Rob Hudson, Philosophy

*Committee on Research, Scholarly and Artistic Work:*
Yu Luo, Biochemistry

CARRIED

11. Joint Committee on Chairs and Professorships

The Chair called upon Jim Germida, chair of the joint committee on chairs and professorships, to present these items to Council.

11.1 Request for Decision: Revision and Expansion of the Distinguished Chairs Program

CHIBBAR/OVSENEK: That Council approve the following recommendations:

1. the name of the award be changed to "Distinguished Professorship", and that a recipient be referred to as "Distinguished Professor";

2. on retirement a Distinguished Professor will become a "Distinguished Professor Emerita/us";

3. the 3-year limited term of the award be eliminated, and that the distinction be awarded for life; and

4. the maximum number of Distinguished Professorships for the U of S be increased from 10 to 30, excluding Distinguished Professors Emeriti effective January 1, 2013.

CARRIED

11.2 Louis Horlick Chair in Medicine

CHIBBAR/QUALTIERE: That Council authorize the Board of Governors to establish an honorary chair, by the name of the Louis Horlick Chair in the Department of Medicine, to be held by the department head effective January 1, 2013.

CARRIED

11.3 SaskPower Chair in Power Systems Engineering

CHIBBAR/BARBER: That Council authorize the Board of Governors to establish a SaskPower Chair in Power Systems Engineering.

CARRIED

12. Enrolment Report

Dr. David Hannah, Associate Vice-president for Student Affairs, presented this item to Council as an administrative report. Dr. Hannah distributed a one-page summary, commenting that the vast majority of enrolment information is available on the website at www.usask.ca/isa, and that the information on the site includes helpful tools for pulling out information in different categories. The presentation provided some speculation on reasons for some trends such as the increasing number of undergraduate students enrolled, the decrease in the number of self-declared Aboriginal students, the increase in credit-unit counts relative to headcounts, and the growth in off-campus credit unit activity. Dr. Hannah noted that the university no longer does session-based reporting but is releasing enrolment statistics on a term-by-term basis.

The chair invited questions of members of Council.

A member suggested that one reason that Aboriginal enrolment may be down is that the university is not as successful as it needs to be in creating a welcoming environment for Aboriginal students. She suggested doing more brainstorming with indigenous faculty and staff about both small and large things that might help, and that indigenous people should be asked what makes them stay and why they think enrolment might be down.

A member expressed concern about the flattening line of graduate students and suggested that the TABBS model dis-incents colleges to recruit more graduate students, since it is undergraduate students that bring resources to colleges.

In response to a question about where the number of 'pre-Nursing' students comes from, Dr. Hannah noted that students are asked to indicate their intention for pre-nursing studies on the application form.

A member offered an explanation for the decline in growth of graduate students by pointing out that there was a 'bulge' in graduate student numbers when the new schools were created a few years ago. He also asked whether, given that the largest cohort of incoming students is in Nursing, whether the College is looking at the intake of Aboriginal students into that College.

A member suggested doing an analysis of the impact of the admission change for Alberta students to see what difference use of the alternative admission average has had on subsequent performance.

A member also asked whether the institution is tracking enrolment trends at other institutions, and how a 3.8% increase compares across the country. Dr. Hannah responded that it is difficult to get accurate national data for comparative purposes; the Registrar added that he and Troy Harkot of ISA have talked about how they could obtain comparative enrolment data, e.g. through AUCC and the U15, and incorporate this into institutional reporting. Another member asked about the University of Regina's enrolment this year, which the Registrar indicated is roughly comparable.

A member asked about the impact of time in program on the headcount for graduate students and the need for a steady supply of graduate students to fill spaces if these open up more quickly.

Another member stressed the need for better funding for Aboriginal students undertaking graduate work, and the need for more opportunities for combined professional and graduate degrees.

13. Other business

No other business was raised.

14. Question period

No questions were brought forward.

15. Adjournment and next meeting

The chair noted that there will be a gathering for Council members at the University Club on December 19th from 3:30-5:30pm to mark the end of term and the beginning of the holiday season; there will be a short program including a brief presentation from the university secretary on the outcomes of her study on academic governance in Canada.

DOBSON/URQUHART: That the meeting be adjourned at 4:30 p.m.

CARRIED

Next meeting is on Thursday, December 20 at 2:30 p.m.

COUNCIL ATTENDANCE 2012-13

**Voting Participants**

| Name | Sept 20 | Oct 18 | Nov 15 | Dec 20 | Jan 24 | Feb 28 | Mar 21 | Apr 18 | May 16 | June 20 |
|---|---|---|---|---|---|---|---|---|---|---|
| N. Abouhamra | NYA | NYA | P | | | | | | | |
| N. Adams | NYA | NYA | P | | | | | | | |
| W. Albritton | P | P | P | | | | | | | |
| S. Anand | R | P | P | | | | | | | |
| A. Anderson | NYA | A | A | | | | | | | |
| E. Barber | P | A | P | | | | | | | |
| P. Bonham-Smith | P | P | P | | | | | | | |
| A. Bowen | P | P | P | | | | | | | |
| D. Brenna | P | R | P | | | | | | | |
| J. Bruneau | P | P | R | | | | | | | |
| M. Buhr | P | P | P | | | | | | | |
| I. Busch-Vischniac | P | P | P | | | | | | | |
| L. Butler | P | P | R | | | | | | | |
| L. Calvert | R | R | R | | | | | | | |
| C. Card | P | A | P | | | | | | | |
| G. S. Chang | P | P | P | | | | | | | |
| R. Chibbar | P | P | P | | | | | | | |
| B. Coulman | P | R | P | | | | | | | |
| T. Crowe | P | R | P | | | | | | | |
| A. Dalai | A | A | A | | | | | | | |
| S. Daum Shanks | P | A | P | | | | | | | |
| M. D'Eon | P | A | P | | | | | | | |
| G. DesBrisay | P | P | R | | | | | | | |
| R. Deters | P | P | R | | | | | | | |
| T. Deutscher | R | R | R | | | | | | | |
| R. Dobson | P | P | P | | | | | | | |
| D. Drinkwater | P | P | P | | | | | | | |
| C. Eberhart | A | P | P | | | | | | | |
| M. Etman | P | P | A | | | | | | | |
| B. Fairbairn | P | R | P | | | | | | | |
| K. Flynn | P | P | R | | | | | | | |
| S. Fowler-Kerry | R | P | R | | | | | | | |
| D. Freeman | P | R | A | | | | | | | |
| A. Gabriel | P | P | R | | | | | | | |
| K. Gabriel | NYA | NYA | P | | | | | | | |
| M.Ghezelbash | P | P | P | | | | | | | |
| B. Gobbett | P | A | A | | | | | | | |
| J. Greer | P | P | P | | | | | | | |
| M. Hamilton | P | P | P | | | | | | | |
| L. Harrison | A | P | P | | | | | | | |
| D. Hill | P | P | P | | | | | | | |
| C. Huberdeau | NYA | P | P | | | | | | | |
| L. Jaeck | P | P | P | | | | | | | |
| K. James-Cavan | P | P | P | | | | | | | |
| R. Johanson | R | R | R | | | | | | | |
| P. Jones | P | P | R | | | | | | | |
| J. Kalra | P | P | P | | | | | | | |
| R. Khandelwal | P | P | P | | | | | | | |
| E. Krol | R | R | P | | | | | | | |
| S. Kruger | | | P | | | | | | | |
| S. Kulshreshtha | P | P | P | | | | | | | |
| B. Langhorst | P | R | A | | | | | | | |
| D. Lee | P | P | P | | | | | | | |

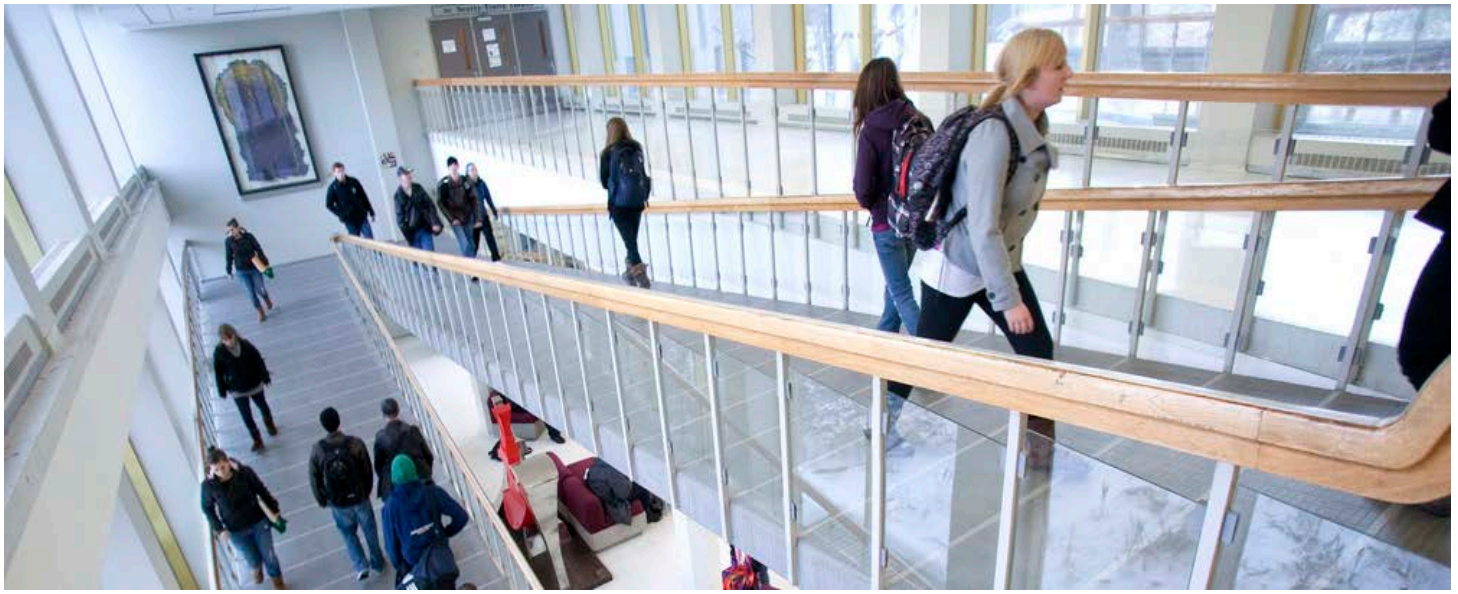
| Name | Sept 20 | Oct 18 | Nov 15 | Dec 20 | Jan 24 | Feb 28 | Mar 21 | Apr 18 | May 16 | June 20 |
|---|---|---|---|---|---|---|---|---|---|---|
| M. Lees | R | R | R | | | | | | | |
| A. Lieverse | P | P | P | | | | | | | |
| Y. Lin | P | A | P | | | | | | | |
| Y. Luo | A | P | P | | | | | | | |
| D. Makaroff | P | P | P | | | | | | | |
| J. Martini | A | A | A | | | | | | | |
| L. Martz | R | R | R | | | | | | | |
| M. MacGregor | P | P | R | | | | | | | |
| V. Meda | P | P | A | | | | | | | |
| H. Michelmann | P | P | A | | | | | | | |
| J.Montgomery | R | R | P | | | | | | | |
| K. Ogilvie | A | R | A | | | | | | | |
| E. Ohiozebau | P | P | P | | | | | | | |
| N. Ovsenek | P | P | P | | | | | | | |
| B. Pain | P | P | P | | | | | | | |
| D. Parkinson | P | P | P | | | | | | | |
| A. Phoenix | P | P | R | | | | | | | |
| C. Pozniak | P | A | R | | | | | | | |
| R. Pywell | P | P | P | | | | | | | |
| M. Prytula | P | R | P | | | | | | | |
| L. Qualtiere | P | A | P | | | | | | | |
| L. Racine | P | R | P | | | | | | | |
| D. Radomske | NYA | NYA | P | | | | | | | |
| C. Rangacharyulu | P | P | P | | | | | | | |
| A. Renny | A | P | P | | | | | | | |
| C. Reynolds | P | R | P | | | | | | | |
| J. Rigby | P | P | P | | | | | | | |
| C. Rodgers | P | P | P | | | | | | | |
| R. Sarjeant-Jenkins | P | P | R | | | | | | | |
| R. Schwier | P | P | A | | | | | | | |
| J. Sherbino | NYA | NYA | P | | | | | | | |
| J. Singh | P | A | A | | | | | | | |
| C. Still | P | P | P | | | | | | | |
| P. Stoicheff | P | R | P | | | | | | | |
| D. Taras | R | P | P | | | | | | | |
| R. Taylor-Gjevre | P | P | P | | | | | | | |
| R. Tyler | P | P | P | | | | | | | |
| E. Tymchatyn | P | P | A | | | | | | | |
| S. Urquhart | P | P | P | | | | | | | |
| G. Uswak | R | P | P | | | | | | | |
| A. Van Kessel | P | A | A | | | | | | | |
| J. Vassileva | P | R | P | | | | | | | |
| L. Voitkovska | P | A | A | | | | | | | |
| K. Walker | P | A | P | | | | | | | |
| F. Walley | P | P | P | | | | | | | |
| H. Wang | P | P | P | | | | | | | |
| K. Wanis | NYA | NYA | P | | | | | | | |
| Y. Wei | A | P | P | | | | | | | |
| T. Wiebe | A | A | A | | | | | | | |
| V. Williamson | P | P | R | | | | | | | |
| T. Wotherspoon | P | P | P | | | | | | | |
| G. Zello | P | P | P | | | | | | | |

COUNCIL ATTENDANCE 2012-13

**Non-voting participants**

| **Name** | Sept 20 | Oct 18 | Nov 15 | Dec 20 | Jan 24 | Feb 28 | Mar 21 | Apr 18 | May 16 | June 20 |
|---|---|---|---|---|---|---|---|---|---|---|
| K. Chad | P | R | P | | | | | | | |
| B. Cram | A | P | A | | | | | | | |
| D. Beach | A | P | P | | | | | | | |
| T. Downey | A | R | P | | | | | | | |
| G. Fowler | R | A | R | | | | | | | |
| J. Brown | P | R | R | | | | | | | |
| R. Isinger | P | P | P | | | | | | | |
| R. Kanyemba | P | P | P | | | | | | | |
| B. Krismer | P | P | P | | | | | | | |
| H. Magotiaux | P | A | P | | | | | | | |
| L. Pennock | P | P | P | | | | | | | |
| | | | | | | | | | | |

University of Saskatchewan



**T**ransparent

**A**ctivity

**B**ased

**B**udget

**S**ystem

# Agenda

- Context
- What is TABBS
- TABBS and university planning
- Benefits of using TABBS
- TABBS Model
- Progress to date
- Summary

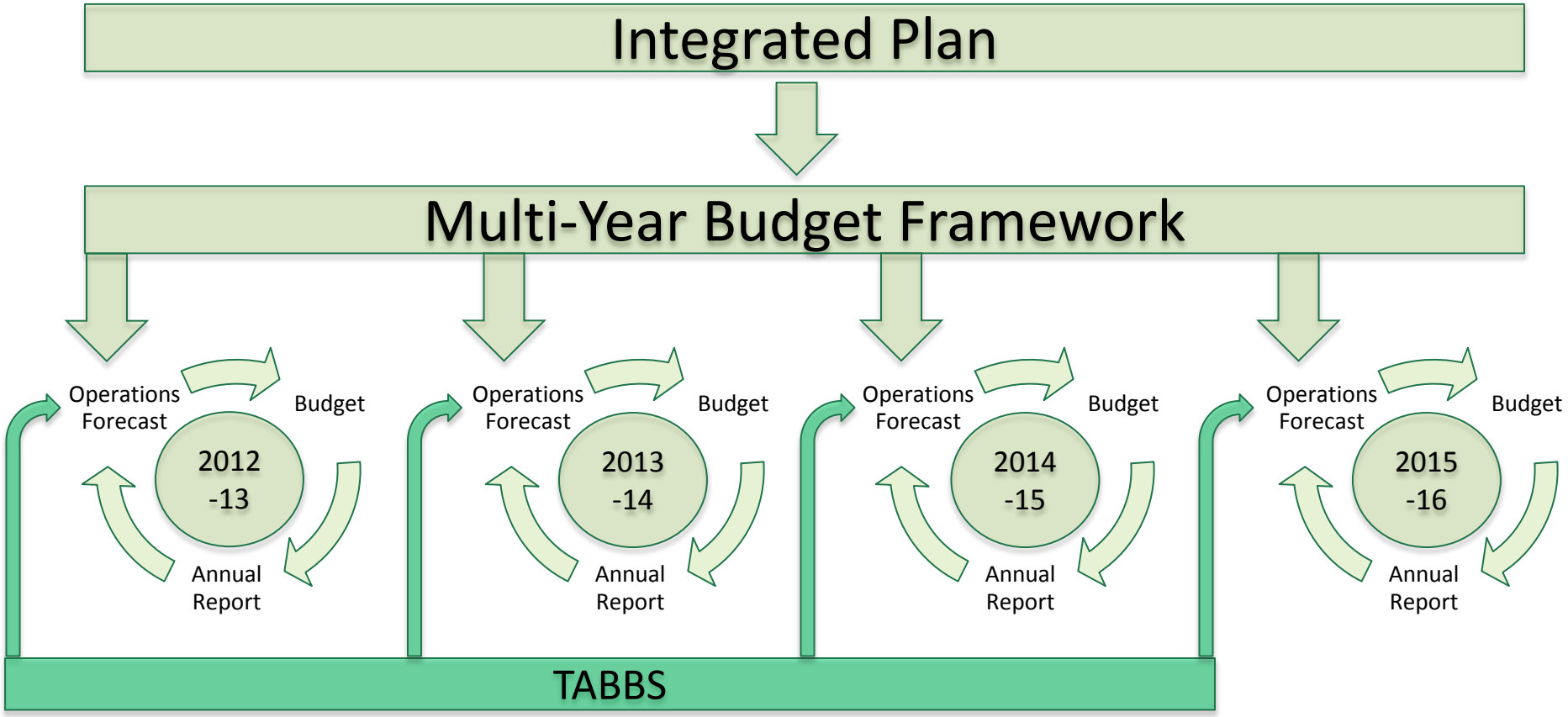
# Context: Current process

- Existing budget model is a historically determined, *(incremental budgeting)*
- Current incremental process is not linked to planning
- There is a need to strengthen our financial position and stewardship.

# What is TABBS

- TABBS is a “responsibility centre management” model focussing on operational decentralization
- An alignment of authority over revenues and costs with the responsibility for revenues and costs
- An approach which creates a “full cost” view of revenue generating operations

# TABBS and university planning



# Benefits of using TABBS

- Increased transparency and understanding of the resources available to the university
- Relates resources to activity levels, increasing the accountability of responsibility centers
- Alignment of teaching/research activity of university units and the strategic direction of the university
- Encourages collaboration between university units
- Better ability to plan for change with a greater understanding of the financial impact of decisions

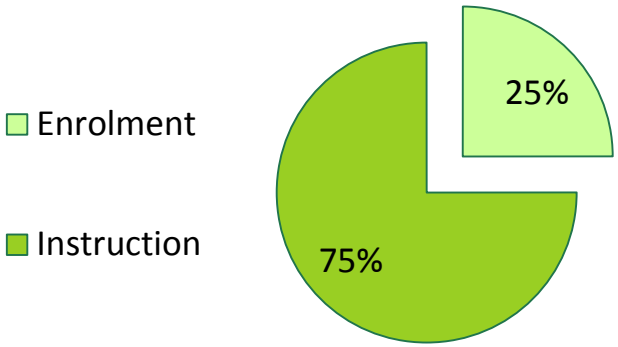
# TABBS Model: Responsibility centers

- **Responsibility centre (RC):** A campus unit with the budget authority and responsibility to finance its costs.
- A ***Revenue centre*** is an RC for which the majority of activities result in the generation of external revenues.
  For example Colleges/schools, Some research centers (Toxicology Centre, VIDO), Consumer Services Division, CCDE (Community Programming/Language Centre)
- A ***Support Centre*** is an RC that generates little or no external revenue but which provides critical services to support the activities of the Revenue Centers and other Support Centers.
  Administrative units (for example FSD, FMD, HR, IPA), University Library, President's Office (and VP offices)

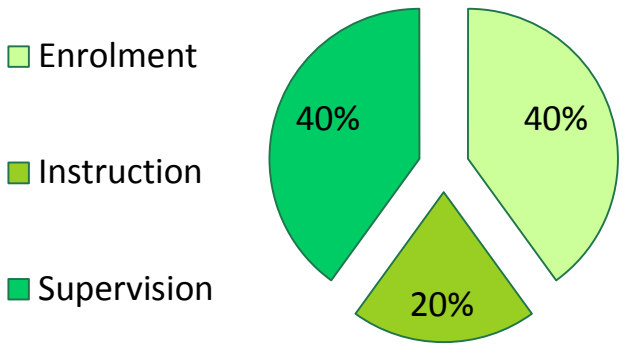
# TABBS Model: Revenue allocation

Tuition revenue:

**Undergraduate**

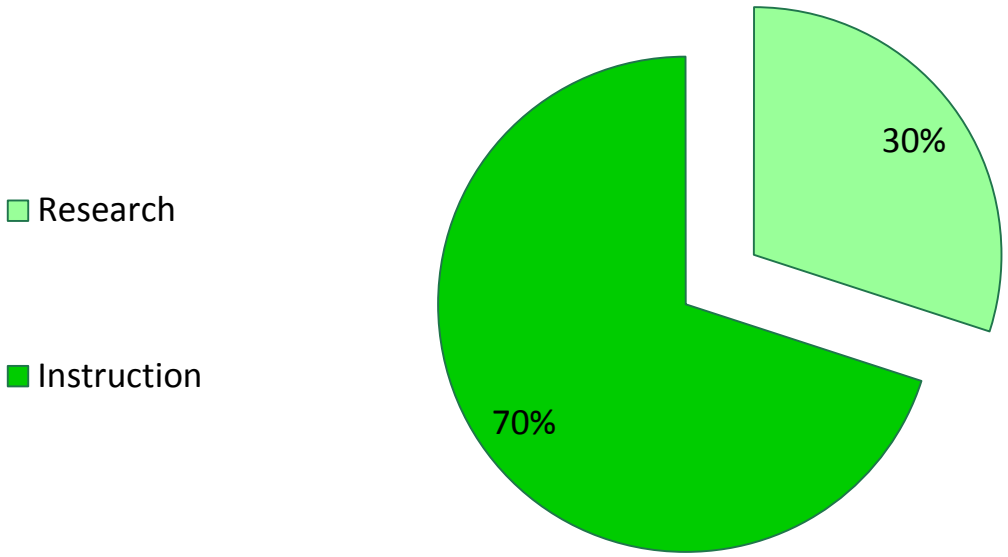



**Graduate**



# TABBS Model: Revenue allocation

Provincial Operating Grant revenue:



# TABBS Model: Expense allocation

**Direct expenditures**

Funded by revenue centers as in the past

(for example salaries, supplies)

**Indirect expenditures**

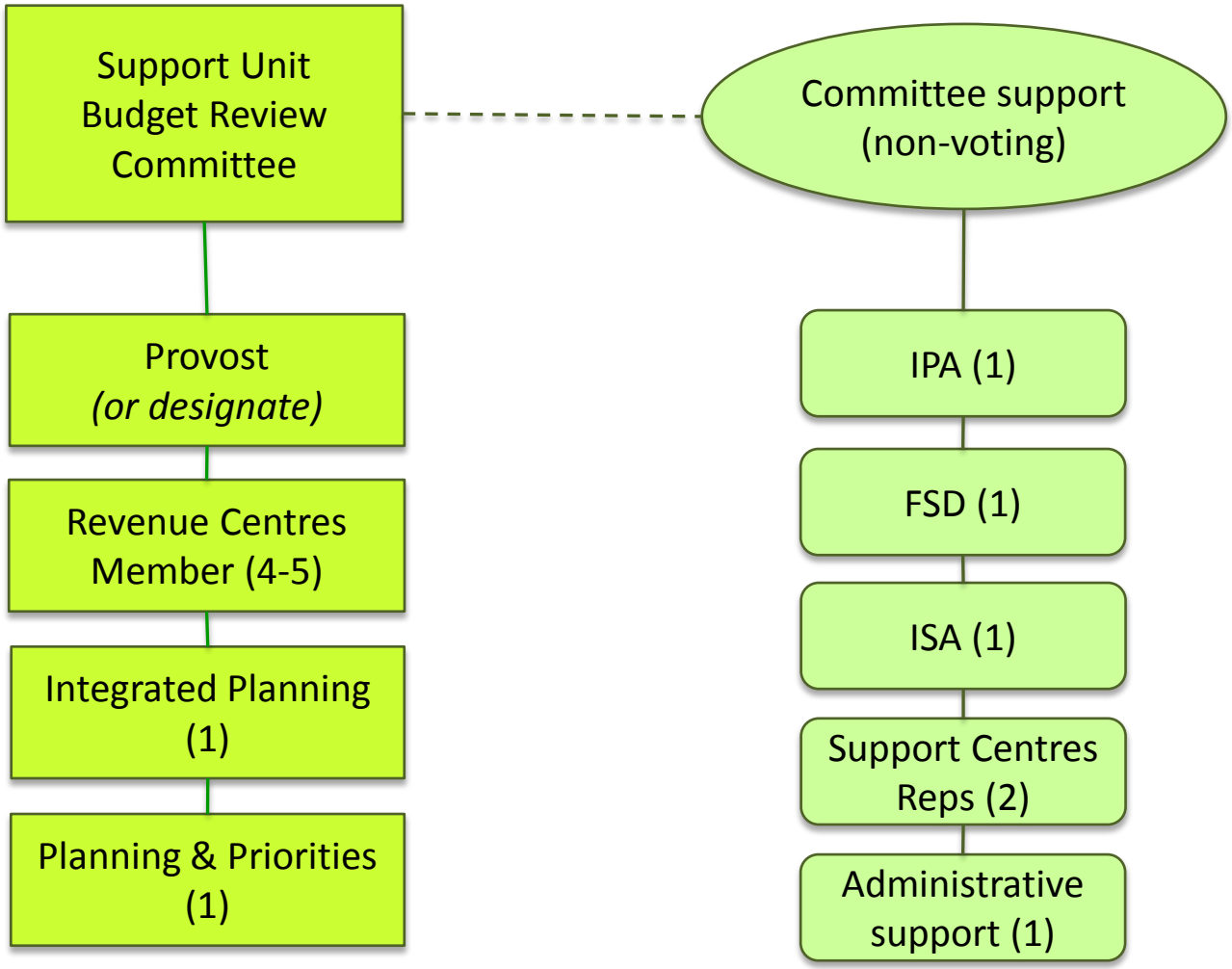
Costs for support centers. Placed into *common cost groupings* (cost bins) based upon activity they support (for example support of students, faculty and staff, etc.). Then allocated to revenue centers according to how much of each bin a revenue centre consumes

# TABBS Model reference level

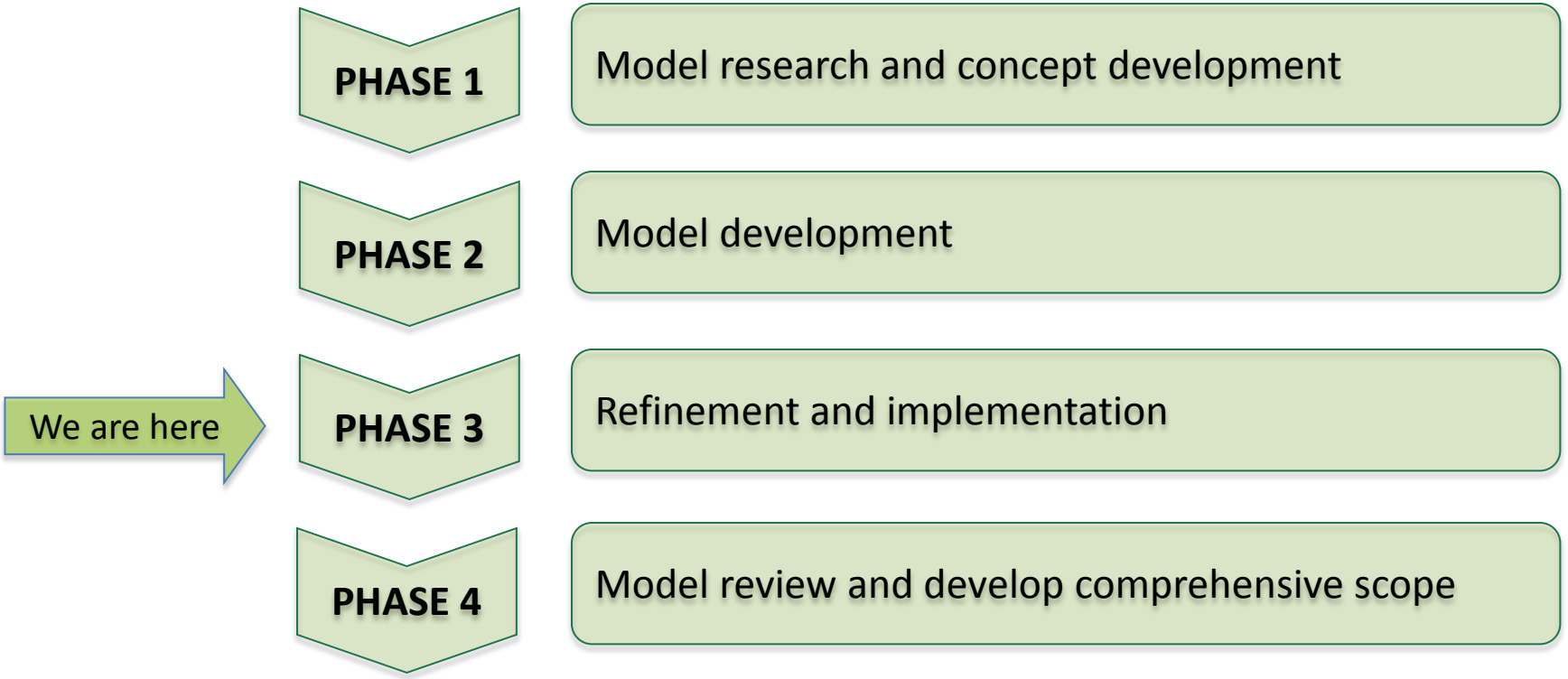
(Revenue allocation *less* indirect expenditure allocation)

- The implied funding level through the attribution of operating budget revenues and allocation of indirect expenses within TABBS

# Support Unit Budget Review Committee



# TABBS progress



# Phase Three

- Data validation (sources, definitions)
- Scenario analysis tool

  - Examines the affect on TABBS results, from changes in key underlying variables.
  - An aid for colleges and PCIP in evaluating resource allocation/funding decisions
  - Consultations are underway with potential users

- Integration into current budget process
- Training
- Developing reports (university data warehouse)

# Summary

- TABBS is intended to assist decision-making not direct it. It will not result in any automatic financial adjustment
- TABBS is a resource allocation model it will not create new revenue for the university
- The overall decision-making processes and governance structure of the university will not change
- The teaching and research mission of the university will not change

University of Saskatchewan

# For more information:

- Website: www.usask.ca/tabbs
- Email: tabbs@usask.ca

**AGENDA ITEM NO: 5**

# President's Report to University Council

## December, 2012

### *Research Update*

The University of Saskatchewan has moved up to 11th place in the 2011-2012 national rankings of Canada's Top 50 Research Universities, up from 12th place last year based on total research income, according to Research InfoSource Inc., an annual survey released in the National Post. U of S research income rose to $203M, a 10% increase over 2010-2011. This gain compares with the national average of just a 2.2 per cent increase and is five times the average increase among medical-doctoral universities. Among U15 universities, the U of S had both the second-largest funding increase and the second-largest increase in research intensity (defined as total research income per full-time faculty position).

The University of Saskatchewan is one of eight universities in the country awarded $10M Canada Excellence Research Chairs (CERCs) through a highly competitive federal program aimed at attracting the world's best researchers to Canada. The recruitment of this CERC will transform the way we approach infectious diseases, improving prevention, diagnosis and control of priority diseases such as tuberculosis, HIV, West Nile Virus, and food-borne and water-related diseases which take an enormous toll on human and animal health and on the economy. Under the CERC program, host universities receive $10 million over seven years from the federal government with a requirement that a match of $10 million (from any source) be secured over that same time period. We anticipate that our match will be found in sources other than internal university funds.

On December 10th, total funding of $50 million was announced by PotashCorp ($35M) and the Government of Saskatchewan ($15M) for the U of S Global Institute for Food Security. The institute was approved by University Council in June 2012 as a multidisciplinary (Type B) centre. It builds on Saskatchewan's existing strengths and expertise to lead in the discovery, development and commercialization of new and innovative knowledge and technologies along with new policy approaches to sustainably meet the escalating global demand for food. The Institute will bring a system-wide perspective to the challenge of improving food security and look at unexplored linkages across the food supply system from field to fork.

### *Government Relations*

I continue to meet with government leaders from all three levels of government to build relationships, to provide updates and to build support for our priorities and vision. Key issues discussed through these various forums include: our membership in the U15, our operations forecast, the College of Medicine, and

budget challenges (particularly U of S debt levels and the renovations of the A & B Wings of the Academic Health Sciences Building).

At the federal level, a trip to Ottawa is being planned for the end of January at which time I will continue to engage with federal ministers and senior officials to emphasize university priorities, including the need for a national science and innovation strategy to ensure sustained operational funding for national research facilities like the CLS and VIDO/InterVac.

At the municipal level, the Saskatoon Regional Economic Authority hosted a reception on November 22 to welcome me to Saskatoon and introduce me to the Saskatoon business community. This event was very well attended, with over 140 registrants. I will continue to meet with the newly re-elected mayor, Don Atchison and the City Manager to build a good rapport and advance shared priorities for the city.

### *Aboriginal Initiatives*

On Nov.15th, the Advisor to the President on Aboriginal Initiatives and the Aboriginal Students' Centre hosted our first Elders' Appreciation Luncheon. The luncheon was organized to recognize the many contributions Elders have made to the U of S. The university showed its appreciation to First Nation, Métis and Inuit Elders for sharing their wisdom, knowledge and humor with students, faculty and staff. Some of the contributions Elders have made over the years include integration of traditional knowledge into curriculum, provision of personal and traditional counseling, spiritual and ceremonial guidance, and conducting of various ceremonies such as the sweatlodge, feasts and round dances. In addition, Elders have attended both the spring and fall convocation ceremonies and have supported our Graduation Powwow.

The Advisor to the President on Aboriginal Initiatives also has been in discussion with the Saskatchewan River School Division (SRSD) to provide and coordinate the University of Saskatchewan participation in an Aboriginal Mentors Program delivered by the SRSD in Prince Albert. The program is supported by the Ministry of Education to address the concerns and issues of First Nation and Métis students who are not completing high school requirements. The Saskatchewan River School Division is one of the largest school divisions in the province with a high Aboriginal student population. The urban high school population in Prince Albert is about 2200 students. Of these students, sixty percent are Aboriginal. We will begin participating in this program in January 2013.

### *Capital Projects*

The Gordon Oakes – Red Bear Student Centre project was tendered on October 27, 2012. The tender will close on December 18, 2012. We are optimistic that we will find acceptable bids that are within the allocated budget, allowing us to proceed as quickly as possible to construction of this important center.

The design of the Children's Hospital of Saskatchewan (CHS) has entered the design development phase. The site upon which the CHS is to be located is land leased from the U of S. The land also contains the existing Royal University Hospital complex. The primary construction vehicle access route to the CHS site traverses U of S lands and will be in active use starting in December 2012. Significant and stringent conditions to protect safety, property and functionality of U of S activities have been applied to use of this route through development of an agreement between the Saskatoon Health Region and the U of S.

***Strategic Priorities***

In the last two months I have continued to focus on meeting people and to talk about priorities for the university. On campus, I am now at about the halfway point in meetings with each College and School. These meetings afford me a chance to discuss strategic priorities for the university, to listen to comments regarding our strengths and weaknesses, and to meet a broad cross-section of our faculty and staff. The gatherings have been well received and well attended, with good questions and comments offered.

Off campus, I have continued to meet local business representatives and university donors. I have also used speaking opportunities to introduce myself to a wide variety of audiences. For instance, I was one of three women featured at the Edwards School of Business Women of Influence breakfast, which was attended by approximately 400 people. I also hosted the annual United Way leadership recognition event.

Through the extensive conversations with people I've met I have been able to establish the top priorities for the university:

1. <u>Address long-standing problems in the College of Medicine</u>. Our understanding of problems in the CoM and its root causes and potential solutions continues to mature. We certainly understand that a sustainable, long term solution to educational and research woes requires the health regions, government and the university to work in concert to articulate and implement changes advantageous to all partners and to the people of Saskatchewan. This will be a slow process, but one that is long overdue and that is absolutely critical to province and university.
2. <u>Expand Aboriginal initiatives</u>. U of S is now the U15 member with the highest fraction of self-identified Aboriginal students. While we have extensive interactions with First Nations and Métis communities, our outreach efforts have not been well coordinated. We seek to propagate successful models across campus and to ensure that we are adequately responding to the desires of our communities.
3. <u>Ensure financial sustainability of the university.</u> There is every indication from provincial government that the current pressure on the post-secondary education sector will continue indefinitely. It is imperative that we not only identify savings of $44.5M over the next four years, but that we also develop an operating model that will ensure that our costs do not continue to grow at a rate that significantly outstrips revenue growth.

4. Take full advantage of our U15 membership. Membership in the U15 changes our conversation with government, the value of our degree for students, and our ability to name an appropriate peer group for benchmarking. Over the next few years we will be converting benchmarks to U15 comparisons, working with our peers on advocacy matters and learning new practices from our sister institutions.

These strategic priorities for the university will define actions we take this year, and will almost certainly continue to be our top priorities for the next few years. The priorities map into the general themes of IP3, with the exception of ensuring financial sustainability, which is a not related to the core mission of the institution but instead is a constraint on operations.

***Provincial Tour Update***

Since the last Council meeting I have made a day-trip to Lloydminster and Onion Lake First Nation as part of the Provincial Tour. This day allowed us to interact with a significant number of Aboriginal students and potential students and to build relationships with the leadership of Onion Lake First Nation. It also included a successful alumni event. At our meetings with ITEP students at Onion lake First Nation, we were presented with a Treaty 6 flag. We will be holding an appropriate ceremony to recognize the importance of Treaty 6 and this flag. We will also be installing the flag at a prominent location.

The next part of the Provincial tour will be to Meadow Lake and Flying Dust First Nation in February.

***Searches***

The search for a University Secretary successor to Lea Pennock is progressing well. We anticipate being able to name the new University Secretary by the end of January.

The announcement of Richard Florizone's appointment as President of Dalhousie University effective July 1, 2013 will require us to find a permanent replacement for him as our Vice President Finance and Resources. We will be assembling the search committee in January and conducting a nationwide search for the successful candidate.

**AGENDA ITEM NO: 6**

# *PROVOST'S REPORT TO COUNCIL*

## *December 2012*

## *INTEGRATED PLANNING*

### Provost's Committee on Integrated Planning (PCIP)

The Provost's Committee on Integrated Planning (PCIP) met twice in November 2012 and made the following decisions:

- Funding was approved for the establishment of a copyright office, given the university's withdrawal from Access Copyright.
- Activities at Emma Lake Kenderdine Campus were suspended until 2016 as recommended by the Operating Budget Adjustments Steering Committee and as reported verbally at the last council meeting. As indicated at that time, the main issue was a requirement for capital investments, estimated in excess of $3 million, to keep the facility operational.

In addition to reviewing several items for the December Board of Governors meeting, PCIP is also preparing for its upcoming 'batch' review of several proposals which received term funding during the second planning cycle for continued or permanent funding in the third planning cycle and beyond. Decisions on these submissions are anticipated by the end of January 2013.

### Plan implementation

The finalized planning parameters for each college, school and administrative unit were distributed on November 22, 2012. The documents are posted online, under NSID protection, at www.usask.ca/plan.

## *ASSESSMENT*

### Institutional surveys (2012/13 term two)

The office of Institutional Planning and Assessment (IPA) was assigned responsibility in *A Framework for Assessment: Beyond Systematic Program Review* for coordinating surveys within the campus community. The office is preparing to conduct four major student surveys next term:

- **The Canadian University Survey Consortium (CUSC)**, which the U of S has participated in every year since 2001, is scheduled to go out to a sample of first-year students on January 7, 2013. This year's CUSC survey will collect information on the first-year student experience, including motivation to attend, choice of the U of S and experience prior to classes.
- **The Canadian Graduate and Professional Student Survey (CGPSS)** will be sent to all graduate students on January 15, 2013. This survey was first conducted at the U of S in 2007 and again in 2010, and is currently scheduled on a three-year cycle along with the majority of our U15 peers. The CGPSS will collect information on graduate student satisfaction, including quality of education and how it contributed to growth and development.

- The U15 is coordinating a **National 5 Year-Out Baccalaureate Graduate Outcome Survey (GOS)** and the U of S will conduct this survey beginning March 1, 2013. The GOS will be administered to a sample of students who graduated in 2007. It will collect information on the post-graduation experiences of these university graduates, including their employment situation, subsequent educational activity and their reflections on value of the university experience.
- **The *Globe and Mail* Canadian University Report** survey is scheduled to be sent to a sample of undergraduate students on March 4, 2013. This survey will collect information on a number of categories of university life, including academics, buildings and services. The results will be reported in the *Globe and Mail* next fall.

In addition to these surveys, IPA is also helping with the coordination (scheduling and sampling) of three other major institutional surveys being conducted next term.

- **National College Health Assessment (NCHA)** – to collect feedback on student health indicators, attitudes and behaviours (January 28, 2013);
- **Technology Survey (TechQUAL+)** – to measure perception of service quality including connectivity and access, technology and collaboration services, and support and training (February 4, 2013); and
- **Library Survey (LibQUAL+)** – to measure perception of service quality in three dimensions: effect of service, information control and library as place (February 25, 2013).

## *OPERATING BUDGET ADJUSTMENTS*

### Operating Budget Adjustments update

Background

Updates to the *Multi-Year Budget Framework* 2012-16 in support of *Promise and Potential*, the *Third Integrated Plan*, identified that the university is facing a projected deficit of $44.5 million by 2015-16, which represents about 8.5% of 2016 operating revenue. On May 8, 2012 the Board of Governors affirmed management's strategy to address this projected deficit and to find sustainable solutions for keeping the university's budget in balance. This strategy included the establishment of a transition fund in the amount of at least $20.0 million for one-time costs of permanent budget adjustments.

Update

Since the Board of Governors approved the Operating Budget Adjustments (OBA) strategy just over six months ago, the team has focused primarily on developing the strategy, governance and project management, as well as advancing a few key projects to obtain significant permanent savings throughout this current year and to 2016. Finding the money for the transition fund has also been a major area of focus. The project team has worked to identify immediate reductions in expenditures in the 2012-13 fiscal year through the strategies developed by the administrative quadrant teams.

The academic quadrant teams have continued to explore and consult with the campus community on program prioritization following the Dickeson model, as discussed in *Prioritizing Academic Programs and Services* (2010).

The steering committee is also currently developing options for the analysis, evaluation and prioritization of the over 200 ideas solicited from across the campus community. This is important work that will aid in the development of the long-term project plan and the plan for 2013-14, which we will develop by March 2013. The entirety of this work has been supported through research, communications, transition leadership, financial modeling and administration.

Program Prioritization

Consultations have taken place with deans' council and University Council over the past two months to develop a better understanding of the program prioritization methodology developed by Bob Dickeson (2010) and its potential for application at the University of Saskatchewan.

To summarize, the program prioritization methodology begins with the premise that there is a fundamental need to reform higher education, which stems from internal and external pressures. Since academic programs are the bedrock of any university and are the real cost drivers, programs are where the re-evaluation must occur. Like other large institutions there is a tendency toward growth (Wilson, 1989) at universities and to strive to be "all things to all people," thereby stretching resources significantly. When faced with budget challenges, "across-the-board" cuts lead to mediocrity and weaken programs. Dickeson's central argument is that reallocation cannot be appropriately accomplished without rigorous, effective and academically responsible prioritization of programs.

To undertake program prioritization, a few key elements are required as part of the methodology. First, identifying responsible leadership in the president or provost, and second, reaffirming the institutional grid against which programs can be measured, such as the strategic directions or *Promise and Potential*, the *Third Integrated Plan*. The university must also clearly define what constitutes a program, and subsequently identify all academic and administrative programs. The next steps involve the selection of the task force, approval of criteria, measuring, analyzing and prioritizing programs. Dickeson offers a sample list of criteria "[t]o permit a synthesis of quantitative and qualitative indicators that will facilitate meaningful prioritization, …" (Dickeson, 2010, p. 66) These criteria are:

1) History, development and expectations of the program
2) External demand for the program
3) Internal demand for the program
4) Quality of program inputs and processes
5) Quality of program outcomes
6) Size, scope and productivity of the program
7) Revenue and other resources generated by the program
8) Costs and other expenses associated with the program
9) Impact, justification and overall essentiality of the program
10) Opportunity analysis of the program (Dickeson, 2010, p. 66)

While Dickeson offers an overarching methodology, sample processes and criteria, he stresses that the university itself must own the process in order to meet the unique needs of that organization. Finally, program decisions must be made by the appropriate governance bodies and

decision-makers, and implemented. Decisions may involve the enrichment of some programs, the addition of new programs, program reductions, consolidation or restructuring, or the elimination of programs. An excerpt from Dickeson has been provided in the council package for your review.

The steering committee is in the final phases of discussing the recommendation of the Dickeson model and PCIP is shortly expected to consider a positive recommendation to proceed early in the New Year.

***UPDATE ON EMPLOYEE HEADCOUNT /FTE DATA AND THE OPERATING BUDGET - RESPONSE TO COUNCIL INQUIRY***

At the October 2012 meeting of council, employee headcount and full-time equivalent (FTE) data was presented by the IPA, Human Resources, and the office of Information Strategy and Analytics (ISA). The data showed that employee FTEs in both colleges and schools and in administrative units have grown since 2000/01. At that meeting, a member of council questioned how much of that growth was funded by the operating budget and therefore possibly tied to the financial shortfall. The information provided below, by Budget Management in the Financial Services Division, formulates the response to the question. Please note that this response applies only to positions funded by the operating budget, otherwise known as base-budget positions. These **positions** are separated into academic and non-academic depending on the scope of work within the position. This differs from the data presented in October which classified **units** as academic or non-academic.

Since 2002-03, the budget for academic and non-academic staff salaries has grown by 59.2%. Some of this growth is due to an increase in the number of positions, while the rest is due to salary increases. The table below shows this growth in more detail.

| | **2002-03** | | **2012-13** | | **% Change over the Period** | |
|---|---|---|---|---|---|---|
| | FTE count | Salary cost | FTE count | Salary cost | FTE change | Salary cost change |
| Academic Staff | 1,113.79 | $ 92,825,982 | 1,111.65 | $ 129,921,332 | -0.2% | 40.0% |
| Non-Academic Staff | 1,738.75 | $ 72,527,537 | 2,017.25 | $ 133,353,655 | 16.0% | 83.9% |
| **Total** | **2,852.54** | **$ 165,353,519** | **3,128.90** | **$ 263,274,987** | **9.7%** | **59.2%** |

Academic staff includes faculty, librarians, sessional lecturers, clinical service earnings, residents and internes, research professional staff and other non-student instructional. Non-academic staff includes senior university administration, senior college administration, ASPA, CUPE and exempt employees, student employees, research administrative staff, research support staff, honoraria paid to residents and other third party benefits.

Another question arose regarding the connection of increased government regulation/accountability requirements and the increased number of administrative staff. While the number of staff positions dedicating all or most of their time to addressing government regulation and accountability requirements cannot be quantified in our current data systems, there are a number of examples of increased government regulation that have led to identifiable increases in work. Selected examples for the area of research funding administration include:

- Tri-Agency monitoring of funds has increased and has been regularized on a five-year cycle. This includes a focus on internal controls of the organization including business processes, approvals, management reviews, etc.
- Public Works and Government Services Canada has increased requirements to provide copies of documents to support research expenditures and for researchers to explain relevance of costs incurred.
- Western Economic Diversification Canada has increased requirements to provide additional cost schedules to support research expenditures and to provide copies of documents to support research expenditures
- Federal government programs, such as CFI and the Federal Indirect Cost Program, now require the reporting of "outcomes" of research

In the area of capital funding, federal stimulus programs (such as the Knowledge Infrastructure Program or KIP) have involved particularly stringent reporting requirements.

In addition, the University Auditor provided the following information:

> The demands of government regulation and other external regulators with respect to compliance, transparency and accountability have been reinforced since the approval of the Sarbanes-Oxley Act in the U.S in 2002. The act was introduced to curb fraud and corruption that led to the downfall of several corporate entities. The requirements of Sarbanes-Oxley has permeated into Canada and its impact has effected how entities control and account for their respective business operations. These demands escalated following the fiscal crisis in 2008.
>
> Since then, there has been a growing awareness and need from all levels of government, regulators and granting agencies for increased internal controls. There is also a higher risk for non-compliance due to global economic uncertainty. This situation is not unique to the corporate sector and higher education has been forced to implement tighter financial controls and risk mitigation. Our Board of Governors is very aware of how we manage and mitigate risk and have required us to put certain processes in place to do so. One example is the development and implementation of the internal controls framework, which involved a large number of people and processes across the university.

***GRADUATE STUDIES REVIEW***

The president and I will be co-chairing a high-level review of the graduate studies function at our university. This review is not a conventional organizational review of the college, but rather a strategic assessment of the graduate studies function across the university in light of the university's goals as a research-intensive university and member of the U15. The review will

occur in several phases over the course of the academic year, under the overall direction of a review committee consisting of the following individuals: President Ilene Busch-Vishniac (chair), Provost Brett Fairbairn (Vice-Chair), Murray Fulton, Toddi Steelman, Greg Marion, Peta Bonham-Smith and Ingrid Pickering. We anticipate the first meeting of this committee before Christmas. We will continue to update council on the progress of the review.

### *DISTRIBUTED LEARNING STRATEGY DEVELOPMENT PROJECT*

This project was initiated at my request and is being led by Acting Vice-Provost Teaching and Learning Dan Pennock. The goal of the project is to a) recommend the strategic direction for distributed learning for next five years and b) recommend a governance structure to ensure that decision-making units align their decisions with the strategic direction.

Although we currently have a wide range of distributed learning initiatives underway, we have not attempted to systematically align these initiatives with our overall strategic directions. Our current activity in distributed learning is best captured with a single statistic: **in terms of 3-cue enrollments in 2012/13, "off-campus" (meaning outside the main Saskatoon campus) would be our second largest college.** The leader in distributed learning is the College of Nursing - in 2011/12 over 50 per cent of the 3-cue activity in Nursing was outside Saskatoon (2,004 3-cue compared to 1,915 on the main campus). The Nursing program highlights how obsolete the term "off-campus" has become – effectively the University of Saskatchewan now operates multiple campuses.

The strategy is being developed through the work of approximately 50 members of six working groups (Governance, Space/Infrastructure, Student Support/Course Development, External Partners, Budget/Finance, and Coordinating). The committees include members from Planning and Priorities, Teaching and Learning, Academic Support, and Academic Programs Committees of Council. The project will deliver a series of recommendations to me by late December 2012.

### *ACADEMIC HEALTH SCIENCES BUILDING*

The University Board of Governors' full approval of the final components of the Health Sciences project (including A and B Wing renovations) is pending resolution of a mutually acceptable multi-year funding plan with the province. Given the university's current debt levels which place it at the upper end of approved policy limits, as well as higher than comparator institutions, the board is concerned about incurring additional debt for the final components of this project. The university is thus discussing a mutually acceptable funding plan with the province. Work is continuing on the first of four phases of the final components of this capital project, plus ongoing detailed design activities, in anticipation of having full construction documents ready for projected tender dates once a funding plan is achieved.

### *SASKATCHEWAN ACADEMIC HEALTH SCIENCES NETWORK (SAHSN)*

Saskatchewan Academic Health Sciences Network (SAHSN) brings together executive leaders in health care and health sciences to foster collaboration among educators, policy makers, and

Regional Health Authorities. More information on all of the SAHSN activities is available online: www.saskhealthsciencesnetwork.ca.

Discussion topics at the Network Board meeting in early December included:

- Distributed Academic Health Sciences
- Entry to Practice (ETP) Credential change
- Strategy for Patient Oriented Research
- SAHSN Board Governance
- RN Nursing Clinical Mapping Project Simulation Inventory
- Harmonized Research Ethics Reviews

## *COLLEGE OF MEDICINE RESTRUCTURING UPDATE*

The document "A New Vision for the College of Medicine" was released on December 3. The document was discussed at a special meeting of Faculty Council in the College of Medicine on December 4 and was supported in principle without opposition at the meeting. The paper is the end product of several months of consultation within the College of Medicine. The Dean's Advisory Committee established nine working groups to look at fundamental aspects of the College of Medicine. The groups were comprised of faculty and students from the college (from both Saskatoon and Regina) as well as representatives from two health regions. The groups provided important feedback and advice to the Dean's Advisory Committee and their input assisted the authors in crafting the document. Several working group co-chairs were asked to address Town Hall meetings in the college and to obtain feedback. In total, five Town Hall Meetings were held, including one in Regina where Acting Dean Qualtiere and Vice-Provost Phillipson answered questions and sought input from faculty and students.

The working groups were also asked to devise a set of key questions that were distributed to the entire college community as part of an online survey. The survey was open for two weeks and several hundred individuals provided thousands of responses to the questions posed. The survey results assisted the authors in identifying key themes for the document. The unabridged survey results can be found online at www.medicine.usask.ca/renewal.

## *COLLEGE AND UNIT UPDATES*

### College of Nursing

***University of Saskatchewan, Regina Campus***

An official grand opening celebration took place on November 7 at the University of Saskatchewan Regina campus, home to the College of Nursing. Approximately 120 guests were in attendance and remarks were delivered by Minister Don Morgan with Advanced Education, U of S President Ilene Busch-Vishniac, FSIN Director of Primary Health Care Bev Whitehawk, College of Nursing Dean Lorna Butler and College of Nursing Acting Associate Dean Southern Saskatchewan Campus Lynn Jansen. Students have been attending classes and labs in the building since September, but renovations are ongoing. Phase 2, the completion of the learning commons area, is expected in early 2013. Signage has been put up at the entrance of the building

and on the front lawn. Facilities Management Division is working with the City of Regina and the Orr Centre to have large signage installed on the Lewvan Drive side of the building. We anticipate this to be completed by the end of December/early January. When asked about the new campus, students responded they are pleased with the facility and the opportunity to interact closely with faculty and staff onsite. The Regina Campus will be home to 115 undergraduate students/year and approximately 25 onsite graduate students.

***Remote Presence Technology in the North***

The College of Nursing is committed to the "learn where you live" initiative in Saskatchewan. To reach students in northern communities, the college implemented a platform for long distance, robotic-assisted telementoring. This model provides a compelling approach for interprofessional collaboration between education and community-based health care practices for northern and remote regions. The goal is to address the critical shortage of healthcare workers in rural and remote communities by overcoming many of the barriers to accessing continuing education and health services by offering students the opportunity to obtain a first class education without having to leave their communities. Using state-of-the art technology, it is now possible for teachers to remotely work alongside community leaders to build an innovative learning environment for health education. Nursing began using RP technology to deliver our Bachelor of Science in Nursing (BSN) program in September, 2012. Faculty members in Saskatoon teach and assess clinical competencies to learners in Ile-a-la-Crosse and La Ronge using the RP7i model. RP7i is an independently mobile robot with an articulated flat-screen monitor for visual display, a dual camera configuration and full on-board audio. Dr Veronica McKinley, Director of Northern Medical Services is presently implementing the system in clinics across the north. Dr Mary Ellen Andrews is also testing a version of the distance telementoring in Prairie North and Sunrise Health Regions to support the implementation of preceptorships for Nurse Practitioner students in rural areas. Recently, faculty member Carol Bullin received the Provost's Project Grant for Innovative Practice in Collaborate Teaching and Learning for her project entitled *Telerobotics: The use of Technology for Teacher Presence in the Delivery of an Undergraduate Nursing Course*, based on her experience using the RP technology.

**College of Arts & Science**

- Yann Martel was the guest of honour at the college's new Book Club public lecture on November 26. Martel's novel *Life of Pi* was the inaugural selection for the Book Club. Several events are currently being planned to help bring together students, faculty, staff, alumni and the general public in this fun and exciting initiative. In addition to college-wide events, we encourage professors and student groups to also consider incorporating *Life of Pi* and related book club events into their courses and activities for the upcoming year: http://artsandscience.usask.ca/bookclub/
- Under the guidance of its leadership team, the college is forming new committees for the implementation phase of the college's Curriculum Renewal project: http://artsandscience.usask.ca/curriculumrenewal/ Curriculum Renewal is one of the unique features of the college's Third Integrated Plan
- The Social Sciences Research Laboratories (SSRL) recently hosted Experimental Decision Research workshops. Participants were shown basic design principles and strategies for implementing and administering experiments to help explore important social research questions with particular focus on subject decision-making.

- In addition to being one of the province's largest ever public opinion surveys, Taking the Pulse of Saskatchewan afforded 30 College of Arts & Science students unique work and hands-on research experience. Taking the Pulse of Saskatchewan was a comprehensive survey examining public opinion on a range of issues
- A recent *Star Phoenix* article promoted the work of Julita Vassileva (Computer Science), who started the science ambassador program during her term as the NSERC/Cameco Chair for Women in Science and Engineering. Since 2007, the science ambassador program has paired senior undergraduate and graduate students from five U of S colleges with remote learning communities that have a high proportion of aboriginal students.
- Noted author Sharon Butala (BEd'62, BA'63, PGD'73) delivered the inaugural lecture in a new annual series entitled "The Writing Life." The lecture is a cooperative venture between the Interdisciplinary Centre for Culture and Creativity (ICCC), the MFA in Writing Program and the Department of English.

## *SEARCHES AND REVIEWS*

**Search, Dean, College of Engineering**
The search committee for the Dean, College of Engineering met in late October. Advertisements were placed and recruitment is underway. The search committee meets again in January.

**Search, Dean, College of Medicine**
There is currently no update available at this time.

# 5

# SELECTING APPROPRIATE CRITERIA

> Far better an approximate answer to the right question, which is often vague, than an exact answer to the wrong question, which can always be made precise.
>
> —*John Tukey*

Writers on the subject of analyzing academic programs have differed on the number and kinds of criteria to be used (Shirley and Volkwein, 1978; Cope, 1981, 1991; Bergquist and Armstrong, 1986; Skolnik, 1989; Barak and Breier, 1990; Farmer and Napieralski, 1997). From as few as three to as many as seven different criteria have been suggested in the past. Of course, it is the quality and not the quantity of gauges that would yield the most meaningful understanding of relative program worth. My own experience in working with colleges and universities throughout the country has generated a profound appreciation for the multiple and complex ways that academic programs are capable of examination. In higher education we tend to measure the things that are easiest to measure. Costs are readily measurable. FTEs can be counted. Faculty publications are no doubt used to assess tenurability and promotability in part because they are readily quantifiable. At the same time, one often hears that some standards (quality, learning capacity, or something else) are simply not measurable, and thus they are disregarded. This myopia is wrong. The challenge is to begin to assess even the most difficult of criteria, particularly if they are important to a fuller

understanding of programs. Instead of accepting "it's difficult to measure" as the conclusion, real creativity among some faculty and staff leaders has emerged to develop increasing levels of sophistication in assessing relative program worth. This chapter is a distillation of that creativity.

To permit a synthesis of quantitative and qualitative indicators that will facilitate meaningful prioritization, I recommend using ten criteria:

1. History, development, and expectations of the program
2. External demand for the program
3. Internal demand for the program
4. Quality of program inputs and processes
5. Quality of program outcomes
6. Size, scope, and productivity of the program
7. Revenue and other resources generated by the program
8. Costs and other expenses associated with the program
9. Impact, justification, and overall essentiality of the program
10. Opportunity analysis of the program

Each of these criteria can be supported by data that, properly cast, generate valuable information. In applying criteria to an analysis of academic programs, several postulates are in order. First, the program analysis that leads to prioritization should be accomplished on an individual campus basis. In a very real sense, an institution's curricular portfolio represents its *academic allocation of values* and is therefore unique to that institution. There are no correct cost figures or appropriate percentages of faculty with doctorates. What may work in one institution may not necessarily be implantable to another, primarily because its mission is different. The college's development, relative adaptation to change, internal strengths and weaknesses, and all its other characteristics are essentially exclusive, although similar to



those in other places here and there. Although higher education is highly socialized (conducting fifty-minute classes and using a common lexicon, for examples), significant differences among colleges prevail.

The significant differences among institutional cultures—and the corresponding pitfalls of cross-institutional comparisons—have been well documented (Ewell, 1997a). It is necessary to be informed about how other institutions are conducting programs, but the programs themselves are rarely comparable, and benchmarking is likely to be inexact. Benchmarking—comparing our practices with best practices among peer institutions, for example—is invaluable for program *improvement* purposes, but for *prioritization* purposes, we are comparing internal programs to each other. The program prioritization process should seek to secure a measure of the relative worth of a program as against all other programs at the same institution.

Not all campuses will want to embrace all ten criteria, and not all programs will be able to respond to all the criteria-related questions. But to the extent possible, a more comprehensive approach to analyzing an institution's academic programs will likely yield more defensible and academically worthy decisions. A great deal of information can be generated from this process, and administrators would be wise to envision its subsequent uses.

## Getting Started

The purpose of the process that draws on these criteria is to permit full and fair examination of programs. Thus it is important at the outset for the institution to undertake several things.

*Announce the criteria in advance.*

I strongly recommend using all ten criteria. Prioritization of programs is extraordinarily important to a campus and its people, and due care should be taken to ensure that all relevant

information that bears on a program is taken into account in institutional decisions. Programs have multiple facets. As campus practitioners begin to review programs, criterion by criterion, new or fuller information will surface about the program. Higher education is focused—some would say unduly—on process. But by taking the time to secure decisions that are data based and mission driven, the likelihood of acceptance of eventual results is enhanced.

Several campuses with which I have worked on this process have taken shortcuts. Due to the press of financial or other exigencies, and occasionally because insufficient data were available, they have evaluated programs using as few as three of the criteria (typically demand, cost, and quality). And although that approach no doubt met their immediate needs, a comprehensive review might have yielded richer information and presumably better-justified decisions. Campuses that undertook the full analysis instead came away from the process convinced they had made stronger decisions more consonant with their ongoing strategies. But whatever criteria are chosen should be clearly identified in advance and communicated consistently throughout the process.

*Involve program faculty and staff in designing additional data formats to fit the criteria.*

There are numerous ways to measure a single criterion, and faculty and staff closest to the delivery of the program will think of still other ways. It has been my experience—and I commend it to others—to conduct faculty workshops on campus about the criteria in order to discuss ways in which the criteria might be better measured and solicit additional suggestions for data formats or portfolios of information that might better articulate the nexus between a particular criterion and the program. In every instance, creative ideas surfaced that improved both the perception of the process and the results that followed. Faculty in the programs are not only creative and knowledgeable; they are also heavy



stakeholders in a program prioritization process. It should be communicated clearly that the best way to preserve and possibly improve a program is to provide high-quality information to buttress the program's standing. This bottom-up approach places responsibility for championing a program on a basis that is more rational and less reliant on politics as usual.

*Decide what relative weights should be given to the criteria.*

Not all criteria are equal in importance and therefore should not be given equal weight. The relative value of "quality inputs" versus "quality outcomes," for example, would engage the sustained debate of most experts in higher education and elsewhere. "Costs" may hold greater sway at some campuses than "history and development." Each criterion selected presumably has some value in understanding the program and shaping appraisal about it and should thus carry some weight in the analyses and judgments that follow. But it will be for each campus to decide the relative weights.

As is the case with all of these postulates, the intent is to provide a framework for analysis that facilitates, rather than stifles, the prioritization of programs. To be meaningful, the process must be tailored to the uniqueness of each institution. At the same time it is important for each institution to demonstrate its responsibility in highly credible and visible ways that its publics can see and appreciate.

*Provide data to support the criteria.*

Deciding things based on information requires more data than deciding things based on power. Although many of the criteria selected will require programs and departments to submit information that only they possess, much of the burden of data collection can be relieved by providing it centrally. Larger institutions have institutional research offices with substantive databases required to respond to the myriad of reports expected

from them. Such offices can supply information commonly useful for all programs. Smaller campuses may not have as strong an institutional research presence, and culling information from the admissions, registrar, and bursar's offices, or wherever else it may be located, will be required. External sources for comparative information and national demand data, for example, are available. And the growing presence of Internet sources is making information accessible in cheaper, more direct ways.

*Note that data do not substitute for sound judgments.*

Some campuses overengineer program prioritization. The goal of validity in data presentation and analysis can be taken too far, for example. Statisticians on the faculty or in the institutional research office want to ensure fairness through mathematical modeling or computer simulations of criteria, weights, and statistical tests. Some programs advance information in quantities that suggest they misunderstand the concept of weight. Others will lament the data collection as "paralysis by analysis."

Although the quest for quantification nirvana is understandable, it is unlikely to be achieved in as human an institution as a college or university. Peter Ewell (1997b) calls it "excessive methodological purity" (p. 377). Taken too far, this approach will yield a statistically pure but wholly irrelevant institution as a result. *What is required is judgment.* After all the data are in and the recommendations are forwarded, institutional leaders, with institution-wide perspective and responsibility for overall stewardship, must make judgments about program configuration. I am unaware of a computer-generated model or academic template that can do the same.

## Applying the Criteria

What can we expect to learn about each program by applying these criteria? Following are approximately 150 suggested questions and issues that relate to the ten criteria and can be converted into data formats. If used thoughtfully, the information that emerges can instruct campus decision makers in their quest for sound decisions.



### Criterion 1: History, Development, and Expectations of the Program

It is important to know the history and development of a particular program. Why was the program established? What are its academic antecedents? How has the program evolved over the years? What were the institution's original expectations? How have those expectations changed? What were the origins of initial support? What is the degree to which the program has adapted to meet change?

In particular, what is the degree to which the program has adapted to the changing demographic characteristics of the institution's students? Such changes, on a national basis, reveal the following facts about undergraduate students:

- They are more likely to enroll on a part-time than a full-time basis.
- On average, many have family and work responsibilities, as compared to more traditional students.
- They are less likely to be prepared adequately for the rigors of higher education and more likely to need remediation in one or more academic subjects and skills.
- They are less likely to expect to succeed in college, to be adequately motivated to succeed, and therefore less likely to persist.

To the extent that these characteristics are representative of the students coming to this campus, what has the program done to engage these students?

What is the maturity level of the program? Is it a fledgling program, recently authorized and still building toward its initial

survival threshold? What progress is it making? Or is it a solid cornerstone of the overall curriculum, fully mature and attracting attention to the institution? What is the overall visibility of the program?

Finally, has the context changed within which the program is expected to operate? Would this program, for example, meet the expectations that the institution now places on new programs up for approval today?

Answers to these questions would inform an analyst about such things as program efficacy. A rating system could be devised, with scores for program maturity, adaptability, and congruence with institutional expectations. Again, the program is not being compared with some abstract ideal but with all other programs on the campus.

## Criterion 2: External Demand for the Program

This criterion seeks to assess the need for and attractiveness of the program. It is essentially data driven, using national statistics that are readily available, representing, for example, incoming student interest in programs, at least at the undergraduate freshman level. If it is true that demographics is destiny, then data about demand will presage the viability of academic programs.

For several reasons, care must be taken in relying too heavily on national demand data. Many students change their minds about choice of academic major after a term or two of college. They are exposed to academic programs and choices in college they simply did not know existed when they were in high school completing the surveys on which the national data are based. Too, there is a faddishness about academic major choice that is disquieting. The longer one looks at trend lines, the more peaks and valleys in demand curves one can observe. Teacher education has had its ups and downs over the years. Engineering and business majors fall in and out of favor over time. Changes in academic preference by women have revolutionized disciplines



formerly predominated by men. Shortly after the movie *All the President's Men* became popular, there was a glut of would-be journalists. Television programs that feature forensic science to solve crimes have ignited interest in that field. We have surely overfilled the need for psychologists. And so it goes. Although a campus needs to be mindful of demand data, a considered look at trend lines over time is also advisable.

In addition to national demand data for program enrollments, what has been the local demand trend? Looking at enrollments in the program for the past five years would give a sense of direction and at least prompt penetrating questions about the choices students have been making. How is demand being met by competing institutions that offer the same program? Are other institutions in the same enrollment catchment zone experiencing the same kinds of proportionate numbers by program? What is the likely potential for future enrollments—a demonstrated, documentable potential—and are the resources for the program under- or overallocated for the future? Is the program offered at a level that corresponds to the demand? For example, do we need a full-blown baccalaureate program to meet the demand, or will a minor do? Is the demand sufficient to mount (or dispose of) a master's degree in the subject matter? What are the characteristics of patrons, clients, or customers of the program? Will their numbers and interests foretell a continuing need for the program? What other forces are at work in the surrounding environment that affect this program? Do external demands suggest that the institution continue this program? In some public institutions, statutory pressure exists to deliver certain programs, and that certainly constitutes "demand" that an institution would ignore at its peril. In some church-related schools, there is an expectation that certain programs will exist to turn out church leaders, teachers, and choir directors; again, this constitutes a demand that may condition ongoing financial support.

Scoring this criterion is relatively easy. External demand is knowable and calculable. Measuring demand for this program

as against all others—and against programs that the institution might be better off to offer—would yield information of value to the prioritization project.

## Criterion 3: Internal Demand for the Program

Many academic programs are necessary simply because they are required to support other programs. A high degree of interdependence exists among academic disciplines, especially because programs are designed to develop well-rounded graduates. Some disciplines perform extraordinary service beyond taking care of their own majors and minors and should be given appropriate credit for doing so. It is this internal demand feature that is the focus of this criterion.

Data on internal demand are readily attainable. What are the enrollments in courses required for other programs? What proportion of enrollments are for major, minor, general studies, or service purposes? What programs would suffer, or possibly fail, without the service courses offered by another program? Some programs have a significant presence in the college's general education program—philosophy comes to mind—but might not attract as many majors. To evaluate philosophy—or any other program—solely on the number of its degree candidates would be shortsighted. Still other departments might not pass muster in most criteria but deserve continuation because of the internal demand they generate. One private college discovered such serious shortcomings in the quality of its science program that it initially wanted to cut the program back severely. But looking at the internal demand for science courses generated by popular—and good—allied health programs, officials made a different decision: to beef up the sciences to meet higher expectations.

Are there other internal claims on the program's resources that should be revealed? Does the program produce services needed by other parts of the campus? Looking to the future, is there potential for internal demand because this program may



have pioneered new approaches to collaborative learning or uses of technology likely to be emulated by other programs?

Scoring the criterion of internal demand can be accomplished by rating the relative dependence the campus has on this program.

## Criterion 4: Quality of Program Inputs and Processes

The tradition in higher education has been to measure quality by assessing inputs: the quality of the faculty, students, facilities, equipment, and other resources necessary to mount a program. This is the tradition of meritocracy. Although there is a decided shift toward measuring what a campus actually accomplishes with these resources (the outcomes approach seen in Criterion 5), there is little debate that quality inputs do make a significant difference in sustaining quality. This criterion seeks to address the quality of a program's inputs and evaluate the processes that may be in place to take advantage of those resources.

The categories of inputs are well established.

***Faculty and Staff.*** This category includes current faculty and staff profiles and numbers, breadth and depth of program exposure, and knowledge bases. It looks at the proportion of faculty with terminal degrees appropriate for the field, years of experience in the discipline, expertise in related fields that bear on the discipline, scholarly and creative contributions to the discipline, and recognition accorded them. In sum, a program is inextricably connected with the people who provide it. In terms of credentials, skills, and capacities, how good are they? How intellectually current? How available are qualified faculty and staff in this field? If we are to retain or expand this program, what are the potential personnel resources in this discipline, the market conditions, the trend lines? Can we attract and retain the people necessary to make the program successful? How do our faculty and staff stack up against peer comparable institutions or competitor institutions?

***Percentage of Instruction Offered by Full-Time Faculty.*** The most serious decline in quality inputs in higher education in the past twenty-five years has been the increasing overreliance on part-time faculty. National reports acknowledge that over half of instruction is now provided by part-timers. Although many, if not most, of these instructors are no doubt well qualified, they cannot possibly maintain the continuity, stability, and ongoing rigor required of full and active participation in academic planning, programming, advising, scholarship, and service necessary to sustain academic program preeminence (Finnegan, 1997). This assertion does not mean that all full-time faculty are good and part-timers are evil. Indeed, Gappa and Leslie (1993) make a strong case for the increasingly valuable services that part-time faculty and staff bring to the academic table. But the resulting bifurcation of the academy is serious. An institution must maintain appropriate balance between the stability represented by full-time faculty on the one hand and the flexibility offered by employing part-time faculty on the other. Many institutions, however, notably a large proportion of community colleges, have become seriously imbalanced. Flexibility—and lower personnel costs at the price of quality—have tipped the scales in the wrong direction. Student complaints that they are being taught by "rent-a-profs" are valid. Accreditation agencies are rightfully looking into this issue. As a criterion, a program's quality may suffer to the extent that less than full-time human resources increase.

***Students.*** The quality of programs can be measured by the quality of students attracted to them. Programs that are more selective in their admissions practices tend to attract students more likely to persist because they are better prepared and often better motivated to succeed. As the demographics indicate fewer available students with desirable academic profiles, selective programs and selective institutions are having and will continue to have a tougher time of it. Measures include high school grades, rank in class, advanced placement scores, transfer transcripts,



scores on achievement tests, special experiences that students bring to the program, and other academic results. Nonacademic measures of motivation and retention proneness are harder to come by but are available. The essential question to be answered is: What is the congruence between the students in the program and the likelihood of their being successful?

***Curriculum.*** Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline? How coherent is the curriculum? Is it designed to provide integration, or is the student expected to do the integrating sometime along the senior year? To what degree does the curriculum meet the particular learning needs and styles of the students? How dynamic is it? When was the last reform or overhaul to ensure comprehension of the knowledge explosion? How "internationalized" is the curriculum, that is, how does the curriculum purport to prepare a graduate who will be living and working in an increasingly global society? How is it subjected to meaningful analysis? Does it enjoy or qualify for specialized accreditation? Has the program successfully shifted the delivery of the curriculum to meet the changing needs of its clientele (for example, intensive courses and evening and weekend formats)?

***Adaptability to Technology.*** What is the degree to which this program has taken advantage of advancements in technology to enhance learning, reinforce computer skills and computer literacy to prepare students for the higher-tech world in which they will live and work, attract technological support to the institution, enhance research, and enhance program-related public service? To what extent is the program a part of a complete online program?

## Equipment, Facilities, and Other Resources

Programs differ widely in the physical resources required to deliver them. Mark Hopkins required only a log to support the

teacher at one end and the student at the other. A program in biomedical engineering, on the other hand, is more complicated. This measure purports to evaluate the program on its capital capacities. How current are equipment and materials? What is the degree of modernization of laboratories and specialized facilities necessary to ensure that students are adequately prepared? How significant are the program holdings in the library and other learning centers? What is the degree of student and faculty access to electronic sources of program information? To what extent are the facilities conducive to quality learning experiences?

All of these measures of inputs represent this dimension of quality. They are the items typically counted in traditional accreditation reviews, departmental self-studies, and institutional profiles. One added dimension should be reviewed and answered as a part of the program prioritization process: What resources will it take to bring this program up to a high level of quality?

### Criterion 5: Quality of Program Outcomes

Over the past forty years, focus in higher education has shifted away from inputs and toward outcomes. Spurred by more sophisticated analysis techniques to measure impact and reinforced by regional accrediting bodies, notably the Southern Association of Colleges and Schools, an outcomes approach places the emphasis on assessing performance (Banta and others, 1993; Banta, Lund, Black, and Oblander, 1996; Ewell, 2008). What examples of exemplary performance does the program demonstrate? In the area of student outcomes, what are test scores on nationally standardized instruments that measure attainment? How have the graduates fared on the CLA, the GRE, the LSAT, the MCAT, and others? What congruence exists between intended and actual learning outcomes? If electronic portfolios are used, to what degree do they illustrate growth over time (Banta, 2007)? What are the degrees of student satisfaction, alumni satisfaction, employer satisfaction? In the case of performance programs—music, drama, art—what evidence is there



of client outcomes? Do alumni records and placement data give insights into program success? What is the track record of the graduates on state professional licensure and certification examinations? For two-year programs, did students articulate well into upper-division success at the receiving institutions? How successful are program graduates in seeking graduate and professional admission? Our programs are designed for intellectual and social development; did they succeed? In sum, what is the demonstrable effectiveness of the program in preparing students for the future?

Faculty outcomes measure the productivity of this critical resource. How well do program faculty achieve in measures of teaching effectiveness? (One institution, for its own reasons, measured the extent to which perceived grade inflation had taken place, by program, and accordingly counted negative points in the quality teaching outcomes criterion.) What is the track record of the program faculty in producing research accepted in juried publications or peer-reviewed electronic scholarship? What recognition do faculty bring the program in the area of public service? What results can be documented for program quality? Is there external validation of quality? The program has no doubt added value to the clientele it serves. What evidence is there of this important dimension (Hersh and Benjamin, 2001)? What is the degree to which the outcomes mirror best practices of similar institutions? Finally, how has the program brought beneficial recognition to the institution?

Assessing quality outcomes is generally regarded as more difficult and less precise than assessing quality inputs. As accreditation standards shift toward outcomes, however, more experience is gained and shared among institutions (Ewell, 2008). Stronger institutions are secure enough to invite external peer review for some of this analysis, similar to the practice of using content specialists outside the institution to help judge worthiness for faculty tenure decisions. As with most other criteria, some programs will be better able than others to demonstrate measurable outcomes because, concerned about their impact, they have been collecting relevant information for years.

## Criterion 6: Size, Scope, and Productivity of the Program

Easily quantifiable, this criterion looks at hard numbers. How many students (clients, customers, patrons, as appropriate) are being served? How many faculty and staff are assigned? What other resources are committed? What are the number of credit hours generated? Degrees or certificates awarded? Services rendered? Research developed? Creative efforts produced? Attendance at performances? How productive is the program?

What is the scope of the program—its breadth and depth? Is the academic content of the discipline honestly represented with respect to breadth and depth? On smaller campuses, individual faculty members are given the unenviable—and some would say impossible—task of covering an entire discipline. With the growth of knowledge, this is becoming increasingly untenable. At larger institutions, however, a discipline may have become skewed, due to faculty interests, and may not be providing adequate content exposure to its students. The English department, for example, may be overloaded with eighteenth-century English literature specialists when exposition is the primary requirement for most of its service obligations to the rest of the campus. Political science may be neglecting public law and administration by overemphasizing international area studies. Taken as a whole, is there sufficient critical mass? Is the program of sufficient size and scope to affirm that it can be conducted effectively?

In some cases, I have seen one or two people try to constitute an entire department, valiantly attempting to offer majors and multiple specialties and stretched too thin to do so effectively. Students become seriously shortchanged as a result, and quality suffers. Would it not be better to reduce this presence to a few service courses or eliminate it altogether, reallocating those resources to programs of higher priority? Could the on-campus offering be strengthened by accessing academically rigorous Web resources? Analysis in this area may raise ancillary but critical policy questions: What is the minimum number of faculty, staff,



and students required to be designated as a department? Does information analysis suggest opportunities for consolidation or restructuring?

## Criterion 7: Revenue and Other Resources Generated by the Program

Typically programs and departments are seen as cost centers, not revenue producers. In fact, programs may be said to generate resources in addition to depleting them, and it is important to understand the net balance between the two. Revenue may be program driven or program specific, and this analysis is required for the institution to appreciate fully the impact a program may have on its overall fiscal affairs. Resources may be generated from a number of areas:

- *Enrollments*. What internal subsidy would be appropriate to account for the enrollment the program attracts?
- *Cross-subsidies*. What subsidy should the program receive for services it provides other internal programs? Is the program a net payer or a net receiver?
- *Research grants*. From its research grant activity, what has the program generated for itself, and what does it receive as a result of overhead or indirect cost recovery for the institution? How reliant is the institution on this source of funds for purposes other than the direct program costs?
- *Fundraising*. Is the institution a recipient of development or advancement dollars or other gifts because of the program? How significant are program-restricted funds, and should this be a factor in judging the relative worth of this program?
- *Equipment grants*. Has the program attracted equipment or other capital items to the institution, and what is the use of these items by other programs? Do these items represent outlays the institution would have had to make without them, and at what value?

- *Other sources*. Does the program generate revenues from admission fees, special fees, laboratory fees, ticket revenues, other user fees, or by other means that help offset some or all of the expenses associated with the program?
- *Potential revenue*. Are there conditions of anticipated gifts, bequests, or endowment that require maintaining the program? I have seen two contrary examples of this factor at work. In the first, a university retained a program it was considering dropping when it became known that a local benefactor had died, leaving the program $1 million. In the second, a private college had been retaining a program it thought unwise to cut only because of perceived alumni allegiance. The allegiance turned out to be mythical. When alumni were advised that the program would be eliminated unless sufficient dollars were forthcoming to save it, there was scant response. The program was eliminated, saving the college hundreds of thousands of dollars and freeing up facilities and space for higher-priority purposes.

Resources, of course, mean more than money. A major resource of a program can be its relationships. What is the degree to which the program has cultivated relationships that benefit the institution? Examples include the following:

- Community colleges or technical schools and program-specific training relationships
- University-corporate relationships that lead to graduate enrollments, consulting arrangements, research contracts, and corporate philanthropy
- Economic development relationships with communities that are job creating and otherwise mutually beneficial
- Joint ventures or projects between the program and other entities that are beneficial to the campus.



Active, dynamic programs look for ways to reach out to the larger world in order to secure feedback about their curriculum relevance and to generate additional support. Moribund programs do not. What value should be placed on this outreach dimension?

## Criterion 8: Costs and Other Expenses Associated with the Program

This criterion seeks to measure all relevant costs, direct and indirect, that are associated with delivering the program. Cost accounting systems in higher education have become increasingly sophisticated. Whether the institution is accounting for its costs in an advanced way or not, the goal should be to assign the total costs of the institution to the sum of its programs. Analyzing program costs, as against program revenues, is a key criterion. Obviously some programs are more expensive than others. Some are more productive. Decisions made solely on this criterion would result in a seriously imbalanced institution at the same time that certain programs may be found to be too costly for the resources available.

Two additional cost-related questions should be answered for each program. One concerns efficiencies. What demonstrable efficiencies in the way the program is operated (or which could be inaugurated) are beneficial to the institution? Programs that have been better than others at driving efficiencies or improving productivity should be given appropriate credit.

The other concerns investments. What investment in new resources will be required to bring the program up to a high level of quality? This question, also asked in Criterion 4, is repeated here because of its importance to effective planning. If it is true that most programs in the United States are underfunded, it is also true that resources will be grossly insufficient to bring them all to a level of distinction worthy of their institutions' achievable aspirations. When honest answers to this question are received

and analyzed, they will reveal the true depth and breadth of the resources imbalance problem. In many cases the issue will hit home for the first time: We simply cannot afford to be what we have become. The resources—faculty, staff, equipment, space—required to deliver the program the way the institution, its mission, and its stakeholders expect will be more than are reasonably available. And the serious decisions about what to keep and what to enhance can finally be made with realistic information.

There are success stories attendant to this matter. At a private university, for example, the business program was ultimately judged to be in high demand but of low quality. An estimate of $5 million was required to bring the program up to the accreditation standards of the Association to Advance Collegiate Schools of Business—International (AACSB). Rather than cut the program or permit it to continue to languish, the president decided to mount a special fundraising campaign to meet the higher-quality expectations of AACSB accreditation. In other instances, by contrast, the needs of the program were seen to be insurmountable. Because the resources required would never be forthcoming, the program was mercifully terminated. Through this analysis, institutions can rediscover the axiom that quality costs.

### Criterion 9: Impact, Justification, and Overall Essentiality of the Program

In many ways, this criterion is the summative measure of why the program deserves to be continued or strengthened at the institution. Many colleges refer to this as the catch-all criterion—the category where anything else of relevance about the program, not previously inventoried, fits. Several questions are raised: What impact has this program had or does it promise to have? What are the benefits to the institution of offering this program? What is the connecting relationship between this program and achievement of the institution's mission? How essential



is this program to the institution? What is the relationship of this program to the success of other programs?

Practical examples of the use of this criterion generally involve programs that are buttressed or considered essential because of their academic centrality. It is hard to imagine a college without a strong presence in English or mathematics, for example. The programs may need shoring up, but they are considered essential. A good philosophy department chair once graphically depicted for me his vision that philosophy is the central discipline, with all others emanating from it. A dedicated member of almost any other academic discipline holds similar guild-centric views. But however an institution defines what is central, some programs perforce become marginal.

Certain disciplines have apparently been thus typified on campus after campus. Declines across the country are seen in the offering of foreign languages, for example, and in programs in anthropology and geography. The presence of physical sciences on many campuses may now exclude geology as a specialty. Recently minted programs in ethnic or gender studies or interdisciplinary programs that seek to integrate studies in area or geographic or thematic ways are often victims of too tight a definition of essentiality. In general, the smaller the institution is, the tighter the academic focus needs to be. And yet the program closure decisions made by some institutions can create opportunities for others. If a discipline is being phased out at one college, it might be strengthened at another. Answers to the essentiality questions are thus intertwined with the institution's strategic planning. Gauging a program's worth here is also appropriate in terms of its responsiveness to the unique characteristics of the sheltering institution. Does this program serve people in ways that no other program does? Does it respond to a unique societal need that the institution values? To what extent does this program help the institution differentiate itself from the crowd of other colleges and universities? In the final analysis, how is this program linked with the institution's overall strategy?

### Criterion 10: Opportunity Analysis of the Program

This final criterion seeks to enfranchise the providers of the program in suggesting how the program might seize opportunities heretofore not considered by the institution. Subsequent decision makers should take advantage of the best ideas that surface in this analysis. As Criterion 1 looked to the past to assess the program, Criterion 10 looks to the future. The program prioritization process will impose stress on decision makers to decide about program reduction, elimination, consolidation, or even enrichment. It has been my experience that because program providers are closest to the action, more or less aware of relative possibilities, and faced with the reality that some kind of change will likely occur, they emerge at this point with truly innovative suggestions. The inclusion of this criterion encourages those suggestions.

Among the questions are these: What external environmental factors affect the institution in such ways that opportunities are created? Which among these might this program seize? Are there opportunities for the program to continue, but in a different format? Are there opportunities for productivity gains that, if followed, would salvage the program? Can we implement cost-containment measures due to restructuring or technological innovation? Does the program have an information technology strategic plan (see Fink, 1997; Graves, Henshaw, Oberlin, and Parker, 1997)? What about cooperative or collaborative relationships with other programs? With other institutions? What exciting, creative ways can program faculty and staff put their best case forward by advancing new ideas about the program? What are the opportunities for combining courses or sections or other program units? Where is duplication avoidable? What is the potential for reengineering the way the curriculum is delivered? What is the relationship of the program to emerging trends in distance learning? To asynchronous learning? Is this program poised to transform itself in new and different ways?



Examples of adaptations made by colleges and universities abound. Universities, needing remediation courses for incoming freshmen, contract with local community colleges to offer them. Former "departments," no one of which has the resources to merit that designation, merge with similar specialties to form a new administrative unit. Formerly decentralized sections of technical writing merge. The history program at University X loses its French historian and shares with nearby University Y its intellectual historian in exchange. Interinstitutional collaboration to justify cost offers students instruction in foreign languages (you cover Russian; we will cover Mandarin). Some specialties formerly delivered traditionally are offered electronically. Program emphasis is shifted from on-campus status to adult, continuing, or distance education. Program costs are off-loaded to alternate funds. Scarce resources are shared among several programs. And interdepartmental collaboration is rewarded, not punished.

This opportunity analysis yields essential ideas of value to the institution's future. It seeks to enable faculty and staff to actualize a fundamental reality: what was done in the past was appropriate for the past, but the world is different today, and we must commit ourselves to preparing our graduates for their future. Not all program providers will respond; some will cling tenaciously to the status quo. Many program providers, however, will accept the challenge of this criterion and become a part of reshaping their programs for the future.

**AGENDA ITEM NO: 8.1**

UNIVERSITY COUNCIL
**ACADEMIC PROGRAMS COMMITTEE**
**REQUEST FOR DECISION**

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**PRESENTED BY:** Roy Dobson, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** December 20, 2012

**SUBJECT:** **College of Graduate Studies and Research admission qualifications**

**DECISION REQUESTED:**

*It is recommended:*
That the College of Graduate Studies and Research admission qualifications be revised to permit students to directly enter a PhD program from a bachelor's degree.

**PURPOSE:**
Under the University of Saskatchewan Act 1995, decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by Senate. This motion will be presented to the Spring, 2013 meeting of University Senate for confirmation.

**SUMMARY:**
This will allow a third route for students to be admitted to a doctoral program:

1. complete a Master's degree, then be admitted to a doctoral program;
2. transfer from a Master program;
3. be admitted to a doctoral program without being admitted to a Master program.

The College of Graduate Studies and Research had signaled this change in its third Integrated Plan as an opportunity to streamline the recruitment of doctoral students and intensify the research activity on campus. Units offering PhD programs will decide whether they wish to implement this admission option for their students. The College of Graduate Studies and Research will update the Academic Programs Committee annually.

**REVIEW:**
At its October 31 meeting, the Academic Programs Committee discussed this proposal with College of Graduate Studies and Research associate dean Trever Crowe and identified several questions about this proposal. In particular, the committee asked whether other U15 Canadian universities also offered this option to students, and CGSR prepared a chart showing that ten of the other U15 universities do so. Following subsequent discussion at the November 21 meeting, the committee agreed to recommend approval of this change.

**ATTACHMENTS:**
Proposal documentation and response to questions from the committee

UNIVERSITY OF SASKATCHEWAN

*College of Graduate Studies and Research*

# MEMORANDUM

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

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

**Date:** October 25th, 2012

**Re:** **Revised admission standards for doctoral programs**

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Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed changes to CGSR policy to allow admission to a doctoral program after completion of a bachelor's degree and without being admitted to a Master program.

This report includes two appendices: CGSR committee motions for approval and a copy of the original proposal, including the relevant policy changes as approved by Graduate Council. The formal review started with approval of the changes by the CGSR Executive Committee on September 20th, 2012, and the final motion to recommend to the Academic Programs Committee was made by Graduate Council on October 10th, 2012. Our request is that APC and University Council will consider and approve the proposal to change the admission requirements for the doctoral degree. While APC and University Council need not approve the policy language, the revised policy text does demonstrate how the proposed changes will be implemented. If approved, this will allow a third route for students to be admitted to a doctoral program: complete a Master's degree, then be admitted to a doctoral program; transfer from a Master program; or be admitted to a doctoral program without being admitted to a Master program.

It's likely that some academic units will choose to not exercise this option to admit students into a PhD program without first being admitted to a Master program, and these unit-specific intentions would be respected. After University Council and Senate have approved the revised admission standards, the College of Graduate Studies and Research will begin work to identify those units who wish to take advantage of this option for admission and will work with the Registrar's Office and Student Information Services to update the Catalog and DegreeWorks, respectively. The College of Graduate Studies and Research will update the Academic Programs Committee annually.

The College of Graduate Studies and Research had signaled this change in its third Integrated Plan as an opportunity to streamline the recruitment of doctoral students and intensify the research activity on campus. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.

Trever Crowe

Appendix A – CGSR Committees' Recommendations for Approval

**Discussion and Motion passed at College of Graduate Studies and Research Executive Committee – September 20, 2012**

**Direct Entry Ph.D.**

Although CGSR policy does allow a student to be promoted from a Master program into a Ph.D. program without finishing their Master's degree first, the current policies do not permit a student to directly enter a PhD program after completing a Bachelor's degree. Numerous universities internationally, as well as in Canada, allow this option. The College is receiving an increasing number of inquiries from top qualified international applicants and would like to make this option available to those units who feel it would be appropriate. Members discussed the revised language for Policy 3 and Policy 5 that would make this permissible under certain conditions and the following points were noted:

- The same principles that are in effect for promotion from a Master program to a doctoral program should also apply.
- Members discussed the requirement to write a qualifying exam and policy language was revised to indicate that the qualifying exam must be at least as rigorous as the defence for a Master's thesis in their program.
- Should a student fail their qualifying exam, or not meet the academic standing to continue in the doctoral program, they will be given the opportunity to revert to a Master's program. It was agreed that not being qualified to be in a Ph.D. program does not necessarily mean that the student is not qualified to be in a Master's program.
- This option should be reserved for the academically well qualified applicants and thus the minimum GPA has been set at 80%. This is in line with other universities in Canada that post higher academic standing required for direct entry Ph.D. applicants than that for students entering from a Master's program.

**MOTION**: *"That the proposed revisions to Policy 3 and Policy 5 to permit students to directly enter a PhD program from a Bachelor's degree be recommended to Graduate Council for discussion and approval."*
Majewski / Ansdell – UNANIMOUS

**Discussion and Motion passed at the meeting of Graduate Council – October 10, 2012**

**Direct Entry PhD** – Members of Graduate Council considered a series of proposed revisions to policy text that would allow strong academic students with research potential who have completed an undergraduate degree to be admitted to a doctoral program, without being admitted to a Master degree program. Graduate students in such a program would be expected to complete at least 9 credit units of graduate course work, complete a Ph.D. qualifying exam, possess good communication skills and demonstrate the ability to do independent research.

One member of Graduate Council asked whether there would be any variation in fees or tuition. Students in thesis-based Master and doctoral programs are assessed the same rates of tuition and fees. Students admitted to a PhD program without first being admitted to a Master's program would be assessed the same fees and tuition as other Master and doctoral students.

Another member posed a question about the eligibility of scholarship funding for students who were admitted to a PhD program without first being admitted to a Master's program. Academic units who administer their own devolved funding should develop a plan that addresses this issue. It was suggested that students admitted to the doctoral program without first being admitted to the Master's program should be treated the same way as students who are admitted to a Master's program then transfer to the PhD. It's reasonable that these students should be eligible for scholarship funding for a longer duration than doctoral students who were admitted after completing a Master's degree.

A third member expressed some concern that it may be difficult to accurately assess the capabilities of an applicant after s/he has completed only an UG degree.

**MOTION**: "*That the proposed revisions to Policy 3 and Policy 5 to permit students to directly enter a PhD program from a bachelor's degree be recommended for approval.*" Ovsenek/Baxter-Jones – Carried. 1 Opposed.

Appendix B – Original Proposal with Policy Changes Approved by Graduate Council

## NEW & REVISED POLICIES – DIRECT ENTRY Ph.D.

**Background:** *There is a growing demand for graduate admission by students who wish to bypass a master's degree and directly enter a Ph.D. program. Most notably are the international students who have done a five-year, research intensive undergraduate degree and who are seeking to leverage their research experience directly into a doctoral program. This demand has intensified over the past several years due to the greater emphasis being placed by funders on doctoral scholarships. In short, the funding levels are higher, and there are more scholarships available for students entering a Ph.D. program.*

*Ph.D. students are critical to an institution being able to provide the "labour" to drive its research productivity. As a result, competition by western universities to attract more Ph.D. students, in particularly those academically gifted students with the best potential for research and those with external funding from their home country, has driven the need to be more flexible around admissions and marketing. An environmental scan indicates that the majority of universities in Canada, and all of the five major universities in western Canada, permit direct entry into a Ph.D. program.*

*The universities surveyed operate in the same manner as the UofS in that the program has the final say on whether or not to recommend a student for admission. The extent to which the programs within each institution in Western Canada take advantage of the direct entry Ph.D. policy varies, with the University of Calgary being the most restrictive. Of the university sites reviewed:*

- *All require a four-year honours degree or equivalent;*
- *Most require a GPA that is higher than the posted minimum for regular admission;*
- *A few have specific course requirements or minimum credit unit requirements for the first year in program.*

**Rationale:** *The UofS faces the same pressures for attracting academically well qualified students as other universities in Canada. Although current CGSR policy provides for the promotion of a master student into a Ph.D. program, this does not carry the same appeal as a*

*direct entry Ph.D. admission. It also impedes recruiting the very best bachelor's qualified international students who hold external scholarships seeking to come to North America for a doctoral program. The ability to offer direct entry to a Ph.D. program would place the UofS at the same competitive advantage as the other Canadian universities.*

*It is important to keep in mind that the purpose of admission policies is not to keep students out. Rather, it is to ensure that those who are admitted are well prepared for meeting the challenges of a graduate degree. As such, when considering policy changes that would permit the direct entry into a Ph.D. program, the same principles that are in effect for promotion from a master's program to a doctoral program should also apply.*

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## POLICY 3.1 ADMISSION REQUIREMENTS – REVISED Direct Entry PhD

### *3.1.4. Ph.D. Degree*

The minimum entrance requirements for a Ph.D. Degree are:

- A Master's degree, or equivalent, from a recognized university in an academic discipline relevant to the proposed field of study; ~~under no circumstances may a prospective student holding a Bachelor's degree be admitted directly into a Ph.D. program.~~
- A cumulative weighted average of at least 70% in the last two years of study (i.e. coursework required in Master's program).
- Demonstrated ability for independent thought, advanced study, and independent research.

Comment [TGC1]: Deleted

### ***NEW** 3.1.5 Direct Entry PhD*

*With the recommendation of the unit, admission to a Ph.D. program without being admitted to a Master's program is available to exceptionally strong students, who show great promise in terms of academic accomplishments and potential for research. The minimum requirements for admission to a Ph.D. program without completing a Master's degree are:*

- *A four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study.*
- *A cumulative weighted average of at least 80% in the last two years of undergraduate study (i.e. 60 credit units of course work).*
- *Demonstrated ability for independent thought, advanced study, and independent research.*

Comment [TGC2]: New policy language

****NEW**** *POLICY 3.2 DEGREE REQUIREMENTS – Direct Entry PhD(only)*

### *3.2.1 Direct Entry PhD*

*For the completion of their degree, students who have been admitted to a Ph.D. program without completing a Master's degree must:*

- *Complete at least 9 credit units of course work at the graduate level in the first year of their program, with no final grade in any course below 70%.*
- *The minimum number of credit units required for the degree must be equal to the minimum that would be required for a student in the same program who was promoted to a Ph.D. from a Master's program.*
- *Within the first year of the program, successfully complete a Ph.D. Qualifying Examination that is at least as rigorous as the defence for a Master's thesis in their program area.*
- *Pass a comprehensive examination, after completing the required course work, and prior to focusing on their research and doctoral thesis.*
- *Write and successfully defend a thesis based on original investigation.*

**Comment [TGC3]:** New policy language

## POLICY 5.1.4 TRANSFERS – REVISED

### *5.1.4.4. Transfer from a Ph.D. Program to a Master's Program*

After consultation with their supervisor, Advisory Committee, and Graduate Chair, students may transfer from a Ph.D. program to a Master's program with thesis or project.

****New**** *Students who have entered a Ph.D. program without being admitted to a Master's program who are unsuccessful in their qualifying exam or who do not meet the academic standing required for continuation in the program, will be given the opportunity to revert to the Master's degree program in their field, and the work done towards the Ph.D. degree will be credited towards the Master's degree.*

**Comment [TGC4]:** New policy language

## POLICY 5.3 OTHER REQUIREMENTS – REVISED

### *5.3.1 Qualifying and Comprehensive Examinations*

Qualifying and Comprehensive Examinations are not required components of Master's programs. Academic units may however, at their discretion and for sound academic reasons, require these examinations.

The Ph.D. **Qualifying** or **Comprehensive Examination** may be in written and/or oral form

Each academic unit should establish and make available clear, written and specific regulations regarding the Qualifying and Comprehensive Examinations, within CGSR and University regulations. The student's Advisory Committee must inform the student in an effective and timely way that a Qualifying or

Comprehensive Examination is to take place. The Advisory Committee shall provide in reasonable detail to the student:

- The means of assessment to be used in evaluating the student's knowledge of the field,
- The relative grading weight of each means of assessment to be used, and
- The criteria on which assessment will be based.

A student failing a Qualifying or Comprehensive Examination is permitted a second Examination with permission of the Dean of the CGSR. A second failure automatically disqualifies the student from further work for that particular Ph.D. degree. This failure may be appealed to the Graduate Academic Affairs Committee ~~Ph.D. Committee~~ on substantive or procedural grounds.

**Comment [TGC5]:** Updated consistent with the current college structure.

**Comment [TGC6]:** Deleted

The CGSR must always be advised of the results of a Qualifying or Comprehensive Examination on a pass/fail basis.

In all cases, unless the student and the CGSR are informed otherwise in advance, the Examining Board for all written and/or oral components of the Qualifying or Comprehensive Examination will be all members of the Advisory Committee.

**From:** Crowe, Trever
**Sent:** Sunday, November 18, 2012 12:08 PM
**To:** Fornssler, Cathie
**Cc:** Skilnik, Penny; Martz, Lawrence; Crowe, Trever; Beldan, Alex
**Subject:** RE: Questions about direct entry PhD proposal
**Attachments:** Direct entry summary.docx

Hi, Cathie

Responses to the committee's questions follow. Please let me know if there are any subsequent questions. Depending on the timing of the next APC meeting, I should be able to attend the APC meeting November 21.

Trever

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*1. Can you undertake a comparison of the U15 universities in Canada to determine how many of them also offer Direct-Entry PhD programs and, if so, what their requirements and restrictions are.*

The attached document shows that ten of the 14 other U15 institutions (excluding UofS) permit direct-entry to a PhD program after completing a bachelor's degree. The universities surveyed with this option operate in the same manner as the UofS in that the program has the final say on whether or not to recommend a student for admission. The extent to which the programs within each institution take advantage of the option to admit students directly into a PhD without first completing a master's degree varies. In some universities, only select programs will accept students after completing a 4-year bachelor's degree only. Of the university sites with posted admission criteria for direct-entry PhD applicants:

- all require a four-year honours degree or equivalent,
- most require a GPA that is higher than the posted minimum for regular admission,
- a few have specific course requirements or minimum credit unit requirements for the first year in the program and
- one will only consider their own undergraduate students for this option (Laval).

*2. Is there any research available on the outcomes of direct-entry PhD programs? For example, have there been any comparisons done of student and faculty satisfaction with such programs, whether students encountered more difficulty in meeting the requirements, how students and supervisors could determine whether such programs are the right choice for them, and so forth.*

Unfortunately, we are unaware of any such research. Anecdotally, there are a few programs at the University of Saskatchewan that routinely admit students to a Master program, with the mutual expectation that students will transfer to a PhD program after 12 and before 24 months in the program; a Master's degree is not the intended outcome at the time of admission to graduate studies. People (students and faculty) involved with these programs would likely support the concept, but they are clearly a biased sample. It would be difficult to accurately answer the question about whether students encounter more difficulty completing the PhD without first writing and defending a Master thesis (that would be the only difference), given that the 2 groups of students would be different in terms of their aptitude and academic preparation.

*3. Committee members were concerned about protecting the interests of students and ensuring realistic prospects for their success. It was suggested that departments might have difficulty implementing the direct-entry option unless they develop mechanisms for evaluating student preparedness to undertake PhD-level research, and also are rigorous in the qualifying exam. How could the college assist students and departments*

*in this regard? For example, would the college consider implementing an approval process for departments which want to offer a direct-entry option, or monitor the qualifying exam requirement more closely for these students?*

At every comparator institution, the posted requirements for direct-entry PhD were measurably higher than those for students who went the normal route – completing a Master degree first. The proposal here is consistent with that theme. Thus, in terms of applications, these are the very best students. Beyond that, the policies and procedures currently in place would serve to protect these students' interests just as they currently do for every other student.

The expected process for implementing direct-entry PhD programs at the UofS would require units to decide whether they would allow students to be admitted to their PhD program without first being admitted to a Master program. Units would have to discuss and vote to adopt this program option. At that point they either accept the College's set minimum admission requirements, or they have the option of proposing higher standards, which the college, University Council and Senate would have to approve (confirm) through the established collegial processes. It's important to remember that units are in the business of evaluating students' preparedness when evaluating an applicant's suitability for admission either to a Master or Doctoral program. Prior to deciding/recommending that an applicant should be admitted, units must first conclude that the applicant has good (more than realistic) prospects for success. Units have plenty of experience evaluating applicants, and they are well placed to determine a student's preparedness and suitability for study in their particular discipline.

The comment about the qualifying exam is a good point. It's well known that the conduct and content of qualifying exams vary among units and often for different students within the same unit. This is an area for improvement and it's something that the college could consider. The proposal for the direct-entry PhD would require the qualifying exam to include a written element. This seems reasonable, given that these students will not have written and defend a thesis as part of a Master's degree. While competence in written communication is expected to be part of the evaluation criteria at the time of admission, the qualifying exam would be a good opportunity to confirm this ability.

The student and the quality of the graduates from the program are also protected by the option for the student to transfer from the PhD program to a Master's program. If the student is not able to complete the PhD, s/he can complete the requirements for a Master's degree, then consider whether to enrol in a PhD program at a later time.

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**From:** Fornssler, Cathie
**Sent:** Wednesday, November 14, 2012 2:19 PM
**To:** Crowe, Trever
**Cc:** Dobson, Roy
**Subject:** Questions about direct entry PhD proposal

Hi, Trever
Thank you for attending the last Academic Programs Committee meeting to discuss the Direct Entry PhD proposal. The committee would like to receive some additional information relating to this proposal and discuss this again with you at an upcoming meeting:
1. Can you undertake a comparison of the U15 universities in Canada to determine how many of them also offer Direct-Entry PhD programs and, if so, what their requirements and restrictions are.
2. Is there any research available on the outcomes of direct-entry PhD programs? For example, have there been any comparisons done of student and faculty satisfaction with such programs, whether students

encountered more difficulty in meeting the requirements, how students and supervisors could determine whether such programs are the right choice for them, and so forth.
3. Committee members were concerned about protecting the interests of students and ensuring realistic prospects for their success. It was suggested that departments might have difficulty implementing the direct-entry option unless they develop mechanisms for evaluating student preparedness to undertake PhD-level research, and also are rigorous in the qualifying exam. How could the college assist students and departments in this regard? For example, would the college consider implementing an approval process for departments which want to offer a direct-entry option, or monitor the qualifying exam requirement more closely for these students?

Our upcoming meetings are on November 21 and December 12 (any time between 3:30 to 5) – would one of these work for you to attend?

*Cathie*

Cathie Fornssler
Committee Coordinator
Office of the University Secretary
218 Peter MacKinnon Building
University of Saskatchewan
Saskatoon SK S7N 5A2
phone (306)966-5036
fax (306)966-4530

| University | Permitted | Posted admission Requirements |
|---|---|---|
| **Dalhousie University** | No | |
| **McGill University** | YES | Exceptional circumstances + 4 graduate courses |
| **McMaster University** | YES | >A average, 1500 word LOI, prior research experience |
| **Queen's University** | YES | >80% average, first-class honors degree, advanced research ability |
| **University of Alberta** | YES | Exceptionally qualified students holding a four-year baccalaureate degree can bypass the master's degree program and be admitted directly into a doctoral degree program. |
| **University of British Columbia** | YES | 1st class average in all undergraduate semesters, research experience, co-authorship; requires approval of Dean of Grad Studies |
| **University of Calgary** | YES | Higher academic standing generally required (Posted minimum GPA requirement for direct entry is 3.7 for many programs) |
| **University of Manitoba** | YES | Exceptional circumstances with honors thesis or other research experience |
| **University of Ottawa** | No | |
| **University of Saskatchewan** | ---- | |
| **University of Toronto** | YES | > A- average, more coursework needed; direct-entry guidelines for PhD programs: http://www.sgs.utoronto.ca/Assets/SGS+Digital+Assets/governance/policies/Direct+Entry+Programs+-+Guidelines+for+5-year+PhD.pdf |
| **University of Waterloo** | No | |
| **University of Western Ontario** | YES | >85% average, research experience, authorship; direct-entry guidelines for a PhD program: http://www.uwo.ca/anatomy/grad/DirectEntryPhD_guidelines2007Jan17.pdf |
| **Université de Montréal** | No | |
| **Université Laval** | YES | For students who have successfully completed their Bachelor's degree at Laval and have proved their skills they may be admitted....Au Québec, la maîtrise requiert généralement deux années d'études spécialisées après le baccalauréat (grade de premier cycle). Cependant, si vous avez terminé avec succès la scolarité de la maîtrise à l'Université Laval et que vous faites la preuve de vos aptitudes, vous pouvez, sous certaines conditions, être admis au troisième cycle dans la même discipline ou le même champ d'études sans terminer la maîtrise. Le grade de maîtrise pourra vous être accordé ultérieurement sous certaines conditions |

**AGENDA ITEM NO: 8.2**

UNIVERSITY COUNCIL
**ACADEMIC PROGRAMS COMMITTEE**
**REQUEST FOR DECISION**

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**PRESENTED BY:** Roy Dobson, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** December 20, 2012

**SUBJECT:** **College of Dentistry admission qualifications**

**DECISION REQUESTED:**

*It is recommended:*
That the College of Dentistry admission qualifications be revised to delete the carving portion (manual dexterity) of the Dental School Admission (DAT) test as a requirement for application for admission to the dental program, effective the 2014/15 admissions cycle.

**PURPOSE:**
Under the University of Saskatchewan Act 1995, decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by Senate. This motion will be presented to the Spring, 2013 meeting of University Senate for confirmation.

**SUMMARY:**
The College would like to make this change because it has been determined that there is no correlation between how an applicant performs on the carving test and their performance in the dental program. Many dental schools across Canada are deleting this test as an admission requirement.

The Canadian Dental Association (CDA) is in progress with a review of all dental school admission requirements. Once the review is complete, the College will consider including an alternate manual dexterity test if recommended by the CDA. The College will continue to use the Academic Average, Perceptual Ability and Reading & Comprehension portions of the DAT as requirements for application for admission.

**REVIEW:**
At its November 21 meeting, the Academic Programs Committee discussed this proposal with Associate Dean Ken Sutherland and program director Maureen Webster. The committee agreed to recommend approval of this change.

**ATTACHMENTS:**
Proposal documentation

# Proposal for Curriculum Change
# University of Saskatchewan

**to be approved by University Council or by Academic Programs Committee**

## 1. PROPOSAL IDENTIFICATION

**Title of proposal:** ***Change Admission Requirement***

Degree(s): ***Doctor of Dental Medicine (DMD)*** Field(s) of Specialization:

Level(s) of Concentration: Option(s):

Degree College: **Dentistry** Department: Home College:

Contact person(s) (name, telephone, fax, e-mail):
***1. Dr. Ken Sutherland; ken.sutherland@usask.ca; 966-5088***
***2. Maureen Webster; maureen.webster@usask.ca; 966-2760***

Date: October5th, 2012

Approved by the degree college and/or home college: Yes
Approved by Admissions Committee (June 15, 2012); Undergraduate Education Committee (September 19, 2012) and Executive Committee(September 20, 2012)

Proposed date of implementation: ***The 2014/15 Admissions Cycle***

## 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.
- ***X 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.
- A change in the total number of credit units required for an approved degree program.

## Proposal Document

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

### 3. RATIONALE

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

### 4. DESCRIPTION OF PROGRAM CHARACTERISTICS

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

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

### 5. RESOURCES

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

### 6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

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

### 7. BUDGET

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

## College Statement

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

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

## Related Documentation

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

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

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

## Consultation Forms

*Attach the following forms, as required*

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

***Proposal Document from the College of Dentistry***
The College of Dentistry would like to delete the carving portion (manual dexterity) of the Dental School Admission (DAT) test as a requirement for application for admission to the dental program effective the 2014/15 admissions cycle.

**RATIONALE**
The College would like to make this change because it has been determined that there is no correlation between how an applicant performs on the carving test and their performance in the dental program. Many dental schools across Canada are deleting this test as an admission requirement.

The Canadian Dental Association (CDA) is in progress with a review of all dental school admission requirements. Once the review is complete, the College will consider including an alternate manual dexterity test if recommended by the CDA.

The College will continue to use the Academic Average, Perceptual Ability and Reading & Comprehension portions of the DAT as requirements for application for admission.

**DESCRIPTION OF PROGRAM CHARACTERISTICS**
*The applicable scores from the DAT will be those earned on*

- Reading Comprehension (~~25%~~) (1/3)
- Perceptual Ability (~~25%~~)(1/3)
- ~~Carving (25%)~~
- Academic Average (~~25%~~)(1/3)

**RESOURCES**
No new resources are required to make this change

**RELATIONSHIPS AND IMPACT OF IMPLEMENTATION**
This change will have no impact on the College activities or on current students, or on other departments or Colleges. The College of Dentistry reviewed, discussed and approved this proposed change at three College Committees. Admission requirements from other dental schools across Canada were reviewed. A Consultation with the Registrar took place on October 4th, 2012.

**BUDGET**
There are no changes to the budget required.

## College Statement
The College of Dentistry would like to delete the carving portion (manual dexterity) of the Dental School Admission (DAT) test as a requirement for application for admission to the dental program effective the 2014/15 admissions cycle. This proposed change was reviewed, discussed and approved at three College Committees. The admission requirements from other dental schools across Canada were examined. It has been determined that there is no correlation between the performance on the Carving test and performance in the dental program. The College therefore has no need to continue with this test as an admission requirement. The CDA is currently reviewing admission requirements in all Canadian dental schools. If an alternate test of manual dexterity is developed in the future that has a direct correlation with performance in school, the College will consider adopting such a test as an admission requirement.

**AGENDA ITEM NO: 8.3**

UNIVERSITY COUNCIL

**ACADEMIC PROGRAMS COMMITTEE**

**FOR INFORMATION ONLY**

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**PRESENTED BY:** Roy Dobson, Chair, Academic Programs Committee of Council

**DATE OF MEETING:** December 20, 2012

**SUBJECT:** **Items for Information:**

**Academic Calendar 2013-14**
**Double-listing for DENT courses**

**COUNCIL ACTION:** **For information only**

**SUMMARY:**
The following items were approved by the Academic Programs Committee at its meeting of November 21, 2012 and are reported to Council for information:

1. **Academic Calendar 2013-14**

This Calendar was developed in consultation with the Academic Deans of the colleges, and is based on last year's Calendar, adjusting for yearly calendar changes.

- It achieves a balance between the number of teaching days in each term, two days for orientation in September, and a sufficient number of days to accommodate the increasing number of December final examinations.
- For 2013, Orientation will be held on Tuesday and Wednesday following Labour Day. Classes for the Fall Term will begin on Thursday, September 5th.
- There are fewer teaching days and final examinations days available for both 2013 and 2014 so this schedule uses only a 24 hour period between the last day of classes and the first day of examinations. SESD will endeavor, as much as possible, not to schedule a large number of examinations on the first day of the examination periods.
- A fall Break Day is scheduled on the Friday before Thanksgiving, except for Dentistry, Medicine, and Veterinary Medicine students.

2. **Double-listing of DENT and MED courses**

Because the College of Dentistry has revised its grading and promotion practices and will now be using percentage grades in DENT courses, rather than pass-fail grades, the college requested that the four MED courses taken by dentistry students be double-listed as DENT courses.

**ATTACHMENTS:**
1. Academic Calendar for 2013-14 and summary of teaching days
2. List of double-listed DENT/MED courses

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# 2013-2014 Academic Calendar

| Date | Description | Notes |
|---|---|---|
| **Wed May 01, 2013** | First day of spring classes for first-year Post Degree BSN and second-year BSN | |
| **Fri May 03, 2013** | First day of final examinations for first- and third-year Dentistry and first-year Medicine | |
| **Wed May 08, 2013** | Spring Term (Quarter 1, Term 1 and Two-term) begins | |
| **Fri May 10, 2013** | Faculty Meetings | |
| **Fri May 10, 2013** | Deadline to pay term 1 spring and summer tuition | |
| **Mon May 13, 2013** | Faculty meetings | |
| **Tue May 14, 2013** | Last day of classes for second-year Dentistry and second-year Medicine | |
| **Tue May 14, 2013** | Faculty meetings | |
| **Thu May 16, 2013** | First day of final examinations for second-year Medicine | |
| **Thu May 16, 2013** | First day of final examinations for second-year Dentistry | |
| **Thu May 16, 2013** | Deadline for submitting Winter Term and Fall and Winter two-term supplemental and deferred exam authorizations. | |
| **Thu May 16, 2013** | University Council meeting | |
| **Fri May 17, 2013** | Last day of final examinations for first- and third-year Dentistry and first-year Medicine | |
| **Mon May 20, 2013** | Victoria Day - University closed | |
| **Wed May 29, 2013** | Spring Term (Quarter 1) ends | |
| **Thu May 30, 2013** | Spring Term (Quarter 1) final examinations begin. Mid-term break begins for Spring Term 1 and multi-term classes - no classes. | |
| **Fri May 31, 2013** | Last day of final examinations for second-year Dentistry and second-year Medicine | |
| **Fri May 31, 2013** | Spring Term (Quarter 1) final examinations end. Mid-term break ends for Spring Term 1 and multi-term classes. | |
| **Mon Jun 03, 2013** | Spring Term (Quarter 2) begins | |
| **Mon Jun 03, 2013** | Convocation | |
| **Tue Jun 04, 2013** | Convocation | |
| **Wed Jun 05, 2013** | Convocation | |
| **Thu Jun 06, 2013** | Convocation | |
| **Thu Jun 13, 2013** | Winter Term and Fall and Winter two-term deferred and supplemental examinations begin | |
| **Thu Jun 20, 2013** | University Council meeting | |
| **Fri Jun 21, 2013** | Last day of classes for fourth-year NEPS September and December completion options and second-year BSN | |
| **Fri Jun 21, 2013** | Spring Term (Term 1 and Quarter 2) ends | |
| **Mon Jun 24, 2013** | Spring Term (Term 1 and Quarter 2) final examinations begin. Mid-term Break begins for multi-term classes. | |
| **Wed Jun 26, 2013** | Spring Term (Term 1 and Quarter 2) final examinations end. Mid-term Break ends for multi-term classes. | |
| **Thu Jun 27, 2013** | Summer Term (Term 2 and Quarter 3) begins | |
| **Mon Jul 01, 2013** | Canada Day - University closed | |
| **Tue Jul 02, 2013** | Clinical rotations begin for fourth-year NEPS September completion option | |
| **Tue Jul 02, 2013** | Deadline to pay Term 2 Spring and Summer tuition | |
| **Thu Jul 18, 2013** | Summer Term (Quarter 3) ends | |
| **Fri Jul 19, 2013** | Summer Term (Quarter 3) final examinations begin. Mid-term break begins for Summer Term 2 and multi-term classes - no | |

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| | classes. |
| **Mon Jul 22, 2013** | Summer Term (Quarter 3) final examinations end. Mid-term break ends for Summer Term 2 and multi-term classes. |
| **Tue Jul 23, 2013** | Summer Term (Quarter 4) begins |
| **Mon Aug 05, 2013** | Saskatchewan Day - University closed |
| **Tue Aug 13, 2013** | Spring and Summer Term (Quarter 4, Term 2 and Two-term) ends |
| **Wed Aug 14, 2013** | Spring and Summer Term (Quarter 4, Term 2 and Two-term) final examinations begin |
| **Thu Aug 15, 2013** | Orientation for first-year Medicine |
| **Fri Aug 16, 2013** | Spring and Summer Term (Quarter 4, Term 2 and Two-term) final examinations end |
| **Fri Aug 16, 2013** | Orientation for first-year Dentistry |
| **Mon Aug 19, 2013** | Classes begin for all years of Physical Therapy |
| **Mon Aug 19, 2013** | Classes begin for Dentistry and Medicine |
| **Mon Aug 19, 2013** | First day of classes for first-, second-, and third-year Veterinary Medicine |
| **Mon Aug 26, 2013** | Orientation for Nursing Graduate Program |
| **Mon Aug 26, 2013** | First day of clinical rotations for fourth-year Veterinary Medicine |
| **Mon Aug 26, 2013** | Classes begin for fourth-year Nutrition students |
| **Sat Aug 31, 2013** | Closing date for submission of applications for Fall Convocation |
| **Mon Sep 02, 2013** | Labour Day - University closed |
| **Tue Sep 03, 2013** | Registration for all years Law; Orientation for first year Law |
| **Tue Sep 03, 2013** | Orientation |
| **Wed Sep 04, 2013** | Orientation |
| **Wed Sep 04, 2013** | Orientation for second-year BSN |
| **Wed Sep 04, 2013** | Classes begin for Law |
| **Thu Sep 05, 2013** | Classes begin for: Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate Studies and Research, Kinesiology, and Pharmacy and Nutrition (except fourth-year Nutrition students) |
| **Thu Sep 05, 2013** | Classes begin for fourth-year NEPS, second-year Post Degree BSN, second-year and third-year BSN, and MN and Ph.D. Nursing classes |
| **Mon Sep 09, 2013** | Clinical rotations begin for fourth-year NEPS December completion |
| **Tue Sep 10, 2013** | Clinical rotations begin for third-year BSN |
| **Sat Sep 14, 2013** | Spring & Summer Terms deferred and supplemental examinations |
| **Wed Sep 18, 2013** | Last day to make T1 Fall Term and T1T2 Fall & Winter two-term registration changes (100% tuition credit) |
| **Thu Sep 19, 2013** | University Council meeting |
| **Thu Sep 19, 2013** | Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Fall Convocation |
| **Fri Sep 20, 2013** | Last day of clinical rotations for fourth-year NEPS September completion option |
| **Mon Sep 23, 2013** | Seminars for fourth-year NEPS September completion option |
| **Tue Sep 24, 2013** | Seminars for fourth-year NEPS September completion option |
| **Wed Sep 25, 2013** | Last day to drop T1 classes with 75% tuition credit |
| **Mon Sep 30, 2013** | Last day to pay tuition |
| **Wed Oct 02, 2013** | Last day to drop T1T2 classes with 75% tuition credit |
| **Wed Oct 02, 2013** | Last day to drop T1 classes with 50% tuition credit |
| **Thu Oct 03, 2013** | Faculty Meetings |
| **Thu Oct 03, 2013** | Note: Final date of grade approval for all MPT fall graduands |
| **Mon Oct 07, 2013** | Faculty Meetings |
| **Tue Oct 08, 2013** | Faculty Meetings |

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| **Fri Oct 11, 2013** | Term 1 Break Day - no classes for all colleges except Dentistry, Medicine, Veterinary Medicine and the Language Centre. | |
| **Mon Oct 14, 2013** | Thanksgiving - University closed | |
| **Thu Oct 17, 2013** | University Council meeting | |
| **Fri Oct 18, 2013** | Last day to drop T1T2 classes with 50% tuition credit | |
| **Sat Oct 19, 2013** | University Senate meeting | |
| **Sat Oct 26, 2013** | Fall Convocation | |
| **Mon Nov 11, 2013** | Remembrance Day - University closed | |
| **Fri Nov 15, 2013** | Last day to withdraw from T1 Fall Term classes | Fixed date. When the dates occur on a Saturday or Sunday, the deadline automatically becomes 4:30 p.m. the previous Friday for those colleges who manually withdraw their students. |
| **Thu Nov 21, 2013** | University Council meeting | |
| **Fri Nov 29, 2013** | Last day of clinical rotations for fourth-year NEPS December completion option | |
| **Fri Nov 29, 2013** | Last day of Term 1 classes for first-, second-, and third-year Dentistry and first-, second-, and third-year Medicine | |
| **Mon Dec 02, 2013** | First day of Fall Term final examinations for first-, second-, and third-year Dentistry and first-, second-, and third-year Medicine | |
| **Mon Dec 02, 2013** | Seminars for fourth-year NEPS December completion option | |
| **Tue Dec 03, 2013** | Seminars for fourth-year NEPS December completion option | |
| **Wed Dec 04, 2013** | Last day of classes except for Dentistry, Medicine, fourth-year Nutrition and all years Veterinary Medicine | |
| **Fri Dec 06, 2013** | Last day of classes for second- and third-year Veterinary Medicine | |
| **Fri Dec 06, 2013** | Last day of classes for fourth-year Dentistry | |
| **Fri Dec 06, 2013** | Fall Term final examinations begin, including night class examinations | |
| **Mon Dec 09, 2013** | First day of final examinations for second- and third-year Veterinary Medicine | |
| **Mon Dec 09, 2013** | First day of Fall Term final examinations for fourth-year Dentistry | |
| **Fri Dec 13, 2013** | Last day of classes for first-year Veterinary Medicine | |
| **Fri Dec 13, 2013** | Last day of Fall Term final examinations for all years Dentistry and first-, second- and third-year Medicine | |
| **Mon Dec 16, 2013** | Last day of clinical rotations for fourth-year Veterinary Medicine | |
| **Mon Dec 16, 2013** | First day of examinations for first-year Veterinary Medicine | |
| **Wed Dec 18, 2013** | Last day of final examinations for third-year Veterinary Medicine | |
| **Thu Dec 19, 2013** | University Council meeting | |
| **Fri Dec 20, 2013** | Last day of examinations for first-year Veterinary Medicine and last day of final examinations for second-year Veterinary Medicine | |
| **Fri Dec 20, 2013** | Last day of classes for fourth-year Nutrition | |
| **Sat Dec 21, 2013** | Last day of Fall Term final examinations for all colleges except Dentistry, Medicine and Veterinary Medicine | |
| **Wed Dec 25, 2013** | Christmas Day - University closed | |
| **Thu Dec 26, 2013** | Boxing Day - University closed | |
| **Fri Dec 27, 2013** | University closed | |
| **Mon Dec 30, 2013** | University closed | |
| **Tue Dec 31, 2013** | University closed | |
| **Wed Jan 01, 2014** | New Year's Day | |
| **Thu Jan 02, 2014** | Classes resume for all years Dentistry and first-, second-, and third-year Medicine | |
| **Mon Jan 06, 2014** | Classes resume for fourth-year Pharmacy and fourth-year Nutrition | |
| **Mon Jan 06, 2014** | Clinical rotations begin for fourth-year NEPS April completion option and second-year Post Degree BSN | |
| **Mon Jan 06, 2014** | Classes resume for all colleges except Dentistry and first-, second-, and third-year Medicine | |

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| **Mon Jan 06, 2014** | Clinical rotations resume for fourth-year Veterinary Medicine | |
| **Fri Jan 17, 2014** | Last day to make T2 Winter Term registration changes (100% tuition credit) | |
| **Fri Jan 17, 2014** | Deadline for submitting Fall term supplemental and deferred exam authorizations. | |
| **Thu Jan 23, 2014** | University Council meeting | |
| **Fri Jan 24, 2014** | Last day to drop T2 classes with 75% tuition credit | |
| **Fri Jan 31, 2014** | Last day to drop T2 classes with 50% tuition credit | |
| **Fri Jan 31, 2014** | Last day to pay tuition | |
| **Fri Feb 07, 2014** | Last day of Term 2 Session A for fourth-year Dentistry | |
| **Mon Feb 10, 2014** | First day of Comprehensive Examinations for fourth-year Dentistry | |
| **Fri Feb 14, 2014** | Last day of Comprehensive Examinations for fourth-year Dentistry | |
| **Fri Feb 14, 2014** | Mid-term break begins for fourth-year Veterinary Medicine - no clinical rotations | |
| **Sat Feb 15, 2014** | Last day to withdraw from T1T2 Fall and Winter two-term classes | Fixed date. When the dates occur on a Saturday or Sunday, the deadline automatically becomes 4:30 p.m. the previous Friday for those colleges who manually withdraw their students. |
| **Mon Feb 17, 2014** | Mid-term break ends for fourth-year Veterinary Medicine | |
| **Mon Feb 17, 2014** | Family Day - University closed | |
| **Mon Feb 17, 2014** | Mid-term Break with no classes begins for all colleges except fourth-year Veterinary Medicine, fourth-year Nutrition, fourth-year Pharmacy, and third- and fourth-year Medicine | |
| **Tue Feb 18, 2014** | Fall Term deferred and supplemental examinations begin | |
| **Sat Feb 22, 2014** | Mid-term Breaks ends for all colleges except fourth-year Veterinary Medicine, fourth-year Nutrition and fourth-year Pharmacy | |
| **Mon Feb 24, 2014** | First day of Term 2 Session B for fourth-year Dentistry | |
| **Thu Feb 27, 2014** | University Council meeting | |
| **Sat Mar 15, 2014** | Last day to withdraw from T2 Winter Term classes | Fixed date. When the dates occur on a Saturday or Sunday, the deadline automatically becomes 4:30 p.m. the previous Friday for those colleges who manually withdraw their students. |
| **Thu Mar 20, 2014** | University Council meeting | |
| **Mon Mar 31, 2014** | Closing date for submission of applications for Spring Convocation | |
| **Fri Apr 04, 2014** | Last day of clinical rotations for fourth-year NEPS April completion and second-year Post Degree BSN | |
| **Mon Apr 07, 2014** | Seminars for fourth-year NEPS April completion and second-year Post Degree BSN | |
| **Tue Apr 08, 2014** | Last day of classes for Law | |
| **Tue Apr 08, 2014** | Seminars for fourth-year NEPS April completion option and second-year Post Degree BSN | |
| **Tue Apr 08, 2014** | Last day of classes except Dentistry, Law, Medicine, fourth-year Nutrition, fourth-year Pharmacy and all years Veterinary Medicine | |
| **Wed Apr 09, 2014** | General Academic Assembly meeting | |
| **Thu Apr 10, 2014** | First day of final examinations for Law | |
| **Thu Apr 10, 2014** | Winter Term and Fall and Winter two-term class final examinations begin | |
| **Fri Apr 11, 2014** | Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Spring Convocation | |
| **Fri Apr 11, 2014** | Last day of classes for second-year Veterinary Medicine | |
| **Fri Apr 11, 2014** | Last day of classes for fourth-year Dentistry | |
| **Mon Apr 14, 2014** | First day of final examinations for second-year Veterinary Medicine | |
| **Mon Apr 14, 2014** | First day of final examinations for fourth-year Dentistry | |
| **Thu Apr 17, 2014** | Last day of classes for first- and third-year Veterinary Medicine | |

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| **Thu Apr 17, 2014** | Last day of classes for final-year Medicine |
| **Thu Apr 17, 2014** | University Council meeting |
| **Fri Apr 18, 2014** | Good Friday - University closed |
| **Sat Apr 19, 2014** | Easter Saturday |
| **Sun Apr 20, 2014** | Easter Sunday |
| **Mon Apr 21, 2014** | First day of final examinations for third-year Veterinary Medicine |
| **Tue Apr 22, 2014** | First day of final examinations for first-year Veterinary Medicine |
| **Fri Apr 25, 2014** | Last day of final examinations for third-year Veterinary Medicine |
| **Fri Apr 25, 2014** | Last day of final examinations for Law |
| **Sat Apr 26, 2014** | University Senate meeting |
| **Mon Apr 28, 2014** | Last day of clinical rotations for fourth-year Veterinary Medicine |
| **Mon Apr 28, 2014** | Last day of final examinations for first- and second-year Veterinary Medicine |
| **Wed Apr 30, 2014** | Last day of final examinations for fourth-year Dentistry |
| **Wed Apr 30, 2014** | Last day of classes for first-year Medicine |
| **Wed Apr 30, 2014** | Last day of final examinations for all colleges except for Dentistry, Law, first- and second-year Medicine, fourth-year Nutrition, fourth-year Pharmacy, and third-year Veterinary Medicine |
| **Wed Apr 30, 2014** | Last day of classes for first- and third-year Dentistry |
| **Thu May 01, 2014** | First day of spring classes for second-year BSN |
| **Fri May 02, 2014** | Last day of classes for fourth-year Nutrition and fourth-year Pharmacy |
| **Mon May 05, 2014** | First day of spring classes for first-year and second-year Post Degree BSN and third-year BSN |
| **Mon May 05, 2014** | First day of final examinations for first-year Medicine |
| **Mon May 05, 2014** | First day of final examinations for first- and third-year Dentistry |
| **Wed May 07, 2014** | Spring Term (Quarter 1, Term 1 and Two-term) begins |
| **Fri May 09, 2014** | Deadline to pay Term 1 Spring and Summer tuition |
| **Mon May 12, 2014** | Faculty meetings |
| **Tue May 13, 2014** | Faculty meetings |
| **Wed May 14, 2014** | Last day of classes for second-year Dentistry and second-year Medicine |
| **Wed May 14, 2014** | Deadline for submitting Winter Term and Fall and Winter two-term supplemental and deferred exam authorizations. |
| **Thu May 15, 2014** | First day of final examinations for second-year Dentistry |
| **Fri May 16, 2014** | Last day of final examinations for first-year and third-year Dentistry and first-year Medicine |
| **Mon May 19, 2014** | First day of final examinations for second-year Medicine |
| **Mon May 19, 2014** | Victoria Day - University closed |
| **Thu May 22, 2014** | University Council meeting |
| **Wed May 28, 2014** | Spring Term (Quarter 1) ends |
| **Thu May 29, 2014** | Spring Term (Quarter 1) final examinations begin. Mid-term break begins for Spring Term 1 and multi-term classes - no classes. |
| **Fri May 30, 2014** | Spring Term (Quarter 1) final examinations end. Mid-term break ends for Spring Term 1 and multi-term classes. |
| **Fri May 30, 2014** | Last day of final examinations for second-year Dentistry and second-year Medicine |
| **Mon Jun 02, 2014** | Spring Term (Quarter 2) begins |
| **Tue Jun 03, 2014** | Convocation |
| **Wed Jun 04, 2014** | Convocation |
| **Thu Jun 05, 2014** | Convocation |
| **Fri Jun 06, 2014** | Convocation |
| **Thu Jun 12, 2014** | Winter Term and Fall and Winter two-term deferred and supplemental examinations begin |
| **Thu Jun 19, 2014** | University Council meeting |

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| **Fri Jun 20, 2014** | Spring Term (Term 1 and Quarter 2) ends |
| **Mon Jun 23, 2014** | Spring Term (Term 1 and Quarter 2) final examinations begin. Mid-term break begins for multi-term classes. |
| **Wed Jun 25, 2014** | Spring Term (Term 1 and Quarter 2) final examinations end. Mid-term break ends for multi-term classes. |
| **Thu Jun 26, 2014** | Summer Term (Term 2 and Quarter 3) begins |
| **Tue Jul 01, 2014** | Canada Day - University closed |
| **Thu Jul 17, 2014** | Summer Term (Quarter 3) ends |
| **Fri Jul 18, 2014** | Summer Term (Quarter 3) final examinations begin. Mid-term break begins for Summer Term 2 and multi-term classes - no classes. |
| **Mon Jul 21, 2014** | Summer Term (Quarter 3) final examinations end. Mid-term break ends for Summer Term 2 and multi-term classes. |
| **Tue Jul 22, 2014** | Summer Term (Quarter 4) begins |
| **Mon Aug 04, 2014** | Saskatchewan Day - University closed |
| **Tue Aug 12, 2014** | Spring and Summer Term (Quarter 4, Term 2 and Two-term) ends |
| **Wed Aug 13, 2014** | Spring and Summer Term (Quarter 4, Term 2 and Two-term) final examinations begin |
| **Fri Aug 15, 2014** | Spring and Summer Term (Quarter 4, Term 2 and Two-term) final examinations end |
| **Sun Aug 17, 2014** | Last day of classes for third-year Medicine |

# Printable version

- 2012-2013 Academic Calendar

Updated on November 9, 2012

TO | **Deans, Directors and Administrative Officers**

FROM | **Russell Isinger, Registrar and Director of Academic Services**

SUBJECT | **2013-2014 Tentative Academic Calendar**

DATE | **November 13, 2012**

# Memorandum

Please refer to the attached document to view the tentative Academic Calendar (previously known as the Academic Schedule) for the 2013-2014 Academic Year.

This Calendar was developed according to existing practices in consultation with the Academic Deans of the colleges, and is based on last year's Academic Calendar, adjusting for yearly calendar changes. This Calendar achieves a balance between the number of teaching days in each term, two days for orientation in September, and a sufficient number of days to accommodate the increasing number of December final examinations.

Please review this Calendar, particularly as it concerns your college or unit, to ensure that the dates are correct and appropriate and that they properly reflect any changes in procedures that you have made in the last year. Non-direct entry colleges are asked to pay particular attention to start and end dates of classes and examinations.

Please note that for 2013, Orientation will be held on Tuesday and Wednesday following Labour Day. Classes for the Fall Term will begin on Thursday, September 5th.

As approved in 2012, the Academic Courses Policy now allows for 24-48 hours between the last day of lectures and the first day of final examinations. Since there are fewer teaching days and final examinations days available for both 2013 and 2014, the 24 hour period between the last day of classes and the first day of final examinations will have to be utilized, though we will endeavor, as much as possible, not to schedule a large number of examinations into this day.

We have once again scheduled a Break Day on the Friday before Thanksgiving where no classes will be held, with the exception of Dentistry, Medicine, and Veterinary Medicine.

Please respond by e-mail to lynette.murza@usask.ca by **November 19th, 2012** stating any required changes or providing any general feedback.

Yours respectfully,

Russell Isinger
University Registrar

LM
Encl.

# SUMMARY OF TEACHING DAYS

| | M | T | W | Th | F | Total | | Exam Days |
|---|---|---|---|---|---|---|---|---|
| 2013 Sep 5 (Th) – Dec 4 (W) | 11* | 13 | 13 | 13 | 12** | 62 | | 14 (Dec. 6-21) |
| 2014 Jan 6 (M) – Apr 8 (T) | 13+ | 13+ | 12+ | 12+ | 12+# | 62 | )124 | 16 (Apr. 10-30) |

* Thanksgiving – M. Oct. 14
Remembrance Day – M. Nov. 11
** Term 1 Break Day – F. Oct. 11
+ Midterm break – Feb. 17-21 (includes Family Day – M. Feb. 17)
# Good Friday – F. Apr. 18

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2012 Sept. 6 (Th) – Dec. 5 (W) | 11* | 13 | 13 | 13 | 12** | 62 | | 13 (Dec. 7-21) |
| 2013 Jan. 3 (Th) – Apr. 9 (T) | 13+ | 13+ | 12+ | 13+ | 12+# | 63 | )125 | 17 (Apr. 11-30) |

* Thanksgiving – M. Oct. 8
Remembrance Day – M. Nov. 12 (M for S Nov 11)
** Term 1 Break Day – F. Oct. 5
+ Midterm break – Feb. 18-22 (includes Family Day – M. Feb. 18)
# Good Friday – F. Mar. 29

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2011 Sept. 6 (T) – Dec. 2 (F) | 11* | 13 | 13 | 13** | 12 | 62 | | 16 (Dec. 5-22) |
| 2012 Jan. 4 (W) – Apr. 5 (Th) | 12+ | 12+ | 13+ | 13+ | 12+# | 62 | )124 | 19 (Apr. 9-30) |

* Thanksgiving – M. Oct. 10
** Remembrance Day – Fri. Nov. 11
+ Midterm break – Feb. 20-24 (includes Family Day – M. Feb. 20)
# Good Friday – Apr. 6

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2010 Sept. 7 (T) – Dec. 3 (F) | 11* | 13 | 13 | 12** | 13 | 62 | | 15 (Dec. 6-22) |
| 2011 Jan. 5 (W) – Apr. 8 (F) | 12+ | 12+ | 13+ | 13+ | 13+# | 63 | )125 | 16 (Apr. 11-30) |

* Thanksgiving – M. Oct. 11
** Remembrance Day – Th. Nov. 11
+ Midterm break – Feb. 21-25 (includes Family Day – M. Feb. 21)
# Good Friday – Apr. 22

⇕
Easter Sat. excluded

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2009 Sept. 3 (Th) – Dec. 4 (F) | 11* | 13 | 12** | 14 | 14 | 64 | | 14 (Dec. 7-22) |
| 2010 Jan. 4 (M) – Apr. 8 (TH) | 13+ | 13+ | 13+ | 13+ | 11+# | 63 | )127 | 18 (Apr. 10-30) |

* Thanksgiving – M. Oct. 12
** Remembrance Day – W. Nov. 11
+ Midterm break – Feb. 15-19
# Good Friday – Apr. 2

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2007 Sept. 5 (W) – Dec. 3 (M) | 11** | 12 | 13 | 13 | 13 | 62 | | 15 (Dec. 5-21) |
| 2008 Jan. 3 (Th) – Apr. 7 (M) | 13+ | 12+ | 12+ | 13+ | 12+# | 62 | )124 | 18 (Apr. 10-30) |

* Thanksgiving-M. Oct. 8
* Remembrance Day – Sun. Nov. 11
+ Midterm break – Feb. 18-23
# Good Friday, Mar. 21

| | **M** | **T** | **W** | **Th** | **F** | **Total** | | **Exam Days** |
|---|---|---|---|---|---|---|---|---|
| 2006 Sept. 6 (W) – Dec. 4 (M) | 12* | 12 | 13 | 13 | 12** | 62 | | 14 (Dec. 7-22) |
| 2007 Jan. 3 (W) – Apr. 9 (M ) | 13+ | 12+ | 13+ | 13+ | 12+# | 63 | }125 | 15 (Apr. 12-30) |

* Thanksgiving – M. Oct. 9
** Remembrance Day-Sat. Nov. 11
+ Midterm break-Feb. 12-17
# Good Friday, April 6

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2005 Sept. 7 (W) – Dec. 5 (M) | 12* | 12 | 13 | 13 | 12** | 62 | | 13 (Dec. 8-22) |
| 2006 Jan. 4 (W) – Apr. 7 (F) | 12+ | 12+ | 13+ | 13+ | 13+ | 63 | }125 | 17 (Apr. 10-29) |

* Thanksgiving-M. Oct. 10
** Remembrance Day-F. Nov. 11
+ Midterm break-Feb. 13-18
# Good Friday-April 14

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2004 Sept. 8 – Dec. 6 | 12* | 12 | 13 | 12** | 13 | 62 | | 13 (Dec. 9-23) |
| 2005 Jan. 5 – Apr. 8 | 12+ | 12+ | 13+ | 13+ | 12+# | 62 | }124 | 17 (Apr. 12-30) |

* Thanksgiving-M. Oct 11
** Remembrance Day-Th. Nov. 11
+ Midterm break-Feb. 14-19
# Good Friday-March 25

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2003 Sept. 4 – Dec. 3 | 12* | 12** | 13 | 13 | 13 | 63 | | 13 (Dec. 6-20) |
| 2004 Jan. 5 - Apr. 6 | 13+ | 13+ | 12+ | 12+ | 12+ | 62 | }125 | 16 (Apr. 10-28) |

* Thanksgiving-M. Oct. 13
** Remembrance Day-T. Nov. 11
+ Midterm break-Feb. 16 – 21
# Good Friday-April 9

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2002 Sept. 5 – Dec. 4 | 11* | 13 | 13 | 13 | 13 | 63 | | 14 (Dec. 7-21) |
| 2003 Jan. 6 - Apr. 8 | 13+ | 13+ | 12+ | 12+ | 12+ | 62 | }125 | 17 (Apr. 11-30) |

* Thanksgiving-M. Oct. 14
* Remembrance Day-M. Nov. 11
+ Midterm break-Feb. 17 – 23

**Item for Information:**

**College of Dentistry Course Label/Number Changes**

☐The College is changing the label and numbering of the MED courses that are currently also attended by our dental students; we want the new DENT courses double-listed with the MED courses.
☐The credit unit assignment, course title and calendar descriptions remain the same However, the newly labeled/numbered courses would also appear in the College of Dentistry course section in the academic catalogue
☐The rationale for the proposed label and number changing is primarily to allow the College of Dentistry to return to a percentage grade reporting system rather than the currently used pass/fail grading system (the College of Medicine uses the pass/fail grading system and plans to continue to do so) - the classes would thus need to be built separately (double listed) to allow dentistry to submit percentage grades; this change will also allow the College to provide consistent labeling of all dentistry courses as DENT.
☐Seanine Warrington was consulted to confirm that the numbering is ok to use (Sept 25th). A consultation with the Registrar meeting took place on October 4th, 2012.
☐These course numbering changes are effective the 2013/14 academic year

| **Currently Numbered MED Courses for Dental Students** | **Label/Number changes for the MED Courses for Dental Students** |
|---|---|
| MED 102.1 General Pathology | DENT 292.1 General Pathology |
| MED 108.4 Introductory Neuroanatomy | DENT 293.4 Introductory Neuroanatomy |
| MED 109.19 Form and Function of the Human Body for Dental Students | DENT 294.19 Form and Function of the Human<br>Body for Dental Students |
| MED 201.4 Pharmacology | DENT 391.4 Pharmacology |

**AGENDA ITEM NO: 9.1**

UNIVERSITY COUNCIL

**PLANNING AND PRIORITIES COMMITTEE**

**REQUEST FOR DECISION**

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

**DATE OF MEETING:** December 20, 2012

**SUBJECT:** **Establishment of C-EBLIP: Centre for Evidence Based Library and Information Practice as a Type A Centre in the University Library**

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the establishment of the Centre for Evidence Based Library and Information Practice (C-EBLIP) as a Type A Centre in the University Library, effective December 20, 2012.*

**PURPOSE:**

The Centre for Evidence Based Library and Information Practice (C-EBLIP) will serve as a nexus for library faculty as researchers and practitioners.

**CONTEXT AND BACKGROUND:**

The Centre arises from the institutional goal of supporting the academic and service missions of the University Library. The Library has an emerging national and international reputation as a leader in research in the field of librarianship. The Centre will enhance the Library's growing reputation by fostering the research efforts of librarians and informing their professional practice.

**CONSULTATION:**

The Centres Subcommittee considered the proposed Centre on October 9, 2012. Recommendations included a sharper focus for the Centre and the highlighting of opportunities for additional funding. The Planning and Priorities Committee considered the Centre at its meeting on November 21, 2012, and enthusiastically supported the proposal.

**SUMMARY:**

The Planning and Priorities Committee supports the establishment of the Centre for Evidence Based Library and Information Practice as a Type A, as it will advance the Library's research goals by supporting librarians as researchers and evidence-based practitioners.

**ATTACHMENTS:**

1. Proposal to establish C-EBLIP: Centre for Evidence Based Library and Information Practice

The Centres Policy and Guidelines may be found at:
www.usask.ca/university_secretary/policies/research/8_23.php

## 1. Name of Centre

The Centre for Evidence Based Library and Information Practice (C-EBLIP)

## 2. Type of Centre

Type A

## 3. Academic Plan

### Background and Context

The University Library is a non-departmentalized college with a faculty complement of 41: 27 librarians[1] with tenure and 14 librarians in the pre-tenured group. In 2006, the Library was recognized as having both a service mission and an academic mission. This development saw the hiring of the first Dean of the Library; a first for not only in the University Library but also across Canada, which led to local and national implications. There is now a trend of having a Dean of the Library, with the University of Toronto, McGill, and Simon Fraser University following suit in Canada. Under Dean Williamson's leadership, a strategic plan was developed for the University Library which included the mandate to develop and intensify research among Library faculty members. Throughout IP2 and continuing on in IP3, the Library has been progressing a range of programs and activities in order to bring this intensification to fruition.

For librarians, research as faculty members is often tied to the practice of professional skills. A librarian's research may be in

- applied scholarship - investigating the practice from within librarianship such as application of a new technology, management practices, the development of information delivery methods and services, application of teaching methods, or development of standards for organizing information and library resources.
- subject scholarship - research in the literature of specific disciplines resulting in the publication of bibliographies, resource lists, internet site evaluations, translations, books, articles, etc.
- theoretical/policy scholarship - exploration of issues leading to the development of theory, policy and standards of practice for the library community. For example: copyright for digital resources, electronic licensing agreements, equity and sustainability of information access.

Librarians at the University Library conduct research in various areas of specialization such as evidence based library and information practice, health sciences, information seeking behaviour, open access and scholarly communication, digital preservation and curation, library leadership, change management, and more. Librarians are encouraged to submit their research to the University Library's eCommons@usask, http://ecommons.usask.ca/handle/10388/7 .

The University Library is a member of the Canadian Association of Research Libraries (CARL) and the American Association of Research Libraries (ARL). Dean Williamson's active involvement in these and other high level organizations ensures that the University Library has a high profile nationally and

[1] Throughout the document the term librarian includes the University archivists.

internationally. In December of 2011, the University Library was awarded the 7th International Evidence Based Library and Information Practice conference (EBLIP7). This biennial conference has been held in Sheffield, UK; Edmonton, AB; Brisbane, Australia; Chapel Hill-Durham, NC, USA; Stockholm, Sweden; and Manchester, UK. The University Library was successful against an application from Sao Paolo, Brazil and will host this international conference from July 15-18, 2013 on campus. Proposed C-EBLIP Director Virginia Wilson is developing an international reputation in evidence based library and information practice (EBLIP). There are already other librarians in the University Library who are interested in EBLIP and interest is spreading across the collegium. The proposed Centre for Evidence Based Library and Information Practice is strategically the next step in research development and intensification in the University Library. C-EBLIP will provide research support for University Library faculty members, participate in generating changes to the internal research culture in the Library, and give the Library a clearer external profile and a contact point for possible local, national, and international research partnerships. C-EBLIP would be the first research centre of its kind in Canada.

Vision: The Centre for Evidence Based Library and Information Practice is the nexus for research at the University Library, and it is devoted to the idea that practitioner-researchers make a vital contribution to the University Library, the University of Saskatchewan, and the field and discipline of librarianship.

Mission: To support librarians as researchers and evidence based practitioners, to raise the profile of librarians as researchers on campus and beyond, and to enhance the University Library's national and international reputation as a research organization.

## Goals and Objectives

The proposed Centre for Evidence Based Library and Information Practice takes as its context evidence based library and information practice. EBLIP is a way of practicing librarianship, offering both a conceptual framework and practical tools. EBLIP in a nutshell is essentially this: finding the best available research evidence and using it in a practice situation to inform decision making, policy, procedures, etc. Additionally, EBLIP encourages librarians to conduct their own research studies if the evidence is not available, and to add to the body of Library and Information Science (LIS) evidence by publishing or other means of dissemination. However, the idea is not to use research evidence to the exclusion of knowledge gained over the span of a professional career, discussions with colleagues, or common sense. Instead, the idea is to draw on research in addition to these methods of undertaking professional practice – it can provide a part of the picture that may have been missing until now. Librarians have a history and heritage in the nature of their practice of supporting others' research efforts. It is time for the librarians at the University Library to acknowledge our own engagement in research. C-EBLIP will provide structure for this.

A focused research centre will be an invaluable locus for the continued development of the University Library's research culture. The Library has been building a culture of research for the past several years. Current activities such as the Dean's Research Lecture Series, the Dean's Research and Innovation Fund, and the Researcher-in-Residence Program, as well as Dean Williamson's own robust record of research, speak to her commitment to the development of a research culture. Librarians as faculty members have a mandate to develop programs of research in order to meet the standards for tenure and promotion, and to contribute as active University citizens in the creation and dissemination of knowledge. A formalized Centre will focus on research and librarians conducting research, not only

for the attainment of tenure and promotion, but also to contribute to the field of librarianship. U of S librarians as faculty members are in a unique position to be able to add value to the body of LIS evidence. To approach the conducting of research and the dissemination of research outputs from the support and reinforcement of a formalized centre will be beneficial to individual librarians as well as the University Library's research culture. Now is the time to create such a structure in order to support librarians at all levels of their careers and to more closely align the University Library in terms of research with the University of Saskatchewan's Third Integrated Plan (IP-3).

C-EBLIP resonates with the University of Saskatchewan's IP-3, *Promise and Potential*. This plan reemphasizes the University's commitment to research. The section of the plan entitled "Knowledge Creation: Innovation and Impact" states that "over this planning cycle, we will establish a pervasive culture of research and scholarship throughout the institution". To do this, "every faculty member must contribute to the research, scholarly, and artistic mission of our university and our faculty need to do so in ways which are at least comparable to those of colleagues at our peer universities". The plan strongly states that "we cannot have segments of our institution act as bystanders to our research mission". The creation of C-EBLIP will help ensure that the University Library is even more strongly aligned with the University's integrated plan, a plan that calls for action: "Colleges and schools will create and implement research plans which align with institutional goals of pre-eminence and impact, which emphasize strengths both complementary to and independent of the signature areas of research, which describe strategies for increasing the productivity of faculty, and which provide for coordination of effort associated with research, scholarly, and artistic work throughout the university". Librarians at the University Library are contributing to the University through research in many different ways. By directing our efforts through the Centre, we can intensify our own research endeavors, maximize the impact of our research, and increase the profiles of our researchers.

C-EBLIP falls under Strategy 2 in the *University Library's Strategic Plan*: Researcher, Scholar, Practitioner Strategy. This strategy aims to intensify librarians' research activities. As it states in the *University Library Plan for the Third Planning Cycle, 2012-2016*, new initiatives include "exploration of the establishment of a Centre for Evidence-Based Library and Information Practice (Type A Centre) within the University Library as the focus for the research activities of librarians as scholars and researchers. Establishing a Type A Centre would require university approval, but can be realized using existing library resources." These resources include funding already in place for several activities already occurring in the library as well as physical space such as an existing allocated office for the research-in-residence program and the librarians' research office. These physical spaces will become aligned with C-EBLIP and provide the shop front. No additional costs will be involved as these facilities are already established.

The University Library is acknowledged to have the most rigorous and demanding standards for tenure and promotion in Canada. Our librarians are rising to this challenge by conducting high level research, presenting at national and international conferences, and publishing in scholarly journals. According to a recent survey undertaken by Schrader, Shiri, and Williamson, "Two-thirds of participating [University Library] librarians said they were involved in research at the time of the survey, and more than 90% indicated plans within the next year or two to complete a research project and share findings through

publication or conference presentations"[2]. C-EBLIP will offer a means to showcase this research activity, as well as provide an internal infrastructure to keep the research culture dynamic and flexible within the University Library and the larger campus community.

C-EBLIP is a financially and physically sustainable endeavour. Several of the activities (see below) which will be under the umbrella of the Centre are already funded and occurring. As well, one of the goals of C-EBLIP is to attain more robust research funding, both as a Centre and across the University Library collegium. As the Centre grows and develops, aiding the University Library in becoming a greater force in research, external funding will be sought. With anticipated research partnerships and larger research projects, funding momentum will be generated, which will enhance the initial funding provided by the University Library. In particular, SSHRC grant funding is a concrete goal for C-EBLIP. In terms of being physically sustainable, the University Library will dedicate space to the Centre for C-EBLIP activities and to serve as a tangible contact point for Centre business.

C-EBLIP will be essentially comprised of three parts: existing activities, librarians as researchers, and using evidence in practice:

## Existing activities

- This year (2012) will mark the 7th offering in the Dean's Research Lecture Series. The inaugural Dean's Research Lecture was held in 2006 to recognize librarians as researchers and to help raise the profile of research in library and information science. These well-received lectures are open to the campus community.

  Past lectures:
  **2011:** Dr. Ingrid Parent, President of the International Federation of Library Associations and University Librarian at the University of British Columbia. Dr. Parent spoke about international librarianship, partnership, and the role of professional associations.

  **2010:** Dr. James G. Neal, Vice-President for Information Services, and University Librarian at Columbia University, New York.

  **2009:** Dr. David Wiley, Associate Professor, Brigham Young University. Dr. Wiley spoke about trends in scholarly communication and open access.

  **2008:** Mr. Ian E. Wilson, Librarian and Archivist of Canada. Mr. Wilson delved into the convergence between archives and libraries.

  **2007:** Dr. Jean-Claude Guedon, from the Université de Montréal held in conjunction with Congress 2007. Dr. Guedon spoke about intellectual property and copyright.

  **2006:** Mr. Ernie Ingles, Vice-Provost and Chief Librarian at the University of Alberta and recipient of the 2006 Canadian Association of Research Libraries (CARL) Award for

[2] Schraeder, A.M, Shiri, A, & Williamson, V. (2012). Assessment of the Research Learning Needs of University of Saskatchewan Librarians: A Case Study. *College & Research Libraries 73*(2), 147-163.

Distinguished Service to Research Librarianship. Mr. Ingles spoke about research in librarianship.

- The Dean's Research and Innovation Fund is intended to provide financial support to conduct research or pilot/implement innovative projects within the library. Librarians can apply for funding at any time. So far, six librarians/librarian partnerships have been awarded funding since 2007.
- The Researcher-in-Residence Program is designed to aid in the enrichment and development of research at the University Library by providing space and various types of support for a visiting professional (educator or practitioner) with the expectation that the professional will interact with librarians regarding research activities.

### Librarians as researchers

There are many possibilities for C-EBLIP to support and showcase librarians as researchers. In July 2013, the 7th International Evidence Based Library and Information Practice conference (EBLIP7) will be held at the University Library on the U of S campus. This biennial conference has grown out of an interest in evidence based practice—using the best available evidence including published research evidence to inform practice and aid in decision-making. On the "off" years of the EBLIP conference series, C-EBLIP could hold events on a provincial or even national level such as workshops on methodologies, seminars focusing on research, and research colloquia. Additionally, the University Library was involved in the creation and launch of the inaugural Canadian Association of Research Libraries Librarians' Research Institute (CARL LRI) held in June 2012 in Windsor, ON. The University Library has just been given the nod to host the second CARL LRI in conjunction with the University of Regina in June 2013. This unique institute goes beyond skills based courses as it presents an intensive workshop designed to help Canadian librarians hone and further their research skills and in doing so help to build and develop a Canadian library research culture.

### Using evidence in practice

As mentioned above, evidence based practice is an increasing trend in librarianship. Librarians, administrators, and managers consult not only the body of LIS research, but also research in the areas of business, marketing, education, and the social sciences to assist with decision-making, policy, and practice situations. C-EBLIP will be able to assist librarians in undertaking evidence based practice by offering resources and instruction for evidence based library and information practice basics such as critical appraisal, research methods, and research dissemination. Learning to become active and effective evidence based practitioners not only helps librarians in their work, it also allows librarians to connect with other disciplines who also engage in evidence based practice such as health sciences, education, and business.

## Impact and Relationships

The focal point of C-EBLIP will be research: using research evidence in practice, conducting research as faculty, disseminating research, and learning from the research of others. To have a physical and academic space devoted to librarians and our research will serve several functions:

- Research support – Collegial support systems are important when building a program of research; planned and coordinated research offerings such as workshops, seminars, and colloquia will help to create and maintain skills, enthusiasm, and expertise; research support funding will help in practical terms to progress research projects to completion.
- Mentorship – Informal collegial mentorship plays a strong role in the University Library. Having this informal mentorship focus on research will be beneficial to our new librarians as well as those who are expanding their programs of research, and those with robust research experience and a desire to pass along that knowledge.
- Potential for collaboration – This potential is twofold: it brings together librarians from across the University Library system in a way that is not normally seen in day to day work activities. With seven branch libraries and other library units, librarians are physically spread across campus. Opportunities to come together to discuss, conduct, and learn about research are not as abundant as they might be. C-EBLIP will serve as a meeting area and focal point for librarians to explore potential partnerships and to learn together. As well, having a formal Centre will enable potential partners from across the University campus to find us if they believe one or more librarians can play a role in research in other disciplines.
- A means to promote what librarians can offer the campus community in terms of research from the academic side (our academic mission) in addition to what we can offer campus from the research assistance side (our service mission).
- A higher research profile locally, nationally, and internationally.

### Scholarly Work

The University Library is one of the leading academic libraries in Canada in the areas of scholarly work and evidence based library and information practice. With our burgeoning internal culture of research, our rigorous standards for tenure and promotion, and our presence on the international EBLIP stage, the University Library is distinctively situated to become a leader in librarian practitioner-research and EBLIP. C-EBLIP affiliation will be open to all librarians employed by the University Library. As faculty, librarians are mandated to conduct research; therefore, the Centre would be beneficial to these scholars as a resource and a meeting place. Evidence based library and information practice is an area of growing interest to many faculty members in the University Library. These librarians would find the Centre a place to explore EBLIP as a conceptual and practical activity. Members of the international EBLIP community, who will be on campus in July 2013, will be introduced to C-EBLIP and it is conceivable that research partnerships between University of Saskatchewan librarians and the larger EBLIP community could be formed. While it is unknown at this time exactly how these relationships will form, the possibilities are endless and exciting when it comes to building relationships from within C-EBLIP.

## 4. Proponents

Dean Vicki Williamson, University Library, University of Saskatchewan, Librarian IV
Ken Ladd, Associate Dean, University Library, University of Saskatchewan, Librarian IV
Frank Winter, University Library, University of Saskatchewan, Librarian IV
Jill Crawley-Low, Assistant Dean, Services to Libraries, University Library, U of S, Librarian IV
Lyn Currie, Head, Education Library, University of Saskatchewan, Librarian IV

Charlene Sorensen, Head, Description and Discovery, University Library, U of S, Librarian III
Virginia Wilson, University Library, University of Saskatchewan, Librarian III
DeDe Dawson, University Library, U of S, Librarian I
Maha Kumaran, SHIRP Librarian, U of S, Librarian I
Sara Mueller, Research Facilitator, University Library, U of S (currently on maternity leave)
Carolyn Pytlyk, Research Facilitator, University Library, U of S

### Consultations

Consultations were undertaken with the following individuals and groups:

- Jim Basinger, Associate Vice-President Research, University of Saskatchewan
- Vicki Williamson, Dean, University Library, University of Saskatchewan
- Cecilia Reynolds, Dean, College of Education, University of Saskatchewan
- David J. Parkinson, Vice-Dean of Humanities and Fine Arts, University of Saskatchewan
- Ken Coates, Canada Research Chair in Regional Innovation, Johnson-Shoyama Graduate School of Public Policy, University of Saskatchewan
- Len Findlay, Humanities Research Unit, College of Arts and Science
- Jason Disano, Director, Social Sciences Research Laboratories, University of Saskatchewan
- Librarians Forum, University Library
- Pre-Tenured Librarians Group, University Library
- Denise Koufogiannakis, University of Alberta
- Sandra Calver, coordinator, University Governance, University of Saskatchewan

Librarians Forum and the Pre-Tenured Librarians Group are groups within the University Library. The former is comprised of all University librarians, and it meets to share research, information, collegial discussion, and issues pertinent to information management. The latter is comprised of librarians going through the tenure process, and provides support for that process. Denise Koufogiannakis is one of EBLIP's leading researchers. She was also one of the founders of the open access journal, *Evidence Based Library and Information Practice* (http://ejournals.library.ualberta.ca/index.php/EBLIP/) which is in its 7th year of publishing.

## 5. Centre Management

Administration of the Centre will be undertaken by a Director (Virginia Wilson) who will have this role as part of her assigned duties at the University Library. The Dean of the Library, Dr. Vicki Williamson, will be administratively accountable for the Centre. The Director will report annually to the Dean on the activities, accomplishments, finances and budget of the Centre.

Contact: Virginia Wilson virginia.wilson@usask.ca

## 6. Resources and Budget

A substantial segment of the following itemization of resources is a consolidation of resources that are existing expenditures.

| C-EBLIP | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| **Revenues** | **Amount** | **Amount** | **Amount** |
| Dean's Lecture Series & | | | |
| Dean's Research & Innovation Fund | 9,000 | 9,000 | 9,000 |
| Biennial Event | 0 | 10,000 | 0 |
| Smaller Event | 3,000 | 0 | 3,000 |
| One-time costs | 10,625 | | |
| Office supplies | 430 | 430 | 430 |
| Total Revenues | 23,055 | 19,430 | 12,430 |
| **Expenses** | | | |
| **Events** | | | |
| Dean's Lecture Series & | | | |
| Dean's Research & Innovation Fund | 9,000 | 9,000 | 9,000 |
| Biennial Event | 0 | 10,000 | 0 |
| Smaller Event | 3,000 | 0 | 3,000 |
| Subtotal | 12,000 | 19,000 | 12,000 |
| **Office supplies** | | | |
| Paper | 60 | 60 | 60 |
| Labels | 70 | 70 | 70 |
| Printer toner cartridges | 200 | 200 | 200 |
| Miscellaneous | 100 | 100 | 100 |
| Subtotal | 430 | 430 | 430 |
| **One Time Costs** | | | |
| Marketing/Promotion | 10,000 | | |
| Scanner/photocopier/printer | 300 | | |
| Label Maker | 200 | | |
| Stapler-heavy duty | 75 | | |
| Stapler-light duty | 30 | | |
| Tape dispenser | 20 | | |
| Subtotal | 10,625 | | |

| | | | |
|---|---|---|---|
| Total Expenses | 23,055 | 19,430 | 12,430 |
| Net Revenues (Expenses) | 0 | 0 | 0 |
| Residual Funds (Deficit) - Opening Balance | 0 | 0 | |
| Net Operations | 0 | 0 | 0 |
| Residual Funds (Deficit) - Ending Balance | 0 | 0 | 0 |

## 7. Support

In the consultation process undertaken for this application, consultees were unanimously supportive of a Type A centre focused on research and evidence based practice in the University Library. A wide and varied group of people across campus were informed about the proposed centre and asked for advice and feedback, which was generously given. Attached are letters of support from:

Vicki Williamson, Dean, University Library, University of Saskatchewan
Cecilia Reynolds, Dean, College of Education, University of Saskatchewan
David Parkinson, Vice-Dean of Humanities and Fine Arts, University of Saskatchewan
Ken Coates, Canada Research Chair in Regional Innovation, Johnson-Shoyama Graduate School of Public Policy, University of Saskatchewan
Len Findlay, Humanities Research Unit, University of Saskatchewan
Margaret Haines, University Librarian, Carleton University
Alvin Schrader, University of Alberta
Denise Koufogiannakis, University of Alberta
Gwen Ebbett, Chair of the Canadian Association of Research Libraries (CARL), Research Libraries Committee.

## 8. Governance

Under the leadership of the Centre Director and with the advice of Dean Williamson, any events undertake by C-EBLIP will be planned and carried out by member librarians. It is envisioned that the Centre will provide the structure for collaborative efforts in building events such as workshops, seminars, and colloquia. The Centre Director will be the contact person for all Centre business.

## 9. Systematic Assessment

The Centre will be subject to systematic review as specified in the University of Saskatchewan *Policy on Centres.* The operations of C-EBLIP will be reviewed in the context of the University integrated planning process. The University Library's Strategic Plan is reviewed yearly and the assessment of the C-EBLIP will fall within this timeline. The University Library has set up an in-house systematic program of assessment which cycles through reviews. A Centre review will be built into this program. The review will be co-ordinated by Dean Williamson, who is administratively responsible for the work of the Centre.

UNIVERSITY OF SASKATCHEWAN
University Library

MEMORANDUM

Dean's Office

| | |
|---|---|
| TO: | Bob Tyler, Planning and Priorities Committee |
| FROM: | Dr. Vicki Williamson, Dean – University Library |
| CC: | Virginia Wilson, Liaison Librarian |
| DATE: | October 22, 2012 |
| SUBJECT: | Centre for Evidence Based Library and Information Practice (C-BLIP) |

In my capacity as Dean of the University Library I am delighted to write in strong support of the application for the establishment of a Type A centre within the University Library – the Centre for Evidence Based Library and Information Practice (C-EBLIP).

There is much to be said in positive support of this move, at this time. However, I feel the various letters of support provided with the application speak well to all the points. Virginia Wilson has led efforts to establish C-EBLIP and I commend her for her efforts. The centre's establishment will be a first for the University of Saskatchewan and for research libraries in Canada and this, in and of itself, speaks to our vision as leaders and innovators.

The financial requirements of the centre are modest as many activities already in place will be 'folded-in' to the centre's programs and activities. Consequently, I believe the University Library can sustain the centre, even in tight economic times.

The establishment of the centre will go a long way in helping faculty within the University Library achieve the expectations outlined in the University Library Draft Planning Parameters for IP3 – namely that library faculty will be able to point to increased research intensiveness, including contributions to tri-council funded research.

I am very happy to provide any further information, if required.

Regards,

Dr. Vicki Williamson, Dean
University Library

**University of Saskatchewan Campus** – 101 Diefenbaker Place, Saskatoon, SK Canada S7N 5B8

*The Johnson-Shoyama Graduate School of Public Policy, with campuses at the University of Saskatchewan and the University of Regina, is an interdisciplinary centre for public policy research, teaching, outreach and training.*

JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

October 25, 2012

Dr. Vicki Williamson
University Library Dean's Office
Room 156, Murray Building
3 Campus Drive
Saskatoon, SK S7N 5A4

Dear Dr. Williamson:

I spoke to Virginia Wilson about the proposed new Centre, and I am delighted to learn of this initiative and am pleased to provide a very enthusiastic endorsement. The University of Saskatchewan's professional librarians have had a long and distinguished history as scholars and leaders in professional practice. It is clear that this Centre will do at least two important things:

1. Support the research and professional engagement of USask's librarians, enabling them to participate at the highest academic levels in their field.

2. Provide an important point of contact between the librarians and other USask faculty members, particularly those interested in connected library usage with classroom instruction or examining aspects of professional library use.

As you well know, the shift toward evidence-based practice is pervasive in public and professional affairs. This dynamic shifts highlights an obvious, but often-ignored fact: that we can use advanced research to make more effective use of public funds and public resources, in this instance the library holdings and professional time of the University's librarians. In many fields, from health care to investments in scientific research, evidence-based practice has mobilized the research community to work with professionals, policy-makers and governments to improve the effectiveness of our activities. One can only be truly excited about the prospect of this approach being applied systematically to the engagement of our librarians with the teachers and researchers at the university and more broadly within society.

I am pleased to support the C-EBLIP initiative and know that I will make extensive use of this Centre as it comes into operation. There are so many questions that require urgent attention, including the high school-university transition for new students in terms of their familiarity with libraries, students' and researchers' ability to do proper digital research, and more effective measures for integrating library use into undergraduate instruction. Add to this the additional challenge of promoting library usage among residents of rural and remote communities, and one sees the enormous potential of evidence-based approaches to librarianship.

**University of Saskatchewan Campus** – 101 Diefenbaker Place, Saskatoon, SK Canada S7N 5B8

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JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

I am sure that the university community as a whole will see the many benefits of this initiative and will support the Library's efforts to promote the professional development and engagement of our professional librarians. Please let me know how I can help.

With best wishes,

*Ken Coates*

Ken Coates
Canada Research Chair in Regional Innovation
Johnson-Shoyama Graduate School of Public Policy
Room 181 -- 101 Diefenbaker Place
University of Saskatchewan
Saskatoon, Saskatchewan S7N 5B8

✓ c.c. Bob Tyler
Chair
Planning and Priorities Committee of University Council

UNIVERSITY OF SASKATCHEWAN
College of Education

Dean
28 Campus Drive Saskatoon SK S7N 0X1 Canada
Telephone: (306) 966-7647 Facsimile: (306) 966-7624

October 22, 2012

Dean Vicki Williamson:

I write this letter in support of the proposal for a Type A Centre in the Library with the title of "Centre for Evidence Based Library and Information Practice".

I have met with proponents for this Centre and believe that it is something that will foster improved research productivity not only within the Library but also across the campus. It is highly likely that many research proposals would be enriched by including a person connected with this Centre as part of their research team. It would also be possible that researchers could consult with members of this Centre regarding possible innovative ideas regarding knowledge transfer and dissemination techniques for the findings of research projects that go beyond the ordinary routes. The proposed Centre could strongly contribute to IP3 in the area of Knowledge Creation and also in terms of community engagement.

The College of Education currently shares a research facilitator with the College of Law and the Library. This fact, and the establishment of this Centre, align well with our intentions as a University to be more collaborative across our colleges and units into the future. Recent success in terms of Tri-Council funding attainment in the College of Education means that we are well positioned to foster such collaboration and help it benefit all participants.

I strongly endorse this proposal for a Type A Centre.

Sincerely,

Cecilia Reynolds

Cecilia Reynolds

From: Parkinson, David [djp027@campus.usask.ca]
Sent: Tuesday, October 23, 2012 8:20 AM
To: Wilson, Virginia
Cc: Tyler, Robert; Williamson, Vicki
Subject: C-EBLIP: letter of support

Virginia Wilson
Librarian
University Library
University of Saskatchewan

Dear Virginia,

Thank you for sending me a draft of your application for a Type A Centre, the Centre for Evidence Based Library and Information Practice (C-EBLIP). I apologize for the lateness of this letter of support. My slowness to write to you about your timely, tidy, project is due entirely to the welter of demands at this desk and should not be taken to indicate any lack of enthusiasm or support. On the contrary, I consider your proposal to make the logical next step in the development of the University Library as a site of research, a development that is distinguishing the University of Saskatchewan and advancing this University's focus on research productivity. A Centre for Evidence Based Library and Information Practice will stimulate collaborative scholarship amongst librarians and enhance their capacity to work alongside faculty colleagues in the advancement of recognized, funded research. With this nationally unique Centre in place, the articulation and achievement of goals in the attainment of Tri-Council funding will, I anticipate, rise at the University Library. Already I am anticipating excellent outcomes in substance, import, and recognition, in the way the Centre for Evidence Based Library and Information Practice will provide librarians the means to connect with researchers and artists working in the humanities and fine arts, and especially through the Interdisciplinary Centre for Culture and Creativity and the Digital Research Centre.

Congratulations on a finely thought-through, cogent proposal. You have provided an extremely exciting prospect for the advancement of research, scholarship, and artistic work at our University.

With my good wishes,

David

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

CARL ABRC

Canadian Association of Research Libraries

Association des bibliothèques de recherche du Canada

November 1, 2012

Dr. Vicki Williamson
Dean
University of Saskatchewan Library
University of Saskatchewan
Murray Building
3 Campus Drive
Saskatoon, SK S7N 5A4

Dear Vicki,

On behalf of the Canadian Association of Research Libraries' (CARL) Research Libraries Committee (RLC), I am very pleased to provide this letter in support of the University of Saskatchewan Library's application for the *Centre for Evidence Based Library and Information Practice.*

You have been an active member of the Research Libraries Committee since its inauguration in 2009, and prior to that as Chair of CARL's Library Education Working Group. Your support and commitment to the field of academic librarianship is unwavering and your willingness to promote research skills and opportunities to practising librarians has not gone unnoticed.

Your sponsorship and role in the Planning Committee for CARL's inaugural Librarian's Research Institute was instrumental in its resounding success. Your offer to host the second LRI is another clear indication of your strong support for practicing librarians to undertake research that will benefit our profession and thus our students and faculty.

Through many facets you have built considerable support for academic librarians and research, and the development of Canada's first *Centre for Evidence Based Library and Information Practice* is another shining example of your innovative approaches to building a research community and I have no doubt the *Centre* will be a success under your leadership.

Sincerely,

Gwendolyn Ebbett
Chair, CARL Research Libraries Committee and
Dean, University of Windsor Library

cc. Thomas Hickerson, President, Canadian Association of Research Libraries
Brent Roe, Executive Director, Canadian Association of Research Libraries
Bob Tyler, Chair, Planning and Priorities Committee of University Council, University of Saskatchewan

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UNIVERSITY OF ALBERTA

Planning and Priorities Committee
University of Saskatchewan
Saskatoon, SK

October 10, 2012

Dear members of the Planning and Priorities Committee,

I am writing in support of the proposal by the University of Saskatchewan Library system to develop a Centre for Evidence Based Library and Information Practice.

Evidence based library and information practice (EBLIP) has been a growing movement amongst academic librarians since 1997. Canadian librarians have been leaders in this field, including starting the international journal, *Evidence Based Library and Information Practice*, which has a registered readership of more than 3000 worldwide and is hosted by the University of Alberta Libraries. Librarians at the University of Saskatchewan have been very involved with EBLIP, particularly Virginia Wilson, proposed Director of the Centre. She is very knowledgeable about the field and is also hosting the 7th International EBLIP conference in July 2013.

Once established, the Centre for Evidence Based Library and Information Practice will be the first of its kind anywhere in the world, and will again highlight Canada as a leader in the international EBLIP movement. The development of such a Centre will obviously provide much support to local librarians, but it will also be a model for librarians around the world. I know that Virginia Wilson and others at the University of Saskatchewan will share their knowledge in managing this type of Centre and this will allow others to learn and develop similar programs. The Centre will be very beneficial for the use of research evidence in decision making within the profession of librarianship. I foresee both support tools as well as research studies coming out of the Centre, and both being widely shared within the library and information science community. The Centre would likely attract many librarians who would like to study and learn from the model and will provide many opportunities for national and international collaboration.

Please feel free to contact me at any time if you would like to discuss this further.

Sincerely.

Denise Koufogiannakis

Denise Koufogiannakis

**University of Alberta Libraries**

5-25 Cameron Library ▯ University of Alberta ▯ Edmonton ▯ Canada ▯ T6G 2J8
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UNIVERSITY OF SASKATCHEWAN

Office of the Director
Humanities Research Unit

Department of English
9 Campus Drive
Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-2573
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Email: len.findlay@usask.ca
Website: http://www.usask.ca/hru/

15 October, 2012

Dr. Vicki Williamson, Dean,

University of Saskatchewan Library,

Room 156 MMB

Dear Dean Williamson:

It is a pleasure to write in support of the proposal to establish a Type A Research Centre in the area of Evidence-Based Library and Information Practice. This strikes me as a well considered and timely initiative. The financial implications are minimal. However, the potential benefits for all members of the University are significant.

The timing of this proposal fits well with the emphases and objectives of IP-3, with the maturation of the Library as a college with academic and research as well as invaluable service dimensions to its operations. The proposal is consistent, too, with the hosting here of a major international conference in this area of information science in 2013. Moreover, any affirmation of the importance of evidence to policy development and implementation is welcome at a time when evidence seems inadequately valued at the national level, and when digitization threatens to function as a pretext for downsizing and deskilling professional librarians. In my role as Chair of the Academic Freedom and Tenure Committee of CAUT, I have taken an active part in the ongoing CAUT campaign to save Libraries and Archives Canada from damaging cuts. At the same time, as President of Academy One of the Royal Society of Canada, I have developed and acquired approval for an RSC Expert Panel on The Status and Future of Libraries and Archives in Canada, a Panel that will begin its work in 2013. Through these two lenses I perceive the proposed C-EBLIP as a constructive and savvy response to diminishing resources and rising expectations.

This proposal lets a significant cohort of our faculty know that they are valued as researchers and expected to perform at a high standard both within their disciplinary and subject milieux and in developing partnerships with other units on campus. The potential for such collaborations is great, because of the continuing centrality of the Library to so much of what we do as teachers and researchers, and because there are already strong and durable relations between many faculty and the Library. What this proposal bids fair to do, is to build on these strengths in a time when recent and

emergent technologies have unleashed unhelpful waves of techno-triumphalism and ill concealed Luddism. Our Library has for the most part navigated these waters shrewdly and patiently. Its current proposal speaks well for its sense of responsibility as well as opportunity, and I hope it secures approval from PPCC and Council itself.

Yours sincerely,

Lorne Findlay

L. M. Findlay M.A. D.Phil. D.Litt. F.R.S.C.

Distinguished Chair, Department of English,

Director, Humanities Research Unit

cc. Professor Robert Tyler, Chair, Planning and Priorities Committee of Council

cc. Virginia Wilson, Librarian, Room 361 North Wing, MMB

Carleton UNIVERSITY LIBRARY
Office of the University Librarian
1125 Colonel By Drive, Ottawa, Ontario, K1S 5B6
Margaret_haines@carleton.ca 613 520 2600 ext 8260

October 15, 2012

Dr. Vicki Williamson
Dean, University Library
University of Saskatchewan
Room 156 Murray Building
3 Campus Drive
Saskatoon, SK
S7N 5A4

Dear Dr. Williamson,

**RE: Proposal to Establish a Type A Centre, University of Saskatchewan**

I am very pleased to provide a letter of support for your proposal to establish a Centre for Evidence Based Library and Information Practice at the University of Saskatchewan.

As you know, I have long championed an evidence-based approach in libraries since becoming aware of evidence-based medicine in the early 1990's. I promoted this within the National Health Service in the UK both in my role as NHS Library Adviser and later as Director of R&D for the South East Region. There were two reasons for this – I saw the key role that librarians could play in supporting the discovery and appraisal of evidence for health practitioners and, equally important, I felt that the adoption of the evidence-based approach could significantly improve the practice of librarianship, whatever the sector. I was involved in the very first Evidence-Based Librarianship conference in Sheffield in 2001 and have been on the international editorial panel for these biennial conferences ever since.

In comparison to other disciplines such as education, the adoption of evidence-based practice in librarianship and information science has been uneven across and within sectors. Despite positive developments such as the biennial conferences and the online journal based at the University of Alberta, take-up of the methodology has been rather slow despite the evidence of the value of this approach. The biennial conferences and related courses are still attended primarily by the "converted" in the health sector, followed by those in the academic sector and hardly at all by librarians in other sectors such as public libraries. This is despite evidence-based practice and research skills appearing in most lists of professional skills produced by professional bodies or associations. I attribute this slow adoption to a lack of time and skill among the working practitioners to conduct research or search for appropriate evidence and also to a lack of preparation for new practitioners in their information studies programs. It is probably also due to the fragmentation of the body of research literature in our field.

My view is that in order to make librarianship more evidence-based, we need to have more research centres which encourage research, document and promote the value of the EBLIP approach, and provide training for librarians in adopting appropriate methodologies both in relation to research and in relation to systematic reviews of relevant research. It is important that librarians are thoroughly familiar with these methods not only for their own research but to become successful co-investigators with faculty in other disciplines. If I had to pick one centre in Canada where I thought such as centre would succeed, it would be Saskatchewan for the following reasons:

The University of Saskatchewan Library has had a longstanding culture of research among librarians and rigorous requirements for scholarly activity in order to achieve tenure and promotion for librarians. Your librarians, particularly Virginia Wilson and Lyn Currie, have been involved in the EBLIP conferences as presenters and authors and recently, you have been given the honour of hosting the 7th EBLIP conference in 2013. You, Vicki, have been a leader in Canada in promoting research skills for academic librarians and in encouraging national associations such as CARL to fund research and to develop and launch a research institute. You have been the first in Canada to establish a Dean's Research Lecture Series, as well as a research and innovation fund and a researcher in residence program. For all these reasons, I believe that a Type A Centre would be sustainable at your university and through this Centre, academic research in librarianship and information management will be improved and expanded in Canada. I am sure that this Centre will draw many librarians to your Library and hopefully students in library and information programs to do internships focusing on research and evidence-based practice.

In summary, I want to say that I wholeheartedly support your proposal and am very excited about the prospect of such a centre being established in Canada. This will be a huge benefit to our profession as we address how we increase our contribution to research and scholarship in Canada.

With best wishes for your application,

*Margaret*

Margaret Haines
University Librarian and Chair of OCUL

UNIVERSITY OF ALBERTA

October 15, 2012

Dr. Vicki Williamson, Dean
University Library
University of Saskatchewan

Dear Dr. Williamson,

I am writing in support of the proposal to establish The Centre for Evidence Based Library and Information Practice (C-EBLIP) as a "Type A Centre" at the University of Saskatchewan.

The Centre is proposed as a key next step in strengthening the University Library's commitment both to its academic research mission and to its service mission. The Centre is intended as a nucleus for enhancing evidence based professional practice and intensifying the University Library's culture of research and scholarship. Three broad pillars of systematic supports are identified as the proposed Centre's core mandate: librarians as researchers; librarians as evidence based practitioners; and institutional research initiatives.

My credentials for speaking with confidence about the value and benefits of the proposed Centre include the following roles and experience: former professor of library and information studies specializing in research methodology at the University of Alberta; former director of the School of Library and Information Studies at that institution; current research mentor to University of Alberta librarians; recently, external reviewer of the "research landscape" in the University Library at the University of Saskatchewan; and published author and conference speaker on the research knowledge needs of academic librarians, and on the myriad factors facilitating the development of an academic library research culture.

In my view, supporting and enhancing the research expertise and experience embraced by the cohort of scholar librarians at the University of Saskatchewan, together with the project of reconceptualizing academic library practice as empirically based decision and policy making, are both essential and urgent needs, not only at the local institutional level but at the broader level of academic librarianship as well.

Institutional and professional supports for enhancing the research skills and understandings of academic librarians, and for facilitating a strong collegial culture of research dynamics, have been recognized and affirmed in recent major studies and through several continuing education initiatives undertaken by academic library associations both here at home and in the U.S.

These needs issue from a set of special historical circumstances surrounding the emerging model of librarians as researcher-practitioners, or scholar-librarians, that sets them apart from academic

*Research Mentor*

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faculty colleagues in very nearly every other university unit, namely, that the Master's degree in library and information studies (MLIS) is not a research degree. It is a graduate-professional degree program, almost uniformly course-based, and with no research component other than an introductory course in social science research, if the programs even have that; in fact, the most recent survey revealed that only half of the accredited MLIS programs in the U.S. and Canada had a required introductory course in research methods, and four U.S. schools did not even offer it as an elective (Schrader 2003), echoing a pattern that has not changed in several decades. (As an aside, I am happy to note that all of the eight accredited Canadian programs require such an introductory course.)

Broadly speaking, if the obvious must be stated, one introductory course provides an inadequate pedagogic foundation for research and scholarly success in academia, and while curricular advocacy in MLIS programs is highly desirable, it would not in any event address the needs of current academic librarians or of those coming on stream in the next few years; graduate program curricular transformation can only be conceived as a long-term project beyond the immediate scope of the proposed Centre.

Moreover, until quite recently, the practitioner service model (which still predominates in other library sectors) has overshadowed the research culture model in academic librarianship. The result has been that few academic librarians have undergone the intensive research learning experience considered the norm for other faculty researchers, namely, the time-honoured doctoral level research apprenticeship model that dominates academic cultures.

The consequence is that a culture of research engagement and knowledge creation within academic librarianship as a profession is only gradually gaining prominence. Hence, to align themselves with the knowledge-intensive mission of a parent institution such as the University of Saskatchewan, librarians as faculty must confront the challenges involved in producing and disseminating both scholarly and applied research knowledge, as well as the complexities involved in applying empirical (and professional) evidence to the institutional service mission.

The key challenge at the present time is the research skills gap between expectations for the production of scholarly knowledge and the levels of competencies possessed by the vast majority of academic librarians, including the University of Saskatchewan cohort. With the exception of recent studies by Fox (2007a; 2007b), Fennewald (2008), Kennedy and Brancolini (2012), and Schrader, Shiri, and Williamson (2012), descriptive data on research competencies and competency gaps are not widely reported, nor are methodologies for capturing and articulating deeper insights into prevailing attitudes and perspectives regarding the research and scholarship enterprise.

It is within this context that the proposal for a Centre presents itself as visionary in strategic leadership for research enhancement and in sustained research engagement as a core professional and institutional value.



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The proposed Centre is ideally situated to address the challenges of developing and facilitating a broader culture of sustained research collegiality within and beyond the University of Saskatchewan. The practice of academic research and research leadership involves the many interconnected challenges of foundational competence, tacit knowledge gained through the experience of academic research apprenticeship, continuous learning about critical bodies of research literature, broad collegiality and networking for research awareness and peer dialogue, beneficial research productivity, and, with rare exceptions, extensive institutional investment.

The proposed Centre speaks to these interdependent challenges by planning for skills based workshops, acting as a central resource for mentorship and collegiality, building on and sustaining personal learning and research support networks, showcasing the research productivity of the cohort of University of Saskatchewan librarians, hosting national and international conferences, workshops, seminars, and events, and fostering longer-term collegial relationships not only locally and nationally but internationally as well.

Moreover, the Centre is envisaged as the infrastructure support for many current initiatives such as the Dean's research lecture series, the Dean's research and innovation fund, the researcher-in-residence program, and other events and activities.

Strong evidence of the University Library's success to date in developing a high national and international research profile are two prestigious affirmations: being awarded the 7th International Evidence Based Library and Information Practice Biennial Conference (EBLIP7) to be held in July 2013, and playing host to the 2nd annual Librarians' Research Institute sponsored by the Canadian Association of Research Libraries (CARL) in conjunction with the University of Regina to be held in June 2013. University Library Dean Vicki Williamson and Librarian Virginia Wilson also played key roles in the creation and launch of the inaugural CARL Institute this past June 2012.

It is my assessment that the proposed Centre is exemplary in design and presentation. The statement of need is clear, the policy mandate of the Centre (vision, mission, goals and objectives) is well articulated, impacts and relationships are clearly identified, regular assessment and review plans are presented, and attention to sustainability is addressed through plans for Centre management, research funding, and research partnerships.

The University Library's proposed Centre would constitute the first research infrastructure of its kind in Canada and one of a very few in the U.S. and in the academic library world at large. This is an exciting prospect for the University of Saskatchewan that is sure to enhance the University Library's local, national, and international reputation as a research organization with an intensifying research culture of dynamic collegiality.



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I believe this Centre is urgently needed, and the co-presenters University Library Dean Vicki Williamson and Librarian Virginia Wilson are well situated by virtue of knowledge, expertise, and experience to lead it.

Yours truly,

Alvin M. Schrader, PhD

Research Mentor, University of Alberta Libraries
Former Director, School of Library and Information Studies, University of Alberta
Professor Emeritus, University of Alberta

*References:*

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**AGENDA ITEM NO: 9.2**

UNIVERSITY COUNCIL

**PLANNING AND PRIORITIES COMMITTEE**

**REQUEST FOR DECISION**

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

**DATE OF MEETING:** December 20, 2012

**SUBJECT:** **Establishment of the Sustainability Education Research Institute as a Type A Centre in the College of Education**

**DECISION REQUESTED:**

*It is recommended:*

*That Council approve the establishment of the Sustainability Education Research Institute (SERI) as a Type A Centre in the College of Education, effective December 20, 2012.*

**PURPOSE:**

The Sustainability Education Research Institute (SERI) will enable the College of Education to establish a collaborative, innovative and internationally-linked research institute dedicated to enhancing education in sustainability and environmental issues.

**CONTEXT AND BACKGROUND:**

The objectives of the Institute are aligned with the University's signature areas of *Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment* and *Aboriginal Peoples: Engagement and Scholarship.* In practice, SERI will act as the management office for the Sustainability and Education Policy Network (SEPN).

**CONSULTATION:**

The Centres Subcommittee considered the proposed institute on October 9, 2012. Its recommendations included broader consultation within the University and clearer presentation of the Institute's mandate and budget. The Planning and Priorities Committee considered the Institute at its meeting on November 21, 2012, and supported the proposal.

**SUMMARY:**

The Planning and Priorities Committee supports the establishment of the Sustainability Education Research Institute as a Type A Centre at the University of Saskatchewan.

The Committee considered the Institute to be well positioned academically and having sufficient resources to achieve its objectives. SERI will provide a welcoming space and collaborative hub for researchers from across campus. Although the Institute involves activities beyond the scope of a single college, given the strong commitment of the College of Education to the Institute, the Committee is of the opinion that SERI is appropriately designated as a Type A centre.

**ATTACHMENTS:**

1. Proposal to establish the Sustainability Education Research Institute, and supporting documents

The Centres Policy and Guidelines may be found at:
www.usask.ca/university_secretary/policies/research/8_23.php

**Formal Proposal for a Type A Centre**

**1. Sustainability Education Research Institute**

**2. Type A Centre (part of the College of Education)**

**3. Academic Plan**

**Goals and Objectives:**

The rationale for creating this Type A Centre (henceforth the *Sustainability Education Research Institute*) has a number of linked components. These include i) moving forward several of the University of Saskatchewan's Strategic Priority Research Areas as well as University's Sustainability Commitment through a collaborative, innovative, and internationally-linked research institute on sustainability education within the College of Education; ii) creating a research program in sustainability education at the University that goes beyond the research program of any one faculty and brings together faculty, postdoctoral fellows, graduate students, staff, and regional, national, and international organizational partners in focused work on environment and sustainability in relation to education; iii) providing a research space to house the work of a number of existing and future grants, including a recently awarded 3 million dollar SSHRC Partnership Grant (2012-2018), whose Primary Investigator is Dr. Marcia McKenzie, the proposed Director of the Institute.

As such, the goals of the Institute are as follows:

- To further research and action on land, place, environment, and sustainability in relation to educational research, policy, and practice;
- To further environmental and sustainability education via regional, national, and international partnerships and innovative and collaborative research;
- To attract strong collaborators and provide a collaborative and leadership hub for organizational partners, graduate students, and faculty with shared research interests;
- To develop the Institute and sustainability education research as a core component of research activities in the College of Education and contribute to building its developing research culture;
- To contribute to the University of Saskatchewan's Signature Areas, including "Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment" and "Aboriginal Peoples: Engagement and Scholarship," as well as the University's Commitment to sustainability through innovations in governance, research, education, operations, and community engagement (Figure 1).
- To act as the "Network Management Office" for the Sustainability and Education Policy Network (SEPN), funded by a SSHRC Partnership Grant ($1,964,996 in SSHRC funding, plus over 1 million in matching cash and in-kind funding, 2012-2018), and house the full-time Project Manager for that project as well as to house faculty and staff working on other grants and projects (e.g., The Digital Media Project: Youth Making Place, SSHRC Standard Grant, $112,000, 2011-2014).

Sustainability education is a growing and important focus for research, and yet to date there is no centre for research in this area in the prairie region or nationally, making the proposed Sustainability Education Research Institute a unique contribution. In accordance with the University of Saskatchewan's framework (see Figure 1), the Sustainability and Education Research Institute seeks to further sustainability as "the stewardship of the natural environment in a socially and economically responsible manner that meets the needs of both the present and future generations" (U of S Sustainability Commitment Working Group). As the United Nations Educational, Scientific and Cultural Organization suggests "the goal of education is to make people wiser, more knowledgeable, better informed, ethical, responsible, critical and capable of continuing to learn. Education, in short, is humanity's best hope and most effective means in the quest to achieve sustainable development" (UNESCO, 1997). Given the intense interest in sustainability issues across society, and given the early stages of this scholarship in education, the current proposal supports innovation in sustainability-related educational research.

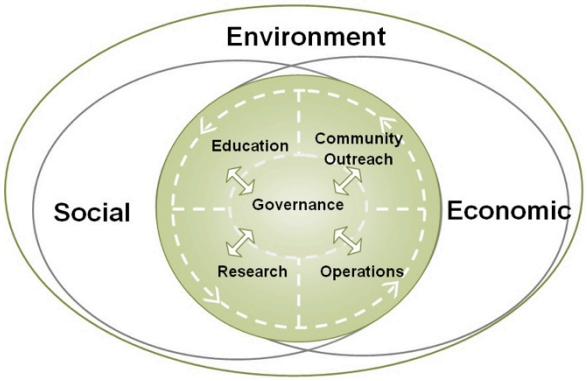



*Figure 1. Framework for Sustainability Commitment at the U of Saskatchewan (2011)*

In summary, by creating the Sustainability Education Research Institute, the U of S is positioned to better research and impact educational policy and practice regionally, nationally, and internationally. This is well aligned with the University's Strategic Priorities related to Environment and Sustainability, and also furthers the College's profile in relation to University priorities of research intensity and research on sustainability. By creating an Institute rather than a lower profile "research group," the entity is better poised to strategically engage in research and policy arenas with the Ministry of Education, ENGOs, business groups, Aboriginal communities, and other research institutions and entities. Instead of research bounded by individual programs of research, the Institute creates more capacity for interdisciplinary and community-engaged funded research within the College of Education.

A few examples of such value-added initiatives that are underway within the Institute include:

- Development of an International Research Agreement with Pontificia Universidade in Brazil, for Brazilian-funded annual exchanges of faculty and student researchers (www3.pucrs.br/portal/page/portal/pucrs/Capa/AdministracaoSuperior/aaii/aaiiEnglishSite);
- Consultation with City of Saskatoon on Education for Sustainable Development initiatives with the Saskatoon Public School Division and the Saskatoon Catholic School Division;
- Initiation of community-based Advisory Committees working to develop educational awareness of sustainability through the Saskatoon CarShare Co-operative and the Sustainability Neighbourhood Demonstration Corridor;
- Consultations with the David Suzuki Foundation on its new youth environmental programming;
- Development of a proposal for a U of S based conference on Environment and Sustainability Education Research to be submitted to the University Conference Fund Program;
- Initiation of bi-monthly collaboration and colloquia series.

**Impact and Relationships:**

Within the College of Education, the Sustainability Education Research Institute will be linked in a complementary way with the existing Aboriginal Education Research Centre (AERC). One of the proposed Sustainability and Education Research Institute users, and collaborators on the SEPN Partnership Grant, is Dr. Alex Wilson. Initial meetings with Dr. Wilson, as the incoming Director of AERC, have explored how the Sustainability Education Research Institute and AERC can collaborate in the distinct, yet complementary focus areas of Sustainability and Aboriginal Peoples as they relate to educational policy and practice concerned with land, environment, and culture. While the College of Education thus far has not emphasized a focus on environment and sustainability in their strategic documents, given the potential for linking and furthering the University's Signature Areas and the University's Sustainability Commitment, the Sustainability Education Research Institute will help centre sustainability-related activities in the vision and priorities of the College of Education.

The proposed Institute also complements the School of Environment and Sustainability's role on campus as an interdisciplinary School for research and teaching related to environment and sustainability in that it provides a specific hub for research on education (as the Global Institute for Water Security does for water-related issues). Dr. McKenzie was jointly appointed to SENS from 2008-2012 and is currently a SENS research associate, and a number of research collaborators are also based in or linked with SENS, including Drs. Ryan Walker, Maureen Reed, and Scott Bell. While the Sustainability Education Research Institute will be based in the College of Education, it will have a relationship to SENS faculty and students, with a number of SENS's students working out of the Sustainability Education Research Institute lab space.

Links with faculty and units in Geography and Planning, Community Health and Epidemiology, the School of Public Policy, the Centre for the Study of Co-operatives, Native Studies, the Indigenous Land Management Institute, and elsewhere on campus will also continue to develop and add to the Sustainability Education Research Institute's network on campus. The Sustainability Working Group and the Office of Sustainability are both actively involved in the Partnership Grant to be hosted out of the Institute, and are supportive of the formal creation of the Institute. See attached letters of support.

Off campus, a number of existing collaborative relationships exist via the flagship project of the Sustainability and Education Policy Network Partnership Grant (SEPN). Formal partnerships have been established with 11 national and international organizations including the Association for the Advancement of Sustainability in Higher Education, the Canadian Centre for Policy Alternatives, the David Suzuki Foundation, the Sierra Youth Coalition, Learning for a Sustainable Future, the Assembly of First Nations, and the Métis National Office. Academic institutional partners have been formalized with Lakehead and York Universities, with collaborators on Sustainability Education Research Institute based grants also working out of University of British Columbia, Dalhousie, Kings College, and various international locations in Holland, New Zealand, South Africa, and the USA.

Another existing grant that would be housed out of the Sustainability Education Research Institute based, "The Digital Media Project: Youth Making Place" has existing formal partnerships with local community-based organizations such as the Open Door Society, Core Neighbourhood Youth Coop, CRU Wellness Centre, and Paved Arts.

**Scholarly Work:**

Currently, research in sustainability education at the University of Saskatchewan is conducted by faculty from several different departments within the College of Education (e.g., Educational Foundations and Curriculum Studies) as well as by those faculty and others outside the College of Education (e.g., School of Environment and Sustainability (SENS), Geography and Planning, Native Studies, School of Public Policy). The Sustainability Education Research Institute will link with these faculty and their associated units on campus. The names, affiliations, research interests, and websites of some of the faculty who are expected to be formally linked with the Sustainability Education Research Institute include those listed below:

Marcia McKenzie, Associate Professor, Department of Educational Foundations & School of Environment and Sustainability
Research Interests: Place, environment, and sustainability; Social justice, globalization, critical issues; Youth culture and activism; Educational policy and practice
http://www.usask.ca/education/people/mckenzie.htm

Alex Wilson, Associate Professor, Department of Educational Foundations and incoming Director of the Aboriginal Education Research Centre
Research Interests: Gay, lesbian and two-spirit narratives; Health and violence; Indigenous land-based education
http://www.usask.ca/education/people/wilson.htm

Dianne Miller, Graduate Chair and Professor, Department of Educational Foundations
Research Interests: History of women and education; Feminist theory, Educational biography; Poetry; Sense of place
http://www.usask.ca/education/people/millerd.htm

Bob Regnier, Department Head, Department of Educational Foundations
Research Interests: Learning as valuing; Ecological education; Teaching and learning at the University; Philosophy of education; Process philosophy
http://www.usask.ca/education/people/regnierr.htm

Janet McVittie, Assistant Professor, Department of Curriculum Studies
Research Interests: Science education; Environmental education
http://www.usask.ca/education/people/mcvittiej.htm

Paul Orlowski, Assistant Professor, Department of Curriculum Studies
Research Interests: Critical pedagogy; Teaching for democracy; Anti-racist pedagogy; Aboriginal education; Environment and education
http://www.usask.ca/education/people/orlowski.htm

Ryan Walker, Associate Professor, Department of Geography and Planning; School of Environment and Sustainability
Research Interests: Urban planning and design; Aboriginal peoples; Housing studies
http://artsandscience.usask.ca/profile/RWalker/

Scott Bell, Professor, Department of Geography and Planning; School of Environment and Sustainability
Research Interests: Cognitive science (in relation to geography, psychology and education); Geographic information science
http://homepage.usask.ca/~smb332/

Maureen Reed, Professor, School of Environment and Sustainability; Department of Geography and Planning, College of Arts and Science
Research Interests: Environmental governance; Community-based ecosystem management; Sustainability of rural communities
http://www.usask.ca/sens/faculty_staff/Meet%20Our%20Faculty/maureen_reed.php

Priscilla Settee, Associate Professor, Department of Native Studies
Research Interests: Indigenous foods, Food sovereignty; Indigenous women's rights; Impact of globalization on Indigenous peoples; Protection of biodiversity; Indigenous Knowledge systems
http://artsandscience.usask.ca/profile/PSettee

**4. Proponents**

Cecilia Reynolds, Dean, College of Education
Bob Regnier, Department Head, Department of Educational Foundations
Marcia McKenzie, Associate Professor, Department of Educational Foundations

**Consultation:**

Discussions have been held with the above faculty and administrators in order to develop the goals and intentions of the Institute, as well as to determine how it can best meet individual and collective needs. Discussions have been held with the Dean of the College of Education, the Department Head of Educational Foundations, the Executive Director of the School of Environment and Sustainability, the Sustainability Office, the Director of the Aboriginal Education Research Centre, the Vice-Dean of the College of Arts and Science, the Director of the Indigenous Land Management Institute, the Director of the Centre for the Study of Co-operatives, and the Director of the Spatial Initiative (College of Arts and Science).

A recently successful CFI Leaders Opportunity Fund (LOF) application, with funds totalling $250,000, will support the infrastructure needs of the SER Institute, including an online hub for collaborative research, and a physical hub for in-person collaboration (research lab). Consultation with Information and Technology Services and the Facilities Management Division took place in the development of this application. $150,000 in support has been promised by the College of Education in support of this CFI project, in addition to the $100,000 to be provided by CFI in 2013. The total $250,000 in CFI LOF funds will enable important infrastructure for the Sustainability Education Research Institute.

**5. Centre Management**

The Dean of the College of Education, Dr. Cecilia Reynolds, has appointed Dr. Marcia McKenzie as the Director of the proposed Sustainability and Education Research Institute. The Dean will be administratively accountable for the Institute. The Director will report annually to the

Dean on the activities, accomplishments, finances and budget of the Institute.

Contact person: Dr. Marcia McKenzie
Department of Educational Foundations & School of Environment and Sustainability
University of Saskatchewan
28 Campus Drive, Saskatoon, SK
Canada, S7N 0X1, 306.966.7551
Marcia.McKenzie@usask.ca

**6. Resources and Budget**

$250,000 in CFI LOF and matching funds (awarded November, 2012) will support the creation of the Institute, both in terms of developing i) a collaborative physical hub for activity (renovation and redevelopment of Rooms 1236 and 1243 in the Education Building, an in-kind contribution representing $9,600/year), and ii) a collaborative online hub that will facilitate communications and collaboration with distributed research partners and collaborators, as well as targeted institutional, governmental, youth, and citizen audiences. The College of Education has committed $150,000 in matching funds for the CFI grant, which totals $250,000. The Partnership Grant web development budget will help support ongoing website costs for the Institute. See Tables 1 for the Institute's three-year budget.

The $3M Sustainability Education Policy Network (SEPN) Partnership Grant is likely to be the largest grant run out of the Sustainability Education Research Institute (2012-2019). This project has a full time project manager who will manage the finances for SEPN as well as the physical and online space of the Sustainability Education Research Institute, as it provides the formal "Network Management Office" for the partnership grant. It is expected that this full time employee will help support the financial management of Dr. McKenzie's other grants in conjunction with the Research Grant Administration staff person, whom the College has indicated can support the financial activities of Dr. McKenzie and the proposed Sustainability Education Research Institute as in-kind support. Other faculty that may decide to direct their grant activities through the Sustainability Education Research Institute and will be responsible for arranging for the financial management of their grants.

A small portion of SEPN-funds will be used annually to help support local collaboration on sustainability education initiatives and research team development. $5,000/year will be used to hire a graduate student as a part-time SERI Coordinator, who will then be available to take the lead on developing other funding applications to support collaborative activities such as additional grant applications for research funds, conference funding, or other items.

The Sustainability Education Research Institute is intended as a physical and online collaborative hub for research on sustainability education research, and will centre on collaborative research activities versus on providing administrative support. In order to keep management of the Sustainability Education Research Institute reasonable and not requiring of funds outside of grant support and initial CFI LOF funds, it is intended that all financial activities and management run through grants versus through the entity of the Institute itself.

**Table 1. Institute Budget (outlining cash and in-kind contributions supporting the Institute with CFI funds)***

| Budget Line | Funding Source | Year 1 | | Year 2 | | Year 3 | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| | | Cash | In-Kind | Cash | In-Kind | Cash | In-Kind | Cash | In-Kind |
| ***Personnel*** | | | | | | | | | |
| 10% Project Manager Salary | SEPN | 0 | $6,892 | 0 | $7,167 | 0 | $7,454 | 0 | $21,513 |
| SERI Coordinator | SEPN | 0 | $5,000 | 0 | $5,000 | 0 | $5,000 | 0 | $15,000 |
| Support Staff (Grant) | College of Education | 0 | $1,723 | 0 | $1,723 | 0 | $1,723 | 0 | $5,169 |
| Support Staff (Financial) | College of Education | 0 | $1,380 | 0 | $1,380 | 0 | $1,380 | 0 | $4,140 |
| | **Subtotal** | **0** | **$14,995** | **0** | **$15,270** | **0** | **$15,557** | **0** | **$45,822** |
| ***Online and Associated Technology Research Infrastructure*** | | | | | | | | | |
| Online Research Hub | CFI | $35,461 | 0 | 0 | 0 | 0 | 0 | $35,461 | 0 |
| Mobile & Research Lab Hardware | CFI, U of S ITS, SEPN** | $28,747 | $2,492 | 0 | 0 | 0 | 0 | $28,747 | $2,492 |
| | **Subtotal** | **$64,208** | **$2,492** | **0** | **0** | **0** | **0** | **$64,208** | **$2,492** |
| ***Maintenance and Repairs*** | | | | | | | | | |
| Online Research Hub | SEPN | 0 | $2,280 | 0 | $2,280 | 0 | $2,280 | 0 | $6,840 |
| Website Maintenance | SEPN | 0 | $2,400 | 0 | $2,400 | 0 | $2,400 | 0 | $7,200 |
| Equipment Replacement | SEPN, CFI | 0 | $1,000 | 0 | $1,115 | 0 | $1,230 | 0 | $3,345 |
| | **Subtotal** | **0** | **$5,680** | **0** | **$5,795** | **0** | **$5,910** | **0** | **$17,385** |
| ***Physical Infrastructure Upgrades and Renovations*** | | | | | | | | | |
| Office Space (ED1236 and ED1244) | College of Education*** | 0 | $9,600 | 0 | $9,600 | 0 | $9,600 | 0 | $28,800 |
| Renovations | CFI, College of Education**** | $187,066 | 0 | 0 | 0 | 0 | 0 | $187,066 | 0 |
| | **Subtotal** | **$187,066** | **$9,600** | **0** | **$9,600** | **0** | **$9,600** | **$187,066** | **$28,800** |
| ***Other*** | | | | | | | | | |
| **Supplies** | SEPN | **0** | **300** | **0** | **305** | **0** | **310** | **0** | **$915** |
| | **TOTAL** | **$251,274** | **$33,067** | **$-** | **$30,970** | **$-** | **$31,377** | **$251,274** | **$95,414** |

*As requested by the Centres Subcommittee, a 3-year budget has been provided. We anticipate that SERI will exist at least until 2019

**CFI (Cash), U of S ITS (In-Kind: $2,080), SEPN (In-Kind: $423.32)

***400 square feet at $24/square foot

****College of Education (Cash: $149,933)

## 7. Support

Dean of Education, Dr. Cecilia Reynolds, is supportive of the Centre being created and her letter of support is attached.

## 8. Governance

The Director, Dr. Marcia McKenzie, will oversee the Sustainability Education Research Institute and Drs. Alex Wilson, Dianne Miller, and Janet McVittie have formed an initial small Advisory Committee of collaborating academics. This Advisory Committee met to discuss the Institute's goals, as outlined in this application. The Committee will expand based on interest as the Institute is approved, and will provide support and recommendations to the Director in the management and objectives of the Institute. An initial meeting of the Institute was held in September 2012 with the six College of Education faculty listed above in attendance, as well as six graduate students and postdoctoral fellows to be affiliated with the Institute.

## 9. Systematic Assessment

The Institute will be subject to systematic review as specified in the University of Saskatchewan *Policy on Centres*. A review will be conducted every four years as part of the College of Education's integrated planning process.

UNIVERSITY OF SASKATCHEWAN
College of Education

Dean
28 Campus Drive Saskatoon SK S7N 0X1 Canada
Telephone: (306) 966-7647 Facsimile: (306) 966-7624

November 13, 2012

To Whom it May Concern,

As Dean of the College of Education, I am pleased to provide this letter indicating our commitment to establishing a Type-A Centre within the College of Education entitled the Sustainability Education Research Institute (SERI).

Over the past decade, the College of Education has been a leader advancing research and practice dedicated to serving society in a variety of ways: promoting equity; supporting First Nations, Inuit, and Métis student achievement; fostering leadership; and implementing violence prevention. Continuing in this tradition, the Sustainability Education Research Institute will enhance an already existent priority within the College to promote sustainability education, as well as create a hub for regional, national, and international partnerships and innovative and collaborative research. It is the hope that SERI will elevate the College of Education and the University as a whole as a regional, national, and international leader in sustainability education research.

The establishment of SERI as a Type-A Centre positions affiliate researchers to strategically engage in research and policy arenas with Ministries of Education, ENGOs, business groups, Aboriginal communities, and other research institutions and entities. Instead of research bounded by individual programs of research, the Institute creates more capacity for interdisciplinary and community-engaged research within the College of Education. The value of the proposed Centre also extends beyond the College to include various University departments and centres, as well as community and government organizations. Furthering the University's sustainability commitments and a number of Strategic Research Priorities Areas, the Institute is well poised to build research intensity in strategic areas in the College of Education and across the University.

The proposed director of the Centre, Dr. Marcia McKenzie, is highly resourceful and highly respected in the field of sustainability education. In her short tenure within the Faculty of Education, Dr. McKenzie has achieved an impressive level of funding support, which is exemplified in a recently awarded three million dollar SSHRC Partnership Grant involving high-level stakeholders in sustainability education nationwide. Dr. McKenzie has proven herself as a leader and innovator in the field, and has had a substantive impact on sustainability education research and practice

internationally as well as locally. I am confident that SERI will realize its stated goals under the direction of Dr. McKenzie.

As indications of College of Education support for this initiative, we have committed space for the Institute (two rooms on the main floor of the Education Building). This office space (334 square feet) represents an in-kind contribution of $8,016 per year ($56,112 for all 7 years). We have also committed in-kind funding in terms of financial administrative ($28.76 per hour, 1 hour/week x 48 weeks = $1,380 per year for a total of $9,660 for all 7 years) and grant support staff ($35.90 per hour, 1 hour/week x 48 weeks x 7 years = $1,723 per year for a total of $12,062 for all 7 years) in the College of Education. Finally, we have committed $150,000 in matching funds towards a CFI application totaling $250,000 to support Institute renovations and other technological infrastructure.

We look forward to the Sustainability Education Research Institute becoming part of research capacity-building in the College of Education and at the University of Saskatchewan. I'd be happy to answer any questions the committee may have.

Sincerely,

Cecilia Reynolds

Cecilia Reynolds
Dean, College of Education

UNIVERSITY OF SASKATCHEWAN

Centre for the Study of Co-operatives

101 Diefenbaker Place
Saskatoon SK S7N 5B8 Canada
Telephone: (306) 966-8509
Facsimile: (306) 966-8517
Email: coop.studies@usask.ca
Website: http://www.usaskstudies.coop

November 13, 2012

Re: Sustainability Education Research Institute

To whom it may concern:

The Centre for the Study of Co-operatives is committed to the scholarly understanding of the roles of co-operatives in responding to key social, economic, and environmental challenges facing individuals and communities in Saskatchewan and around the world. We support the establishment of the proposed Sustainability Education Research Institute and are prepared to partner with this new institute on mutually interesting projects. The proposed institute fills a need of the university to focus on innovative, collaborative research and action on education for sustainability, and will assist with meeting a number of the university's goals around identified strategic priority areas.

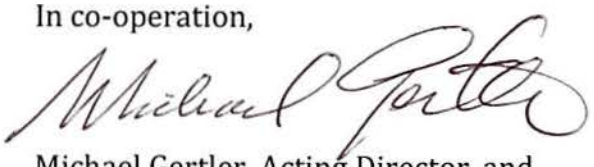
The Centre for the Study of Co-operatives has expertise in community outreach and engagement and has recently collaborated with Marcia McKenzie (the Institute's proposed director) on the establishment of a car-share co-operative in the city of Saskatoon. This community-university partnership has strengthened the university's presence in the local community. The car-share co-op will provide research collaboration opportunities around the role of co-operatives in facilitating sustainability, an underexplored area of research. As such it is part of a larger goal of understanding the roles of organizational innovation in supporting practices that ensure more sustainable human settlements.

The role of co-operatives in sustainable regional development is one important focus of our teaching and research at the Centre. This reality is reflected in our graduate course on co-operatives and sustainable development and in a number of graduate student thesis projects. Michael Gertler, one of our Fellows, is also an Associate Member of the School of Environment and Sustainability.

Education, training, and the sharing of knowledge are one of the co-operative principles identified by the International Co-operative Alliance based in Geneva. We are interested in further exploring ways in which co-ops can use educational initiatives to improve both their viability and sustainability. To that end, we have recently moved to appoint Dr. Cindy Hanson, Assistant Professor, Department of Adult Education, University of Regina, as one of our new Centre Scholars. She is interested in co-operative education in the sense of innovative approaches to building the knowledge capacities of co-op employees, managers, directors, and members.

We seek new opportunities to partner on such community based action research projects and look forward to many kinds of collaboration with the students and faculty associated with the proposed Sustainability Education Research Institute.

In co-operation,



Michael Gertler, Acting Director, and
Fellow in Community and Co-operative Development

UNIVERSITY OF SASKATCHEWAN
Indigenous Land Management Institute

Dr. David C. Natcher, Director

51 Campus Drive Saskatoon
SK S7N 5A8 Canada
Telephone: (306) 966-4045 Fax: (306) 966-8413

November 13, 2012

Dear Dr. McKenzie,

On behalf of the Indigenous Land Management Institute, I am pleased to offer this letter of support for the proposed Sustainability Education Research Institute (SERI). Having had the opportunity to review your Formal Proposal, I feel the establishment of SERI will fill an important and timely need, particularly in advancing the University's Strategic Priorities as outlined in IP3.

The merit of the actual research that will be conducted by SERI has already been acknowledged by SSHRC. Given the competiveness of the SSHRC Partnership program, this is obviously an initiative worthy of university support. As Acting Director of the Indigenous Land Management Institute I can see any number of important synergies with our own research program. I see SERI as being complementary to our efforts and I look forward to collaborating through research and student training in the future.

I wish you and your colleagues the best of luck with this important initiative.

Respectfully,

David C. Natcher, PhD
Director, ILMI
University of Saskatchewan

UNIVERSITY OF SASKATCHEWAN

School of Environment and Sustainability
Room 323 Kirk Hall 117 Science Place Saskatoon SK S7N 5C8 Canada
Telephone: (306) 966-1985 Facsimile: (306) 966-2298
Email: sens.info@usask.ca Web: www.usask.ca/sens

November 13, 2012

Dr. Marcia McKenzie, Director
Sustainability Education Research Institute
College of Education

Dear Dr. McKenzie:

**Re: Letter of Support for the Sustainability Education Research Institute**

The School of Environment and Sustainability (SENS) is pleased to provide this letter of support for the approval of the Sustainability Education Research Institute (SERI) as a Type A Centre.

Sustainability education is an emerging strength in Saskatchewan, and the Sustainability Education Research Institute will be ideally placed to make tremendous contributions to this developing area. Dr. McKenzie is already familiar with the work and initiatives of the local United Nations Regional Centre of Expertise on Education for Sustainable Development (RCE Saskatchewan), which is located at the University of Regina. She was a founding member of the School of Environment and Sustainability. She is already well-connected to other sustainability educators in the province, and will undoubtedly be able to leverage the expertise in Saskatchewan to propel the Sustainability Education Research Institute to prominence in this important and emerging field.

The linkages between SENS and the Institute will be numerous. SENS faculty will collaborate on research initiatives at SERI, and the Institute will provide an ideal atmosphere for SENS students wishing to engage in work related to sustainability education.

Last, the University of Saskatchewan has identified "modeling sustainability" as a commitment of its Third Integrated Plan. Educating students to view the world through a "sustainability lens" is perhaps one of the most profound ways in which the University can meet this commitment. For this and the other reasons given in this letter, the School of Environment and Sustainability is pleased to support the application of the Sustainability Education Research Institute to become a Type A Centre.

Thank you.

Sincerely,

Toddi A. Steelman, PHD
Executive Director

UNIVERSITY OF SASKATCHEWAN
College of Arts and Science
9 Campus Drive Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-4232 Facsimile: (306) 966-8839

November 6, 2012

Centres Subcommittee
University of Saskatchewan

To whom it may concern:

The Social Sciences Division of the College of Arts and Science is pleased to provide this letter in support of the development of the proposed **Sustainability Education Research Institute (SERI)** at the University of Saskatchewan. The goals of the proposed Type A Centre, as outlined in the proposal, closely align with those of the University of Saskatchewan and more specifically with those of the Social Sciences Division.

The College of Education is an appropriate home for such a Centre and, given Dr. McKenzie's scholarly expertise in the field of Sustainability Education and her recent success as Principal Investigator on a related multi-year SSHRC funded Partnership Grant, she is a logical choice as SERI's founding Director. While select faculty from Departments in the Social Sciences Division are already involved in the SSHRC funded research, it is exciting to imagine where and how additional divisional faculty might collaborate in the activities of the proposed Centre.

It is recognized that success tends to attract and yield further success. Therefore, the Centre's potential to become home to future research grants is especially promising. Further, the involvement of community partners will help to ensure SERI's public relevance and contribute significantly to achieving this University's community-engaged scholarship (CES) goals. Finally, the Centre will provide opportunities for enhanced experiences for students at all levels and from across campus.

In summary, SERI holds tremendous potential to help fulfill the University of Saskatchewan's goals related to knowledge creation (research), transfer (teaching and learning), and application (service). The Division of Social Sciences strongly supports this undertaking and is excited by the possibility of being involved in such achievements.

Sincerely,

Linda McMullen

Dr. Linda McMullen
Acting Vice-Dean, Social Sciences

UNIVERSITY OF SASKATCHEWAN

Facilities Management Division

University Services Building, 110 Maintenance Road
Saskatoon SK S7N 5C5 Canada
Telephone: (306) 966-4700
Facsimile: (306) 966-4080

**Personal and Confidential**

November 13, 2012

To whom it may concern:

In our capacities as the university's Campus Sustainability Plan commitment leader for the Third Integrated Plan and as associate director (Infrastructure and Sustainability) directly responsible for the Office of Sustainability, we would like to formally support the proposal for a Sustainability Education Research Institute within the College of Education.

The goals of the proposed institute support and complement the goals and recommendations identified in the Research and Education sub-plans of the Campus Sustainability Plan which was developed by the Sustainability Commitment Working Group during the Second Integrated Plan. While this plan is still considered a draft and has yet to be formally adopted by the University, the plan is widely supported and it is anticipated that most recommendations will move forward.

The proposed institute most directly supports the stated goal of the research sub-plan which is that "the University of Saskatchewan will be recognized across Canada for its outstanding sustainability-focused research, scholarly and artistic work across all disciplines." This stated goal recognizes that research, scholarly and artistic work is a central function of our university. By orienting this work towards sustainability issues, theories and concepts, our university can contribute to the development of new technologies, strategies, and approaches to address sustainability challenges. Further, sustainability transcends traditional academic divisions, so it is critical that sustainability-focused research, scholarly and artistic work cuts across a wide range of disciplines.

More specifically, the Institute would complement and strengthen the following recommendations within the research sub-plan of the draft Campus Sustainability Plan:

- *Sustainability Research Support, Coordination and Facilitation:* develop and establish a function within the university to maintain an inventory of sustainability-related and sustainability-focused research, artistic and scholarly work, manage communications related to this research, facilitate interdisciplinary, multi-disciplinary and trans-disciplinary collaborations between researchers and support a Sustainability Research Network of campus researchers.
- *Sustainability Research Tenure and Promotion Mechanisms:* develop tenure and promotion mechanisms that acknowledge and support trans-disciplinary, inter-disciplinary and multi-disciplinary research, which in turn will enable sustainability research, which by its nature is trans-disciplinary, inter-disciplinary and multi-disciplinary.
- *Campus Living Lab Program:* develop a program that uses the campus as a living lab and brings undergraduate and graduate students, faculty and staff together to work collaboratively on applied research projects that address identified campus sustainability issues and challenges.

In addition, the proposed institute would support the goal of the education sub-plan of the Campus Sustainability Plan which states that "students from across Canada and the world recognize the U of S for its innovative sustainability-related and sustainability-focused academic programs and services." The importance of education as a foundation in moving towards sustainability was recognized by the United Nations when it declared 2005 to 2014 the Decade of Education for Sustainable Development.

> *Education – in all its forms and at all levels – is not only an end in itself but is also one of the most powerful instruments we have for bringing about the changes required to achieve sustainable development.* (UN Decade of Education for Sustainable Development, 2005 – 2014;(ED/2005/PEQ/ESD/3)).

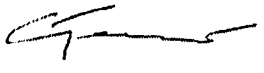
Given the rationale and goals of the proposed institute, it would appear to substantially support a number of recommendations included in the education sub-plan which aim to help the U of S make a meaningful contribution to education for sustainable development, and thus also to long-term local and global sustainability. These include, but are not limited to, the following:

- Mechanisms to support aboriginal student entrance into sustainability-focused graduate studies. The proposed institute indicates a linkage with the Aboriginal Education Research Institute would be of particular relevance in this regard.
- Sustainability literacy assessment of a defined cohort of undergraduate students.
- Facilitation of the integration of sustainability content in a wide range of courses.

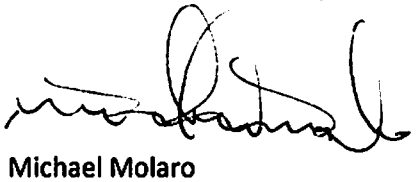
Although not explicitly stated, the importance of both on-campus and off-campus partnerships and collaborations around education for sustainability is embedded in the education sub-plan, and certainly this is also a cornerstone of the proposed institute.

Given the high degree of overlap of the approaches and goals of the proposed institute and those embedded in the research and education sub-plan of the Campus Sustainability Plan, we support the proposal being put forward for the Sustainability Education Research Institute. The proposed institute has the potential to significantly accelerate progress on our stated sustainability goals as they relate to education and research. These initiatives will also provide opportunities to integrate sustainability practices through university community engagement, governance and operations.

Best regards,



Colin Tennent
AVP Facilities Management Division & University Architect
Commitment Leader, Campus Sustainability Plan (IP3)



Michael Molaro
Associate Director, Infrastructure and Sustainability (FMD)

**AGENDA ITEM NO: 9.3**

UNIVERSITY COUNCIL

**PLANNING AND PRIORITIES COMMITTEE**

**REQUEST FOR DECISION**

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

**DATE OF MEETING:** December 20, 2012

**SUBJECT:** **College of Medicine Vision Document**

**COUNCIL ACTION:** For decision

**DECISION REQUESTED:**

It is recommended that Council approve:

(i) in principle, the document entitled *A New Vision for the College of Medicine*;

(ii) that commencing in April, 2013, the Provost and the Dean/Acting Dean of Medicine report regularly to University Council on progress made toward development of an implementation plan for the vision described in *A New Vision for the College of Medicine*, and on the accreditation status of the undergraduate medical education (M.D.) program in the College of Medicine; and

(iii) that an implementation plan for the vision document that addresses the criteria established by the Planning and Priorities Committee for assessment of any renewal plan, as reported to Council on November 15, 2012, be submitted to the Planning and Priorities Committee by August 15, 2013.

**PURPOSE:**

The Planning and Priorities Committee has been charged with evaluating the acceptability of any plan for renewal of the College of Medicine intended to address issues related to maintaining accreditation of the M.D. program and to increasing the level of research activity in the College, and to report to Council on its findings.

In accordance with this mandate, the Committee has considered the document *A New Vision for the College of Medicine* (Appendix I). Council must decide whether realization of the vision presented in the document is likely to achieve the outcomes stated in the previous paragraph, and therefore should receive its support.

**BACKGROUND:**

On May 17, 2012, Council approved a proposal that would see a restructuring of the College of Medicine. The proposed framework was designed to address concerns related to continued accreditation of the M.D. program, principally issues related to accountability of University faculty for teaching assignments, and to create a structure that would, over time, increase the level of research activity in the College. The motion to approve passed by only a small majority, as the proposed framework had been met with much criticism from the College of Medicine over a lack of opportunity for consultation with College of Medicine faculty during development of the proposal, and concerns expressed by members of Council regarding whether the framework would achieve its intended objectives, the impact the restructuring would have on faculty members in the College, and the non-collegial process used in the development of the proposal. As directed by the General Academic Assembly, on September 20 Council reconsidered the motion it had approved on May 17. The motion was not confirmed, a decision influenced significantly by an agreement (Appendix II) reached on September 12 by the President with representatives of the Faculty Council of the College of Medicine, the Provost's Office, and Council. This agreement would see the College of Medicine develop its own renewal plan as an alternative to the restructuring framework developed by the administration.

To broaden its understanding of the issues facing the College of Medicine, the Committee met with the College's Associate Dean Undergraduate Medical Education on October 10 and with representatives from the Dean's Advisory Committee (DAC) and the Accreditation and Governance Working Groups on October 24. On November 21, members of the Committee met with the DAC. Some members attended a regular meeting of the College of Medicine Faculty Council on November 28 where the Acting Dean provided an update on the work of the DAC and the Working Groups. Some members also attended a special meeting of the Faculty Council on December 4 where the draft vision document was presented and discussed. Prior to attending the meetings with the DAC and the Faculty Council, the Committee shared the criteria (Appendix III) it had developed to assess any renewal plan for the College. On December 5, the Committee considered the document entitled *A New Vision for the College of Medicine*. The Committee membership was expanded on each of these occasions to include the Chair of the Research, Scholarly and Artistic Work Committee and the Chair or designate of the Academic Programs Committee.

**COMMITTEE ASSESSMENT OF THE VISION DOCUMENT:**

At the Planning and Priorities Committee meeting on December 5, the Acting Dean of Medicine and the Vice-Provost, College of Medicine Organizational Restructuring, presented to and discussed with the Committee the current (at that time) version of *A New Vision for the College of Medicine*. As anticipated by the Committee, the document was a vision document and not an implementation plan, as the time available had been insufficient for the development of a plan. The vision document committed the College to begin work immediately on an implementation plan. This work was to be completed by June 30, 2013.

Committee members were of the opinion that the vision document represented a significant advancement for the College in presenting a unified vision for its future, as evidenced by the unanimous approval in principle (with one abstention) of the vision document by the College of Medicine Faculty Council on December 4. Members also agreed that the document spoke clearly to accreditation and research issues in the College and conveyed a very pressing need for change. Items of concern or particular interest for the Committee included whether the proposed vision would take the College to where it needed to go with respect to accreditation and research, the role of Vice-Deans and their distinguishing features compared to Associate Deans, whether Vice-Dean reflected acceptable use of the position title, the likelihood of the Province committing additional resources to replace those that would need to be directed from patient care to teaching and research, and the involvement of faculty members in the College of Medicine in the development of the vision document. The Committee determined that since the document did not propose any structural change to the College, there was not a requirement for Council to approve the document. Rather, it would be appropriate for Council to approve the document in principle (endorse the document). Endorsement by Council would signal its agreement with the general direction and intent of the document, but would not approve any actions or outcomes specified. Accordingly, at its meeting on December 5, the Committee carried a motion (with one opposed) to approve in principle the vision document. The motion was as follows:

*"That the Planning and Priorities Committee supports in principle the document entitled 'A New Vision for the College of Medicine' and recommends that University Council also endorse this document."*

The Committee then discussed its recommendation to Council, and agreed that the motion presented needed to hinge upon the development of an implementation plan. A single motion with several parts is presented to Council as the Committee believes that approval in principle is inherent upon a commitment to each of the statements in the motion.

**SUMMARY**

The Committee commends the College of Medicine for the broad consultation undertaken through the Working Groups and the Dean's Advisory Committee, which led to the consensus achieved on *A New Vision for the College of Medicine* and its approval in principle by the Faculty Council of the College of Medicine. This is a significant step forward and indicates a common interest among the College, Council and administration in addressing the issues, which is critical to the College moving forward.

The motion as presented to Council holds the College of Medicine accountable for the development of an implementation plan by June 30, 2013 which would comply with the Planning and Priorities Committee's criteria for assessment of any renewal plan and which would require regular reports on progress toward development of an implementation plan, commencing in April, 2013. The August 15, 2013 date for submission of the plan to the Committee would permit revisions to be made to the plan after it is submitted to the President, the Provost and others, and before it is reviewed by the Committee. The intent is for the Planning and Priorities Committee to consider the

implementation plan at its first meeting in September, and to submit the plan to Council for consideration at its meeting in September.

**ATTACHMENTS:**

| | |
|---|---|
| Appendix I | *A Vision for the College of Medicine* |
| Appendix II | President's Agreement |
| Appendix III | Planning and Priorities Committee Criteria for Assessment of Any Renewal Plan for the College of Medicine |

**A New Vision for the College of Medicine**
**December 10, 2012**
**Lou Qualtiere (Dean) and Martin Phillipson (Vice-Provost)**

## Aspiration

In a medical-doctoral university holding membership in the U15, the medical school is the flagship college, an academic powerhouse making a significant contribution to the success of the entire institution. As the only medical school in Saskatchewan, we have an additional responsibility to train the next generation of physicians to serve the current and future healthcare needs of the people of the province.

Our graduates will be distinguished by their academic performance, shaped by a faculty complement that informs and enhances core clinical skills with innovative research, thus delivering high-quality teaching outcomes. A college that achieves this, in partnership with health regions and the provincial government, will take its place as the foundation of a thriving provincial health system by producing excellent doctors, recruiting and retaining outstanding faculty and physicians and generating innovative research which will further enhance the reputation of the school and the university.

Only with a renewed focus on teaching and research will the college of medicine be able to fulfill its critical role in the university and the province. Presently, the college is renowned for neither the quality of its teaching, as evidenced by the recent results of its graduates, nor its research productivity. With a significant restructuring, the college will take its rightful place as university flagship and provincial foundation.

The college has an historic commitment, jointly shared with the provincial government and health regions to train physicians to meet the health system's needs. While there has been a longstanding practice of providing parts of the curriculum outside Saskatoon, there is now a fundamentally new vision which requires the development and maintenance of two strong provincial sites – one in Saskatoon and one in Regina. Other provincial sites will also be developed to provide electives and other programming. The fundamental goal of this restructuring is a reinvigorated and reconceptualized college. This document assumes that all sites, regardless of geographic location, are essential and valued contributors and participants in this new future. The aspirations of the college transcend geography.

## Current State

The college of medicine is on warning of probation (letter to Dean Albritton, July 2011, p. 2). Accountability issues highlighted by the accreditors continue to affect the undergraduate medical program which is all the more troubling given that the accreditors are due to visit in March 2013. Undergraduate student leadership has publically requested a renewed faculty commitment to the undergraduate medical education program (Appendix 1). Student performance in national exams is at the bottom of all Canadian medical schools for the second year in a row and student performance is deteriorating; 2012 represents the first year where our graduates have fallen below the mean score for all applicants (including American and IMGs) taking the exam. Research performance continues to lag far behind our peers with little sign or possibility of progress.

### *Undergraduate Education*

Each spring the graduating class from each medical school across the country writes the Medical Council of Canada Qualifying Exam (MCCQE). The results are tabulated and shared with each school. There were

16 schools included in the rankings from 2005-2008 and 17 schools included from 2009-2012. While the results indicate that our students ranked bottom in the last two years (Table 1) perhaps of even greater concern is that our student performance is moving further away from the mean score (Table 2).

| | Year of Graduation | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| **CMG* Mean** | 540 | 545 | 556 | 545 | 521 | 530 | 526 | 522 | 515 | 534 | 543 | 545 |
| **UofS** Mean** | 515 | 532 | 554 | 547 | 500 | 504 | 486 | 489 | 503 | 525 | 503 | 498 |
| **Rank***** | 15/16 | 13/16 | 9/16 | 9/16 | 15/16 | 15/16 | 16/16 (last) | 15/16 | 14/17 | 13/17 | 17/17 (last) | 17/17 (last) |

* Mean score on the spring MCCQE of Canadian Medical Graduates taking the exam for the first time

** Mean score on the spring MCCQE of UofS Medical Graduates taking the exam for the first time

*** Overall rank of the UofS Graduates on the spring MCCQE exam, a higher value in the numerator indicates a lower finish.

Table 1. Ranking – placing out of all medical schools

Source: Medical Council of Canada Qualifying Exam (MCCQE) Spring Exam

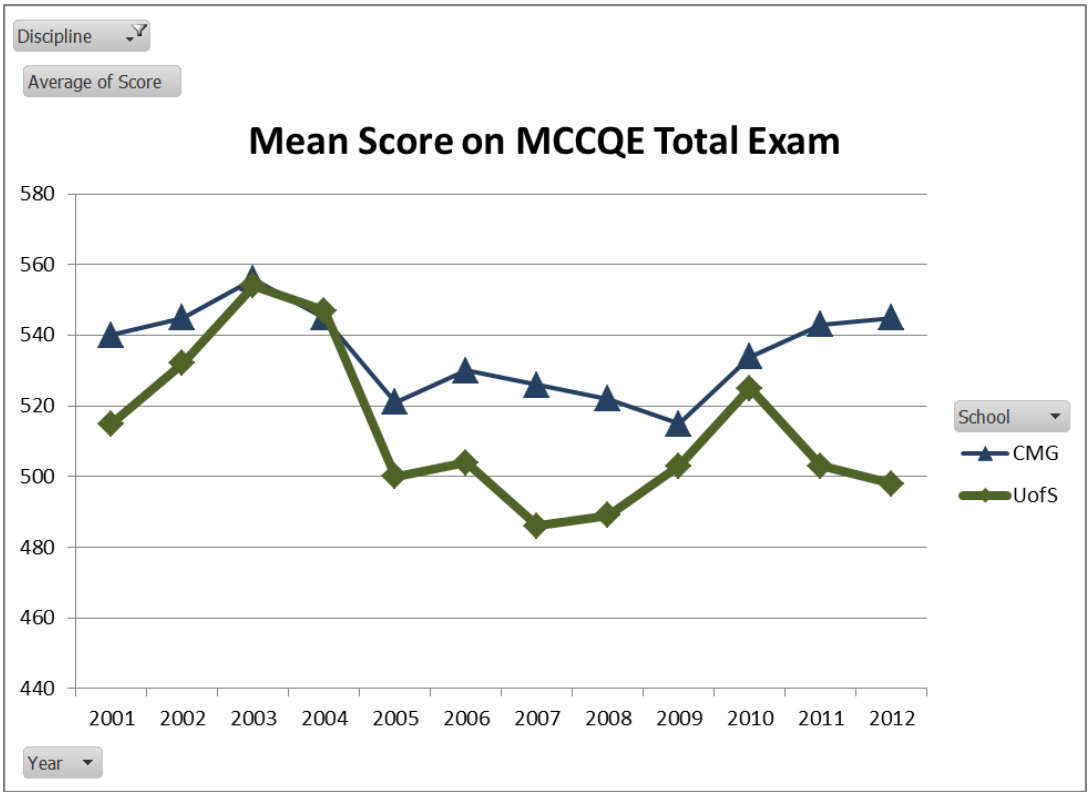


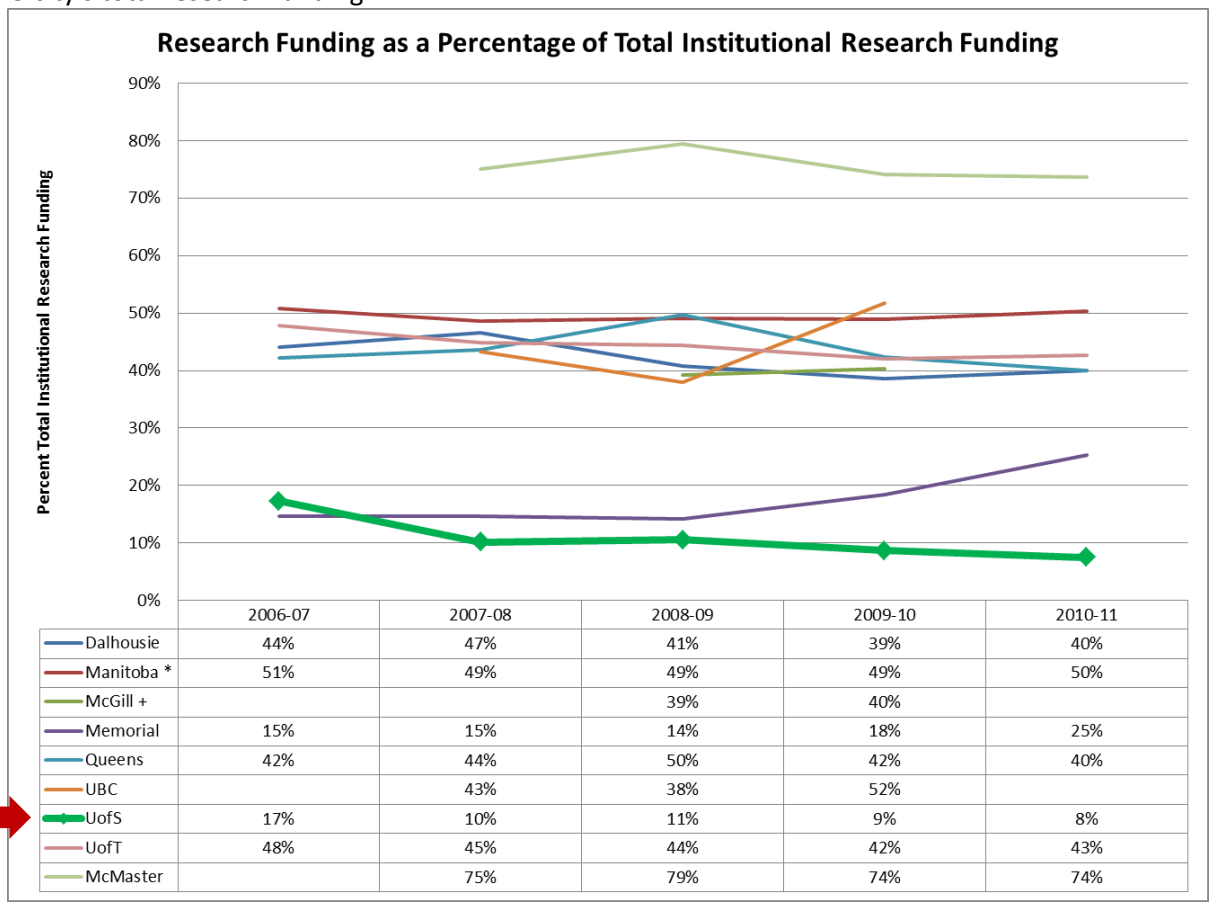

Table 2. Mean score of U of S graduates compared to the mean score of Canadian graduates taking the exam for the first time.

Source: Medical Council of Canada Qualifying Exam (MCCQE) Spring Exam

*Research*

Table 3 illustrates that our college of medicine brings in a disproportionately low amount of research funding when compared to institutions receiving a comparable amount of operating funding from the university. Medical colleges are traditionally research intensive and generate a large percentage of their institution's research funding.

This graph compares the amount of funding flowing into the college of medicine as a percentage of the university's total research funding.




| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|
| Dalhousie | 44% | 47% | 41% | 39% | 40% |
| Manitoba * | 51% | 49% | 49% | 49% | 50% |
| McGill + | | | 39% | 40% | |
| Memorial | 15% | 15% | 14% | 18% | 25% |
| Queens | 42% | 44% | 50% | 42% | 40% |
| UBC | | 43% | 38% | 52% | |
| UofS | 17% | 10% | 11% | 9% | 8% |
| UofT | 48% | 45% | 44% | 42% | 43% |
| McMaster | | 75% | 79% | 74% | 74% |

Table 3. Research funding – all grants and contracts where the 'primary investigator' is a faculty member at the host institution

Source: Individual college research funding data pulled from either the Association of Faculties of Medicine of Canada (AFMC) annual statistics publication or the respective institutional annual report.

*Current Faculty Activity*

The following figure represents a snapshot of the data entered by clinical faculty for the 2011-12 year and is summarized at the college level for clinical faculty based in clinical departments. What the data shows is that clinical faculty spend significantly more time on clinical service and resident training than undergraduate education and research. This reflects the reality of increasing clinical demands.

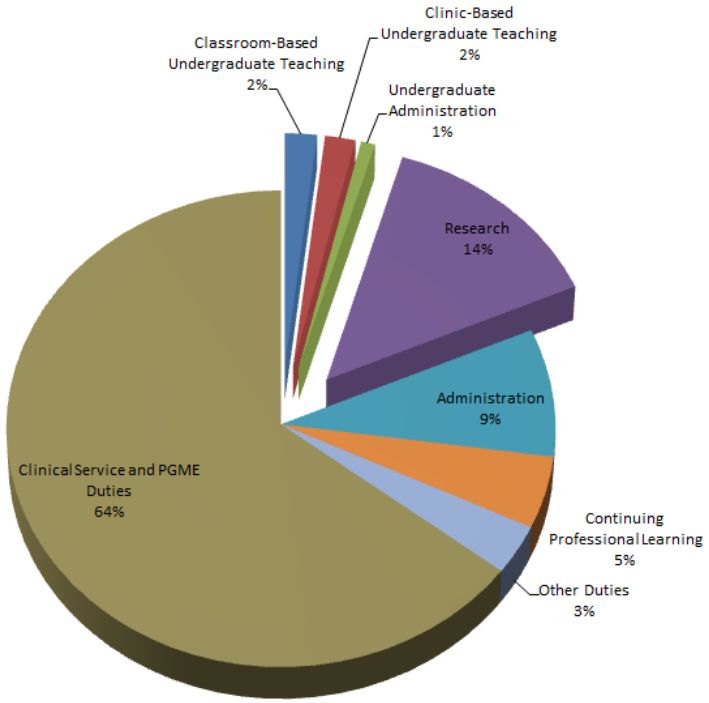



Figure 1. Assignment of Duties Snapshot

*Distributed Medical Education*

Accreditors identified significant issues regarding the College of Medicine's commitment to the functional integration of Regina faculty into medical school governance. Deficiencies highlighted included a lack of knowledge on the part of some department heads as to the status of development of the Regina site, and a perceived lack of support for the Regina site from faculty in Saskatoon (letter to Dean Albritton, July 2011). Given our long-standing commitment to distributed medical education, and given that it is critical to the future sustainability of undergraduate and postgraduate programming, the college will squarely address these issues. The province has asked the college to train learners at rural sites to expose both residents and undergraduate students to this environment with the hope of improving rural physician recruitment. The college has accepted that responsibility and is in the process of increasing training opportunities in rural Saskatchewan. Distributed medical education will proceed under the accreditation standards directing the establishment of new sites and the college will ensure resources are sufficient to provide a quality, fully accredited learning experience.

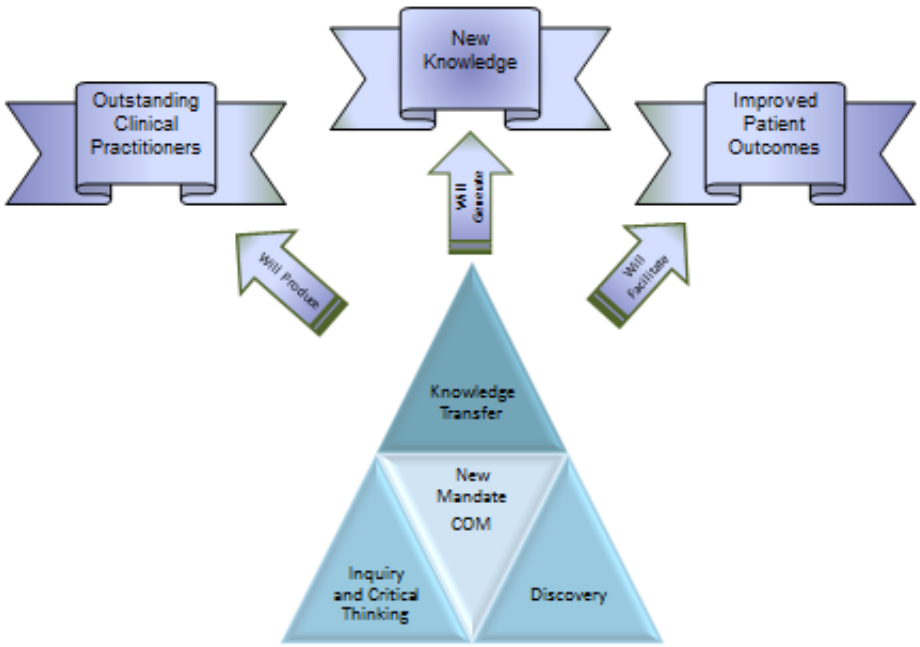
**Analysis of the Current State**

The data shown above illustrate that there are key performance problems related to the academic mission of the college. These issues are symptomatic of a structural flaw in the college – faculty members spend the majority of their time in clinical service. There are a myriad of reasons for this, but the result is an entrenched culture in which clinical service delivery has depleted the resources of the undergraduate teaching and research missions of the college. The current cultural and structural framework pits undergraduate teaching and research against patient care and residency training. Furthermore, our key partnerships contribute to this tension. The college will not advance without recognition of the indivisibility and mutually supportive nature of these functions; but, at the operational level, a significant realignment of the responsibility for these functions is required. This will

involve a reconceptualization of our partnerships with the government and the health regions and a corresponding redistribution of resources. A systemic problem requires a system-wide solution.

All of this makes a compelling case for a significant restructuring and a paradigmatic cultural shift. What is required for the college of medicine is nothing less than a fundamental reconceptualization of its mandate, faculty, and partnerships.

**Reconceptualization of the College of Medicine**
*Mandate Re-conceptualized*




This diagram depicts a college of medicine where discovery, inquiry, critical thinking and knowledge translation are the responsibility of all faculty regardless of career pathway. It is the common responsibility of all faculty to play a role in the achievement of three objectives: the training of outstanding clinicians; the generation of new knowledge; and, the facilitation of improved patient outcomes. Given this new mandate, fully endorsed by the dean's advisory committee, we must reconceptualize the most fundamental aspects of the college of medicine.

*Faculty Re-conceptualized*
A major impediment to the success of the college has been a pronounced "town/gown" split that must be eliminated. The college of medicine will embrace a new, inclusive definition of "faculty" that envisages a role in the college's academic mission for the majority of physicians in the province. Only by harnessing the skills, talents, and insights of a province-wide faculty complement and engaging them in a much richer relationship can we hope to achieve our aspirations. Peer institutions across Canada routinely adopt this model. If we are to compete with our peers, we must adopt a similar model.

This new “faculty” require clear career pathways to which they are held and on which they must deliver. Compensation will be commensurate with the chosen career pathway. A successful college of medicine needs a blend of clinicians, educators and scientists. Different skill sets lend themselves to different career pathways and we will develop a faculty complement plan that allows everyone to contribute by playing to their strengths. We do not require a homogenous faculty; rather, we require a diverse faculty that works together to deliver the college we need.

The clinical imperative has “flattened” the faculty complement. The imbalance between undergraduate teaching and research on the one hand and patient care on the other, is reflected in the dominance of the clinician teacher stream in the overall faculty complement. The new mandate, when combined with the new career pathways, will necessitate a diversification of the faculty complement. Only when the faculty reflects the diverse range of tasks required to fulfill our new mandate will we be successful.

Generating a more diverse faculty complement will not in itself produce the desired outcomes. These structural changes will only have meaningful impact if each individual faculty member meets the obligations of their particular pathway. We will ensure rigourous adherence to their pathway to prevent a drift back towards clinical service and a re-homogenization of the complement. Our success depends on an individual, departmental and decanal commitment to holding each other accountable.

*Structure Re-conceptualized*

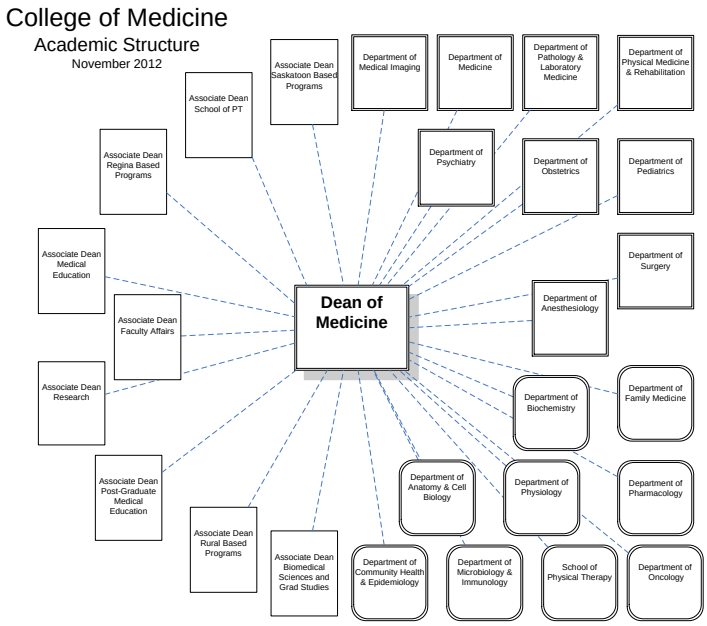
Structure is more than an organizational chart or a governance model. While those things are fundamentally important, when engaged in a reconceptualization of an institution structure relates to much more. This expanded definition of structure includes all norms, policies, processes, and relationships that influence behaviour. In order to change behavior, structure must change. The new "structure" will provide an outline of authority roles and relationships, including the establishment of vice dean positions. In addition, this broader notion of “structure” will encompass new compensation models, revised standards for the assessment of faculty performance within the new career pathways, and a more rigourous approach to the assignment of duties.

*Partnerships Re-conceptualized*

A successful restructuring of the college is predicated on strong, clear and effective relationships with our key partners in the health regions and the provincial government. In order to fulfill its critical role in the province, and as an academic flagship, we must realign roles and responsibilities with our partners and realign the financial support for those roles. The principle needs to be one of clearer alignment of clinical service with clinical resources and clinical authority, and clearer alignment of academic service with academic resources and academic authority, so that both are achieved with greater effectiveness, clarity and accountability. Those whose predominant focus is clinical practice need to be aligned with health services and planning for service delivery; those with a predominant focus in research or education need to be aligned with the university; and we need a fresh approach to ensuring the required co-ordination where individuals have assignments in both systems.

The fundamental purpose of this restructuring is to ensure that the college is doing the right work and producing the right outcomes, at whichever sites its programs are delivered. The following sections outline key aspects of this process.

**Organizational structure**
The following depicts the current organizational structure of the college.



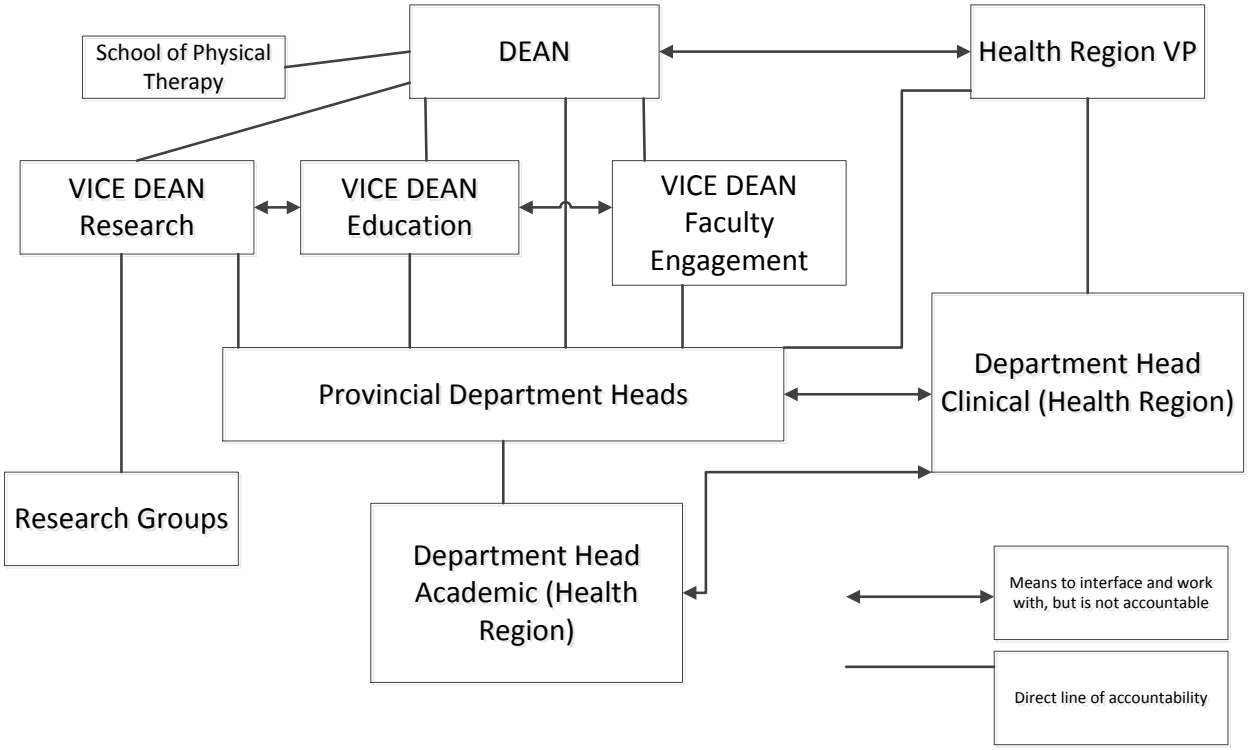

Based on advice provided by the governance working group, the dean's advisory committee recommends the creation of three vice dean positions. Vice deans are a common feature of medical school governance in Canada, although models vary by institution. The vice dean will:

- Be a member of the senior executive team of the college
- Be directly accountable, and report directly, to the dean
- Ensure integration of particular mission (education, research, faculty engagement) throughout the college
- Be responsible for significant resources and have the power to ensure allocation and re-allocation of said resources as necessary
- Hold associate deans and department heads accountable

Vice deans differ from the current associate deans in the college as only one of nine has their own budget. Also, the chart above indicates little or no distinction between associate deans and department heads in the current governance framework. The proposed governance structure will clearly delineate the roles, responsibilities and accountabilities of all levels of management within the college.

The creation of these offices does not represent the routine addition of another administrative layer; rather, it is intended to send a strong message that the issues covered by their various portfolios are central to the success of the college. Furthermore, as one of the key aspects of this restructuring is a rebalancing of the missions of the college, the governance structure must embody that rebalancing. However, symbolism is not sufficient. In order to be successful, these positions will have genuine

authority, via the control of resources, to ensure accountability. The vice-deans will provide structure, focus and support for the key academic missions of the college. Survey results indicate overwhelming support in the college for the vice dean model.




What is intended is to create accountability through better assignment of duties, closer oversight of academic missions, and the collegial processes that support those missions. The vice deans are intended to share the dean's authority over budget, faculty and staff, and collegial processes. The spheres over which the vice deans exercise this authority are aligned with the academic missions of the college, namely teaching and research, and the faculty that perform that work.

*Vice Dean Research*

The vice dean research is the focal point for research in the college and their office will assist the dean in:

- Developing research teams within the college and interdisciplinary and interprofessional research teams across campus
- Recruiting high-quality researchers, graduate students and PDFs to the college
- Providing competitive start-up funding for researchers
- Ensuring the appropriate allocation of resources to maximize research productivity
- Developing strategies for undergraduate research
- Developing strategies for postgraduate research
- Assisting research groups and individual faculty to develop and implement research plans
- Ensuring metrics and targets are established to guide and assess research performance
- Ensuring an appropriate infrastructure to support research (facilitators, mentoring, internal and external reviews, clinical trials support, etc.)

- Holding department heads accountable through monitoring the assignment of duties and interceding where necessary to ensure that those faculty whose career pathways are research intensive have the time and resources to fulfill the obligations of that career pathway

*Vice Dean Education*

The vice dean education is the focal point for all aspects of educational mission in the college and their office will assist the dean in:

- Ensuring the education programs of the college are delivered including undergraduate, postgraduate, graduate and continuing professional learning
- Working with the basic science departments and the College of Arts & Science to ensure the delivery of existing departmental programs
- Assisting in the development of interprofessional educational programming
- Ensuring all programs are fully accredited
- Ensuring equality of programming at all educational sites throughout the province
- Ensuring department heads are accountable for assignment of duties and program delivery
- Engaging with the vice dean research to ensure high quality graduate programs are maintained to support both mandates
- Recruiting high quality students, residents and faculty
- Ensuring metrics and targets are established, in conjunction with department heads, to guide and assess teaching performance

*Vice Dean Faculty Engagement*

The vice dean faculty engagement is the focal point for supporting faculty in all aspects of their relationship with the college and will assist the dean in:

- ensuring timely and rigorous application of collegial processes relating to hiring, tenure and promotion
- bringing the notion of expanded faculty to fruition
- integrating new faculty into the academic and administrative life of the college including those distributed across the province

Expanded Notion of Faculty

The data is shown in Figure 2 represents contact hours delivered by the academic tenure track faculty (both Biomedical and Clinical), Community Faculty, and Others (residents, Graduate Students, Faculty from other colleges, etc.) The data demonstrates that we already place significant reliance on an expanded notion of faculty. The data for 2011-12 is further broken down in Table 4 to describe the number of faculty that delivered the lectures, and the mean number of hours per actual faculty member.

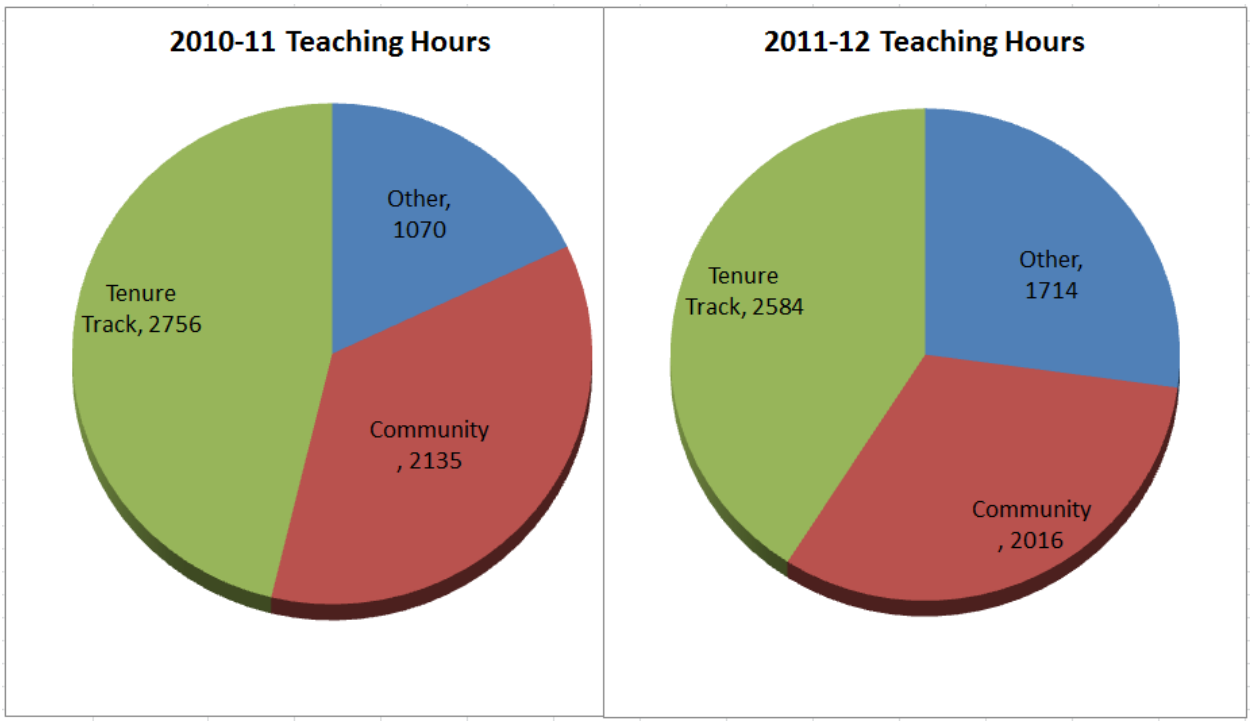



Figure 2: Teaching hours pulled from the One45 system.

| Teaching Group | Teaching Hours | Number of Faculty | Hours per Teacher |
|---|---|---|---|
| Other | 1714 | 188 | 9.1 |
| Community | 2016 | 213 | 9.5 |
| Academic | 2584 | 137 | 18.9 |

Table 4: Hours taught, number of Faculty, and Mean hours for 2011-12 Academic year

At present, we draw an outdated distinction between university-based and community-based faculty. This distinction is reinforced by poor payment systems, insufficient recognition and administrative structures that prevent community-based faculty from participating in externally funded grant-based research. We are committed to an inclusive and expanded notion of the term “faculty” which envisages a role in the academic mission of the college for any appropriately qualified physician who so desires.

*Provincial Department Heads*

The department remains the functional unit within medical schools and this document is predicated on that reality. The department and department head remain key figures in the accountability framework.

The college is committed to the Unified Headship model. Unified Headships were recommended for the college of medicine in the Noseworthy Report in 1998 which recommended that “the Academic and Service Head positions for the College of Medicine and the Saskatoon Health District be integrated, so as to have a single incumbent chosen for both academic achievement and respect amongst clinicians, and the ability to manage clinical services”. The model was introduced in 2003 and gives the Head responsibility for both the academic program provincially and for clinical service in one health region.

Unified heads perform a key function in maintaining strong relationships with our clinical service delivery partners. The governance model reflects the importance of this through a direct reporting relationship between the unified head and the appropriate health region vice-president. This proposal draws no distinction between clinical and basic science department heads reflecting the reality that we all share the same obligations to ensure accountability and that only genuine cooperation between the clinical and basic sciences will deliver on the new mandate.

Provincial heads are unified heads and are responsible for both the academic program provincially and clinical service in the health region in which they are based. Provincial heads can be located in any health region in the province. Where a site does not have a provincial head, there will be a department head academic that reports directly to the provincial head on academic matters and a department head clinical that reports directly to the vice president (or equivalent) in the relevant health region. The department head clinical would have to interface with their own department head academic.

**Future Governance Challenges**

The above describes the skeletal framework and key high-level roles and relationships required in the new governance model. However, further work needs to be done to flesh out the entire governance model. This document acknowledges that not all key governance questions are addressed in this framework. In particular, the college needs to address the following:

1. Distributed Medical Education

As stated in this document, the college has an ongoing commitment and responsibility to ensure the development of fully integrated, distributed medical education. This presents a governance challenge that will require further discussion with faculty and partners across the province. A working group will be established under the implementation plan to comprehensively address these issues.

2. School of Physical Therapy

The School of Physical Therapy holds a unique position within the college. They provide high quality programming and have been actively engaged in the hiring of research intensive faculty. The restructuring of the college presents an opportunity to thoroughly address their position within the college.

**Key Outcomes**

*Education*

Goal: it is imperative that in the short-term undergraduate students perform at the mean in national exams. In the long-term we will return to our position as one of the leading medical educational institutions in Canada as evidenced by student performance a decade ago (see Table 2).

We will achieve our goal through improved accountability and a renewed commitment of existing faculty to the education mission. We will engage our expanded faculty complement so that we use the skills and talents of this newly defined cohort. And, we will populate the clinician educator pathway by recruiting faculty with a deep commitment to medical education who will be responsible for the design and delivery of the majority of the undergraduate medical education program.

How we will get there:

- Renew commitment of existing faculty to the undergraduate teaching mission
- Ensure continued commitment to postgraduate teaching
- Improve accountability by stricter focus on assignment of duties

- Implement expanded notion of faculty
- Provide appropriate teacher education training to all faculty
- Recruit cohort of clinician educators to design and deliver the majority of the undergraduate medical education program (UGME)

*Research*
Goal: reverse the trend in the short-term. In the long-term we will perform at the same level as our peers.

The college will improve its research performance. In the short-term we will reverse the trend of falling Tri-Agency funding by hiring new research intensive faculty into existing or promising areas defined by the signature areas of the university. Additionally, we will refocus our limited resources to support those new and currently strong research clusters in the college. In the long-term we will reorient current resources and build new research programs that facilitate translational research. We recognize that not every clinical faculty member can or will devote significant time to research. Therefore, as with many of our peer institutions, the foundation of the research enterprise must be a cohort of highly active researchers capable of building and sustaining interdisciplinary research groups. In addition, we must also provide research opportunities for any faculty member who wishes to engage in research as members of these new interdisciplinary groups. For example, the newly expanded notion of faculty will allow a greater number of clinicians to fully participate in grant applications and externally funded research.

How we will get there:

1. The Faculty Complement Working Group recommends the strategic recruitment of an additional 15 established clinician scientists and 5 established basic scientists in the next five years. The recruitment of outstanding, highly productive researchers will quickly improve research performance and provide essential opportunities for mentoring and collaboration
2. Establish research centres and teams that capitalize on unique Saskatchewan research opportunities
3. Build a renewed emphasis on health outcomes research
4. Commit to generating strong interdisciplinary research facilitated by the construction of the new D wing and E wing of the Health Sciences complex
5. Ensure collaboration between all college of medicine faculty to develop translational research. This may involve the embedding of basic scientists within clinical departments, not to perform all the research, but to act as catalysts for a significant research operation
6. Ensure compensation and assignment of duties models allow those clinical faculty who wish to pursue research to engage in research without penalty
7. Improve research infrastructure and support via the new office of the vice-dean research

*Clinical Service*
Goal: to be a strong partner in the delivery of healthcare in Saskatchewan

We will continue to support the clinical service missions of our partners in the health regions and ensure that our undergraduate and resident students receive quality training in clinical settings. However, primary responsibility for clinical service delivery in Saskatchewan rests with the health regions and the provincial government. While we will continue to be a strong and committed partner, the college of medicine must divert more of its resources to our academic mission and divest itself of those resources

that do not contribute directly to that mission. As stated earlier, clinical service demands deprive our academic mission of essential resources.

*Accreditation*
Goal: to have fully accredited education programs

The accreditation issues faced by the college present both short- and long-term challenges. In the short-term, the college will make strenuous efforts to satisfy accrediting bodies with regard to current challenges. However, only a fundamental re-structuring of the college, such as this document recommends, will provide long-term sustainability and break the cycle of periodic accreditation problems.

In the short-term, the college must prepare for the visit of accreditors in March 2013. The accreditation working group has identified three standards which represent the critical accreditation priorities:

IS-9
The accreditation working group has recommended a new approach to assignment of duties and a pilot project will be undertaken in 2013. Departments will be directly asked to provide sufficient resources to deliver quality undergraduate programming. Instructors within the college will be directed to begin to prepare undergraduate students against the objectives of the Medical Council of Canada Qualifying Exam (MCCQE).

ED-8 and ED-41
The accreditation working group has recommended that all department heads must visit distributed sites on a regular and routine basis. Commitment to such practices has been sporadic; some department heads regard this inter-site communication as obligatory while others pay little or no attention to it. ED-41 requires the "functional integration" of faculty at all distributed sites into the educational mission and governance of the college. The accreditation group has also recommended the creation of a dedicated fund to facilitate the travel between sites.

While it is vital that these short-term challenges are addressed they are symptomatic of structural and accountability problems that will recur unless a fundamental restructuring of the college is undertaken. The college has experienced continuing accreditation challenges and a sustainable solution must be found.

Key aspects of a sustainable solution include:

- A college-wide recommitment to undergraduate medical education (UGME) as demonstrated by departmental decision making and individual faculty responsibility
- Governance structures that deliver genuine accountability around the assignment of duties
- Administrative structures that efficiently organize teaching and communicate educational needs to department heads in a timely fashion
- Compensation structures that reflect the importance of class-room based teaching
- Recognition that it is the moral and professional responsibility of all physicians to train the next generation

**Conclusion**

The college of medicine is facing an existential crisis. Following an exhaustive consultation process (Appendix 2) that involved a reflective and thorough self-examination of its performance and its mission, it is clear that nothing less than a fundamental reconceptualization of its governance, faculty and partnerships is required. Such an undertaking will produce a college that trains outstanding clinical practitioners, develops new knowledge and delivers improved patient outcomes. An accompanying realignment of resources and a renewed commitment to the essential academic work of education and research is necessary. The college will begin work immediately and deliver a plan for implementation by June 30, 2013 with a view to full implementation by 2015. Only then will the college begin to take its position as academic flagship and provincial foundation.

## Appendix 1

**Student Medical Society of Saskatchewan**
College of Medicine
A204, Health Sciences Building
University of Saskatchewan
Saskatoon, SK S7N 5E5
E-Mail: smss.president@usask.ca

November 27, 2012

To Whom It May Concern:

In recent years, students have expressed increasing concern regarding the quality of education at the University of Saskatchewan College of Medicine. Over the past few months, several factors, including the restructuring and renewal process, have caused undergraduate medical education to decrease in priority, and the education of current students is suffering as a result.

As the Student Medical Society president and a member of the Dean's Advisory Committee, I hear students express their concerns regarding educational quality on a daily basis. Students are worried their education will not have adequately equipped them with the tools to be competent physicians. In a few short years, these students will be your colleagues, they will be responsible for supporting the health and well-being of Saskatchewan residents, and they will be joining you in the mission physicians of this province so strongly represent: the mission of clinical service, research, and teaching. Part of the renewal and restructuring process seeks to address the gaps in our undergraduate medical curriculum, but for current students change will come too late. Students are imploring community and university based faculty alike, to renew their commitment to undergraduate education.

For years, the SMSS has collected student feedback on ways they feel their education is not meeting their needs for exam preparation (including national licensing exams), or, more importantly, for JURSI, residency, and independent practice. Response from students, both in the past and recently, has been overwhelming. The following points have recently emerged as top concerns:

1. ***Clinical teaching time, specifically in Phase B, has been significantly reduced.*** Phase B students are expected to receive 6-10 hours of clinical teaching per week. However, because of session cancellations and/or unavailability of instructors, that number has been reduced by half. Numerous students have had entire weeks without clinical instruction. Additionally, students have been unable to reschedule cancelled sessions, because there were either no instructors available or none willing to take them. This issue is not unique to one specialty; the list includes, but is not exclusive to, family medicine, orthopedic surgery, internal medicine, ophthalmology, cardiology, and general surgery. It remains to be seen how this already troubled system will accommodate the 100 students in the class of 2016.

2. ***Lack of instructors for small group cases in Phases A, B, and C.***
Without appropriate guidance, students cannot be confident they are reviewing the most appropriate material relative to the topic at hand.

3. ***Certain specialties no longer accept students for observership, and some no longer allow students to apply for electives in JURSI (clerkship).***

4. ***Students in Phase C who are about to enter JURSI in January are anxious and uneasy about their clinical skills; many are concerned they are ill prepared to start JURSI, as many have not touched their stethoscopes for structured clinical time in months.***

5. ***Students in all years are met on many rotations and in multiple lectures with inconsistent, uncertain or complete lack of objectives, leaving them unsure they have the proper knowledge they will need to be competent with in the future.***

6. ***In term 1, more than 31 lectures for Phase B students were not posted prior to teaching. One student assumed responsibility for obtaining these materials from lecturers for the class.***

7. ***In the last week alone, Phase B has had one systems lecture cancelled with less than a day's notice, with no plans to reschedule, and had a lecturer fail to attend a scheduled session or communicate a reason for his absence.***

While all of these issues in and of themselves are very serious, I can assure you that none of these are new concerns. They may be more pronounced in light of the current state of the college, but they have been present over the last few years, if not longer. Many efforts have been made by the SMSS to communicate student concern, with less success than we had hoped. For example, the graduating class of 2013 conducted an intensive student led survey regarding Systems, to garner student feedback and create objectives that match the Canadian standards. The SMSS presented this to the Systems coordinator in hopes to improve the course for the Class of 2014. The issues brought to light were not fully addressed, and no clear answers were provided as to how this survey was being utilized. Lack of awareness and utilization of this survey among relevant college administrators has left members of this year's graduating class with little faith student input and concerns have been served by the College of Medicine.

These uncertainties and inconsistencies in our education are putting undue stress and anxiety on students who now feel they have been given false assurances of protection from the current turmoil within the college. Students have been told on several occasions that undergraduate medical education is a priority and that Dr. Qualtiere's first mandate is to ensure our education is safeguarded in this time of change. We are students first, and advocates for our education second, but how can we be learners when there are not enough willing teachers?

The reality is students have not been isolated from disturbances elsewhere in the college. The issues we are seeing today show that the College is at a crucial and vulnerable point

in its development. Now more than ever, students need teachers who are passionate and care to help us succeed.

At present, we are not asking for changes that require major restructuring – such tasks will require more time than we have in the college – but rather for simple things:

1. Aligning objectives for clinical sessions and lectures with MCC objectives; translating these objectives into the content taught and having assessments that reflect this.
2. Have teachers attend scheduled sessions; if a session must be cancelled, rescheduled promptly.
3. Having fewer physicians teach in the classroom during each system. Students believe having this continuity and accountability of teachers is beneficial to effective education.
4. Ensure lectures are posted for students 24 hours in advance (it makes a world of difference and would be very much appreciated).

For a more comprehensive list of lecture guidelines please visit www.saskmedstudents.com/downloads/ to view best practices and recommendations for the College of Medicine teaching community, created by the SMSS last year.

Students understand the physicians of this province are stretched thin serving the needs of more people than they can possibly accommodate, and yet, many still go above and beyond to provide phenomenal teaching, administrative support, and thoughtful attention to our education. We sincerely thank all of you and students want to remind you that your hard work and dedication do not go unnoticed.

We are asking for a renewed commitment, from you, as physicians, as teachers, and as our future colleagues, to share your wisdom, listen to our feedback, and remain engaged in teaching. We cannot do this on our own. We need your help to restore trust and confidence in our education.

Sincerely,

Kylie Riou
President, Student Medical Society of Saskatchewan
Phase B, MD Undergraduate Program
College of Medicine, U of S
kylie.riou@usask.ca
306-371-2804

**Appendix 2**
**Consultation Process**

The following list captures an overview since April 2012, of the groups who have provided input and the meetings, town halls, communications and other input opportunities where information was shared and/or collected and/or discussions were held which have informed the college of medicine (CoM) restructuring.

**Consultation**

- Provost's formal communications with CoM Apr 5, 26, May 10, Sept 9, 10, 11, 12
- Town hall meetings Apr 11, 18, 19, May 2, Oct 29, Nov 7 and 15 (students, faculty and staff)
- College of Medicine Budget, Planning and Priorities Committee meetings
- College of Medicine Dept Heads/Associate Deans meetings
- CoM Faculty Council meetings
- Internal CoM (various small group meetings among students, faculty and staff)
- University of Saskatchewan Faculty Association (USFA) meetings
- Deans' Council meetings
- Provost's Committee on Integrated Planning meetings
- Council of Health Science Deans meetings
- Planning and Priorities Committee of Council meetings
- University Council (President's and Provost's reports and discussion at every meeting from May through November)
- Special meeting of the GAA Sept 6
- University of Saskatchewan Board of Governors meetings
- University of Saskatchewan Senate Apr 21
- Ministry of Advanced Education, Employment and Immigration meetings
- Ministry of Health meetings
- Regina Qu'Appelle Health Region meetings
- Saskatoon Health Region meetings
- Saskatchewan Academic Health Sciences Network (SAHSN) meetings
- Over 200 comments and suggestions submitted via email and the website
- More than 15 Formal submissions from departments and other stakeholders
- Frequent local media attention informed the public regarding the CoM
- DAC and Working Groups meet more than 35 times from July through December, representing hundreds of hours of collective effort by stakeholders from across the college, the university, the medical community, government and the health regions
- Comprehensive survey of questions from all 9 working groups, sent out to over 1400 faculty, students, staff and other stakeholders with over 2000 answers to the questions posed
- Dec 5-10 – draft *Vision Document* shared with entire CoM community prior to final University Council submission
- Canadian medical schools completed a series of survey questions in April 2012
- Queen's University and Dalhousie University schools of medicine were visited
- University of British Columbia faculty of medicine's dean was interviewed at length

**Appendix 3**
**Representation on Deans Advisory Committee and Working Groups**

***Deans Advisory Committee***

**Membership**
Lou Qualtiere, Dean CoM, Co-Chair
Femi Olatunbosun, Assoc Dean CoM, Co-Chair
Bill Roesler, Dept Head, Biochemistry
Paul Babyn, Dept Head, Medical Imaging
Marilyn Baetz, Dept Head, Psychiatry
Melissa Denis, Resident
Kylie Riou and/or Melissa Anderson, SMSS Representative
Brian Ulmer, College of Medicine Alumni
Daniel Kirchgesner, Community Physician
Alan Casson, Saskatoon Health Region
Carol Klassen, Regina Qu'Appelle Health Region
Don Philippon, Saskatchewan Academic Health Sciences Network
Martin Phillipson, Provost's Office
Barb Daigle, Human Resources
Ingrid Kirby, Ministry of Health (observer status)
Heather George, Ministry of Advanced Education (observer status)

**Working Groups**

***Internal Academic Clinical Funding Plan (ACFP)***
**Mandate**
To complement and support the work of the various committees and groups (the provincial oversight committee, ACFP working group and technical working groups respectively) in the development of an academic clinical funding plan that considers time spent in each of research, teaching and clinical practice to equitably compensate people for comparable work. This will include, but is not limited to, obtaining input from College of Medicine faculty and costing various compensation and organizational design models.
**Membership**
Femi Olatunbosun, Associate Dean CoM (Exec Sponsor)
Martin Phillipson (Exec Sponsor)
Milo Fink, Dept of Physical Med & Rehab, Wascana Rehab Centre, Regina (Co-Lead)
Daryl Fourney, Dept of Surgery, Division of Neurosurgery (Co-Lead)
Francis Christian, Dept of Surgery, Division of General Surgery
Annette Epp, Dept of Obstetrics and Gynecology
Vern Bennett, Dept of Psychiatry
Bev Karrass, Dept of Family Medicine
Laurentiu Givelichian, Head, Dept of Pediatrics

***Financial Management***

**Mandate**

To outline the current financial state, identifying the funding sources, how they are currently used, issues and opportunities; to work closely with the ACFP groups and develop a detailed operating and transition plan based on the desired option; inform implementation of the plan including establishment of an appropriate financial oversight structure aligned with college governance, and including establishment of budgets/reports and monitoring.

**Membership**

Lou Qualtiere, Laura Kennedy (Exec Sponsors)
Greg Melvin, Acting, CFO, College of Medicine (Co-Lead)
Nilesh Kavla, VP, Finance & Corporate Services, Saskatoon Health Region (Co-Lead)
David Campbell, Head, Dept of Anesthesiology, Perioperative Medicine & Pain Mgt
Charlene Gavel, VP and CFO, Regina Qu'Appelle Health Region
Laureen Larson, Dir of Acad Hlth Sci Program, Regina Qu'Appelle Health Region
Jason Vogelsang, Mgr, Admin & Finance, CoM, Regina General Hospital
John Gjevre, Dept of Med, Division of Respirology, Critical Care & Sleep Medicine

***Leadership Structures and Strategic Relationships***

**Mandate**

To design and implement internal leadership structures (including consideration of vice-deans, associate deans, assistant deans and department heads) that will enable the new divisions to deliver on the college's mission of excellence in education, research and support for clinical care. Key external partnerships will be redefined and/or reaffirmed to ensure the success of the college's mission while supporting the goals of our partners.

Executive Sponsors: Lou Qualtiere, Alan Casson, Martin Phillipson

**Governance - Membership**

Martin Phillipson, Acting Vice-Provost, CoM Restructuring (Exec Sponsor)
Brian Ulmer, Dept of Surgery, Division Head of Vascular Surgery (Exec Sponsor)
Marilyn Baetz, Head, Dept of Psychiatry (Exec Sponsor)
Barry Ziola, Dept of Pathology and Dir of Admissions, CoM (Co-Lead)
Bill Dust, Acting Head, Dept of Surgery (Co-Lead)
David Schreyer, Dept of Anatomy & Cell Biology
Mark James, Dept of Anesthesiology, Perioperative Medicine and Pain Management
Vern Hoeppner, Head, Dept of Medicine
Don Philippon, Special Advisor, Saskatchewan Academic Health Sciences Network
David Parkinson, Vice Dean, College of Arts and Science
Sachin Trivedi, Med II student, College of Medicine

**Recruitment - Membership**

Martin Phillipson, Acting Vice-Provost, CoM Restructuring (Exec Sponsor)
Paul Babyn, Head, Dept of Medical Imaging (Exec Sponsor)
Vivian Ramsden, Director of Research, Dept of Family Medicine (Lead)
Jose Tellez, Dept of Medicine, Division of Neurology
Alan Rosenberg, Dept of Pediatrics
Rudy Bowen, Dept of Psychiatry
John Shaw, Division of General Surgery, Dept of Surgery
Laureen Larson, Dir of Academic Health Sciences Program Delivery, Regina Qu'Appelle Health Region
Gary Linassi, Acting Head, Dept of Physical Medicine and Rehabilitation
Joe Blondeau, Acting Head, Dept of Pathology and Laboratory Medicine

Corey Miller, Director of Administration, Saskatoon Health Region

**Partnerships - Membership**

Daniel Kirchgesner, GP, Humboldt, SK
Martin Phillipson,
Lou Qualtiere,
Alan Casson
Grant Stoneham, Associate Dean, Saskatoon, College of Medicine (Lead)
Kevin Ledding, GP, Humboldt, SK
Colum Smith, VP, Clinical Services and SMO, Saskatchewan Cancer Agency
Carol Klassen, VP, Knowledge and Tech Service, Regina Qu'Appelle Health Region
Don Philippon, Special Advisor, Saskatchewan Academic Health Sciences Network
Janet Tootoosis, GP, North Battleford, SK

***Career Pathways and Complement Planning***

**Mandate**

To design a process for transition into new divisions that will ensure that the faculty and staff complement of the College of Medicine is structured so that the college can deliver on its mission of excellence in education, research and support for clinical care while simultaneously enabling faculty and staff to pursue their career goals and aspirations.

**Career Pathways - Membership**

Femi Olatunbosun, (Exec Sponsors)
Martin Phillipson, (Exec Sponsors)
Bill Roesler, Head, Dept of Biochemistry (Exec Sponsors)
Darryl Adamko, Dept of Pediatrics (Co-Lead)
Gary Groot, Division of General Surgery, Dept of Surgery (Co-Lead)
Ron Geyer, Dept of Biochemistry & Research Division of the Cancer Centre
Stella Blackshaw, Dept of Psychiatry
Fauzi Ramadan, Internal Medicine, Moose Jaw, SK
Alanna Danilkewich, Head, Dept of Family Medicine
Regina Taylor-Gjevre, Division of Rheumatology, Dept of Medicine

**Complement Planning - Membership**

Femi Olatunbosun, (Exec Sponsors)
Martin Phillipson, (Exec Sponsors)
Alan Casson (Exec Sponsors)
George Pylychuk, Interim VP, Practitioner Staff Affairs, SHR (Co-Lead)
Nazeem Muhajarine, Head, Dept of Community Health and Epidemiology (Co-Lead)
George Carson, Obstretics and Gynecology, Regina General Hospital
Jennifer Kuzmicz, Dept of Family Medicine, Regina
Rob Skomro, Dept of Medicine, Div of Respirology, Critical Care and Sleep Medicine
John Gordon, Assoc Dean, Research, College of Medicine
Corey Miller, Dir of Admin, Saskatoon Health Region
Darcy Marciniuk, Dept of Medicine, Div of Respirology, Critical Care & Sleep Med

***Accreditation Standards***

**Mandate**

To develop and begin implementation of a plan to meet accreditation standards identified by the Committee on Accreditation of Canadian Medical Schools and the Liaison Committee on Medical Education (July 2011) including, but not limited to standard IS-9.

**Membership**

Martin Phillipson (Exec Sponsor)
Sheila Harding, Associate Dean, Undergraduate Medical Education (Lead)
Marketa Chaloupka, PGY1, Family Medicine Residency Training Program
Grant Miller, Division of General Surgery, Dept of Surgery
Dhanapal Natarajan, Dept of Psychiatry, Regina Mental Health Clinic
Athena McConnell, Dept of Pediatrics
David Campbell, Head, Dept of Anesthesiology, Perioperative Medicine & Pain Mgmt
Kristen Relkey, Med II, College of Medicine
Sarah Liskowich, Dept of Family Medicine, Regina
Nora McKee, Dept of Family Medicine

***Change and Transition***

**Mandate**

To build the capacity of faculty and staff in the College of Medicine to participate in the change process through the design and delivery of specific programs. This group will engage internal and external expertise.

**Membership**

Barb Daigle, AVP Human Resource (Exec Sponsor)
DeeDee (Shirley) Maltman, Mediclinic, Saskatoon (Lead)
Andrew Freywald, Dept of Pathology & Research Division of the Cancer Centre
Tara Lee, GP, Swift Current, SK
Janice Fairfield, PGY1, General Surgery
Heather Ward, General Internal Medicine, Dept of Medicine
Susan Shaw, Dept of Anesthesiology, Perioperative Medicine and Pain Mgmt
Marcel D'Eon, Dept of Community Health and Epidemiology
Tom Mainprize, Head, Dept of Obstetrics, Gynecology and Reproductive Sciences

## Appendix II President's Agreement

*In conversations with the President, representatives of the Faculty Council of the College of Medicine, the Provost's Office and University Council have agreed to the following:*

1. *The university will pull central administrative support for the current Concept Plan provided that the COM Dean's Advisory Committee (DAC) presents an alternative plan for approval to University Council at the December meeting. This plan must include restructuring as necessary to:*

    - *address accreditation concerns within one year,*
    - *rebalance education, research and clinical responsibilities within COM over a 5 year period,*
    - *identify evidenced-based measures to be used to determine implementation success, such measures to be shared periodically with University Council, and*
    - *all of the above must be accomplished without additional resources from the university beyond that already committed.*

2. *If no plan is forthcoming at the December meeting, then administration would resubmit the original Concept Plan to University Council as it would be the only plan available.*

*Further, although university governance does not let us require concurrence of Faculty Council with the plan of the DAC, we agreed that it would be preferable for everyone to be active in crafting the plan, effectively giving a voice to Faculty Council in the plan development.*

**Appendix III Planning and Priorities Committee Criteria for Assessment of Any Renewal Plan for the College of Medicine**

1. *The renewal plan will propose a governance structure that will address the concerns of accrediting bodies within one year. In the near term, the proposed structure will assure the accrediting bodies that accountability issues are being addressed effectively.*

2. *The proposed governance structure will support the change process that the College must undergo if it is to increase its level of research activity substantially over the next five years.*

3. *The renewal plan will provide Council with a reasonable level of confidence that the desired outcomes will be achieved, along with some sense of the milestones and metrics that will be employed to measure and monitor the extent and trajectory of progress over the next five years.*

4. *The renewal plan can be implemented without additional resources from the University and it will include a strategy for resource reallocation among the College's responsibilities and among the respective agencies responsible for academic activities and provision of clinical services.*

5. *The renewal plan will include a description of the process employed in its development, including the degree of engagement of the College of Medicine Faculty Council. In addition, the level of College of Medicine Faculty Council support for the renewal plan will be documented.*

**AGENDA ITEM NO: 10.1**

UNIVERSITY COUNCIL

**GOVERNANCE COMMITTEE**

**NOTICE OF MOTION**

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| | |
|---|---|
| **PRESENTED BY:** | Gordon Zello<br>Chair, Governance Committee |
| **DATE OF MEETING:** | December 20, 2012 |
| **SUBJECT:** | **Notice of Motion: Change to Council Bylaws re: Faculty Council Bylaws, Membership of the Johnson-Shoyama Graduate School of Public Policy.** |
| **DECISION REQUESTED:** | *It is recommended:*<br>That Council approve the membership of the Johnson-Shoyama Graduate School of Public Policy as outlined in the attachment. |

**PURPOSE:**

To establish the faculty council membership of the Johnson-Shoyama Graduate School of Public Policy.

**CONSULTATION:**

The faculty council membership was approved by the Johnson-Shoyama Graduate School of Public Policy's faculty on November 22, 2012 and was sent for review by the governance committee. The governance committee approved the membership at its meeting of December 5, 2012.

**ATTACHMENT:**

Johnson-Shoyama Graduate School of Public Policy faculty council membership list (proposed)

# Proposed Membership of the Faculty Council of the Johnson-Shoyama Graduate School of Public Policy

*Submitted to the Governance Committee of Council, U of S*
*November 2012*

## V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

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 Affairs*
(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*

B. The Faculty Councils shall be comprised as follows:

Faculty Council of the Johnson-Shoyama Graduate School of Public Policy
See 1.A, sections (a) to (o).

(p) Associate Director, Johnson-Shoyama Graduate School of Public Policy
(q) Faculty members (professors, associate professors, and assistant professors) who hold a standard appointment in the school
(r) Faculty members (professors, associate professors, and assistant professors) who hold a primary joint appointment or a secondary joint appointment of 0.25FTE or more in the school
(s) Faculty members from the University of Regina who are appointed as Adjunct members in the Johnson-Shoyama Graduate School of Public Policy
(t) Two JSGS students
(u) Director, Outreach and Training, Johnson-Shoyama Graduate School of Public Policy*
(v) Johnson-Shoyama Advisory Council chair or representative**
(w) The following members may be heard in faculty council but may not vote:
    i. Faculty members (professors, associate professors, and assistant professors) who hold a joint appointment in the school of less than 0.25FTE

***This position would be filled once the Advisory Council is established and populated.*

**AGENDA ITEM NO: 10.2**

UNIVERSITY COUNCIL

**GOVERNANCE COMMITTEE**

**ITEM FOR INFORMATION**

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| | |
|---|---|
| **PRESENTED BY:** | Gordon Zello<br>Chair, Governance Committee |
| **DATE OF MEETING:** | December 20, 2012 |
| **SUBJECT:** | **Guidelines for Motions, Minutes, Committees and Committee minutes of University Council** |
| **COUNCIL ACTION:** | For information only |

**CONTEXT AND BACKGROUND:**

The governance committee was asked by the coordinating committee to develop guidelines for committee minutes and meetings. The governance committee developed these guidelines and included them with the existing documents "University Council – Guidelines for Motions" and "University Council – Guidelines for Minutes".

**SUMMARY:**

These updated guidelines will be included in the Council handbook for new Council members and Council chairs.

**ATTACHMENT:**

Guidelines for Motions, Minutes, Committees and Committee minutes of University Council

UNIVERSITY OF SASKATCHEWAN

**UNIVERSITY COUNCIL – GUIDELINES FOR MOTIONS**

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## Types of Motions[1]:

- **Motion to receive:** In receiving a document, Council acknowledges that a report has been presented but leaves open the question of what actions, if any, should be taken as a consequence. Approval of a motion to receive a report means that the committee is discharged (unless it is a standing committee) and is relieved of further responsibility for the matter. The motion to receive a report is neither debatable nor amendable. By receiving a report, Council is not bound by the report's findings or recommendations contained within it; such recommendations may be considered and adopted (or not) in a subsequent motion or at a later meeting.
- **Motion to accept:** This is much like a motion to receive, except that it enables the report to be debated. It is used when a report contains significant information but no specific recommendations. Since a report is a historical document that contains the findings and conclusions of a committee, it cannot be amended, even when a meeting does not agree with its contents. The motion to accept a report is debatable, but cannot be amended.
- **Motion to recommend for approval:** This motion is used where the document being reviewed is under the jurisdiction of one of the other governing bodies of the university (such as the Board or Senate), to indicate that Council has looked at it and is in agreement with the findings and/or recommendations contained within it.
- **Motion to approve in principle [or to endorse]:** Such a motion indicates that Council is in agreement with the general direction and intent of a document, but has not yet approved any specific actions in it; these (if they are under Council's jurisdiction) would require a subsequent motion to approve them.
- **Motion to approve**: in approving a document, Council also approves the particular findings and recommendations put forth within it.
- **Motion to ratify:** This is used in rare circumstances, such as when a negotiated agreement is put to the membership for approval.
- **Motion to adopt:** This motion has an element/flavour of 'owning' what is being recommended—for example, Council could adopt a document that lays out a procedure for something under Council's jurisdiction (such as procedures for program deletion), or a bylaw change. Once adopted, there is an expectation that Council itself will implement the substance of the motion, and that there is a long-term commitment to its intent.

*approved by the Coordinating Committee Dec 2/08 and revised Dec 3/10*

[1] For the source of these definitions, see particularly Kerr & King, Sections 85, 92,113, 118, 140, 141 and Appendix 1.

# Notice of Motion

The purpose of a Notice of Motion is to ensure that members have an opportunity to know in advance what topics will be on an agenda, and thus to judge the importance of attending the meeting to register their vote. Once a notice of motion is given, other motions on the same topic will generally be allowed by the chair, and/or amendments—even fairly significant ones—can be made to the motion without further notice.

Council's Bylaws indicate that "a motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered."

Other motions dealing with substantive matters requiring consideration by members of Council require only 10 days' written notice of motion. Where there is uncertainty about whether a motion deals with 'substantive matters,' the Chair makes a ruling. The requirement for 10 days' notice may be suspended upon vote of two-thirds of the members present and voting at a Council meeting.

A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.

Kerr and King (*Procedures for Meetings and Organizations)* indicate that Notice of Motion can be made by the executive, committees, or individual members, and that they must include the name of the mover and the seconder of the motion. Movers and seconders of any motion at Council must be members of Council and must be present at the meeting at which the motion is debated and voted upon.

<u>Motions from individual members of Council</u>
Individual members of Council may present motions to Council in any one of three ways:

1) send a Notice of Motion to Coordinating Committee along with supporting documentation; the Committee would then put it on the Council agenda or refer it to a committee, which will then report back on the matter to the Coordinating Committee and to Council;

2) send a Notice of Motion directly to the University Secretary to include with agenda materials for the next Council meeting, to be included with the agenda materials for that meeting as a Notice of Motion for the following meeting; or

3) propose from the floor at a Council meeting that an item and/or motion be added to the agenda. This would then require a 2/3 majority vote to be added to the agenda, and the motion could be dealt with at that meeting.

*approved by the Coordinating Committee Dec 2/08 and revised Dec 3/10*

UNIVERSITY OF SASKATCHEWAN

# UNIVERSITY COUNCIL – GUIDELINES FOR MINUTES

## Statutory authority:

Procedures governing Council meetings are under the following authority:
The *University of Saskatchewan Act, 1995*
Council's *Bylaws and Regulations*
Kerr and King, *Procedures for Meetings and Organizations, Third Edition*

Relevant excerpts from the *Act*
55: Unless the council decides otherwise, the secretary is the secretary to the council.

61 (1) the Council may:
(a) regulate the conduct of its meetings and proceedings

62(1) Within 10 days of every meeting of the council, the secretary shall give each dean and department head a written copy of all motions passed by the council at the meeting
(2) On receipt of the written copy of a motion pursuant to subsection (1), every dean and department head shall post the written copy in a conspicuous place that is readily accessible to students and faculty members.

Relevant excerpts from Council *Bylaws and Regulations*

5(h) The meetings of the Council and of committees of Council will be conducted in accordance with the rules of order contained in *Procedures for Meetings and Organizations, Third Edition* by Kerr and King.

Relevant excerpts from Kerr and King

114. Preparation of Minutes
Minutes are the permanent record of the proceedings of a general or committee meeting of an organization. The minutes are prepared by the meeting secretary…and include the following basic items:

1) The date, time, and place of the meeting
2) The name of the person in the chair and of any changes in the chair;
3) The number of members present and where practical their names;
4) All rulings made by the chair and the nature and result of any appeals that arise from these rulings
5) All motions properly moved, including the name of the mover and seconder;

6) The results of all votes taken
7) A list of all reports and documents introduced during the meeting, with copies of these reports being attached to the official copy of the minutes;
8) A summary of significant points raised during the debate of motions, but not a verbatim account of the speeches;
9) Any commitments made by officers or any other persons present at the meeting;
10) The time of adjournment
11) The signature of the meeting secretary.

Minutes need to be clear, accurate, brief, and objective. With respect to the last of these, it is important to remember that the minutes are no place for the expression of personal opinions, interpretations, or commentaries on the debates. In the cause of accuracy, the secretary is entitled to ask questions on the meaning of motions, remarks, or proposals, and to determine the names of movers of motions or speakers in a debate.

## Protocol for minutes

"The Secretary will indicate the tenor of the discussion without attribution of comments to particular Council members unless they are speaking *ex officio*, *e.g*. as Provost, as Dean of a College, etc. or unless a member asks that the comments be on record (normally at the same meeting).

The Secretary will also record commitments, *e.g*. to investigate something, including the name of the person who will be responsible for undertaking the commitment and/or for bringing a report back to Council."

*Approved by Council November 2005*

# UNIVERSITY COUNCIL – GUIDELINES FOR COMMITTEES AND COMMITTEE MINUTES

## Meetings of Council Committees

1. Committee meetings are open to members (voting and non-voting), resource officers and invited guests only.
2. Quorum for committees is a majority of the voting members, except for the nominations committee, whose quorum is 2/3 of the voting members.*
3. The President and the Chairperson of Council are *ex officio*, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting.*
4. An *ex officio* member may designate an individual to serve in her or his place on a committee of Council with the same powers as the designator. Such designations shall last for a twelve month period of time subject to renewal. In the event that the individual is unable to complete the full term, another individual can be designated in his or her place. To initiate the designation, the *ex officio* member will inform the Chairperson of Council and the Chairperson of the committee involved. During the period of designation, the *ex officio* member who initiated the designation may still attend the Committee meeting from time to time with a voice but no vote. *
5. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Council.*
6. Members of standing committees or subcommittees who have disclosed a conflict of interest will abstain from voting in committee proceedings, and when appropriate will withdraw from all committee deliberations with respect to the matter.*

## Minutes of Council Committees

1. Each standing committee and subcommittee must keep a record of its proceedings in the form of minutes. Whenever practical, minutes should be approved at the next duly constituted meeting of the committee.
2. The record shall be open to any member of the committee, whether voting or non-voting.
3. The record is confidential, but excerpts from the minutes may be released at the discretion of the chair.
4. Each standing committee is required to report at least annually to Council.*

*from Council *Bylaws*

UNIVERSITY OF SASKATCHEWAN

# STATUTORY AUTHORITY of COUNCIL, THE SENATE, AND THE GENERAL ACADEMIC ASSEMBLY OVER ACADEMIC MATTERS

## *The University of Saskatchewan Act, 1995*

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## Council's Authority over academic matters (excerpts)

**Powers of council**

**61(1)** The council may:

(a) regulate the conduct of its meetings and proceedings;

(b) determine the quorum necessary to transact business;

(c) grant academic degrees, diplomas and certificates of proficiency;

(d) grant scholarships, prizes, fellowships, bursaries and exhibitions;

(e) where it considers it appropriate on academic grounds, authorize the board to provide for:

- (i) the establishment of any college, school, department, chair, endowed chair or institute;
- (ii) the disestablishment of any college, school, department, chair, endowed chair or institute;
- (iii) affiliation or federation with any educational institution; or
- (iv) the dissolution of any affiliation or federation with any educational institution;

(f) prescribe curricula, programs of instruction and courses of study in colleges, schools or departments;

(g) prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations;

(h) discipline students for academic dishonesty, including admonishing, dismissing, suspending or expelling students or imposing fines;

(i) prescribe academic and other qualifications required for admission as a student;

(j) hear appeals by students or former students concerning academic decisions affecting them;

(k) prescribe dates for beginning and ending lectures;

(l) prescribe and limit the number of students who may be admitted to a college or a program of study;

(m) review library policies;

(n) review the physical and budgetary plans for the university and make recommendations respecting those matters to the president or the board;

(o) make recommendations to the president, the board or the senate respecting any matters that the council considers to be in the interests of the university;

(p) subject to subsection (2), establish any committees that it considers necessary;

(q) subject to subsection (2), delegate any of its powers to any committee of the council;

(r) exercise any powers that the board or the senate may delegate to it;

(s) appoint members to committees composed of members of the council and members of all or any of the senate, the board and the assembly;

(t) make bylaws governing the election of members of council mentioned in clauses 53(2)(b) to (g) and (i);

(u) make bylaws respecting any matter over which it has responsibility; and

(v) do any other thing that the council considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act.

**(2)** A committee of members of the council established pursuant to subsection (1) to deal with matters set out in clauses (1)(h) and (j) must contain members of council who are students.

**Decisions of council**
**62(1)** Within 10 days of every meeting of the council, the secretary shall give each dean and department head a written copy of all motions passed by the council at the meeting.
**(2)** On receipt of the written copy of a motion pursuant to subsection (1), every dean and department head shall post the written copy in a conspicuous place that is readily accessible to students and faculty members.

# Senate's Authority over academic matters (excerpts)

**61(3)** Notwithstanding any other provision of this Act, the following decisions of the council 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 the earlier:
(a) a decision to change academic and other qualifications required for admission as a student;
(b) a decision to change the number of students who may be admitted to a college or a program of study;
(c) a decision to authorize the disestablishment of any college, school, department, chair, institute or endowed chair;
(d) a decision to authorize the dissolution of any affiliation or federation.

# Authority of the General Academic Assembly (excerpts)

**Power to require council to reconsider**
**71(1)** At a special meeting called for the purpose, the assembly may require the council to reconsider its decision to authorize the board to provide for any of the following on academic grounds:
(a) the establishment of any college, department or institute;
(b) the disestablishment of any college, department or institute;
(c) affiliation or federation with any educational institution; or
(d) the dissolution of any affiliation or federation with any educational institution.

**Power to dissolve council**
**72(1)** At a special meeting called for the purpose, the assembly may pass a motion directing that the members of the assembly vote to determine whether or not to direct that the council be dissolved and that elections for a new council be held.

**See the full text of the *Act* at http://www.usask.ca/university_secretary/governance/index.php for further information, or contact the University Secretary.**